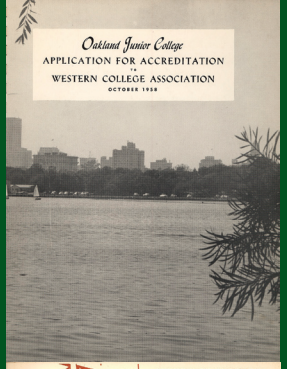

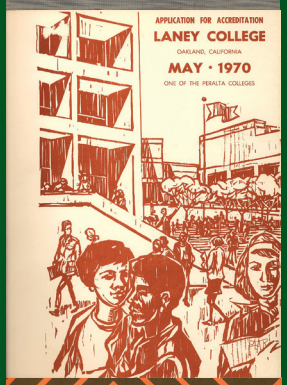

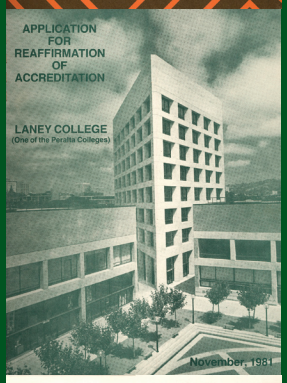

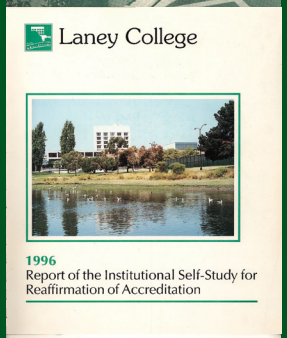

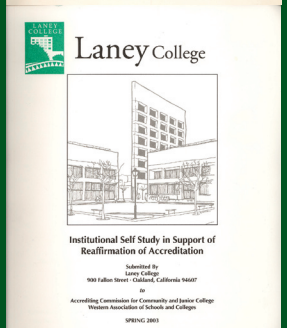

Institutional Self Study in Support of Reaffirmation of Accreditation

Laney College
900 Fallon Street
Oakland, CA 94607

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

2009

LANEY COLLEGE

900 FALLON STREET

OAKLAND, CA 94607

INSTITUTIONAL SELF STUDY IN SUPPORT OF REAFFIRMATION OF ACCREDITATION

JANUARY 12, 2009

SUBMITTED TO

ACCREDITING COMMISSION FOR COMMUNITY AND JUNIOR COLLEGES

OF THE WESTERN ASSOCIATION OF SCHOOLS AND COLLEGES

Board of Trustees of the Peralta Community College District

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Laney College Administration

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Dr. Elñora Webb, Vice President of Instruction
Dr. Donald B. Saotome Moore, Vice President of Student Services
MaryBeth Benevenutti, Business & Administrative Services Manager

Academic Senate

Dr. Karolyn van Putten, President
Donna Marie Ferro, Vice President

Classified Senate

David Reed, President

Associated Students

Ray Henderson, President

Acknowledgments

Many people from across the greater Laney College community worked overtime to make this report a reality—so many, in fact, that to list them all would require that we produce a companion volume.

So to avoid taxing the reader's patience, and at the risk of appearing ungrateful to the scores of people whom we fail to mention, the self study team would like to single out a few folks whose contributions and support rate a special thanks.

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Catherine Crystal
Jerry Herman
Miguel Alson
Indra Thadani
Celia Correa
Maisha Jameson
Mike Donaldson
Mildred Lewis
Judy Cohen
Robert Fleming
Tom Smith
Gary Perkins
Paul Downs
Burt Dragin
Bruce Hawkins
Janine Fujioka
Heather Ding
Carol Dalessio
Stacey Kayden

Your hard work and support are appreciated.

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 9, 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. Bill Withrow
President, Board of Trustees

Elihu Harris, Esq.
Chancellor

Laney College

Dr. Frank Chong
President

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

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Mr. Ray Henderson
President, ASLC

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History of Laney College

The flagship of the Peralta Community College District, Laney College stretches across sixty acres in the 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 provide 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. In honor of 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's degrees 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 critical parts of its mission, offering a wide variety of certificate programs and short-term courses.

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

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

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 to be clear antecedents of the modern Peralta schools: Oakland Junior College was founded, with Laney set up as its vocational campus, and Merritt as its business campus. A year later Merritt added a liberal arts division, 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 (PCCD) 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 and Data

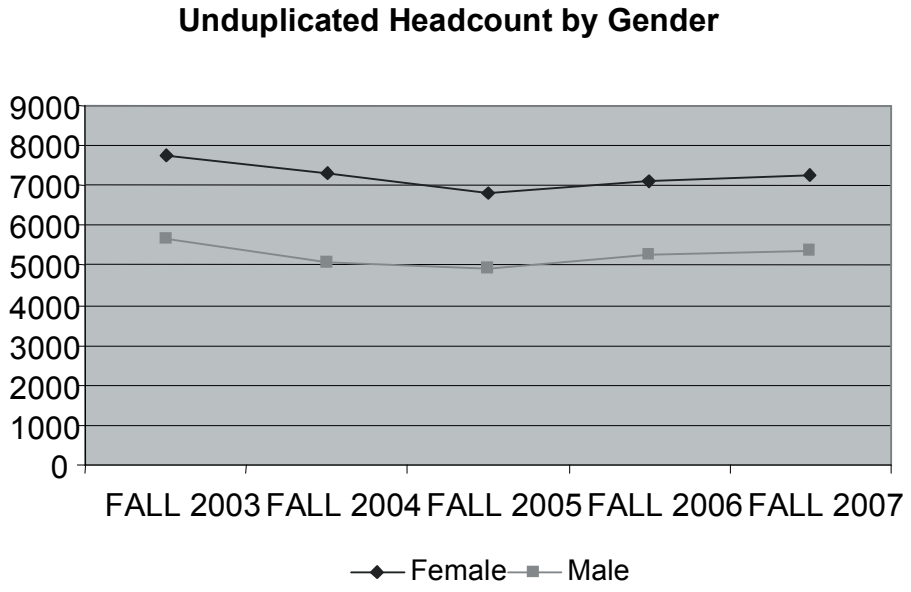
The Laney College service area includes the cities of Alameda, Albany, Berkeley, Emeryville, Oakland, and Piedmont. Like the residents of its main service areas, the students of Laney College are a broadly diverse group. At the heart of one of the most diverse cities in America, Laney College reflects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

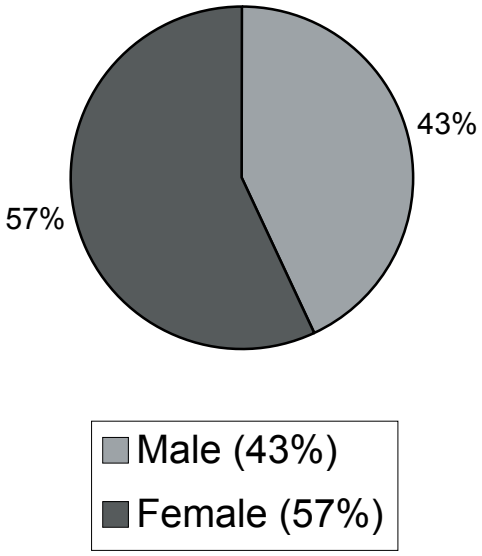
The largest single ethnic group on campus is made up of Asians and Asian Americans, who represent about 32 percent of the overall student population. African American students form the next-largest contingent, at 29 percent, while whites and Latinos make up 16 percent and 13 percent, respectively. (Around 10 percent decline to state.) Some 500 international students attend Laney College, and no fewer than 30 different languages are spoken on campus every day. Women represent 56 percent of the student body, and the average Laney Student is about 31 years old. Only about 40 percent Laney College student are said to be of "traditional college age" (16-24). Overall enrollment has declined since the last accreditation report, with total headcount hovering around 13,000 (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. The following pages chart the college's demographic and enrollment trends since its last accreditation cycle.

Student Demographics

Gender

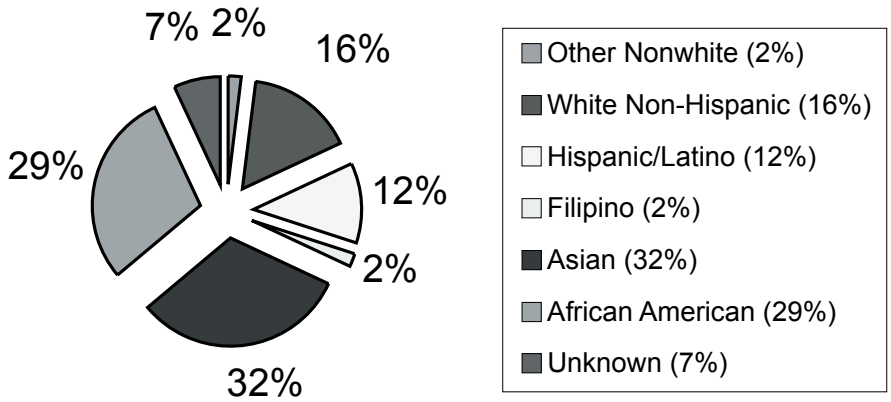
Gender	FALL 1998	FALL 1999	FALL 2000	FALL 2001	FALL 2002	FALL 2003	FALL 2004	FALL 2005	FALL 2006	FALL 2007
FEMALE	6275	6426	7056	7067	7893	7773	7288	6799	7090	7259
	56%	56%	58%	55.9%	56.4%	56.4%	57.4%	57.1%	57.0%	57.0%
MALE	4842	5056	5025	5351	5814	5690	5074	4921	5258	5386
	44%	44%	41%	42.3%	41.6%	41.3%	40.0%	41.3%	42.0%	42.0%
Total	11117	11482	12081	12418	13707	13463	12362	11720	12348	12645

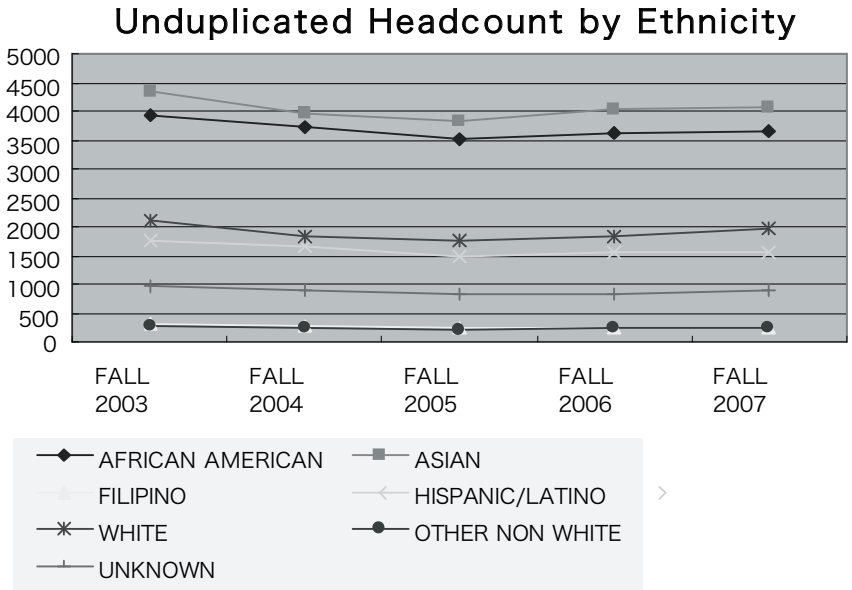




Ethnicity

ETHNICITY	FALL 1998	FALL 1999	FALL 2000	FALL 2001	FALL 2002	FALL 2003	FALL 2004	FALL 2005	FALL 2006	FALL 2007
AFRICAN AMERICAN	3721	3654	3675	3557	3943	3919	3713	3519	3616	3651
	33%	32%	30%	28.1%	28.2%	28.4%	29.3%	29.5%	29.0%	29.0%
ASIAN	3202	3451	3714	4078	4538	4360	3979	3820	4023	4066
	29%	30%	31%	32.3%	32.4%	31.6%	31.4%	32.1%	32%	31.0%
FILIPINO	281	282	270	285	299	314	292	245	249	237
	3%	2%	2%	2.3%	2.1%	2.3%	2.3%	2.1%	2.0%	2.0%
HISPANIC/LATINO	1242	1324	1469	1627	1833	1769	1653	1486	155	1544
	11%	11%	11%	12.9%	13.1%	12.8%	13.0%	12.5%	13.0%	11.0%
WHITE NON HISPANIC	1809	1870	1969	1977	2084	2100	1823	1746	1825	1952
	16%	16%	16%	15.6%	14.9%	15.2%	14.4%	14.7%	15.0%	15.0%
OTHER NON WHITE	145	175	206	220	257	274	236	202	228	240
	1%	2%	2%	1.7%	1.8%	2.0%	1.9%	1.7%	2.0%	2.0%
UNKNOWN	574	658	784	789	953	953	911	832	811	891
	6%	6%	7%	6.2%	6.8%	6.9%	7.2%	7.0%	6.0%	10.0%
Total	**10829**	**11239**	**11881**	**12313**	**13650**	**13415**	**12371**	**11648**	**10679**	**12341**

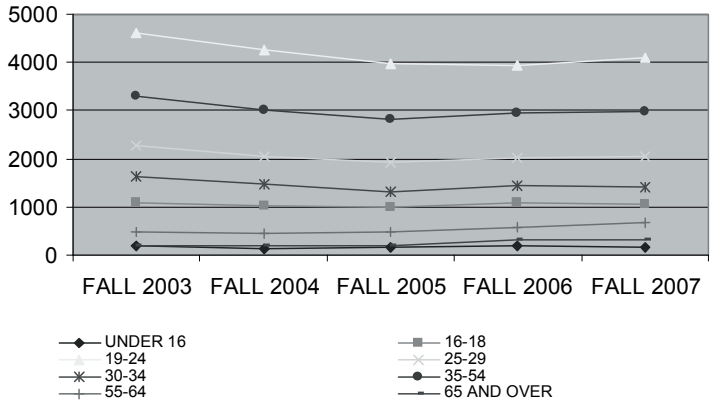


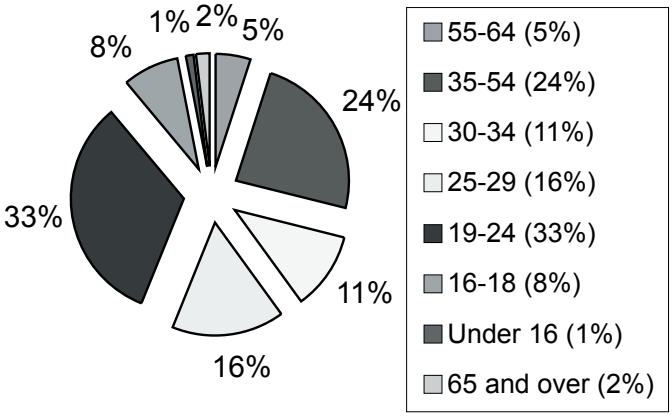


Age

AGE	FALL 1998	FALL 1999	FALL 2000	FALL 2001	FALL 2002	FALL 2003	FALL 2004	FALL 2005	FALL 2006	FALL 2007
UNDER 16	142	253	310	371	360	202	142	160	181	147
	1%	2%	3%	2.9%	2.6%	1.5%	1.1%	1.3%	1.0%	1.0%
16-18	949	1004	986	991	1318	1084	1033	998	1080	1064
	9%	9%	8%	7.8%	9.4%	7.9%	8.1%	8.4%	9.0%	8.0%
19-24	3520	3573	3824	3984	4320	4603	4272	3982	3929	4112
	32%	31%	31%	31.5%	30.9%	33.4%	33.7%	33.4%	31.0%	32.0%
25-29	1931	1978	2033	2107	2284	2260	2060	1927	2007	2036
	17%	17%	17%	16.7%	16.3%	16.4%	16.2%	16.2%	16.0%	16.0%
30-34	1268	1323	1407	1477	1655	1624	1488	1319	1441	1404
	11%	11%	12%	11.7%	11.8%	11.8%	11.7%	11.1%	12.0%	11.0%
35-54	2747	2798	3016	3045	3267	3298	2999	2810	2950	2965
	25%	24%	25%	24.1%	23.3%	23.9%	23.6%	23.6%	24.0%	23.0%
55-6	290	337	374	401	460	467	447	480	581	681
	3%	3%	3%	3.2%	3.3%	3.4%	3.5%	4.0%	5.0%	5.0%
65 AND OVER	273	278	261	177	199	187	179	178	306	316
	2%	2%	2%	1.4%	1.4%	1.4%	1.4%	1.5%	2.0%	2.0%
Total	**11120**	**11544**	**12211**	**12553**	**13863**	**13725**	**12620**	**11854**	**12475**	**12725**

Unduplicated Headcount by Age



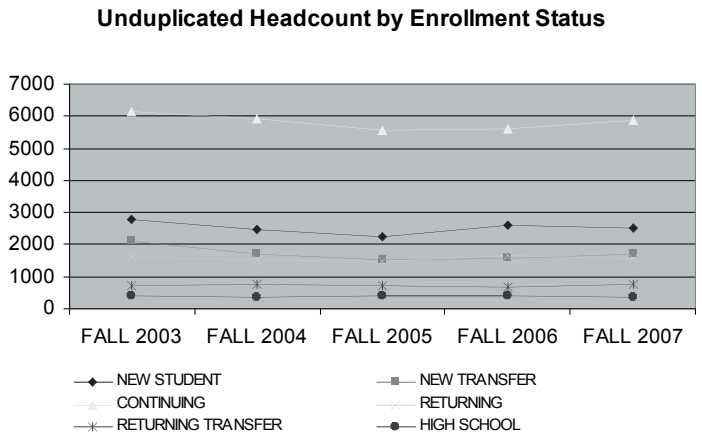


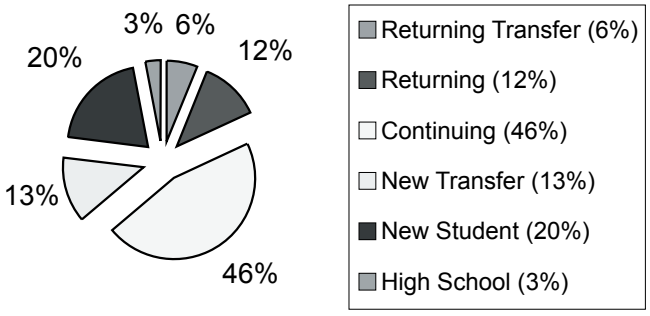
Matriculation Status

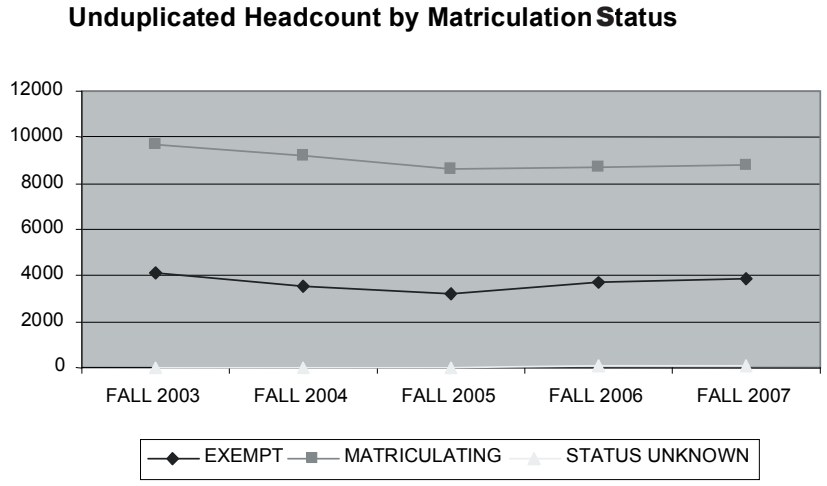
MATRICULATION STATUS	FALL 1998	FALL 1999	FALL 2000	FALL 2001	FALL 2002	FALL 2003	FALL 2004	FALL 2005	FALL 2006	FALL 2007
EXEMPT	2975	3518	4019	4127	4708	4090	3503	3232	3722	3881
	27%	30%	33%	33%	34%	30%	28%	27%	30%	30%
MATRICULATING	8144	8011	8170	8472	9265	9673	9170	8648	8705	8803
	73%	69%	67%	67%	66%	70%	72%	73%	70%	69%
STATUS UNKNOWN	1	17	25	38	19	15	17	30	48	42
	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
TOTAL ENROLLMENT	**11120**	**11546**	**12214**	**12637**	**13992**	**13778**	**12690**	**11910**	**12475**	**12726**

Enrollment Status

Enrollment status	FALL 1998	FALL 1999	FALL 2000	FALL 2001	FALL 2002	FALL 2003	FALL 2004	FALL 2005	FALL 2006	FALL 2007
NEW STUDENT	2535	2330	2662	2587	2773	2779	2458	2226	2590	2517
	21%	20%	22%	20.5%	19.8%	20.2%	19.4%	18.7%	21.0%	20.0%
NEW TRANSFER	1362	1478	1705	1764	2016	2100	1695	1511	1560	1701
	12%	13%	14%	14.0%	14.4%	15.2%	13.4%	12.7%	13.0%	13.0%
CONTINUING	5140	5317	5164	5290	5805	6164	5903	5572	5602	5863
	46%	46%	42%	41.9%	41.5%	44.7%	46.5%	46.8%	45.0%	46.0%
RETURNING	1333	1320	1460	1676	1774	1616	1505	1479	1652	1555
	12%	11%	12%	13.3%	12.7%	11.7%	11.9%	12.4%	13.0%	12.0%
RETURNING TRANSFER	519	543	641	595	667	706	771	704	665	753
	5%	5%	5%	4.7%	4.8%	5.1%	6.1%	5.9%	5.0%	6.0%
HIGH SCHOOL	410	558	582	725	957	413	358	418	406	337
	4%	5%	5%	5.7%	6.8%	3.0%	2.8%	3.5%	3.0%	3.0%
Total	**11299**	**11546**	**12214**	**12637**	**13992**	**13778**	**12690**	**11910**	**12475**	**12726**



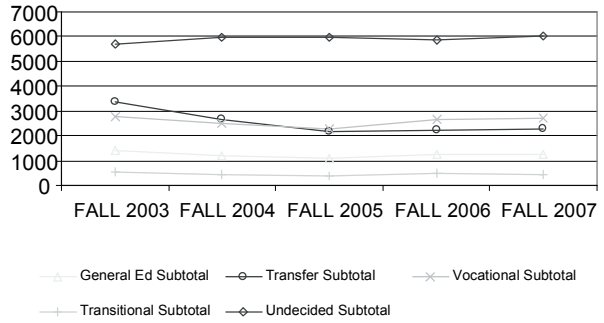


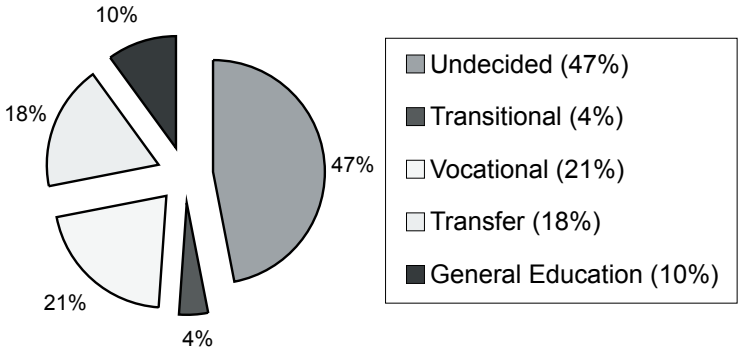


Educational Goal

Educational Goal	FALL 1998	FALL 1999	FALL 2000	FALL 2001	FALL 2002	FALL 2003	FALL 2004	FALL 2005	FALL 2006	FALL 2007
CULTURAL ENRICHMENT	1017	923	1182	1102	1149	1066	837	731	952	875
AA/AS GENERAL	637	594	459	359	300	359	339	370	301	358
General Ed Subtotal	1654	1517	1641	1461	1449	1425	1176	1101	1253	1233
	15%	13%	13%	12%	10%	10%	9%	9%	10%	10%
TRANSFER WITH AA	2441	2323	2272	1800	1705	2132	1820	1401	1527	1560
TRANSFER WITHOUT AA	1268	1102	1373	1259	1114	1240	824	745	692	709
Transfer Subtotal	3709	3425	3645	3059	2819	3372	2644	2146	2219	2269
	33%	30%	30%	24%	20%	24%	21%	18%	18%	18%
CERTIFICATE	350	295	291	293	327	320	158	138	137	142
AA/AS VOCATIONAL	241	194	123	139	92	96	87	98	102	103
ACQUIRE JOB SKILLS	577	716	825	800	906	981	1005	960	1198	1251
DISCOVER CAREER INTEREST	280	492	611	716	725	739	661	585	626	664
UPDATE JOB SKILLS	523	619	601	643	565	462	409	382	461	453
MAINTAIN CERTIFICATE	177	123	137	145	162	165	159	136	131	112
Vocational Subtotal	2148	2439	2588	2736	2777	2763	2479	2299	2655	2725
	19%	21%	21%	22%	20%	20%	20%	19%	21%	21%
IMPROVE BASIC SKILLS	434	445	431	468	378	345	290	251	346	330
COMPLETE HS CREDITS	413	484	423	314	424	198	158	139	149	126
Transitional Subtotal	847	929	854	782	802	543	448	390	495	456
	8%	8%	7%	6%	6%	4%	4%	3%	4%	4%
UNDECIDED	2673	2948	2527	3882	5284	4496	4772	4840	4663	4496
UNKNOWN	89	288	959	717	861	1179	1171	1134	1190	1547
Undecided Subtotal	2762	3236	3486	4599	6145	5675	5943	5974	5853	6043
	25%	28%	29%	36%	44%	41%	47%	50%	47%	47%
Total	**11120**	**11546**	**12214**	**12637**	**13992**	**13778**	**12690**	**11910**	**12475**	**12726**

Unduplicated Headcount by Educational Goal



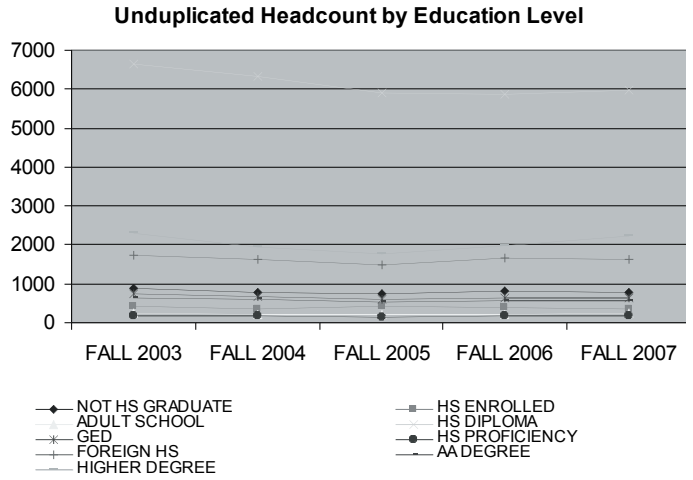


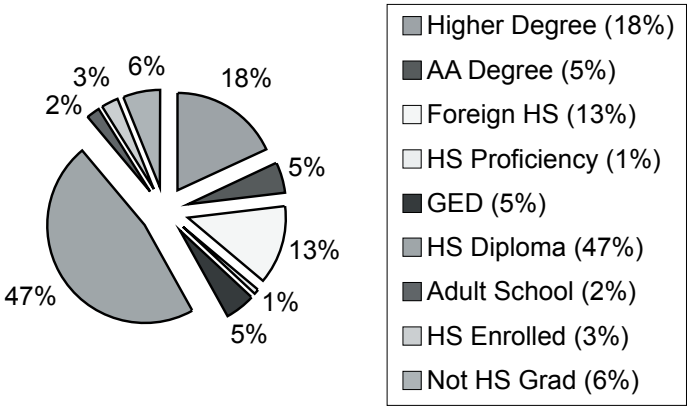
Day Evening Status

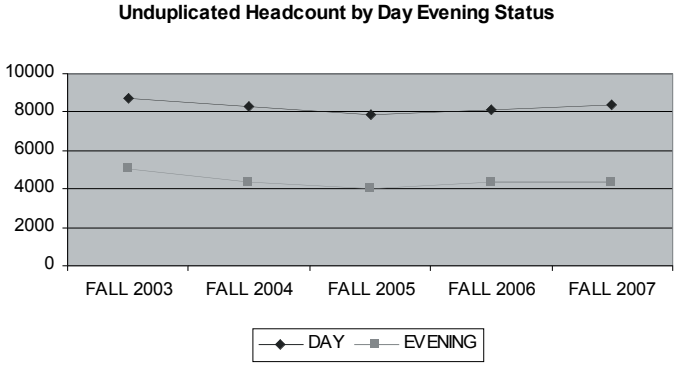
Day Evening Status	FALL 1998	FALL 1999	FALL 2000	FALL 2001	FALL 2002	FALL 2003	FALL 2004	FALL 2005	FALL 2006	FALL 2007
DAY	7294	7278	7381	7867	8635	8749	8298	7881	8085	8377
	66%	63%	60%	62%	62%	63%	65%	66%	65%	66%
EVENING	3826	4268	4833	4770	5357	5029	4392	4029	4390	4349
	34%	37%	40%	38%	38%	37%	35%	34%	35%	34%
Total	**11120**	**11546**	**12214**	**12637**	**13992**	**13778**	**12690**	**11910**	**12475**	**12726**

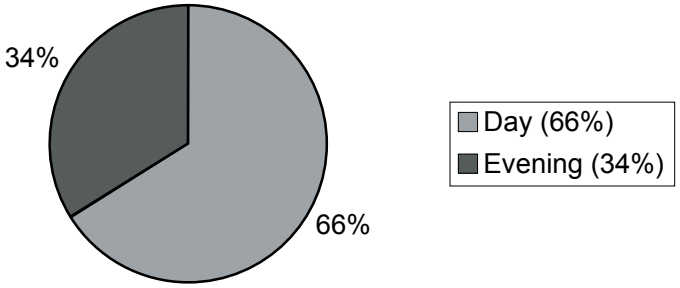
Educational Level

Education Level	FALL 1998	FALL 1999	FALL 2000	FALL 2001	FALL 2002	FALL 2003	FALL 2004	FALL 2005	FALL 2006	FALL 2007
NOT HS GRADUATE	906	902	930	902	932	892	775	757	811	791
	8%	8%	8%	7%	7%	6%	6%	6%	7%	6%
HS ENROLLED	410	561	583	684	950	408	352	413	406	336
	4%	5%	5%	5%	7%	3%	3%	3%	3%	3%
ADULT SCHOOL	203	209	246	243	237	256	221	216	225	230
	2%	2%	2%	2%	2%	2%	2%	2%	2%	2%
HS DIPLOMA	5680	5587	5800	5756	6337	6639	6338	5902	5869	5971
	51%	48%	47%	46%	45%	48%	50%	50%	48%	48%
GED	639	616	591	621	693	736	680	611	650	631
	6%	5%	5%	5%	5%	5%	5%	5%	5%	5%
HS PROFICIENCY	116	123	134	140	149	170	161	153	164	161
	1%	1%	1%	1%	1%	1%	1%	1%	1%	1%
FOREIGN HS	1378	1461	1547	1667	1691	1718	1618	1486	1663	1626
	12%	13%	13%	13%	12%	12%	13%	13%	13%	13%
AA DEGREE	474	555	575	604	665	652	587	530	570	575
	4%	5%	5%	5%	5%	5%	5%	4%	5%	5%
HIGHER DEGREE	1307	1527	1805	2011	2327	2295	1944	1778	1994	2242
	12%	13%	15%	16%	17%	17%	15%	15%	16%	18%
Total	**11113**	**11541**	**12211**	**12628**	**13981**	**13766**	**12676**	**11846**	**12352**	**12563**





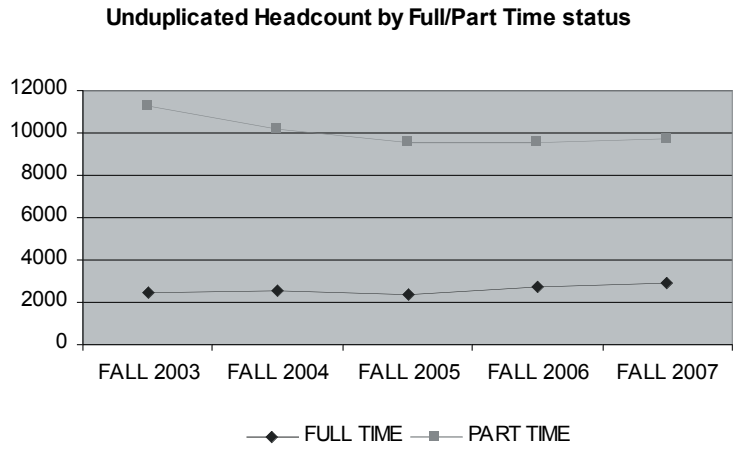


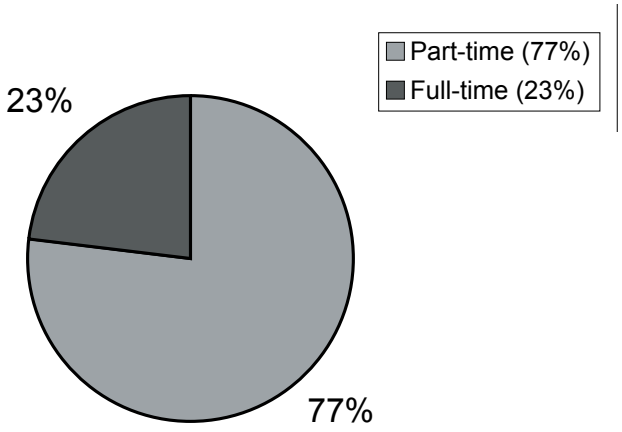


Student Demographics

Full/Part Time Status

Full/Part Time Status	FALL 1998	FALL 1999	FALL 2000	FALL 2001	FALL 2002	FALL 2003	FALL 2004	FALL 2005	FALL 2006	FALL 2007
FULL TIME	2597	2680	2609	2688	2751	2482	2534	2395	2748	2881
	23%	23%	21%	21%	20%	18%	20%	20%	22%	23%
PART TIME	8523	8866	9605	9949	11241	11296	10156	9515	9532	9701
	77%	77%	79%	79%	80%	82%	80%	80%	78%	77%
Total	**11120**	**11546**	**12214**	**12637**	**13992**	**13778**	**12690**	**11910**	**12280**	**12582**

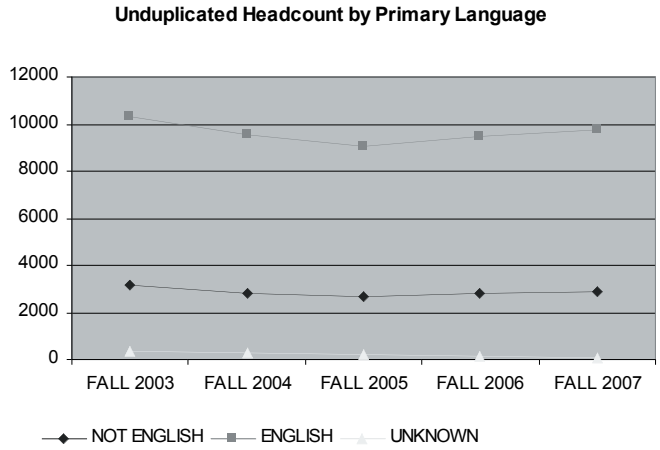


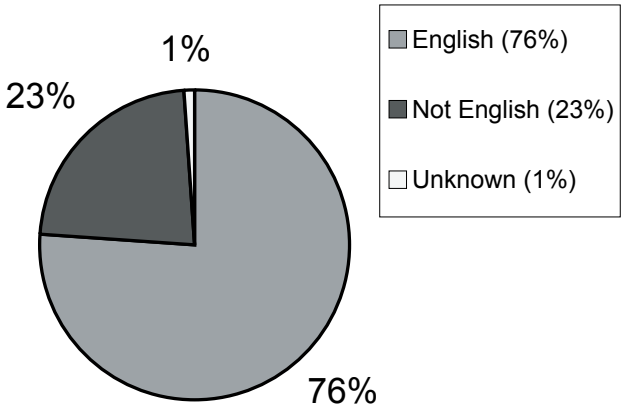


Student Demographics

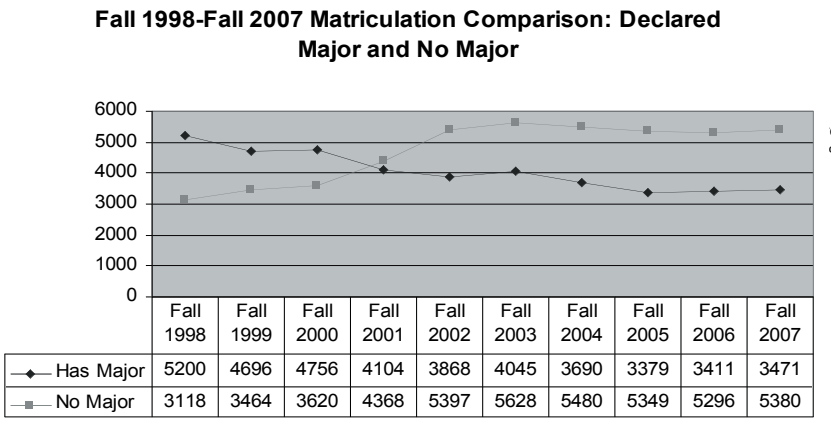
Primary Language

Primary Language	FALL 1998	FALL 1999	FALL 2000	FALL 2001	FALL 2002	FALL 2003	FALL 2004	FALL 2005	FALL 2006	FALL 2007
NOT ENGLISH	2437	2544	2759	3002	3234	3138	2818	2661	2836	2866
	22%	22%	23%	24%	23%	23%	22%	22%	23%	23%
ENGLISH	8675	8941	9327	9399	10436	10289	9568	9024	9495	9761
	78%	77%	76%	74%	75%	75%	75%	76%	76%	77%
UNKNOWN	8	61	128	236	322	351	304	225	144	99
	0%	1%	1%	2%	2%	3%	2%	2%	1%	1%
TOTAL ENROLLMENT	**11120**	**11546**	**12214**	**12637**	**13992**	**13778**	**12690**	**11910**	**12475**	**12726**

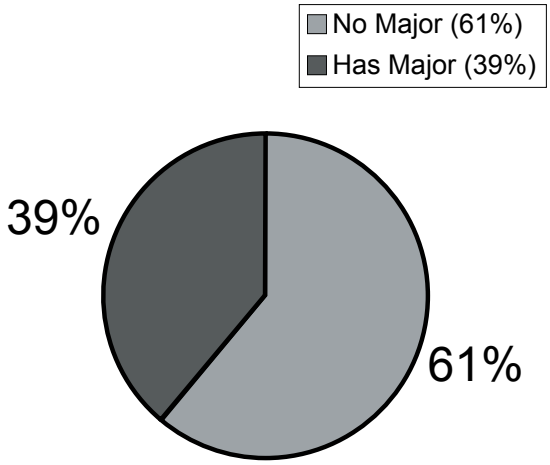




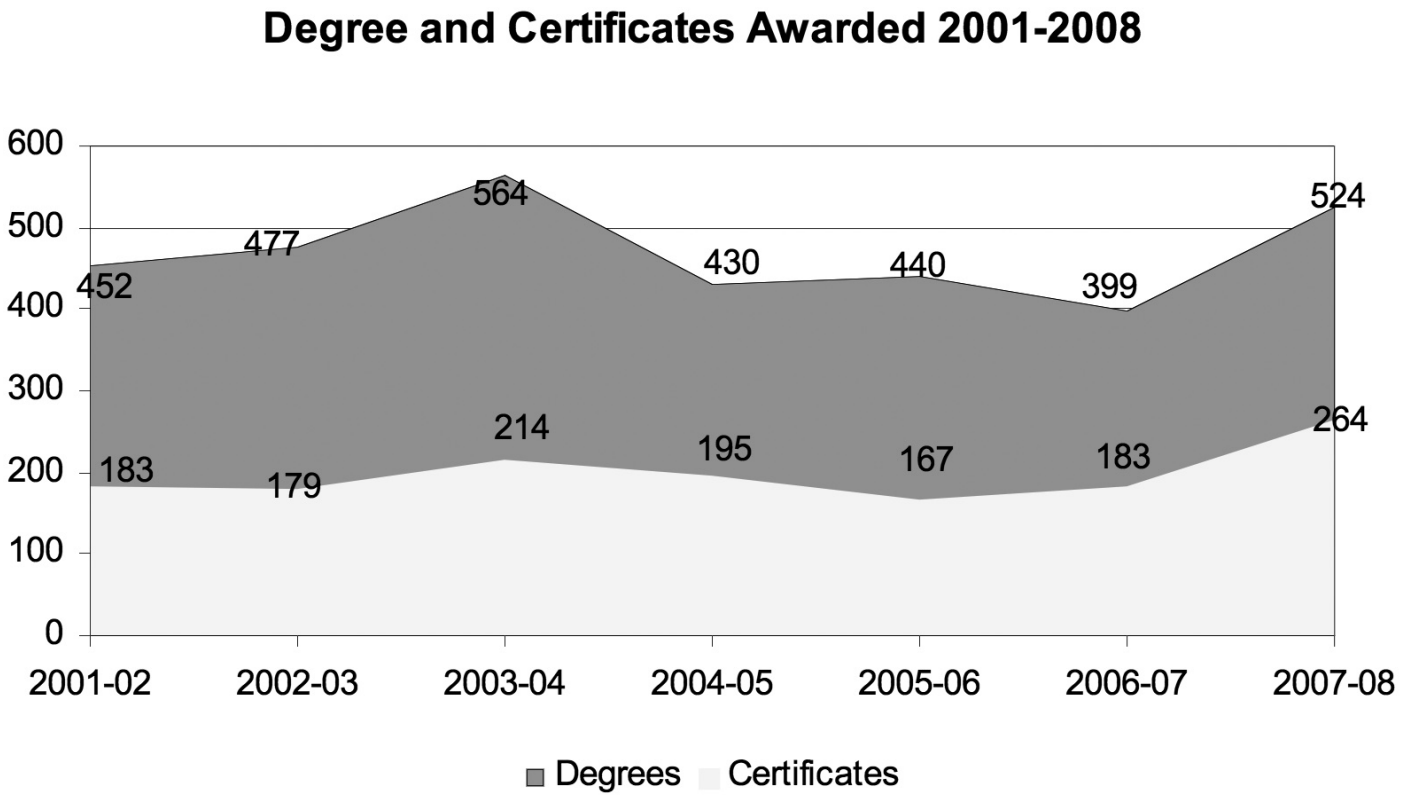
Matriculation Comparison



	Fall 1998	Fall 1999	Fall 2000	Fall 2001	Fall 2002	Fall 2003	Fall 2004	Fall 2005	Fall 2006	Fall 2007
Has Major	5200	4696	4756	4104	3868	4045	3690	3379	3411	3471
No Major	3118	3464	3620	4368	5397	5628	5480	5349	5296	5380



Degrees Awarded



Degrees Awarded (cont.)

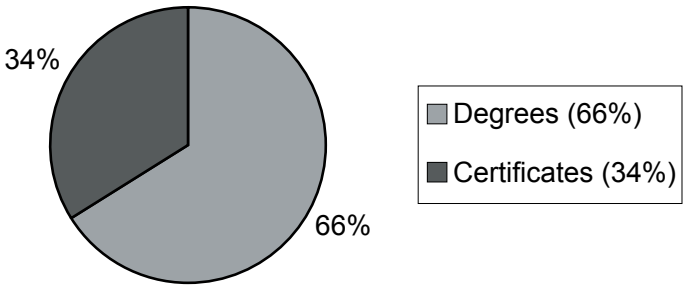
Associate of Arts and Associates of Science degrees require at least 60 degree applicable semester units with a 2.0 grade point average or higher.

Division	Description	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08
Business, Math & Sciences	BUSINESS	44	46	44	45	44	41	62
	BIOSCIENCE/BIOTECH	0	0	0	1	0	0	0
	CIS	6	9	7	8	3	3	2
	MATHEMATICS	12	17	14	6	9	5	4
	SCIENCE	19	28	44	49	69	41	65
Humanities, Language Art & Social Sciences	AFRICAN-AMERICAN ST	3	4	6	6	0	2	3
	GENERAL CURRICULUM	211	213	250	26	0	0	0
	LANGUAGE ARTS	16	16	11	18	12	12	0
	LABOR STUDIES	2	3	1	3	1	0	16
	ETHNIC STUDIES	1	1	2	0	2	1	0
	SOCIAL SCIENCE	96	103	109	76	61	63	71
	ARTS & HUMANITIES	17	13	28	13	11	15	10
Fine & Applied Arts & Physical Education	ART/CERAMICS	1	0	1	0	0	0	0
	ART/COM GRAPH/ADV DS	1	0	2	0	0	0	0
	ART/FINE ARTS	3	1	2	0	1	3	0
	CULINARY ARTS	0	3	5	2	6	5	6
	LIBERAL ARTS	0	1	0	145	185	184	269
	JOURNALISM	2	1	1	1	0	0	1
	MEDCO/TV	4	2	1	1	4	1	0
	MUSIC	1	0	4	3	3	0	0
	THEATRE ARTS	1	1	1	2	0	1	2
Vocational Technology	MACHINE TECHNOLOGY	0	2	1	0	0	1	1
	WELDING TECHNOLOGY	0	0	0	0	0	0	1
	WOOD TECHNOLOGY	0	0	0	1	0	0	0
	AET/ARCHITECT TECH	0	1	1	0	1	0	0
	AET/ENGINEERING TECH	0	0	1	0	0	0	0
	COSMETOLOTGY	1	0	6	4	10	4	3
	ENV CONTROL TECH	5	1	6	4	4	2	1
	GRART ARTS	1	2	5	3	1	4	1
	CARPENTRY	3	0	1	5	3	2	4
	CONSTRUCTION MGMT	0	2	8	2	5	6	2
	PHOTOGRAPHY	1	3	0	1	1	1	0
Total		407	427	518	379	392	356	524

Certificates Awarded

The certificates are awarded upon completion of a sequence of courses leading to a specific area of employment. Career Certificates require 30 to fewer than 60 applicable semester units with a 2.0 grade point average or higher.

Division	Description	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08
Business, Math & Sciences	BUSINESS	25	21	44	44	12	35	99
	BIOSCIENCE/BIOTECH	16	8	3	8	0	7	14
	CIS	1	10	7	10	4	4	0
Humanities, Language Art & Social Sciences	LABOR STUDIES	9	7	6	4	3	0	5
Fine & Applied Arts & Physical Education	CULINARY ARTS	0	3	5	2	6	5	6
	MEDCO/TV	0	0	1	3	3	1	0
Vocational Technology	MACHINE TECHNOLOGY	2	2	1	3	0	1	1
	WELDING TECHNOLOGY	3	0	2	2	1	1	0
	WOOD TECHNOLOGY	2	0	1	2	0	0	0
	AET/ARCHITECT TECH	0	1	1	0	0	0	0
	AET/ENGINEERING TECH	0	0	1	0	0	0	0
	COSMETOLOTGY	27	28	46	39	38	40	39
	ENV CONTROL TECH	11	23	18	16	19	21	15
	GRART ARTS	0	0	0	0	0	0	2
	CARPENTRY	8	3	8	9	5	5	9
	CONSTRUCTION MGMT	3	12	14	5	7	10	6
	PHOTOGRAPHY	2	6	2	1	3	1	8
	TECHNICAL ADMIN	0	0	2	0	0	1	0
	AIR COND/REFRIG TECH	0	0	0	0	1	0	0
Total		109	124	162	148	102	132	204



Responses to Previous Recommendations

Response to recommendation #1

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

The college mission statement was reviewed and updated. Consistent with the details outlined in the Focused Midterm Report of November 1, 2006, the Laney College mission statement continues to guide the plans and operations of the college. Framed by the vision, values, and operational plan, the mission was drafted by the college and approved by the Board of Trustees. The mission statement was reviewed and updated again in fall 2008 via the shared-governance process, now part of an established three-year cycle of review and revision.

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." (Standard 2.5)

The college developed and publicized clearly delineated processes for adjudicating issues that arise in the academic integrity areas for students and faculty alike. A statement on academic policy was developed, discussed college-wide, adopted by the Faculty Senate, and disseminated. The college's Task Force on Academic Integrity collaborated with the Faculty Senate to ensure general buy-in.

The Academic Integrity Task Force of faculty and administrators met, engaged in online discussions, and implemented several of its planned activities, which included studying current practices of other colleges and universities and surveying the college community to determine its priorities, concerns, and recommendations.

The policy and practices are aligned with longstanding policies on academic freedom and freedom of speech and the student code of conduct, and they dovetail with processes for adjudicating student issues, academic accommodations policy, and procedures.

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." (Standards 3.A.1, 3.A.2, 2.A.3, 3.A.4, 3.B.1, 3.B.2, 3.B.3, 3.C.2, 3.C.3)

The college has made significant progress over the last several years toward implementing a meaningful, systematic, and comprehensive institutional strategic plan, which drives the allocation of resources to and within the college. The college continues to be steadfast in its efforts to involve all stakeholders in its planning processes, to align planning with the college mission, to ensure that program reviews inform institutional priorities, and to allocate resources based on institutional planning priorities. The leadership of Laney College continues to improve the strategic master planning process.

Last year, the college adopted a new planning and budgeting process that renders transparent the link among the priorities that emerge from program reviews and the strategic directions of the college and district with the budget allocation process for each fiscal year. This practical process will reveal the benchmarks and assessment strategies driven by the program reviews as part of the regular planning cycle.

Response to recommendation #4

"The team recommends that a district-wide plan and an implementation process be created that are strategic and systematically integrate

the educational, financial, physical, and human resources of the district. All planning processes should be inclusive of the four colleges and the communities served by the district. The plan should include identified institutional outcomes with criteria for evaluation on a periodic basis. It is recommended that the district-wide plan integrate the educational master plans and program reviews of the colleges. The team also recommends that the chancellor ensure that the plan and the ongoing planning processes are communicated throughout the district." (Standards 3.B.1, 3.B.3, 3.C.1, 3.C.3, 10.C.1, 10.C.6)

A district-wide planning and implementation process was created that is strategic and that systematically integrates the educational, financial, physical, and human resources of the district. The myriad intensive efforts made since the last self study to improve district-college planning are evident in virtually all aspects of college and district operations.

Anecdotal evidence suggests that many participants in this district-wide planning process feel overwhelmed by the many meetings and actions arising from the new planning regimen. However, these same participants consistently demonstrate a commitment to transforming the nature of college-district relations. A shared commitment to high-quality teaching and support services that maximize student success bring all PCCD constituents together.

Driven by the needs of the community and colleges, the board established priorities for planning. The district-wide strategic plan was developed based on the various plans of the colleges—i.e., strategic plans, educational master plans, facilities plans, technology plans, and human resources plans—and the priorities of the colleges and board. It includes board priorities, a guiding framework that consists of the mission, vision, values, principles, and goals and strategies. The goals and strategies are grounded through the establishment of objectives. The means to determine the progress of the district are established with the measurable institutional outcomes and performance measures.

Three efforts have been engaged to ensure the use and sound implementation of the plan. First, implementation procedures were developed for each strategic goal. Second, and consistent with those procedures, a district action plan was put into place. Third, the strategic educational master planning effort was employed. This is the main channel for implementing the strategic plan; it is designed to be a broadly inclusive process that engages all departments, disciplines, programs, and units in achieving the collaborative vision of the plan.

The chancellor is at the center of the district strategic planning work. To facilitate a clear, consistent, and valuable exchange of information, the chancellor requires full engagement of district leaders as well as the leadership from among the colleges. At the center of the chancellor's effort are the Strategic Management Team and the Strategic Planning Policy Advisory Committee. These leadership groups are central nodes in the institutional network, providing salient links and direct influences throughout the district. The chancellor publishes a newsletter to provide strategic and time-sensitive information to all stakeholders throughout the district.

The district and colleges have been fully engaged in the planning process. The District Budget Advisory Committee approved a method for allocating resources to the colleges, and the permanent committees recommended by the District Strategic Planning Steering Committee's task forces have been formed. Clearer procedures for updating curricula and programs through the Faculty Senate and the college's governing process have been determined. Full representation of college stakeholders on planning and implementation committees remains essential to facilitate accurate and efficient communications and to sustain the capacity of the institution to carry out the details of the district-wide plan.

Response to recommendation #5

"The team recommends that the college determines ways to increase the use of technology to improve teaching and learning, a goal already specified under Strategic Direction V: Electronic Access, Automation and Technology and included in Laney College's Institutional Goals for 2000-

2005. To this end, the college needs to address related infrastructure and institutional equipment needs, and faculty and staff training." (Standards 4.A.4, 4.D.5, 7.A.1, 7.C.1, 8.4)

Increasing numbers of faculty rely on technology in their instructional programs and in their course management, in and out of the classroom—and not only because of the district's move to a new course-administration system (PASSPORT). Two smart classrooms (i.e., classrooms equipped with a computer and audiovisual equipment) are now fully operational, and all vocational programs have begun to upgrade the tools instructors and students require, some of which had been used in excess of 15 years. As part of the Measure A (passed in 2006) bond allocation process, all full-time instructors received new desktop or laptop computers, and a replacement cycle three to five years has been implemented.

Information Technology staffing is being increased, as are training opportunities and strengthened connections among the IT and administrative staff of the college and the district. Discussions among these groups, and the involvement of the board, have led to a resurgence of a shared focus on instructional platforms to ensure that the college adopts resources that are learning-centered, efficient for use, and accessible to educators and learners.

The college is determined to reduce all constraints in the area of instructional technology in order to promote effective instructional practices that strengthen student engagement in the learning process. The advocacy work of administrators, faculty, and staff has led to an expansion of student access to computer laboratories and learning resources. The college added a network coordinator and increased the number and skill levels of the computer technicians in its instructional labs. The Technology Planning Committee developed an action plan for college technology needs and advocated strongly at the district for improved web sites on online course-management software for the college.

Response to recommendation #6

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

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:

- Promoting SLO/assessment discourse and understanding through faculty attendance at statewide professional development workshops, from 2004 to the present time.
- Creating and installing the Learning Assessment Committee as a formal shared-governance body in 2005.
- Determining with faculty the SLO and assessment priorities of Laney College, using various meeting and data gathering forums in spring 2007.
- Appointing a faculty leader with 50 percent release 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.
- Developing SLO/assessment reporting requirements, forms, a faculty handbook, and deadlines, by fall 2007.
- Ensuring faculty accountability for results and improvement efforts using multiple strategies, including online progress reporting and a review forum, incorporation of SLO progress reports into program reviews, planning and resource allocation decisions, beginning spring 2007.
- 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.

Course- and Program-level Learning Outcomes
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 a password-protected internal web site.

Student Services Learning Outcomes
Outcomes were developed for student services, 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 identifying necessary changes. This process will be repeated on an ongoing basis.

General Education Learning Outcomes
With the development of Laney College general education (GE) 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 that demonstrates and allows for assessment of 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.

Learning Assessment Committee
The Learning Assessment Committee (LAC) has been operating for almost two years. Workshops and brown bag lunch discussions have been held regularly, and interest in these workshops and discussions has been growing. 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 have established the development and assessment of SLOs a chief priority. Since the Office of Instruction began requiring development of SLOs for all courses—with assessment of SLOs occurring during the same term an updated course is taught—an infrastructure of support and training has been established to ensure the reasonableness of this requirement, and to minimize the level of resistance due to the lack of resources.

Response to recommendation #7

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

Laney College has taken steps to ensure that 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.

The Laney Curriculum Committee has established a special requirement for all new and existing 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. The addendum includes information regarding the form of distance education; need or justification; plan for instructor-student contact; SLO, assignments, and assessment comparisons with the on-campus version of course; modes of instruction; technical issues; accommodations for students with disabilities; and additional resource needs. This requirement is now

formalized and institutionalized in the college's course evaluation and planning procedures. 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.

Response to recommendation #8

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

The college leadership situation is more stable than it has been in years, with all but one of its administrative positions filled with a permanent hire as of this writing. In addition, a Laney training program for administrators has been developed, which includes strategic contextual information, educational priorities of the college, participatory governance structure, salient policies and procedures, rights and responsibilities, operational resources and insights, district and college educational, technological, and fiscal infrastructure.

More competitive salaries, collegial administrator-faculty/staff relations, and improved morale among management have all contributed to the reduction in turnover and the greater likelihood of long-term stability.

Response to recommendation #9

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

Led by the district office of Human Resources, the legal and administrative responsibilities of the college and district have been clarified and are communicated among appropriate professionals to ensure the smooth functioning of the hiring process.

Consistent with the ACCJC 2003 visiting team's recommendations, the process streamlines the approach for the hiring of academic and classified staff. This more efficient approach ensures that the college determines its hiring needs through appropriate procedures: the college president requests approval from the chancellor, and Human Resources processes the approval.

Dialogue concerning approvals has been further clarified through formal discussion between college and district officials. Upon completion of the governance and prioritization processes at the college, requests to fill positions are brought to the district Strategic Management Team (SMT) meetings, which include college presidents and senior district administrators. The SMT reviews requests and makes determinations based on a thoroughgoing review of data, now streamlined by their availability through the Office of Educational Services.

Response to recommendation #10

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

District and college leaders continue their efforts to sharpen the ability of all employees to make full use of the relatively new fiscal computer infrastructure. District leadership went beyond the 2003 visiting team's recommendation, and secured a long-term solution for ensuring the capacity of the college to plan strategically in an integrated way that ties planning, evaluation, and resource allocation. Laney College leadership and support staff continue to inform improvements that will allow for even greater access and analysis of finances for planning purposes.

Response to recommendation #11

"The team recommends that Peralta Community College District provide a detailed and concrete

plan that clearly identifies the steps, timelines, and measurable actions that are being undertaken by the district to provide funding for the long-term liability posed by healthcare benefits." (Standard 9.C.1)

With the authorization of the Peralta Board of Trustees, the district—in a move applauded by the *Wall Street Journal* as innovative and fiscally responsible—sold $153 million in OPEB bonds as a first step toward financing future retiree healthcare costs. This transaction was completed in January 2006. The money generated was invested and is expected to yield enough annual interest to cover the projected ever-increasing costs of providing healthcare benefits for Peralta's current employees and retirees, as well as allow the district to meet its long-term liability costs in the future and uphold new General Accounting Standards Board (GASB) standards.

Response to recommendation #12

"The team recommends that the Board of Trustees adhere to its appropriate functions and policy orientation, and rely upon the district chancellor for recommendations affecting the organization of the district as well as the hiring, retention and termination of all categories of district and college staff. The team further recommends that the Board of Trustees ensure that the district is continuously led by a chancellor as its chief executive officer. Finally, the team recommends that the Board of Trustees clearly identify and widely disseminate the roles and responsibilities assigned to the district administration and those assigned to the college administration so that the appropriate responsibility and authority are specified and related accountability standards are established." (Standards 10.A.3, 10.A.4, 10.C.1, 10.C.2, 10.C.3, 10.C.5)

As the November 2006 Laney College Focused Mid-term Report noted, the board adheres to "its appropriate policy role and in establishing stable leadership in the District Chancellor; over the last two years, Laney leadership has not observed any behavior inconsistent with this finding.

The November 2008 election saw three trustees reelected. The Peralta Board has new policies in place delineating its governance role, and all trustees participate in the special in-service sessions that usually follow formal meetings of the board.

Response to recommendation #13

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

The permanent chancellor, appointed in 2004 by the Peralta Board of Trustees, remains in place. The personnel situation among the administration, faculty, and classified staff at the district and colleges is generally stable, and retirements have decreased.

Response to recommendation #14

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

Laney's permanent membership on district organizational and governance structures is consistent with the priorities of the college and functions well in tandem with the related college-level committees. This connection ensures a direct link between relevant college and district structures.

Laney leadership continues to work earnestly with district leadership to ensure a consistently effective nexus between district and college planning and budgeting efforts. This has been achieved through the

formal assignments of more college administrative representatives on district organizational and governance structures, including the Chancellor's Policy Advisory Committee (CPAC) and the District Budget Advisory Committee

Alignment is occurring between the work of district policy groups and the strategic planning activities of the college. Such coordination ensures effective collaboration between the district and the college on planning and budget efforts. As the November 2006 Laney College Focused Midterm Report noted, "the [organizational and] governance structure allows for inputs and institutional transactions to facilitate desired outcomes that are assessed through formative and summative evaluation methods. This structure aligns district and college governance groups to ensure that committees work together to achieve shared strategic and operational goals; strengthen and promote the shared framework of policies and planning strategies; use program reviews to update the educational master plans; and allocate resources consistent with the educational master planning priorities for facilities, staffing and staff development, financial, and information technology informed by all of the educational and service master plans.

LANEY COLLEGE ORGANIZATIONAL CHART - 2008 -2009

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Articulation
Class Schedules
Counseling Services
District A /R Liaison
DSPS
Intercollegiate Athletics
Learning Resources
Re-Admission / Visas
Registration Coordination
Staff Development
Student Services Master Plan
Student Success Project
Transfer /Career Center

Accreditation Liaison Officer
Basic Skills
Catalog
Class Scheduling
Curriculum Development
Educational Master Plan
Enrollment Management
Instructional Support Services
Library Services / Audio-Visual
Program Review
Staff Development
Tenure Review
Tutor Coordination

DEAN
STUDENT SUPPORT SERVICES : MATRICULATION
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Assessment /Orientation
Early Alert
Gender Equity Program
Graduation
Health Services
Matriculation Program
Office of Int 'l. Ed Liaison
Phi-Theta Kappa Honor
Project Access
Puente
Student Activities / Student Center
Student Ambassadors
Student Handbook
**Student Discipline / Grievances
Student Employment
Veteran's Affairs

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CalWORKS
Child Care Center Liaison
EOPS / C.A.R.E.
Financial Aid
** Student Discipline / Grievances
Student Srvcs Liaison to Instr . Council
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Art
Art Gallery
Communications (Speech)
Dance
Health Education
Library Information Studies
Media Communications
Music
Physical Education
Theatre Arts

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BUSINESS , MATH & SCIENCES
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Astronomy
Biology
Biotech
Business
Chemistry
Computer Info Systems
Cooperative Education
Distance Education
Economics
Health Professions & Occupations
Information Tech Center
Mathematics
Physics / Physical Science

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VOCATIONAL TECHNOLOGY
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Apprenticeship
Architectural & Engineering Technology
Carpentry
Construction Management
Cosmetology
Culinary Arts
Electricity /Electronics Tech
Environmental Control Tech
Graphic Arts
Machine Technology
Photography
Welding
Wood Technology

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HUMANITIES , LANGUAGE ARTS ,& SOCIAL SCIENCES
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Anthropology
English
English as a Second Language
Ethnic Studies
Foreign Languages
Geography/ Geology
History
Humanities
Journalism
Labor Studies
Philosophy
Political Science
Project Bridge
Psychology
Sociology

DEAN
COMMUNITY PARTNERSHIPS & WORKFORCE DEVELOPMENT
William Hanson , Esq.
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Career Advancement Academy
Gateway to College
Grants Initiatives

Thematic Overview

Institutional Commitments
As part of its planning processes and ongoing self-evaluation, the college is currently reviewing and revising its mission, vision, and values statements. Laney College's commitment to accomplishing its mission shows in its attention to and efforts in support of the following areas:

- Basic skills
- Community outreach
- Facilities improvements
- Faculty and administrative hiring
- Improving internal and external communication
- Securing Laney College's "fair share" of district allocations
- Student learning outcomes and assessment
- Student success
- Technology

Basic Skills
Taking advantage of the Basic Skills Initiative funding that was available from the state, the college formed a task force to complete its self-assessment and identify its most essential planning elements. The college has become acutely aware of the academic under-preparedness of many of its service-area communities. Addressing this challenge is integral to improving student success indicators and institutional effectiveness. In addition, providing students with adequate instructional support will have the added benefit of improving retention and persistence while stabilizing the institution's funding base. Thus the college has a planning agenda for improving its ability to provide developmental education without sacrificing its transfer rate or degree and certificate awards.

New educational programs were designed, in part, to respond to community needs for career technical skill building, while simultaneously improving English and mathematics comprehension (e.g., Carpinteria Fina Wood Technology, Peralta After-School Pathways Initiative, and Career Advancement Academy). Other programs use a similar cohort model to appeal to specific underrepresented groups (e.g., Umoja, Puente, and Gateway to College). These programs are in direct response to the college's commitment to basic skills education.

Laney College was one of eleven campuses participating in the three-year project "Strengthening Pre-Collegiate Education in Community Colleges" supported by the Carnegie Foundation. Using reflective inquiry, eight faculty members from four departments (English, mathematics, English as a Second Language, and Project Bridge) reviewed and critiqued innovative classroom action research projects. In December 2008, Laney's president participated in an afternoon of retrospection and analysis of the project findings held at the offices of the Carnegie Foundation in San Francisco. This commitment to institutional effectiveness in support of student success is exemplary.

Community Outreach
Consistent with the college president's focus in school year 2007-2008 on "getting students in," the educational programs mentioned in the preceding paragraph rely on extensive community outreach, from partnering with local high schools (e.g., Lionel Wilson College Preparatory Academy) to active recruitment (e.g., at Gateway to College). In support of these efforts, the college hired an outreach coordinator who regularly visits local high schools, develops collaborative relationships with counselors, and builds bridges to help students move from high school to college.

Facilities Improvements
When President Chong took office in 2006, improving the college's facilities was at the top of his priorities list. The campus opened in 1970, and years of deferred maintenance had begun to threaten its viability. Beginning with an aggressive 60-, 90-, and 120-day plan for immediate and short-term facilities projects, and continuing through 2008 for longer-term objectives, President Chong led the college effort toward providing facilities better suited to

accomplishing its mission. After years of neglect, the list of needs is extensive, and despite the successful passage of a district-wide facilities improvement bond measure, some improvements will necessarily be deferred until alternative funding sources are identified and their financial support is secured.

In spite of these inherent limitations, the college continues its planning and advisory input-gathering while two major projects are underway: a new field house for the athletic playing fields, and the renovation of the tower building, which houses most administrative services and faculty offices. The latter will include as many of the following areas as the available funds will allow: window coverings, carpeting, HVAC, ergonomic furniture, wall paint, conference room technology upgrades, and lighting. As a result of the district sustainability initiative, all renovation and construction will adhere to LEED specifications as much as is possible.

During school year 2007-2008, almost all classrooms were renovated with new paint, flooring, lighting, window coverings and furniture as part of Laney's comprehensive facilities upgrade. In 2009, the culinary arts program will be moving into a state-of-the-art teaching-kitchen facility. Using a transparent shared-governance process, the first round of classrooms that will be upgraded to smart technologies were identified fall 2008. Construction for these installations will begin as soon as the district Department of General Services puts its smart classroom equipment requirements out to bid. New tunnel lighting, restrooms, a welcome center, and some program offices were completed in 2008. With all of these changes, the campus is more attractive and welcoming, brighter, more comfortable, and better equipped than it has been since it was constructed.

In preparation for completing an updated educational facilities master plan, Beverly Prior Architects completed a thorough facilities assessment in October 2008 and conducted a town hall meeting in December with students, faculty, administrators, and classified staff to collect the community's ideas about and priorities for the next phase of campus renovations. Facilities improvements are at the heart of the institution's commitment to remaining an educational beacon for change in the Bay Area.

Faculty and Administrative Hires
In fall 2008, the college successfully hired 13 new full-time contract faculty members, including counselors and a librarian. Filling these positions was critical to the success of several programs, one of which lost two full-time teachers the previous year due to retirements. In spring 2008, the college acquired a new vice president of student services, after years of interim staffing. The faculty hiring prioritization committee concluded in December that the college still has an urgent need for eight more full-time faculty; some programs are languishing due to the absence of a full-time faculty member. Current economic conditions make it highly unlikely that the district administrative center will approve moving forward on filling those eight positions. Because these positions are critical, however, the college is committed to identifying and soliciting other funding sources to supplement already scarce state dollars.

In November 2008 the college hired a student support services dean and a Gateway to College coordinator. In December 2008, the search began internally for an interim student services dean with the expectation that a permanent hire for this position will be completed by summer of 2009.

Improving Internal and External Communication
In order to improve information dissemination both internally and to the wider community, the president publishes a monthly newsletter, "The Eagle Flies," with updates about campus events and conditions, which is distributed to all faculty and staff via email, as a flyer, and posted on the home page of the college web site. Every semester, the president's welcoming remarks are distributed similarly, as are agendas and minutes of college governance bodies. The college's public information officer maintains a calendar of campus events and manages the scrolling content on two large LCD screens that have been installed on campus, one in the lobby of the administration building and the other in the student center.

A marketing campaign is being designed that will focus community attention on Laney's numerous program-based opportunities for career advancement

and academic success. This campaign will culminate with invitations to community residents and organizations to participate in a "Laney Day" open house that is planned for spring 2009. During the district-wide financial aid crisis that resulted from numerous software breakdowns, Laney College was proactive in notifying students about the progress being made and keeping them updated on when they could expect to receive financial aid checks.

Securing Laney College's "Fair Share"
After the passage of two bond measures (in 2000 and 2006), district-level fund allocation decisions lacked transparency to several college constituencies. The subsequent discovery of unallocated bond money reinforced a lingering perception that the college was not receiving its "fair share" of district-wide funds. In 2006, the incoming president's request for faculty input about leadership priorities alerted him to widespread worries about fairness in district fund allocations; the president has since been queried in public settings, administrative councils, and shared-governance committee meetings for data that would demonstrate equitable funding among the four colleges, particularly with respect to expenditures of Measure A funds, a bond measure passed after President Chong took office in 2006.

With his attention called to this concern, the president has taken great pains to identify and present data that demonstrate greater funding equity than was previously apparent. New expense-tracking software capability (PeopleSoft and Primavera) now makes it easier to validate his assertions, and with this evidence the perception that Laney is not getting its "fair share" is gradually dissipating. This outcome is possible because President Chong has actively projected an institutional commitment to accounting and budgetary transparency in district expenditures.

Student Learning Outcomes and Assessment (SLOA)
There is substantial evidence throughout this report of major changes that have resulted from Laney's increasing focus on student learning outcomes and their assessment. Careful and consistent planning for the evolution of a dramatic campus culture shift supported this change. In 2003, a lead administrator attended several training institutes that emphasized the critical importance of outcomes-based education. With a new awareness of the shift in accreditation expectations, the college now demonstrates its commitment to student learning outcomes by providing 50 percent release time for a SLOA coordinator. The same faculty member has fulfilled this role almost since the inception of the college's Learning Assessment Committee (LAC); her work and that of the committee members have been documented elsewhere in this report (Standard IIA).

Building on the momentum generated by the consistent and persistent actions of the LAC, the office of instruction has further demonstrated the institution's commitment to the cycle of continuous improvement by which Laney's progress is being assessed by funding the establishment of an institutional assessment research office in fall 2008. In preparation for future accreditation reviews, the sole purpose of this office is the development of an assessment plan based on which student learning outcomes data will be collected, analyzed, and disseminated to the college community. In developing this plan, the vice president of instruction has hired researchers, provided additional faculty release time, and engaged consultants to make the rounds of shared-governance committees, both to inform and to solicit input about how assessment will be conducted. The support and importance given to this effort are compelling evidence of an institutional commitment to student learning outcomes and their assessment.

Student Success
With the professional framework of a deeply embedded student services background, the president has given voice to and nurtured the establishment of new educational initiatives designed to reach out to underserved ethnic communities and to provide the structural supports that are essential to student success. Carpinteria Fina, Gateway to College, the Career Advancement Academy, ESL/Basic Skills Initiative, Umoja, Peralta After-School Pathways Initiative, Universal Learning Design, a court translators program, service learning and other cohort-based programs are all designed to nurture student success. These programs are described more fully in Standard II; their increasing number is

further evidence of the institution's commitment to that goal.

Technology
Even within the context of other significant accomplishments described in this report, advances in Laney College's technology infrastructure and its faculty's access to and use of technology are noteworthy. The pace of this change has been accelerating over the past two years, and campus constituencies' expectations about technology are rapidly expanding. The installation of smart classrooms, open-source course management and web site development tools, better and faster computers for faculty, and other key changes are described fully in Standards II and III. All areas of campus life are receiving attention related to maximizing instructional and administrative efficiencies through the use of technology.

Evaluation, Planning, and Improvement
At Laney College, evaluation and planning are integral to institutional effectiveness. The college carries out ongoing evaluation at all levels of the college—for students, courses, personnel, program and service units, and the institution generally—to identify strengths and areas in need of improvement. All such evaluation is performed in order to ensure that Laney meets its overarching mission of student achievement and learning. Planning is the foundation for this evaluation, and it comprises strategic planning, educational master planning, unit-level planning, and staff-development planning. Together, these planning approaches complete a framework for operating the college efficiently and effectively. Strategic planning reinforces the central principles and directions of the college. The educational master plan bolsters the teaching and learning agenda that is supported by essential student support services and human, physical, technological, and fiscal resources. Unit-level plans make clear how programs and service units of the college support the strategic and educational agendas. Staff development plans help ensure that faculty, classified staff, and administrators are equipped to deliver the human resources capital deemed necessary.

These planning processes, woven together in comprehensive college- and district-level plans, help identify key indicators of success (e.g., achievement of learning outcomes, persistence rates, successful course completion, transfer rates, and job placement rates), and lead to the implementation of priorities for teaching, learning and administrative/business operations. The plans also include timelines for assessing the ramifications of actions taken and for establishing processes for leveraging assessment results to effect productive change. Subsequent planning processes have developed as a result the foregoing and have resulted in a continuous cycle of evaluation, goal-setting, rational resource distribution, effective implementation, and ongoing reevaluation to strengthen the institution's capacity and improve outcomes.

Also worthy of mention is the college's tremendous progress in planning matters since the last accreditation cycle. Where college planning was once somewhat haphazard and largely independent of district-level planning, it is now synchronized and complementary to higher-level district processes. Laney's leadership in the area of planning has, in fact, been instrumental in the district's embrace of through, integrated planning among all its four colleges. Work remains to be done in the planning arena; however, the college and district have advanced well beyond the days when even "planning to plan" seemed a distant dream.

Student Learning Outcomes
After incorporating student learning outcomes into its revised mission statement (2003), Laney College faculty started exploring student outcomes and their assessment during the 2003-2004 school year by taking workshops offered on campus and at other colleges in the district. Its Learning Assessment Committee (LAC) was formed a year after the 2003 accreditation visit, and it has been functioning in an increasingly expansive way since. The quality and degree of that expansion suggests the extent to which the college has embraced, fostered, and supported the integration of student learning outcomes (SLOs) in all of its service areas, both for instructional and support services. Committee members were selected specifically for knowledge of and commitment to student learning outcomes and

their assessment, and seven of the original eleven members have maintained regular involvement in committee processes and projects for the past five years. Committee members are representative of career technical programs (e.g., machine technology, and media communications), non-career technical education programs (e.g., chemistry, ESL, mathematics, and psychology), and basic skills programs, as well as counseling, library, and tutorial center services.

Due to the planning and projects delivered by this core group, the college has benefited from an ongoing series of workshops, retreats, department-specific training sessions, "brown bag" gatherings, and professional development day offerings. These offerings have covered all aspects of student learning outcomes, beginning with their definition, development, and rationale, and progressing through rubrics and how to create them, and moving on to SLO assessment and its role in determining institutional effectiveness. The LAC faculty chairperson created college-specific training materials and made it easy for other faculty to acquire knowledge and skills by taking discipline-specific opportunities to department meetings to support their development of course and program level outcomes.

The LAC developed and revised timelines by which various tasks should be completed and vigorously promoted their importance and visibility using many of the same forums that were mentioned in the preceding paragraph. To follow up on these activities, the LAC created, and the administration collected, department SLO and assessment planning documents that required dean approval. As a result of these efforts, many faculty members who were initially resistant to the idea have since come to understand and embrace SLOs and assessment. It is expected that SLOs will be on every course syllabus and included on course outlines as they are revised and updated in the normal curriculum review process. Further, these data were used to complete ACCJC SLO reporting documents.

Using this momentum, the LAC turned its attention to development of general education outcomes. Some of these outcomes will be assessed in spring 2009, and the committee is actively structuring an assessment plan as this report is being written. Because of the number and variety of Laney College career technical programs, for which general education outcomes would be inappropriate, the LAC will also begin the process of developing *institutional* outcomes during spring 2009, using some of the same methods that were so successful in devising the current set of general education outcomes.

All of the college's work on SLO definition and assessment is available on the college web site, and the LAC regularly distributes bulletins to the college community with important information, deadlines, progress reports, and training opportunities. This presence in the community's consciousness and its integration with college-wide unit and resource planning is reflected throughout this report, in responses to every standard and substandard. Since the 2003 accreditation visit, Laney College has made steady, significant, and substantial progress in its alignment with the statewide and national emphasis on the centrality of student learning outcomes in higher education.

Organization

The college relies on a variety of regular and systematic planning processes to ensure the clear organization and constant improvement of the institution at all of its levels and in all its complexity. The college mission undergoes regular review, and surveys and data analysis have become fundamental aspects of the college culture.

Publications—both in their virtual and traditional offline modes—get revamped routinely to ensure that clear, comprehensive information is available to students and the community at large. Further, the college's full-time public information officer works with the president's office to see that information is disseminated regularly, clearly, and completely to the college and the communities it serves. Faculty, administrators, classified staff, and students are all encouraged to participate in shared governance, and there is widespread collaboration on virtually all issues of importance to the college. Governance bodies distribute minutes of meetings on- and

offline to guarantee that even those not attending participatory governance meetings can keep abreast of their activities.

Program review and unit plans play a key role in the overall organization of the college, as they provide the primary materials out of which the institution structures its more general planning documents and strategies. Evaluation of faculty, staff, and administrators also figures prominently in the organizational operations of the college, ensuring that all employees are committed to advancing the expressly articulated goals and outcomes of the college.

Dialogue

With a thriving culture of shared governance and a warm collegiality among faculty, staff, students, and administrators, the college keeps up a broad-based dialogue throughout its processes and practices. From the office of the president to the custodians' break room, the college promotes lively and open dialogue among all members of the wider campus community. Official shared-governance bodies—e.g., the College Council, and the Laney College Presidential Advisory Council—offer ample formal opportunities for productive dialogue; however, it is a larger spirit of openness and a more general commitment to the principles of forthright speaking and earnest listening that best point to the seriousness with which dialogue is taken at the college.

A significant number of facilities-improvement projects have been launched since the last accreditation report. Dialogue among various constituent groups has been frequent, sincere, and respectful, even when opinions were sharply divided. A shared commitment to improving the overall learning environment of Laney students, however, has consistently trumped other concerns and brought individuals holding diverse, sometimes even contradictory, views together. Dialogue has also been at the core of developing basic skills offerings, technology innovations and refinements, and, not least, SLOs. The self study process itself—with its town hall meetings, flex-day review sessions, and virtual workshops—has further demonstrated (and benefited from) the college's firm commitment to dialogue.

It should be noted, too, that Laney College's enthusiastic embrace of a culture of dialogue marks a departure from the recent past, when suspicion and mistrust characterized much of the relationship between management, on the one hand, and staff and faculty, on the other—particularly with regard to shared-governance issues. Laney has made enormous progress in developing an institution and culture in which collegial dialogue, even where substantial differences in opinion exist, is generally valued and practiced.

Institutional Integrity

Representing itself honestly, truthfully, and transparently—both within the institution and beyond to the communities it serves—the college consistently demonstrates a commitment to a high level of integrity. The college strives to ensure that its processes and publications are clear, accurate, and accessible.

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

The college has clear policies on academic integrity, academic freedom, and student conduct, and actively cultivates an attitude of open inquiry in its classrooms, lecture halls, and meeting places. Its commitment to academic honesty and integrity has been strengthened considerably since the last accreditation cycle: The college convened an academic integrity task force to develop a clear statement on the matter, an expression and a set of policies to guide general institutional thinking.

The college and district strive to ensure that employees are broadly representative of the students they serve and work hard to maintain diversity throughout all levels of the institution. As a result of this commitment to diversity, the college reflects the community it serves, one of the most diverse major urban communities in the nation.

Finally, the college has worked hard to maintain

open and honest relations with both the accrediting commission and the panoply of external agencies it interacts with regularly. This forthrightness reflects, again, the deep commitment of Laney College to creating an educational institution of the utmost integrity.

Abstract of the Standards

Standard I: Institutional Mission and Effectiveness

A. Mission

The college has undertaken a wholesale revision of its mission statement, a revamping that will be completed by January 2009. The change was motivated by the fact that most constituents struggled to remember the rather lengthy and convoluted statement, however noble its intent and accurate its content.

In order for the mission statement to be effective, every employee should be able to recognize and recite it. An effort was therefore made to develop an inclusive and representative mission statement that was no less complete or accurate for its succinctness. A memorable, on-point mission statement gives a campus community greater opportunity to apply the mission as a foundation for planning and decision-making.

In its previous iteration, the mission statement did, in fact, inform all aspects of the decision-making process, including strategic planning, curriculum review, program review, grant-proposal writing, and unit planning; it will continue to perform this vital function in its new guise, but more efficiently. The college has initiated an annual systematic review, headed by the college president and the faculty senate president.

B. **Improving Institutional Effectiveness**

An ongoing and sustained cycle of planned improvement has been built into all Laney College processes. The Office of Research and Planning provides detailed data on its web site. In addition, the institutional researcher presents quantitative and qualitative data and reports to the shared-governance committees as well as to the Board of Trustees. The college conducts its surveys on a systematic basis and makes results available in a predictable manner.

Program review and unit plans lie at the heart of the college planning process. These core planning documents, which deal with needs assessment and program efficacy, lay the foundation for the Laney College educational master plan. To support further the integration of the various elements of the college-wide planning process, managers undergoing evaluation write their goals and self-evaluations, in accordance with mission-driven strategic initiatives.

Standard II: Student Learning Programs and Services

A. Instructional Programs

The college offers certificates or associate's degrees in some 45 subject areas, all consistent with the college's mission. Further, the college delivers programs in formats ranging from the traditional—e.g., face-to-face classroom instruction—to those particular to the "information age"—e.g., hybrid and online courses. The quality of the instructional programs at Laney College has grown out of the wide participation of faculty members responding to systems of assessment. Program reviews, which include data from the Office of Institutional Research, and unit plans, are produced cyclically to make improvements and inform the self-study reports and the educational master plan. Adding to this culture of evidence, faculty members also develop and assess student learning outcomes, and the curriculum committee scrutinizes new and revised courses and programs. Curriculum-review processes ensure the currency and relevance of courses and programs and verify that they meet the needs of the student population; they also ensure that classes and programs are of sufficient length, breadth, and rigor. The program-review process prompts departments to maintain their disciplinary currency, to develop and evaluate their SLOs, and to use data to make determinations about their general direction. Throughout these processes, the alignment of the programs to the college's mission is considered. Some of the most notable outcomes of

this systematic assessment are the strides the college has made to meet the needs of basic skills students and of the diverse surrounding community.

The Leaning Assessment Committee, headed by the student learning outcomes coordinator, leads formal discussions among faculty to ensure the development and refinement of learning outcomes and their assessment. Under the leadership of the SLO coordinator, and with the widespread and largely energetic participation of faculty, the college has moved decisively in the direction of making ongoing analysis of student achievement reflexive and a central part of its pedagogical approach. Core competencies are being developed for every graduate, and campus student services and external advisory committees support instructional programs to enhance student success. The Professional Development Committee funds conference attendance for faculty and staff and offers training and workshops to advance student learning or develop employee skills.

B. Student Support Services

Laney College students have access to a wide array of student support services.

The needs of these students and prospective students in the surrounding community are identified, and the resulting data regularly inform student services program reviews and unit plans. The recent student equity plan is perhaps the most important recent effort to bridge the gap between the current population of the college's service area and the Laney college community. Access, progress, learning, and success are of paramount concern. In-reach, outreach, and recruitment efforts, particularly through the student ambassador program, have been institutionalized. Most visibly, technological advances provide wider access to services, and are improving steadily. These services are assessed not only in the program review and unit plan processes, but also in periodic surveys.

From the Welcome Center and the Office of Financial Aid, to the Counseling Department and the Student Health Center, the college strives to help students meet their educational and life goals. An effective early-alert program helps teachers bring support services to at-risk students, who also benefit from expanded tutoring and laboratory availability.

C. Library and Learning Support Services

Learning support services and the college library both work to support the instructional programs at Laney College. The library, computer laboratories, and various learning centers offer wide access to students all along their educational pathways. Librarians, tutoring coordinators, and other learning support staff are active participants on campus committees concerned with student learning.

Learning support integrates with recent information competency requirements and enhanced basic skills instruction. Tutoring services have been coordinated and increased campus-wide. The effectiveness of these services is assessed through program reviews, unit plans, student learning outcomes and surveys.

Standard III: Resources

A. Human

All human resource management occurs at the district level; however, the college is responsible for making recommendations and most final decisions about hiring faculty, administrators, and staff. (The board bears ultimate responsibility for making hiring decisions.) The district uses procedures based on policies set by the Board of Trustees to ensure that positions are properly posted, employment applications are reviewed, hiring committees are formed in compliance with affirmative action guidelines, and personnel files are securely maintained for all faculty, administrators, and classified staff.

Because adequate staffing depends upon district financial resources, the college is constrained in its ability to hire as many faculty and classified staff as would be ideal, given its size and services provisions. As a consequence, the college has open faculty positions in programs where the need for additional faculty is urgent. All college administrative positions, with one exception, have been filled as of January 2009 with permanent employees, and the college

is experiencing a degree of administrative stability that it has not seen in many years. However, some essential student support service areas also remain understaffed with classified employees.

B. Physical

After decades of deferred maintenance, Laney's aging physical plant began undergoing major renovation in 2006 with the benefit of bond monies, under the direction of its then-new president. Based on a mandate from the college community, President Frank Chong's 60-, 90-, and 120-day facilities improvement agenda focused first on those areas that posed threats to health and safety, and then addressed essential infrastructural needs.

Over the past two years, in conjunction with the District Administrative Center, the college has been involved in an aggressive strategic planning process to assure the integration of its facilities and educational master plans. As a result of taking a structured approach to the review and revision of district planning processes, some aspects of district-wide planning provided a framework for the overall process; some components of both the district-wide and college-wide plans were created and attached after the framework was devised.

Consequently, in fall 2008, the college completed its integrated educational facilities master plan, with the assistance of WLC Architects, Beverly Prior Architects, and Maas Consulting Group. The educational master plan will be the driving force behind remaining facilities changes, including the construction of new buildings. All plans are the outgrowth of extensive shared-governance input and direction, under the auspices of college, senate, and district committees.

C. Technology

The college is making a determined effort to keep pace with the increasing and expanding use of technology in all its forms. Every area of college business practice and service delivery is directly connected to technology: educational services, student support services, human resources, financial planning, and facilities master planning. As part of a four-college district, Laney College relies on the district office for a significant portion of its access to technology.

Within the last two years, the district migrated its business management processes to a new integrated web-based platform, PeopleSoft/PROMT, with a student administration module, PASSPORT (an enrollment-management tool), and a physical resources management application, Primavera. The transition to the new systems has been challenging, and college faculty, staff, and administrators have borne a considerable burden in having to make quick adjustments to systems with complex, often counterintuitive user-interface design.

Based on recommendations in the McIntyre report (2007), the district has embarked on a concerted effort to expand its distance learning offerings. Laney College is transitioning to an open-source course management system (MOODLE), in part due to its cost-effectiveness. Faculty offering courses online are being trained in the operation of this new system. A major initiative underway to rebuild the Laney web site is also based on open-source applications. While the decision to assume control of its web presence is recent (November 2008), implementing this new software will increase demand for faculty training.

Similarly, in order better to manage curriculum and the expanding database of student learning outcome and assessment information, the district has recently provided two applications, CurricUNET and TaskStream, both of which require extensive training. There simultaneous changes in the college's data management systems have emphasized the importance of computer literacy and competency among faculty, staff, and administrators; ongoing skills development is increasingly crucial.

The passage of a facilities improvement bond has covered much of the initial cost of the district's technology changes. In addition to the aforementioned applications, since 2007, Laney faculty offices and instructional labs have been upgraded with new computers and infrastructure improvements. Model classrooms have been

equipped with "smart" technology; installations are in the design stage.

In order to smooth these transitions, the greatest needs are for attention to end-user requirements and a comprehensive and integrated staff-training plan. When application-specific training has occurred, faculty and staff have been better able to adjust to the changes. Due to the increasing complexity of these systems, however, an expansive training program is necessary, as is a willingness to consult end-users before software-design decisions are made.

D. Financial

Laney College has benefited from financial stability and growth during the past six years, a period that has seen an improved learning environment and increased institutional effectiveness. Laney College's budget has increased, primarily as a result of growing student enrollments and revisions in the funding model used by the State of California in allocating revenues to community colleges.

The enhanced budget has allowed the college to hire new full-time faculty and staff, and improve existing programs and services. 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, the college has sought and obtained grant funding, outside backing that allows for the development and maintenance of special programs such as Project Bridge, Gateway to College, and the Career Advancement Academy. While Laney College would benefit from increased revenues, the past six years have been framed by financial stability, growth, and effective management; consequently, Laney College remains a stable, high-quality institution with growing educational programs and services.

Standard IV: Leadership and Governance

A. Decision-Making Roles and Processes

Laney College maintains an environment of inclusive planning and decision making. Decision-making roles and processes are designed to be inclusive and to elicit the expertise and creativity of students, staff, faculty, and administrators. Current structures of shared governance were developed in 2002, revised in 2006, and made over again during the educational master planning process of 2008. They are designed to foster an environment in which campus constituencies may engage in planning and decision making in multiple ways, through a variety of processes. Participation is encouraged by campus leaders, and this encouragement creates inclusive and engaging decision-making processes at Laney College.

Committee participation fosters widespread buy-in when decisions are made, and all committees welcome broad participation. The college especially values the involvement of students and actively promotes their participation. (That said, the college understands the competing pressures exerted on students and the way they affect their ability to attend committee meetings.) Committees further advance the college interests by disseminating information on policies and procedures, posting agendas and minutes both electronically and via traditional offline distribution methods.

B. Board and Administrative Organization

Laney College is one of four colleges within the Peralta Community College District. Because multi-college districts are inherently complicated institutions, the district has developed clearly defined policies and procedures to delineate the roles and responsibilities of the Board of Trustees and the chancellor, and to clarify the relationships among the district office and the four colleges. Board and district policies and procedures are reviewed on an ongoing basis as part of strategic planning. Revisions are undertaken to improve efficacy of institutional structures and systems such that students at PCCD encounter the best possible educational environment. PCCD is currently characterized by strong, collegial relationships between the Board of Trustees, the chancellor, and the four college presidents.

Indeed, the college enjoys sound working relations with the board and chancellor. The board has a number of long-serving, committed trustees who

contribute to the stability of the district's overall administrative structure. The college's commitment to strategic planning, now well embedded in college processes generally, complements and advances district-level efforts to develop more comprehensive planning strategies going forward. Finally, shared governance is embraced district-wide, evaluations are conducted within prescribed guidelines, and program and curriculum review remain vigorous processes that foster learning and a continuous cycle of improvement.

Organization of the Self Study

The college took the self study process seriously from the start, seeing in its effort to secure re-accreditation a chance to get a full sense of the institution's strengths and weaknesses, its opportunities and challenges, as it heads deeper into the twenty-first century.

Commission recommendations following Laney's 2002 self-study report helped the college focus its attention and energies on several key areas (see "Responses to Recommendations," above). Even as it attended to the issues raised by the last accreditation cycle, the college seized on the current self-study to take a broader look at its operations and policies. Laney's approach was at once historical and forwarding-looking—a tack consistent with the college's keen understanding of its past and its firm commitment to the future.

The college, led by its vice president of instruction in her role as accreditation liaison officer, worked backwards from the date of scheduled spring 2009 accreditation site visit to lay out a plan to ensure a thorough and timely process for completing the self study. Co-chairs of the process were named in fall 2006, standard co-chairs assumed their positions in winter 2007, and the self-study steering committee began meeting every two weeks during the spring 2007 semester.

Accreditation appeared on the agenda of every meeting of every shared-governance committee over the next two years, and it figured prominently in department meetings, chair meetings, town hall meetings, professional day activities, and associated student sessions, to name just a few of the venues in which accreditation became a watchword. A dedicated self-study office opened in a large office on the fifth floor of the college's central tower building, and it soon became a bustling workroom for co-chairs and their teams.

A spring 2007 progress report and a focused midterm report a year later helped inform the efforts of the self-study team, and called further attention to a variety of areas that the college had been addressing and that had particular relevance to the operations of the college. That many of the 2002 recommendations bore more directly on district operations than on the college's in some ways complicated the work of the team; however, a relatively recent spirit of cooperation and collegiality between the district and college helped make what might otherwise have been an overly complex and difficult task relatively manageable.

Coordination and mutual support among the district, Laney, and the other three Peralta colleges turned out to be important and useful components of the 2007-2008 self study process. In some ways, the district's efforts to provide consistent responses to overlapping queries from the four colleges modeled the kind of efficiency and economy that lead colleges to organize into districts in the first place.

Surveys and data analysis played crucial roles in the self study. A variety of targeted surveys were conducted during the period of the self study, and an overarching and comprehensive questionnaire went out to all college constituencies. Two UC Berkeley research consultants were engaged to assist with the design and distribution of the survey, and to conduct comprehensive, as well as ad hoc analysis on the results. Further, the college Office of Research and Planning worked with the district Office of Institutional Research to provide standard teams with the figures and statistics necessary to support or challenge their various observations.

As sections of the report went through their various draft stages, the self-study team conducted a series of hands-on workshops and virtual review sessions. Faculty, staff, students, and administrators attended large-scale group readings of early and late drafts of

the report, and offered advice and criticism (input was recorded on laptop computers, bulletin boards, and on the hardcopies of the drafts themselves). More polished versions of the report then went out electronically to the entire campus community, and editorial and content advice was received via email.

While the college's profoundly democratic approach to the self study presented certain challenges—not the least of which were workflow management and information overload—its efforts to keep the process open and engaging resulted in a document that reflects accurately and honestly the broad spectrum of views held across the greater Laney community. Also, the determination to maximize involvement ensured that the report would secure the endorsement and general support of the widest possible swath of the college's constituents.

Laney College Accreditation Self Study Timeline

Spring/Summer 2007	• Recruit self study participants • Roll out self study process
August 2007	• Identify categories of evidence • Organize evidence for committees • Convene subcommittees • Focus college community on self study
September 2007 – December/January 2008	• Get computers ordered and installed • Hire researchers • Convene standard subcommittees • Identify gaps and additional needed evidence
January Flex Day 2008	• Flex day session on self study
January/February 2008 – May 2008	• Draft four essays, one per standard • Review and modify essays • Present report to Steering Committee
Fall 2008	• Hold college-wide review of self study draft
March 9-12, 2009	• Host ACCJC/WASC accrediting team
Fall 2009	• Follow up on accrediting team visit

Self Study Committee Members

Accreditation Liaison Officer

Elnora T. Webb, Ph.D., Vice President of Instruction

Self Study Co-chairs

Karolyn van Putten, Ph.D., Faculty Senate President

Matthew M. Goldstein, Ph.D., English

Standard I. Institutional Mission and Effectiveness

A. Mission

Russell Southall, faculty, Business, Chair

Anna Beavers, faculty, Business

Helen Curry, faculty, Culinary Arts

Loretta Hernandez, faculty, Counseling/Cosmetology

Naz Khan, student

Mary Lewis, faculty, Ethnic Studies

Connie Portero, Ph.D., classified, Institutional Researcher

Marie Wilson, faculty, English

B. Institutional Effectiveness

David Jones, faculty, Culinary Arts, Co-chair

Louis Quindlen, faculty, Machine Technology, Co-chair

Rajeev Banerjee, Ph.D., faculty, Chemistry

Marco Menendez, dean, Applied Arts, Communications and Physical Education

Dale Philips, faculty, Welding

Standard II. Student Learning Programs and Services

A. Instructional Programs

Barbara Yasue, faculty, English as a Second Language

Rebecca Bailey, faculty, Biology

Peter Crabtree, dean, Vocational Technology

Nikki Ellman, faculty, ESL

Michelle Fossum, faculty, Chemistry

Richard Hashimoto, faculty, Welding

Yvonne Lewis, confidential, President's Office (retired)

Mae Frances Moore, faculty, Library (retired)

Adrienne Riley, faculty, Counseling

B. Student Support Services

Angela Cherry, Ph.D., faculty, Speech, Co-chair

Tina Vasconcellos, Ph.D., dean, Student Services/Matriculation

James Bracy, vice president, Student Services

Donna Marie Ferro, faculty, Counseling

Matt Kritscher, dean, Student Services/Matriculation

Cindy Nim, faculty, Counseling

Loretta Scheu, faculty, Mathematics

Ed Wright, Ed.D., dean, Student Services/Categorical Programs

C. Library and Learning Support Services

Margaret Traylor, faculty, Library

Shirley Coaston, faculty, Library

Lisa Cook, faculty, English as a Second Language/Tutoring Coordinator

Peter Crabtree, dean, Vocational Technology

Evelyn Lord, faculty, Library

Meryl Siegal, Ph.D., faculty, English

Standard III. Resources

A. Human Resources

Danielle Robledo, faculty, English, Chair

James Bracy, vice president, Student Services

Ed Wright, Ed.D., dean, Student Services/Categorical Programs

B. Physical Resources

Leslee Stradford, Ph.D., faculty, Art, Chair

Don Petrilli, faculty, Graphic Arts

Paula Parker, student

Jenifer Chan, student

C. Technology Resources

Vina Cera, faculty, Multimedia, Co-chair

Mike Orkin, Ph.D., dean, Business, Mathematics, and Science, Co-chair

Alexandra Cipher, classified, Alternate Media Specialist

Louis Quindlen, faculty, Machine Technology

D. Financial Resources

Inger Stark, Ph.D., faculty, Sociology, Chair

MaryBeth Benvenutti, administrator, Business and Administrative Services

Standard IV. Leadership and Governance

A. Decision-Making Roles and Processes

Wandra Williams, classified, Tutorial and Academic Support Center, Chair

Donna Marie Ferro, faculty, Counseling

Sydney Thomas, faculty, Cosmetology

Linda Sanford, dean, Humanities, Language Arts, and Social Sciences

B. Board and Administrative Organization

Tim Rose, Ph.D., faculty, History, Chair

Cynthia Correia, faculty, Carpentry

Ron Betts, faculty, Architectural/Engineering Technology

Document design and layout by Felix Solomon.

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 close to 13,000 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 2006-2007.

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's 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's 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 of 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 members with full-time responsibility to the institution, sufficient to support the institution's educational programs. All faculty members 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 ACCOUNTABILTY

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

19. INSTITUTIONAL PLANNING AND EVALUATION

The college has aclear 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 web site, and in other appropriate places accurate, up-to-date information that describes its purposes and objectives, admission requirements and procedures, rules and regulations that directly affect students, programs and courses, 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.

Institutional Mission and Effectiveness

STANDARD I

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.

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

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

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 (IA1-1).

The Laney mission is elaborated further in the vision statement, where the college is projected 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" (IA1-2).

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.
>
> 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.
>
> 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 (IA1-3).

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

- Provide lifelong learning opportunities in academic and career programs.
- Provide educational services 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.

Serving Diverse Communities
Laney College's students are diverse, reflecting East Bay demographics as well as the significant percentage of Peralta students who come from abroad. 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 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)—who enroll in over 70 educational certificate and degree programs. Fall 2007 data reveal 57 percent of these students are female, 41 percent are male, and 2 percent are unknown. The average age ranges between 19 and 24, and 43 percent of our students are under age 25.

Ethnically, our campus is diverse: Asians represent the largest group (32 percent); African-Americans are the second largest group (29 percent); and other ethnic groups include whites (15 percent), Latinos/Hispanics (12 percent), unknowns (8 percent), and Filipinos (2 percent). Twenty-two percent (22 percent) of Laney students speak a primary language other than English, and 29 percent of all students are not United States citizens. New students and new transferring students make up 32 percent of our total student population, and 3 percent are concurrent high school students. Approximately 31 percent of Laney students are vocational, and 50 percent of all students enroll in fewer than 6 units per semester (IA1-4).

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.
- The Laney Student Equity Plan, which describes

strategies for improving the access, retention, and success rates for the college's intended population.

- Student surveys.
- External scan reports from various sources (e.g., McIntyre, McKenzie, the City of Oakland 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, downtown Oakland, and the geographical center of the district. While there is a need for more available parking, the campus is situated on 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.

Addressing Educational Needs
The college employs college- and unit-level processes to foster a 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, and college operations; and professional development activities all revolve around fostering college-wide commitment to student learning.

Conducted semiannually, 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, Instructional Equipment Committee, and the Library Materials Committee require justification for requests consistent with college student learning-related priorities.

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

<u>Learning Assessment Committee</u>
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. Its role is to ensure proactive engagement among all professionals in developing and using sound student learning outcomes, effective assessment rubrics, and a thorough assessment cycle to improve the rigor, quality, and efficacy of instruction, student services, and institutional practices. The Learning Assessment Committee's efforts are reinforced by district and college resolutions, policies, and practices, and by the leadership of the Faculty Senate, the Office of Instruction, the Curriculum Committee, the Office of Student Services, and the Office of the President (IA1-5).

<u>Professional Development</u>
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) project—developed formal and informal faculty inquiry groups focused on student learning. In doing so, it developed the Reflective Inquiry Program, a regional conference on faculty inquiry during fall 2007. The conference featured over 20 workshops, with experts who offered advice on such topics as promoting effective practices, starting cross-disciplinary discussion groups, and developing new learning communities (IA1-6).

Collectively, Laney's efforts have affected the knowledge, involvement, and practices of all of its professionals.

Instructional Programs and Services

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

Instruction:

- Center for Advanced Green Technology and Sustainability
- Center for Advanced Manufacturing & Industrial Maintenance
- Institute of Culinary Arts
- Center for Business, Mathematics, and Computer Systems Technologies
- Center for Student and Civic Engagement
- Center for Teaching and Learning
    - Institute for Teacher Training/Faculty Inquiry and Information Competency
- Center for Physical Fitness and Wellness: Health and Exercise Sciences and Athletic Training
- Center for the Performing and Visual Arts
- Center for Applied Arts and Communications
- Comprehensive Liberal Arts and Sciences Transfer and Life Long Learning Programs
- Cosmetology Salon and Spa Institute
- Laney Library
- Laney Learning Resource Center
    - Institute of Pre-Collegiate (Basic Skills) Education
    - Institute for Language Learning

Student Services:

- Student Services "One-Stop Shop"
- Student Center
    - Cyber Café
    - Lounge
- Student Center Cafeteria
- Tools for Teaching and Student Learning
- Conference and Meeting Facilities

Mission Articulation, Alignment, and Evaluation

During 2001 and 2002, 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 2007-2008, college discussions took place among key constituents—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 constituted and charged a new taskforce to strengthen the mission statement. During fall 2008, the taskforce received input during a town-hall meeting, posted signboards at various high-traffic locations around

campus to solicit input from the broader campus community, distributed requests for feedback electronically and via hardcopies in faculty and staff mailboxes, and engaged students in multiple classes in discussion of the existing mission statement. In early January, the taskforce will present the results of the feedback to the faculty, staff, and students and have them determine the final language of the updated mission statement. The new mission statement—which will capture the spirit of the older statement yet present its thrust in more relevant and accessible terms—will be sent to the board for approval at its first meeting, in February 2009. Additionally, it will be posted around the campus and on the website, and be published in the schedule of classes.

The mission statement appears in various college documents, including in its catalog and on its web pages, and it is frequently 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 (IA1-7).

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.

Assessing Institutional Effectiveness
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 multiple planning processes are carried out in order to assess institutional effectiveness, according to a multi-tiered planning timeline.

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

Every six years:

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

Every three years:

- College-wide Assessment and Evaluation Planning
- Program Reviews

Yearly:

- Unit Planning and Goal Setting
- College-wide Strategic Goal Setting and Operational Planning
- Resource Needs Assessment

Ongoing:

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

Evaluation
The college meets this standard.

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 diligently with students, both in instruction and student-services areas, to help them reach their personal and educational goals.

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

to the enormously diverse constituencies the college serves.

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 public articulations of its fundamental principles.

Planning Agenda
None.

I.A.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 (IA2-1). It is published in the Laney College catalog and on its web site.

Evaluation
The college meets this standard.

Planning Agenda
None.

I.A.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 accreditation self study.

Laney is dedicated to open and shared-governance practices 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—the Faculty Senate, Classified Senate, Administrative Leadership Council, and the Associated Students of Laney College—review the 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 web site, as a general guide and to be incorporated fully into planning documents.

The college's planning cycle prompts making changes to the mission statement. The accreditation self study ranks among the most significant incitements to mission-statement revision; the college educational master planning process is another. Both prompted the development of a mission-statement taskforce in fall 2008 (IA2-2).

Evaluation
The college meets this standard.

Planning Agenda
None.

I.A.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 terms, and focuses the institution on its chief goal: student learning. The central focus of the mission on student achievement 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, the college has developed the Laney College 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 analyses of the mission statement's influence on institutional planning and implementation (IA2-3).

Evaluation
The college meets this standard.

Planning Agenda
None.

Standard I.B
Improving Institutional Effectiveness

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

I.B.1 Structured Dialogue

Description

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 the use of shared-governance committees, professional development activities, operational meetings, and college-wide forums. All of these have been led (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, technological, and fiscal). Increasingly, college faculty, classified staff, and students understand the purpose of the discourse. In general, the college community has embraced this sustained engagement and seeks more.

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

College-wide Discussion of General Education Outcomes

On April 26, 2007, a workshop was held in the afternoon of a professional development day 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, no competing workshops ran at the same time (and, as it was a flex day, no classes were held). The workshop was attended by more than 60 participants and included both vocational and academic breakout groups (IB1-1).

The Laney College President's Retreat

An off-campus retreat was held on August 13, 2007, about one week before classes started. Participants included Laney administrators, support staff from the instructional and student services offices, department chairs/program coordinators, Faculty Senate and Classified Senate leaders, and Associated Students of Laney College leaders. The overarching priority 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 and 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 small- and large-ground discussion. Ideas and action plans were identified in each area. To follow up and get input from the Laney College community at large, there were a presentation and workshop at a professional day within the 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, and all were invited to share their ideas in a truly college-wide dialogue (IB1-2).

Professional Development Days

Professional Development Day, January 2008
In January 2008, before the semester started, there was a participatory workshop held for faculty and staff during a flex day, part of a college-wide dialogue on improvement of retention, student success, physical facilities, communication, and 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 her or his group. The notes from these sessions were collected and combined; that information is being used in the Educational Master Plan of 2008-2009 (IB1-3).

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, to prepare for increases in student enrollment, and to retain and ensure the success of more students. Shared governance, strategic planning models, 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 (IB1-4).

College-wide Retreat, June 3-4, 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 2008-2009 based on a thorough review of the previous year's priorities, accomplishments and gaps in achieving desired results. The second day in particular was rich with discussions of salient student data (e.g., retention, persistence, undecided, and 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 at lunchtime throughout the year. In addition, the student learning outcome (SLO) coordinator has been meeting with individual faculty and small groups to help with writing SLOs. Dialogue about learning and assessment also takes place during these meetings (IB1-5).

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 to celebrate and strengthen what they are 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- to 15-minute 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 occurred between groups of faculty (IB1-6).

Basic Skills Learning Collaborative
Discussions as early as 2000-2001 by the Laney Basic Skills Task Force—and magnified during the last four 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 by providing release time to basic skills faculty to engage in the reflective inquiry process, curriculum transformation through classroom research, and improvement of 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 that brought faculty from both instructional and student services to discuss basic skills issues. The BSLC also offered further professional development opportunities to the wider college community on a monthly basis, 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 that crosses disciplines and focuses on classroom community and students' meta-cognitive awareness of the reading process. These trained teachers have in turn delivered workshops on reading during professional development days at Laney. Finally, teaching communities have formed from this group to focus 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 on November 9, 2007, with presentations on, among other topics, teacher research, faculty inquiry, student resistance, teaching reading across the disciplines, technology, and teacher training. Over all, at least 400 professionals received some level of support from this initiative directly, and even more received such support indirectly, due to the diverse methods used to disseminate effective practices and student data (IB1-7).

Involvement of Students

Student government (the Associated Students of Laney College) is included in many of the committees that are part of the college's operation and structure. The Facilities Planning, College Council, Health and Safety, Curriculum, and Student Services Committees—not to mention all the various hiring committees—are just a few of the groups that include student representation. Also, at the district level, students are a part of the strategic planning committee and other district-wide committees. Nearly every aspect of campus life has students engaged in the dialogue. The college believes that having this participation helps students to 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 percent feel "very satisfied" or "satisfied" with their experience at Laney College, and 83 percent feel valued. However, 38 percent do not feel they have a voice in campus decision-making.

Evaluation

The college meets this standard.

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 professionals. There is evidence of (1) better communications to the college community about college priorities, learning needs, and institutional resources; (2) improved communications among faculty, administrators, and classified staff; and (3) more faculty and classified staff 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 dialogue has led to the following constructive results:

- College-wide coordination of tutoring, which has made tutors more accessible to students, linked students with other student services on campus, and provided a set of data to justify the need for increased emphasis on tutoring.
- Better alignment among instruction services and student services, resulting in improved services to students.

- Improved facilities and access to technology (e.g., more functional classrooms, equipment for teaching, lobby TV monitor, and Welcome Center computers for student use).
- More collaboration within and across departments, programs, divisions, and other units of the college.
- More proactive outreach, recruitment, and assessment, with clearer communication about options, opportunities, and steps required to persist and succeed.
- Development of more learning communities, which engage students and sustain student engagement in the learning process (e.g., African American Learning Community, ESL for Culinary Arts, Carpinteria Fina Wood Technology).
- Greater use of the reflective inquiry process among faculty.
- Greater knowledge of the importance of ongoing learning (professional development) among professionals to ensure student learning.
- Increase in collaboration among English, ESL, math, and 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 has formalized the reflective inquiry (RI) concept by developing their own RI group. They developed a highly successful off-campus 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 retreats, the faculty was introduced to the web-based tool www.TaskStream.com, which is being used to facilitate the collection and analysis of student learning data. As a result of the survey data collected, the college has expanded its use of the innovative computer-based instructional support tool, Kurzweil, in its Universal Learning Project.

Using institutional data, Laney developed a college-wide Basic Skills Initiative Report, thus becoming clearer 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 the use of the substantive student outcome data. CurricUNET, 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.

The adoption of both TaskStream and CurricUNET was 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 accreditation self study process, itself, has further raised the college's estimation of and demand for learning-related data and ongoing research at the classroom, program, and institutional levels.

Looking Ahead

Laney plans to deepen the dialogue on student learning through regular and recurring college-wide meetings during professional development days to 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 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 create a framework for more in-depth discussions on student learning.

Planning Agenda
None.

> **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
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 Laney 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 (e.g., program reviews, and 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, goal-setting reflected the results of an inventory of Laney stakeholders who had shared their responses with the then-new president in response to his call for analyses of Laney's strengths, weaknesses, opportunities, and threats. The resulting priorities were: (1) a significant upgrade of the college facilities; (2) the acquisition of a fair share of overall district resources for Laney College; and (3) increased support for Laney College from the district office.

In 2007, concerns about previous chief priority areas resulted in the following revised priorities: (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 an intensive review during a two-day college-wide retreat. The new college priorities will reflect plans to improve the college's planning framework in developing the 2008-2009 Educational Master Plan, while it continues efforts to ensure a successful self study process and report.

During these years, each set of goals was disseminated college-wide so that all college constituents could discuss how they could influence their achievement. 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.

Evaluation
The college meets this standard.

College forums for disseminating the goals have varied widely in terms of the audiences, yet many reached overlapping constituencies. 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, and technology)—which shared, discussed, and in some instances strengthened the goals.

For instance, by 2006, the Basic Skills Learning Collaborative had formalized its 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 was integrated into the college's basic skills agenda and led to the creation of a tutor coordinator position, improved tutoring, and a formal assignment of a dean to oversee the Laney College basic skills initiative.

Meanwhile, 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 and the Culinary Arts Cooking and Baking facilities in the Beginner's Inn, a student-run restaurant. Major changes to the lighting of the college were also undertaken. In addition, a 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 has engaged in a vigorous examination and improvement cycle of its facilities, its capacity to take advantage of current and new technologies, its commitment to measurable outcomes-based learning, and its 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 of 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 Community Writing Center, college-wide tutor coordination, and the development of learning communities as strategic methods aimed at improving student learning, persistence, and achievement. (IB2-1)

Planning Agenda

None.

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

Description

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 dialogue 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 the department and classroom levels.

The college community engages in strategic goal-setting on a yearly basis. This process began when the new college president asked departments and services to outline the college's strengths, weaknesses, opportunities, and threats (SWOT) in 2006. The administrative team continues to assess the college's immediate needs and to establish annual goals. The process is dynamic, as the shared-governance committees inform administrative decision-making and are guided by 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 are the Budget Advisory Committee, as well as the Facilities Planning Committee, the Technology Planning Committee, the Instructional Equipment Committee, and the Faculty Prioritization Committee, all of which participate in regular dialogue 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 terms 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 according to a formal self study, part of the re-accreditation requirements established by the Accrediting Commission for Community and Junior Colleges (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.

Ongoing

Other efforts take place on an ongoing basis. These include resource needs assessment, SLO assessment, and student community needs and assessment.

The resource needs assessment process happens annually, as the college creates resource-allocation criteria based on its mission and strategic priorities and examines 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 whether there is a clear need for a position consistent with the college mission.

The SLO Assessment process is consistent with the college-wide learning assessment timeline. All instructional and student services are charged with developing timelines to carry out 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 and any data useful in revealing how the college can effectively address needs, including improving student learning and other institutional outcomes.

Use of Institutional Data for Planning
Institutional data are frequently used for planning, as evident in program reviews, unit plans, the educational master plan, and the facilities plan. Analysis 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 a broad-based review of the state budgeting and decision-making process, as is evident in the 2006 Academic Senate Forum.

During the last two years, the college has strategically assessed 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-year assessment of results using quantitative and qualitative data that had been both reviewed, analyzed, and interpreted for discussion by stakeholders at the college-wide retreat. This process was repeated during the next year to ensure a substantive understanding of achievements and gaps in achievements. Also, Laney used reports from McIntyre and McKenzie 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 McIntyre to improve the base of understanding of niche markets and educational demands (e.g., distance education). The college is strategic in using research data to inform innovations and new programs, such as its Center for Civic Engagement and its bio-manufacturing program. 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 so that the college may continue to improve its practices.

Evaluation
The college meets this standard.

Laney continues its historic pattern of program review and its use of shared-governance committees to ensure an ongoing cycle of evaluation, and to determine what resources are essential to serve students at all levels of the college. Starting fall 2004, all programs and service areas were reviewed systematically 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, begun in fall 2007, are a recent addition to the planning process. They have proved helpful because they provide details about needs on an annual basis, which helps to assess student needs and resource needs more efficiently.

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 both strategic goal-setting and assessment and evaluation planning may find that their duties in each context mirror each other. Having members of the college community participate in redundant meetings threatens at times to overwhelm and hinder participation in the planning process.

Planning Agenda
As a currently emerging planning model, the strategic master planning process is not adequately understood by all 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 have 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, past budget allocations have not been transparent. Faculty members lacked knowledge of financial decision-making and often felt that budgetary decisions were 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 issue.

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

Description

The planning process at Laney College is framed by the Peralta Community College District Strategic Plan, which was adopted in December 2006, after some 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 (IB4-1, IB4-2).

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

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

Laney continued these sessions to build upon the prior discussions as part of illuminating priorities for the college. The sessions were 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 ACCJC (IB4-3). In this report, Laney describes how its planning process assimilates department level, college-level, and district-wide shared-governance committees into the district planning processes. These committees include the 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.

Table 1. Planning Overview

An outline of the planning process—including the type of planning, time horizons, and key players—is laid out in Table 1, below (Planning Overview). The broad-based participation and opportunity for input by college constituencies is apparent and extensive.

Type of Planning	**Time Horizon and 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
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, and district-wide goals and initiatives
Program Review	3-year —Departments and programs	Unit plans, curriculum reviews, educational master plan and long-range fiscal, human resources, technology, and facilities plans
Educational Master Plan	6-year —Shared-governance process led by the VP of instruction — Intersects with district Educational Master Planning Committee	Program reviews, unit plans, strategic initiatives, strategic opportunities and constraints, college-wide initiatives, and 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, and 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, and 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, and 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, and bond fund planning

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 the extensive and broad-based participation in the planning process. These reports couple 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 issues (IB4-4).

The presidential retreat that took place Monday, August 13, 2007, offers 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 (IB4-5).

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.

Evaluation

The college meets this standard.

The quantity and quality of participation in the planning process, and the associated allocation of resources, are consistently outstanding; Laney College has made broad-based planning a fundamental part of its operations and has benefitted greatly from it. As the Laney College Progress Report of March 15, 2008, indicates, the college engages in a cyclical process of (1) setting annual objectives, (2) identifying measures of success, (3) analyzing year-end results, and (4) creating new planning objectives.

Planning Process

Laney's planning process is broad-based, and includes all the major stakeholders—faculty, classified staff, administrators, and students. Laney energetically seeks input from its constituencies in order to ensure that it allocates the resources 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, and the president to them. 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 600-plus employees and some 13,000 students.

Participation

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 hardcopy documents, word of mouth, public presentations, and local media outlets, including the college newspaper, the *Laney Tower*. Involvement is strongly encouraged and aided when multiple ways to participate are made available. For example, when attendance is not possible, surveys of interest, perceptions, and needs are administered; the results are analyzed and put to use in planning, as in the case of the educational master plan, the formulation of distance education priorities, and the 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 to serve as a draw to important planning events (e.g., the Carnegie Foundation's support of the Faculty Inquiry Conference in 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 provided release time for faculty to learn about reflective inquiry, compensation for part-time instructors to engage in SLO and assessment work, release time from regular classification-specific duties for staff to engage in college-wide discussions, and compensation for classified staff to help with the accreditation 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 helped 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 who works with a host of external partners and the college to identify opportunities to support innovations or ongoing educational programs or services. Meanwhile, the college continues to strengthen its existing contacts by expanding 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 ideal, the size of the awards has been instrumental in assisting the college in advancing some of its strategic initiatives, such as efforts to boost programs in green technology ($2.2 million), training for professionals who desire to work in afterschool programs ($300,000), reflective inquiry ($352,000), bio-manufacturing ($280,000), basic skills and learning communities, education child and young-adult dropouts ($5 million) (IB4-6).

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

- Development of a far more integrated educational master plan from the previous draft, 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 (EMP).
- Focus on and development of a sound facilities master plan.
- Formal methods to inform the development of the district-wide educational master plan through the Strategic Planning and Policy Advisory Committee, the college's EMP Committee, and professional development day events of 2006-2008.
- Direct involvement by college leaders in the establishment of the college strategic educational planning (CSEP) process.

Planning Agenda
None.

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

Description
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 demographics) to faculty and staff.
- Results of student performance (grade success) to college stakeholders.

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

- Perception of college climate by students and employees.
- Student satisfaction (based on student survey findings).
- Factors help them succeed and how the college can help bring them about (based on student focus group findings).
- Performance on GE outcomes.
- Performance on course- and program-level learning outcomes.
- Other data through the sources such as the Community College Survey of Student Engagement, CalPASS, and Statewide ARCC (IB5-1).

Communication
Laney College communicates information about institutional quality to the public using a process structured by criteria, reviewers, and a timeline.

Currently, Laney's methods for publicly sharing its data and analyses internally and externally consist of electronic and print documents (e.g., newsletters, bound reports, and handouts), and increasingly via the Laney web site. Since 2007, Laney has devoted a significant percentage of one dean's time to working with the district to develop an effective web-based infrastructure to disseminate information more efficiently via the Internet. A key consideration is the open-source paradigm that will be used for the new Peralta web site, which fits neatly with the existing open-source distance-education platform that Peralta is currently developing (IB5-2).

Quality Assurance
Relying on experts within the faculty, classified staff, and administrative ranks to judge 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 is reviewed by the College Council and the president.

Laney employees obtain feedback about institutional quality through their service on local boards and committees and through their participation in professional activities off-campus, such as meetings of local school boards, nongovernmental and community-based organizations, union groups, and for-profit businesses. Laney also secures and reports on the feedback it receives from advisory committees and councils for its career technical education programs (IB5-3).

Evaluation
The college meets this standard.

Planning Agenda
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.

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

Description
The 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 limited reviews of shared-governance documents to discern effectiveness of the effort. 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 suggested the need to make research data more available on an ongoing basis to assess the effectiveness of integrated planning and resource allocation decisions, as well as 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 annual unit plans, reviews of curriculum and programs every three years, development of an educational master plan every five to six years, and annual development of short- and long-term resource-allocation plans 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.

While the planning process requires review every five or six years, the nature of the ongoing input required by the planning process has led to critical reviews of its functioning—the timeline, the nature of involvement of stakeholders, the integration among all planning-related units, the decision-making actions of the college, and ongoing evaluation and reporting of the college's efforts. College-wide forums and retreats, joint meetings of the college and Faculty Senate presidents, sessions of the Laney College President's Advisory Council, and meetings of the Laney College Council are just a few of the formal places where focused planning-related discussions have occurred that have resulted in recommendations for improvements to the cycle and implementation practices (IB6-1).

Strength of Laney's Planning Process in Fostering Improvements

Each shared-governance group is 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. A dedication to improvement is also 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. The ongoing accreditation self study process, which demonstrates the college's commitment to critical self-assessment, has afforded another opportunity for Laney to improve its practices.

Evaluation

The college meets this standard.

Laney has carefully nurtured improvements in its planning processes. For example, program reviews used to be conducted every five years. By requiring reviews every three years, the college is able to determine its needs more effectively. The results have included, among other benefits: significant improvements to facilities (classrooms, labs, student centers); additional technologies for instructional and student services; the hiring of new classified, faculty, and administrative staff; a higher level of improvements to the curriculum; and the cultivation of support from major national, state, and local partners. Further, these processes have 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 of the components of the planning process with the educational master plan, but the basic structure of the processes is clear and highly functional.

Planning Agenda

As the college completes its planning process it will determine 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.

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

Description

Laney uses multiple mechanisms to gather evidence about the effectiveness of programs and services. Internal and external scans are conducted to obtain understandings about the influence of the college.

Curriculum and Program Review

Curriculum reviews are carried out at the departmental and course levels in preparation for program reviews and to discern the viability and quality of offerings; these efforts are scrutinized by the curriculum committee for quality and approval. Program reviews follow and provide a critical look at the nature and impact of courses, programs, and services on students and their engagement and achievements. All instructional programs, student support services, and library and other learning support services complete this process every three years, with reports submitted to the lead administrators and divisional units. Unit plans are developed based largely on the program reviews, yet they reflect each year's needs and strengths of offerings. Educational master plans and the accompanying resource-related plans (human, technological, facilities, and fiscal) are all informed by the preceding scans and reviews; they reveal the most pressing priorities to ensure a systematic set of actions as part of a broader strategic plan (IB7-1, IB7-2).

Accreditation Self Study and Complementary Surveys

Ultimately, the campus-wide accreditation self study is the chief mechanism for assessing the efficacy of the college and its programs and services. It requires a substantive review of plans and actions in relation to the mission, vision, and values of the college. Complementing each of these efforts, surveys are used systematically to assess perception, to determine needs, and to learn about the effect of college practices on students and student learning (e.g., surveys by the Laney Library, the Technology Planning Committee, and the Universal Learning Project). With all of these mechanisms, 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.

Employee Review

At the employee level, regular reviews are conducted on tenure-track and tenured faculty (IB7-3); part-time faculty evaluations are carried out on a cyclical basis by evaluation teams of faculty and administrators (IB7-4); administrative evaluations are conducted annually (IB7-5); and classified staff evaluations are scheduled annually on the anniversary dates of hire and conducted by the supervising administrators (IB7-6). 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 efforts of the faculty and administration can the goal of promoting quality professional staff be met. Successful

candidates are recommended for tenure to the Board of Trustees of the Peralta Community College District.

Evaluation
The college meets the standard.

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 the goals are consistent with the mission of the college; provide consistency with catalog descriptions once established and updated; and provide feedback from student learning outcomes to continue the cycle of meeting students' educational needs toward transfer or vocational programs, whether for associate-degree completion or certificate completion. Further, these evaluation processes facilitate the implementation of new ideas and results.

Through the evaluation mechanisms, the campus community is becoming more educated about how the institution functions and how each faculty, staff, and administrator help produce more efficient, effective results. This is part of the college's substantive commitment to a comprehensive, campus-wide evaluation process, as enhanced during 2008. The ongoing process will strengthen assessment at the course, program, and service levels, and improve the method for assessing the evaluation mechanism itself.

Planning Agenda
None.

STANDARD I
Evidence

IA1-1 Laney College Catalog, p. 4
IA1-2 Laney College Catalog, p. 4
IA1-3 Laney College Catalog, p. 4
IA1-4 Summary of Strategic Educational and Facilities Plan, summer 2008 (draft)
IA1-5 Miscellaneous Learning Assessment Committee documents
IA1-6 Agenda and handouts from fall 2007 Reflective Inquiry Conference
IA1-7 Mission Statement references in the Student Equity Plan, Basic Skills Initiative, Educational Master Plan, and Assessment Plan

IA2-1 Minutes of January 2004 PCCD Board of Trustees meeting
IA2-2 Emails and minutes re: Mission Statement Revision Task Force meetings
IA2-3 Notes from Laney College Educational Master Planning Committee meetings

IB1-1 General Education (GE) workshop agenda and notes, April 26, 2007
IB1-2 Retreat agenda and notes, Aug. 2007
IB1-3 Notes from January 2008 Educational Master Plan Professional Development workshop
IB1-4 Notes from March 2008 Educational Master Plan Professional Development workshop
IB1-5 Agendas and notes from Learning Assessment Committee meetings
IBI-6 Agendas and handouts from April 2007 and January 2008 Best Practices fairs
IB1-7 Agendas and handouts from Faculty Inquiry Conference, November 9, 2007

IB2-1 Agenda and notes from June 2008 end-of-year retreat

IB4-1 Strategic Planning Newsletter April 2008, Fourth Edition
IB4-2 Peralta Community College District Strategic Plan, December 2006
IB4-3 Laney College Progress Report One, March 15, 2008
IB4-4 Program reviews, fall 2004 and spring 2007
IB4-5 Agenda and minutes of strategic planning retreats
IB4-6 Copies of the grant approval documents

IB5-1 Laney College Assessment Plan (spring 2009 draft)
IB5-2 PowerPoint presentation for developing the web-based infrastructure. A Report by IB5-3 Dean of business, math, and sciences (fall 2008)
IB5-4 Quality-assurance practice of the Laney College Catalog Committee.

IB6-1 Agendas and minutes of shared-governance committees and councils

IB7-1 Program reviews, fall 2004 and spring 2007
IB7-2 Unit plans, fall 2007 and fall 2008
IB7-3 Tenure Track and Tenured Contract Faculty Evaluation Policies and Procedures Handbook
IB7-4 Evaluation protocols for part-time faculty
IB7-5 Evaluation procedures for administrators
IB7-6 Evaluation procedures for classified staff

Student Learning Programs and Services

STANDARD II

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.

II.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, appreciation, 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 population 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 (IIA1-1, IIA1-2, IIA1-3, IIA1-4).

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, its alignment with the college mission must be demonstrated. Before a course is approved, a clear justification for the course should present the role the course is designed to serve in terms of degree,

certificate, transfer, or other need (IIA1-5, IIA1-6).

The systems in place create a thorough and comprehensive process for the evaluation of program effectiveness. Program reviews, conducted by all instructional units of the college, ensure the quality of programs and services. 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, which are 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 (IIA1-7, IIA1-8, IIA1-9, IIA1-10). Findings from program reviews are used to make student-centered changes, such as improving the delivery of instruction and student services, securing needed instructional equipment, and upgrading facilities, in accordance with the college's educational master plan and mission.

In 2007, the Peralta Community College District (PCCD) Committee for Strategic Educational Master Planning (CSEP) developed program review standards. According to these standards, each program is now rated at one of three levels: grow (superior), maintain (promising), or watch (needs improvement). The emphasis is on developing a unit plan for action in response to the reviews (IIA1-11).

The Laney College Educational Master Planning Committee (LEMPC) also keeps programs current through ongoing 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 provides information about resources needed to maintain the infrastructure of the campus and its programs. For example, voters recently passed local bond measures A, B, and E, which will bring about funding for improving the college's infrastructure through the reconstruction of campus buildings and the modernization of classrooms (IIA1-12).

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 curricula, 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 by students attending Laney College (IIA1-5, IIA1-13).

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 (IIA1-14). The resultant changes in course content and offerings have a direct and positive impact on student matriculation and transfer rates.

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 higher education institutions.

To evaluate transfers, a cohort of new students was created at the beginning of the 2002 academic year and tracked through 2004 (IIA1-16).

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

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.

Planning Agenda

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, including: Asian (32 percent), African American (28 percent), Latino (13 percent), White (15 percent), and Native American (less than 1 percent), with over 39 percent age 16-24 and 56 percent female.

In fall 2003, Laney College enrolled 13,778 students, representing 3.4 percent of the total adult population between the ages of 18 and 64 in the Peralta Community 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 (US Census Data, PCCD Office of Research)

Total Population[1]		Asian (inc Pacific Islanders)	Hispanic/ Latino	White	Men	Women	with Disability
Service Area Population	**405,080**	68,893 (17.0 %)	65,946 (16.3 %)	166,292 (41.1 %)	197,687 (48.8 %)	207,562 (51.2 %)	*No data*
Laney College Student Population	**13,778**	4,360 (31.6 %)	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 the Peralta Community College District (PCCD), there is a wide range of household incomes in the Peralta service area, with the lowest household incomes in the Southwest area of the district, where Laney College is located. Furthermore, many of the 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 (IIA1a-1).

The Assessment Office schedules all new matriculating students for assessment testing. This process also gives the college information about students' educational preparation (IIA1a-2).

The college assessment test results show that 60 percent of entering students lack basic English skills, and a high percentage test below the 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 (IIA1a-3).

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 (IIA1a-4).

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* 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, greater use of technology, more off-campus sites, and training for emerging sectors of the economy (IIA1a-5, IIA1-11, IIA1-12, IIA1a-6).

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, Disabled Students Programs and Services (DSPS), outreach, Puente (a learning community), research and planning, and counseling are identified within the plan to carry out these goals and strategies. Funding for this will come from Basic Skills and Matriculation Funds, and the college has initiated a biannual evaluation process to align with the ongoing strategic panning process (IIA1-16).

Department chairs responding to a survey of their departmental practices 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 (IIA1-14).

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 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 reviews at district-wide disciplinary meetings (IIA1a-4).

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) 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 (IIA1a-7).

Advisory committees are consulted in business and vocational departments. Members of the committees are employed by businesses in the relevant industry

or are self-employed. These members help to identify 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 (IIA1a-8).

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 student progress toward these outcomes have been assessed in many courses.

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 the college to assess programs and ensure quality. The process of developing and assessing student progress toward SLOs is also producing another tool for use in assessing student learning.

Many rich data are now available to inform instructional programs of student and community needs, and program reviews are widely conducted in departments. Meanwhile, there is ongoing development of college- and district-wide systematic planning that responds to student needs and community trends. The results of the CCSSE are recent; they will not be fully exploited until more year-to-year analysis and comparisons 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, will become more transparent and will gain a stronger role in continually ensuring quality and integrity.

Evaluation
The college partially meets this standard.

Planning Agenda
The vice-president of instruction, the curriculum committee, and the faculty senate will work together to 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.

> **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, 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 (IIA1-5).

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 report having processes to determine whether delivery of instruction fits the objective and content of their course (IIA1-5, IIA1-14).

Department chairs and instructional deans responding to surveys also report 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 chairs report having made a variety of improvements in their course offerings, including integrating technology into courses, improving outreach, and altering teaching methods. Furthermore, they report discussing 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 (IIA1-14, IIA1-15).

An alternative to traditional classroom instruction, distance learning offers a technology-based format for content delivery and interaction. In the 2007-2008 academic year, the college offered 32 distance education courses through telecourses and online instruction. Instructors of online courses have access to the Moodle platform, an open-source online classroom environment, to structure assignments, testing, and discussion to promote the achievement of student learning outcomes. Hybrid courses combine traditional classroom and online instruction (IIA1b-1).

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 acts 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 (IIA1-5, IIA1b-2, IIA1b-1, IIA1b-3)

Furthermore, in order to keep abreast with technological advances in instruction, multimedia-equipped "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, syllabus review, peer and student evaluations of instructors, and input by industry advisors. Department chairs surveyed rate classroom modes of instruction as highly effective (38.1 percent) and effective (61.9 percent). Due to the various means of assessment and review used in departments, institutional change has come about in various ways such as updating curriculum, offering more evening classes, and integrating technology into courses (IIAb-4).

Planning Agenda
None.

> **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.**

Description
As of October 2008, Student Learning Outcomes

(SLOs) for 340 courses have been identified. This represents 40 percent of the active courses at Laney College. Program outcomes have been identified for 17 percent of the degrees and certificates that Laney College offers. Furthermore, Laney College now has a set of GE outcomes developed. Approximately 65 percent of departments have turned in plans to assess student progress toward SLOs (IIA1c-1, IIA1c-2, IIA1c-6).

These results have come about largely due to 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 progress toward SLOs—have been held on professional development days and other days throughout the academic year (IIA1c-1).

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 also was 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, at www.laney.peralta.edu/SLOforms (IIA1c-3).

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, at www.laney.peralta.edu/learningassessment (IIA1c-4).

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 (IIA1c-5).

The Learning Assessment Committee verifies that the SLOs for college-level courses are at college level, or they are not 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) in order to be approved by the LAC (IIA1c-1).

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, the process of writing SLOs for all courses will soon be completed (IIA1c-7).

Evaluation

The college partially meets this standard.

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 critical improvements. Since spring 2005, the Learning Assessment Committee has been working to educate and provide guidance for the 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, the faculty has 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 release 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 increasingly involved in emphasizing the importance of learning assessment.

Planning Agenda

The Learning Assessment Committee, department chairs, and faculty members will continue assessment based on student learning outcomes and use assessment results to make improvements.

> **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. The Curriculum Committee reviews all new and revised course and programs proposals for compliance with Title 5 regulations and district policies. 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 (IIA1-5, IIA2-1, IIA1a-4, IIA1-7).

To evaluate the effectiveness of their courses and programs, department chairs use a variety of measures. Eighty percent of 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 delivery modes and teaching styles for students who do not read well (IIA2-2, IIA2-3).

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 program chairs 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.

Planning Agenda

None.

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

Description

Committee chairs have addressed instructional deans to establish 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 (IIA2a-1, IIA1-5, IIA2-1).

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 (IIA1-5).

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 (IIA2a-2, IIA1-7).

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 an enrollment projection before college resources are devoted to program development. During spring 2008, the Faculty Senate, together with the Curriculum Committee, established the Educational 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 (IIA2a-4).

The departmental faculty is 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 assessment will be completed. 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 percent) have submitted at least one course assessment plan. Almost all department chairs note the involvement of their faculty in the development of SLOs (IIA1c-3, IIA1c-4, IIA2a-3).

The Learning Assessment Committee (LAC) must 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 (IIA1c-4).

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 (IIA2a-6, IIA1-15, IIA4-2).

After extensive consultation, the Learning Assessment Committee determined that Laney should create one learning 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 (IIA1c-6).

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 (IIA2a-7).

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 (IIA2a-5).

Planning Agenda
The college president, Faculty Senate president and Curriculum Committee chair will institutionalize the criteria created by the Educational Development Process Task Force to guide allocation of resources for program development and program approval.

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 members in the discipline are responsible for determining competency levels and SLOs. (In vocational programs, competency levels are determined by the faculty, often with information relayed through consultations with advisory committees.)

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 (IIA1a-8, IIA1-5, IIA2a-1).

As previously discussed, 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 (IIA1c-2).

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.

Planning Agenda
None.

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

Description
Faculty 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 (IIA1-5, IIA1a-8).

Department chairs, with oversight by instructional deans check syllabi, observe classes and dialogue with instructors about instructional practices and their alignment with course outlines. 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 will be measured and improvements targeted (IIA2a-7, IIA2c-1, IIA1a-7).

Evaluation
The college meets this standard.

Planning Agenda
None.

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

Description
Laney 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 students' 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's 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 (IIA2a-1).

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 (IIA1a-7, IIA2d-1).

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) provides 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, UBAKA was developed during fall 2007. It aims to increase the retention and persistence rates of African American students, using a cohort learning community model (IIA2d-2, IIA2d-3).

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 a 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 in 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 members have, in turn, delivered workshops on reading during professional development days. The vocational education faculty is 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. The conference included presentations on teacher research, faculty inquiry, student resistance, teaching reading across the curriculum, technology and teacher training, and a student panel (IIA2d-4, IIA2d-5, IIA2d-6).

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 report regular discussions concerning learning needs and styles, pedagogical approaches, and student performance (IIA2d-7, IIA2d-8, IIA1-14).

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. 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.

Planning Agenda

None.

> **II.A.2.e The institution evaluates all courses and programs through an ongoing systematic review of their relevance, appropriateness, achievement of leaning 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 (IIA1a-4).

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 (IIA1-11, IIA1-12, IIA1a-4, IIA1-13, IIA1-10).

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 (IIA1-13, IIA1-12, IIA2e-1, IIA1-7)

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 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.

Planning Agenda

The vice-president of instruction will lead an evaluation of how effectively the Laney College Educational Master Plan is used to make decisions and allocate resources and whether the structures in place for those resource allocations are aligned with the decision-making process.

> **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 (IIA2a-2, IIA1a-4).

Departments were provided with basic departmental data (e.g., enrollment, sections, average class size, and productivity) for program reviews. Additionally, the college conducted faculty discussions of a recent labor market study, the *McIntyre Report*, commissioned by the district (IIA1a-4, IIA1a-1).

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 are 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.

Planning Agenda
Continue to develop and assess SLOs and use results to make improvement in courses and in programs. As student outcome assessment results are determined, make public the results through various means, such as the college web site, press releases, and outreach materials to prospective and current students, the community, and higher-education partners.

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

Description
There are only a few reported instances of departmental course and/or program examinations. The English Department gives 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 is given as the final exam in the organic chemistry sequence, and a General Chemistry ACS exam will be given as part of the final exam in the general chemistry sequence, beginning this year. The Cosmetology Department uses the cosmetology board exams, and the Welding Department gives a standardized safety test at the beginning of the semester (IIA2g-1).

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.

Planning Agenda
None.

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

Description
In reviewing course outlines, the curriculum committee considers the alignment of SLOs with exit skills. In addition, course 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 (IIA2h-1).

Evaluation
The college meets this standard.

Planning Agenda
None.

> **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
The department chairs and faculty, with oversight from the Learning Assessment Committee, will continue to develop and assess SLOs and use results to make improvement in courses and in programs.

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

Description
The philosophy of the general education component of Laney College's associate's 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 (PCCD) 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 student advisory handouts. Students report that they get information about GE requirements from college counselors (61.6 percent), from the college catalog (31.7 percent), and from the Laney College web site (23.8 percent) (IIA3-1, IIA3-2, IIA3-3, IIA3-4, IIA3-5, IIA3-6).

At least 19 units of general education must be completed in all associate's degree programs, with at least one course from 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

As the list above shows, 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 (IIA2-1, IIA2a-1).

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 (IIA1-5).

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 the 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 (IIA3-1).

Evaluation

The college partially meets this standard.

Laney College is in the 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 curricula, 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.

Planning Agenda

The college will continue building a culture that makes assessment and outcome-oriented self-evaluation fundamental to all decision-making processes.

> **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.

The Office of Instruction, working with the Faculty Senate and the Learning Assessment Committee, is formalizing its evaluation of the appropriateness of each cousre in meeting the GE curriculum standards. It is completing the Laney College Assessment Plan in spring 2009, in part to provide the framework and operational strategies for this purpose.

Evaluation
The college meets this standard.

Planning Agenda
None.

> **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.**

Description
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 (IIA1a-7).

Evaluation
The college meets this standard.

Planning Agenda
None.

> **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.

Description

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, and 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 (IIA1a-7).

Evaluation

The college meets this standard.

The philosophy of the general education component of Laney College's associate's 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 5.20. 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 percent of respondents think seeing a counselor takes too long, and 42.3 percent 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 (IIA3-8).

On to the 2007 CCSSE survey, students report 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 (IIA1a-7):

Very little	Some	Quite a bit	Very Much
11.2 %	31.5 %	33.4 %	23.8 %

Repeated use of the CCSSE will give the college a better sense of how students' participation in the general education coursework builds their computer literacy skills and cognitive engagement. Further, continued use of the survey will shed light on how much their experience at Laney contributes to the 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. Discussions to determine the college's GE outcomes occurred as part of an afternoon retreat on April 26, 2007, a professional development day. 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 a course-embedded assessment of student progress toward 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 assessment will give faculty members additional means to determine the appropriateness of each course for inclusion in the general education curriculum.

Planning Agenda
The vice president of student services will review the adequacy of counseling staffing as a source for student information on GE requirements.

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 (IIA4-1, IIA2a-1, IIA4-3)

Evaluation
The college meets this standard.

Planning Agenda
None.

II.A.5 Students completing vocational and occupational certificates and degrees demonstrate technical and professional competencies that meet employment and other applicable standards and are prepared for external licensure and certification.

Description
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 instances, changes were influenced by on-going contact and consultation with advisory committees (IIA1a-8).

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 (IIA1a-8, IIA5-1).

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 (IIA1a-8).

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 is demonstrated through analyses of 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 drivers 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 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

The dean of vocational technology will work with the research and planning officer and vocational department chairs to collect and analyze placement data, certification and licensure pass data, and records of industry advisory board interactions.

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 (hardcopy 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 (IIA4-1, IIA2a-1, IIA1-4, IIA6a-1, IIA6a-2, IIA6a-3, IIA5-1).

The college catalog identifies degree and certificate programs offered 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 percent of students receive course syllabi for all or most of their courses. Department chairpersons review these syllabi, with oversight by instructional deans (IIA4-1, IIA4-2, IIA2a-6, IIA1-14, IIA2c-1).

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-unit degree requirement can be transferred in from other institutions. Official transcripts are required for the evaluation of the request to apply 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 (IIA6a-4).

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 College Catalog 2007-09,* pages 54-55). Veterans requesting credit for experience during military service receive six elective units toward their associate's degree and may request a transcript evaluation for courses taken during military service (IIA6a-7).

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 (IIA6a-4, IIA6a-6).

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 (IIA6a-1, IIA5-1).

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); the *Laney College Catalog* (hardcopy and online); general education advising handouts (available from counseling faculty, Laney Articulation website, and Transfer Center); Articulation Binder (available from counseling faculty and vice president of instruction); Laney and district class schedules, and some independent college websites (IIA5-1, IIA6a-8, IIA3-5, IIA1-4).

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 (IIA5-1, IIA6a-3, IIA6a-2).

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 (IIA6a-5).

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 systems as well as with independent colleges and universities.

Planning Agenda

None.

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

Description

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 (IIA6b-1).

Evaluation
The college meets this standard.

Planning Agenda
None.

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

Description
The 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 (IIA6b-1).

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 in alignment with the catalog—e.g., department brochures, marketing materials, college/department websites, and student advisory forms (IIA1-4).

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.

Planning Agenda
None.

> **II.A.7 In order to assure the academic integrity of the teaching-learning process, the institution uses and makes public governing board-adopted policies on academic freedom and responsibility, student academic honesty, and specific institutional beliefs or worldviews. These policies make clear the institution's commitment to the free pursuit and dissemination of knowledge.**
>
> **II.A.7.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* 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 (IIA7a-1, IIA7a-2, IIA7a-5, IIA7a-3).

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. 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 (IIA1b-1, IIA7a-4).

Evaluation

The college meets this standard.

Planning Agenda

None.

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

Description

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 (IIA7b-1, IIA7a-2).

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 that students' views, concerns about fairness, discrimination, grading practices, or other academic integrity matters are addressed directly through a formal institutional process (IIA7b-2).

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,

processes for adjudicating issues that arise for students, and the academic accommodations and policy procedures.

Academic 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 (IIA7b-3).

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 (IIA7-1, IIA7-2).

Planning Agenda
Reconstitute the Laney Academic Integrity Task Force to conduct faculty workshops and to (1) 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, (2) work with the Faculty Senate and vice president of instruction to adopt a college-wide student academic honesty statement and to be included in all syllabi, just as SLOs are required as they are completed, and (3) work with the Faculty Senate and board of trustees to include the Academic Integrity policy in the Board Policy Manual.

> **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.

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

STANDARD II.B
Student Learning Programs and Services

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

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" (IIB-1, IIA1-1).

The college catalog, the schedule of classes, and the college web site publish all information regarding admissions procedures and criteria for specific groups of students, e.g. re-entry students, non-resident students, international students, 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 (IIB-17, IIA1-4).

The college catalog, class schedule, and web site serve to inform and to recruit diverse students, providing an array of information sources about the college's educational opportunities through its course offerings each semester. 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. These include:

> 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 (IIB-2).

Student pathways begin with outreach and recruitment programs. Laney College outreach programs include a full-time outreach specialist, ten outreach student ambassadors who work directly with area schools, community-based groups, and with faculty to develop relationships with schools and the 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, which is 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 during 2007-2008. 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 registration in the Welcome Center, located in the A building (IIB1-3, IIB-3, IIB-15).

Laney College faculty, staff, administrators, and student leaders are committed to the continued access, inclusion, and support of diverse students and their learning needs. College-wide discussions regarding student access, progress, learning, and success occur regularly at meetings of the Academic Senate, Student Services Leaders, Curriculum Committee, and other college councils.

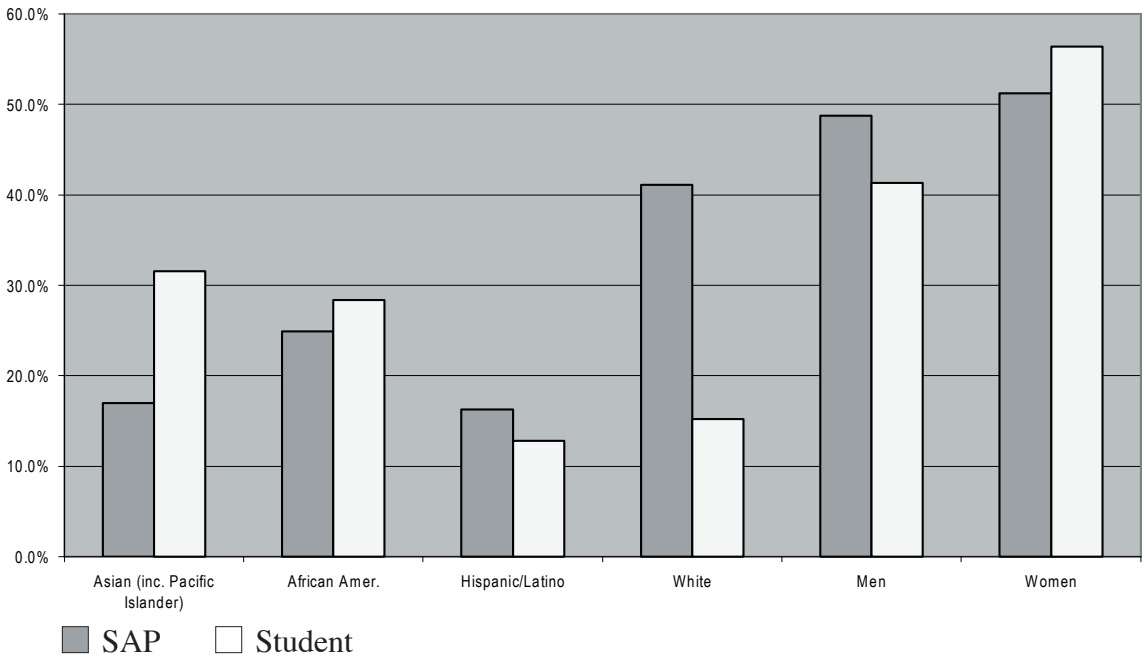
The college's faculty, classified and administrative staff, and student leaders also contribute to this discussion through ongoing forums and meetings. Discussions are research-based and supported by the district and Laney College research offices. New and ongoing data on student enrollment and academic progress patterns are interwoven into planning and support-services discussions to improve the college's delivery of student learning and its academic offerings (IIB-4, IIB-5).

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 2007-2008 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 (IIB-6, IIB-7, IIB-8, IIA1-16, IIA1b-1, IIB-9, IIB-6, IIB-7, IIB-10).

Institutional research such as CCSSE, the Student Equity Report, self assessment 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

Ethnic and Gender Composition of Service Area Population (SAP) Compared with Laney College Student Population



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 chart depicts demographic data comparisons between the Laney College service area and the student population; it is one example of access 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 chart, 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.

Service Area Population
Laney College Students

Composition of Laney Student Population

- Asian student representation is nearly twice that of the service area: 31.6 percent vs. 17.0 percent.
- African-American student representation slightly exceeds that of the service area: 28.4 percent vs. 24.9 percent.
- Hispanic/Latino student representation is less than that within the service area: 12.8 percent vs. 6.3 percent.
- White student representation is significantly below that within the service area: 15.2 percent vs. 41.1 percent.
- In terms of gender, student representation is nearly representative of the service area: 41.3 percent vs. 48.8 percent for men, and 56.4 percent vs. 51.2 percent 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 SLOs 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 (IIA1c-6, IIB-11).

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

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 the 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, the Lionel Wilson College Preparatory 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

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 a 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, the Internet, and primary sources) in various formats (print, online, and multimedia), evaluate such 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.

Financial Assistance Program (BFAP) funds from the State Chancellor's Office in 2004, the outreach efforts of the college expanded to include the college Financial Aid Office's efforts to reach more nontraditional students in the service areas as well as "in-reach" to contact underserved students already enrolled at the college in order to increase their rates of retention and success (IIB-16).

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 (IIB-15, IIB-16).

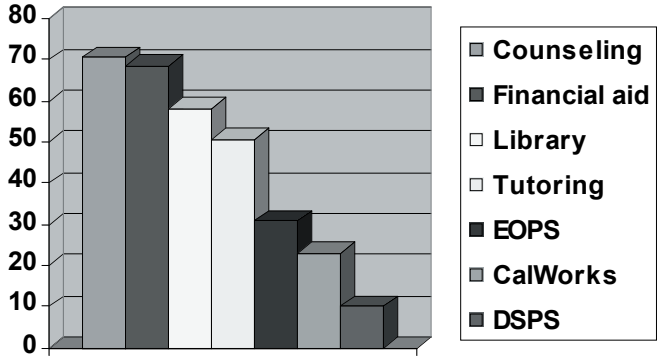
Placement Assessment, Orientation, and Counseling
Upon admission to the college, students are assessed for appropriate course placement and go through an orientation that informs them about academic programs and student support services, office locations, and hours of operation. The goal of orientation is to provide students with information as well as options as they begin to consider the selection of courses and plan their educational goals. Counselors then work with students one-on-one to provide multiple-measure assessments, to assist in determining the most appropriate placement of students into classes, and to help students develop a self-education plan. Each student works with a counselor to assess his or her individual set of identified needs (IIB-12, IIB-13).

Evaluation
The college meets this standard.

The college systematically assesses student support services using faculty and staff input through program review, 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 percent of the students surveyed indicate that counseling is important for their academic success. Approximately 50 percent of the students indicate that tutoring is important, nearly 60 percent indicate that library services are important, and just below 70 percent felt that financial aid is important to their academic success (IIB-14). 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 for the college to increase awareness of the importance of counseling, financial aid, library services, and tutoring in order to improve student success across the college. Based on the results of the study, it is evident that in-reach by the EOPS, CalWORKs, and PSSD programs is needed to increase awareness of their potential roles in student success.

Percentage of Students who Find Specific Services Important for Academic Success



Surveys show that over 80 percent of students polled indicate that they are "satisfied" or "very satisfied" with their college experience. Fewer than 10 percent of students indicate that they are "dissatisfied" or "very dissatisfied" with their college experience at Laney. Slightly more than 80 percent of students surveyed indicate they feel "very valued" or "valued" as students by the college, whereas fewer than 20 percent of the students indicate they rarely felt valued or felt they were not valued at all.

Planning Agenda
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 enhance 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 determine the effectiveness of each unit in supporting student learning.

Laney College Headcount

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

Academic Year	2005-2006	2006-2007	*2007-2008*
Unduplicated Headcount	11,763	12,033	12,457
Percentage Increase over previous year **Total growth fall 2006- fall 2008**		3 %	3.5 %

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 services. 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 (IIB-3, IIB-7).

Laney College offers comprehensive, reliable, and accessible student support services to students Monday through Friday, 8 a.m. to 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 (IIB-2).

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 information about these services are accessible to students who do not attend classes on the college campus. Off-campus and online students may obtain information by telephone, email, or through the Laney College and PCCD web sites.

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 by college staff throughout the semester (IIB-6, IIB-7, IIA1-16, IIB1-1).

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, or 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 a 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 (IIB1-2, IIB-15).

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 (IIB1-3).

A critical study was conducted during fall 2008 to determine what went wrong. It resulted in recommendations calling for immediate actions; some were taken late fall 2008, and the balance

are planned for spring 2009. The steps have led to clarifying the issues and resolving some of the problems to ensure students receive financial aid checks efficiently. These steps provide a means for ensuring long-term effectiveness of the system.

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 that they are placed in appropriate courses. In 2007-2008, 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, as 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 2008-2009 academic year. The Laney College orientation at the beginning of each assessment session is designed to empower students to make informed decisions about their education plan. Information is presented through PowerPoint, handouts, and lecture/discussion in order to accommodate diverse learning styles. 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 (IIB1-4, IIB-12).

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 (IIB1-5).

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 (IIB1-6).

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 (IIB3a-1).

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

The college has a high school liaison program through which 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 community college.

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

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 (IIB1-7).

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, priority registration, counseling, test accommodations, adaptive equipment, assistive technology, alternate media, as well as access to sign language interpreters, note-takers, and referrals to other resources.

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

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

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

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 (IIB1-8).

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 (IIB1-9).

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 with access to programs that will help defray their educational costs, assisting them to become productive, valuable, contributing members of a rich, thriving, and multicultural community (IIB1-10).

Serious problems arose in fall 2008 with regard to a district-wide implementation of a new software package to process financial aid awards. As a result, students throughout the district were unable to obtain their awards in a timely manner.

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 include nursing assessment, first aid and emergency care, wellness counseling for emotional and physical issues, blood pressure screening, tuberculosis testing, and pregnancy testing (IIB-11).

Learning Communities (IIB1-12):

- East Bay Career Advancement Academy (CAA): 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, this program focuses on academic, personal, and historical issues facing African American students through culturally relevant curriculum and activities.

Instructional Support Centers (IIB1-13):

- Computer Laboratory for Library Information Studies: One-on-one assistance for students who are researching books, articles, and web sites.

- Computer Information Systems Lab: A priority lab for CIS classes as well as an open lab for students.

- ESL Learning Lab: A drop-in lab for workshops on grammar, writing, vocabulary, and pronunciation.

- James Oliver Community Writing Center: A drop-in center providing learning support, including one-on-one tutoring for writing. Computers are available for student use.

- Technology Center: A drop-in computer lab for general student use.

- Transfer Center Study Groups: A 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, by 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's 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 the transfer process. Mentoring is a major component of Puente; students are matched with professional and academically successful members of the community (IIA2d-3).

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 (IIB1-14).

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 (IIB1-15).

Students have access to four-year college Transfer Admissions Guarantees (TAGs), concurrent enrollment opportunities, and the University of California at Berkeley Starting Point Mentoring program, as well as the Transfer Alliance Program. The college has TAGs with CSU 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 have remained the same over the past two years, 2007-2008 transfer rates to California State University System institutions decreased by 12 percent over the previous year. The college is dedicated to increasing transfer rates to four-year institutions.

Number of Transferring 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 warm and welcoming student intake center, situated on a corner of one of the college's main entryways, was developed during academic year 2007-8.
The center provides information and assistance to new, continuing, and returning students regarding admissions, matriculation, registration, financial aid, and student services. Laney will continue to work with the district leadership and support staff to ensure that the PASSPORT system level problems are resolved, adequate staff among student services professionals are secured and sustained to address the needs of current students and demands of prospective students.

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 (IIA1-12).

Turnover in staffing, including the vice president of Student Services position 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.

Planning Agenda
1. All Student Services departments will develop assessment tools and implement assessment by the end of spring 2009.
2. The district information and technology staff 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 (IIB2-1, IIA6b-1).

The college catalog and class schedules are distributed to students free of charge during assessment and orientation, are available online, and are provided free of charge in "College Success" classes. In addition, the college catalog is distributed in hardcopy to the Transfer Center director and Articulation officer, high schools in our service area, local libraries, and nonprofit organizations. Catalogs are mailed in response to phone requests, provided at local and district-wide events, and are available in the college library and the Career/Transfer Center. The catalog is also accessible online and is sold in the college bookstore (IIA1-4, IIB2-1).

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 (IIB2-2, IIA4-2).

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 each year. Both documents contain all of the required information, and the information is consistently accurate and current.

Planning Agenda
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 (IIA1-16, IIA1a-7, IIB-9, IIB-3, IIB-12, IIB-13, IIB3-1).

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 (IIB-6, IIB-7, IIA1a-7, IIB-9, IIA2d-5, IIB-3).

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 tools to assist in identifying student learning support needs across the college.

Planning Agenda
None.

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

Description
Laney College 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. and Wednesday through Friday, 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 (IIB1-3, IIB3a-1).

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 (IIB-15).

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 at a community college.

The quality and effectiveness of student support services are reviewed regularly through Student Services Council meetings. Each month, the department leaders meet to discuss issues related to programs and services and to share information. The vice president of Student Services and the two deans of 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 (IIB-10).

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.

Planning Agenda
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 (IIA1c-6).

> 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 (IIB3b-1).

- 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 (IIB-15).

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. (The college hour is time the college reserces for shared governance meetings and college events, usually, Tuesdays and Thursdays noon hour during which no classes are to be scheduled.) At the core of such an environment is dialogue and collaboration. The college also plans to open a Teaching and Learning Center by 2011 to promote dialogue within the 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.

Planning Agenda

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

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, the University of California Transfer Conference, and the 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 (IIB3c-1).

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 members 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 from the time 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, at least during the hours of 8:30 - 4:00 p.m. Counseling services are available in a variety of formats, including drop-in, by appointment, and online. Appointments run 45 minutes, and drop-in services run 15 minutes. During peak registration periods, only drop-in services are available yet hours are typically extended during the mornings, evenings, and weekends. Electronic counseling is provided by a full-time faculty counselor and is designed to promote access and quality for hybrid, online, and campus-based students.

Laney College has comprehensive counseling, transfer, and career web pages for student use. Classroom visits by counselors make students aware of services (IIB3a-1, IIB3c-2).

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 serve to evaluate student satisfaction and the effectivness of programs and services including their plans (IIB3c-3).

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 (IIB3c-4).

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.

Planning Agenda

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

Global Awareness and Valuing Diversity is one of Laney College's four institutional or general education student learning outcomes. The college institutional SLOs that demonstrate the institution's commitment to support and enhance student understanding and appreciation of diversity are (IIA1c-6):

Global Awareness and Valuing Diversity
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 2007-2008, student demographics consisted of 28.4 percent African-American, 31.6 percent Asian/Pacific Islander, 12.8 percent Hispanic/Latino, and 15.2 percent 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 (IIB3d-1).

Evaluation

The college meets this standard.

Laney College actively promotes diversity for all campus constituents. The 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 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 generally reflect 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.

Planning Agenda

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 (IIB3e-1).

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 in 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 (IIB1-4).

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 providing 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, which are best suited to make a determination of the student's current status and abilities. The final recommendations for such evaluations and course placements provide the college with another means of feedback to minimize bias and to improve the effectiveness of placement practices of the college (IIB3e-2).

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 ongoing 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.

Planning Agenda
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 (IIB3f-1).

The implementation of PASSPORT has standardized access to student records for staff and faculty and gives students greater access to their own records through personal computers (campus computer labs and the Welcome Center give students without their own machines access to their online records) (IIB1-3).

Electronic student records are stored in the mainframe (or legacy system) and in secure servers at the District Information Technology Office. All data obtained prior to PASSPORT implementation 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 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 PASSPORT 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.

Planning Agenda
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 (IIB-6, IIB-7, IIB-9, IIA1-16).

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 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.

Planning Agenda

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

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

Library Services

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 (IIA1c-6).

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 (IIC1a-1).

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. Yet for two of the last three years there was no general fund money for books or media, with a small budget for periodicals. This was driven by an administrative decision to leverage discretionary dollars, which led to allocating the limited general fund discretionary budget to other demand areas of the college. Strategically for the long-term, this may create instability in funding of the library. This has created a concern about long term budgeting of the library to support the core materials needs such as books and periodicals. While the library benefits

from the commitment of categorical funds made to cover materials and equipment, a similar general-funds commitment from the administration would further vouchsafe the library's overall health. Short-term, the library budget overall has increased during this same period with the support of Measure A funds, chancellor's library fund, and the guaranteed 15-20 percent allocation of instructional equipment and library materials fund.

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 (IIC1a-2)

Instructional faculty and staff may request library materials to support their instruction via Library Materials Requests forms available on the library's web site 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 (IIC1a-3, IIA2a-1).

The Laney College *Library Collection Development Policy* outlines criteria by which the library seeks to build the highest quality print and non-print collections (IIC1a-4).

All materials acquired are subject to the following general criteria:

- Suitability of subject and style to the college curriculum.
- Appropriateness and effectiveness of content treatment for lower-division undergraduate students.
- Relevance to the instructional needs of faculty.
- Clarity of presentation and overall readability.
- Skill, competence, purpose, and reputation of author, issuing body, and/or publisher.
- Timeliness and lasting value of material.
- Relevance to existing collection: Information already in the collection is carefully compared with materials under consideration.
- New perspectives or current treatment of a field of knowledge.
- Inclusion in standard bibliographies, indexes, and databases.
- Opinions of critics, reviews, and public.
- Current in-print publications are given priority over out-of-print materials.
- Cost in relation to current budget allocations.
- Availability of material in other district and/or local libraries.
- 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 in 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 intended 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 also avails itself of complementary tools for this task, such as Microsoft Excel (IIC1a-5).

Learning Support Services
Laney College learning support services are located across the campus. Two of the sites, the Math Lab and James Oliver Community Writing Center, support their respective skills emphases across the curriculum. The 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 (IIC1a-6).

Further details about the services and accessibility of learning support services include:

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 provides 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 a week. Some 95 percent 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 a 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 teachers' 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 transform reading into an interactive, multisensory experience accessible to technology-savvy learners. The Universal Learning Lab's second level of support is that it is an open-access, drop-in lab. The lab is open Monday through Thursday, 10 a.m.–2 p.m. and Friday, 10 a.m.–1 p.m. (LRNRE 501: Supervised Tutoring).

The lab is connected to a large student mentoring community. Student mentors assist other students in using the software and provide student-led trainings. The goal is to improve the quality of education by using technology to make education relevant and provide students with the tools to take charge of their education within the context of a global community.

Technology Center
The Technology Center provides 108 PC and 22 Mac workstations. The center's hours are Monday, 9 a.m.–12 p.m. and 2:30–9 p.m.; Tuesday, 9 a.m.–9 p.m.; Wednesday, 11 a.m.–9 p.m.; Thursday, 9 a.m.–9 p.m.; Friday, 9 a.m.–3:30 p.m.; and Saturday, 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 a 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.

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 percent in 2001 to 66 percent 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 comparative data will now 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 recently 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.

Supplementing the library services and offerings, 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 with 25 in its former location.

Planning Agenda
None.

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

Description
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 (IIC1b-1):

Courses (IIC1b-2)

LIS 85 (CSU, UCB transferable) 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 specific disciplines.
- Identify main concepts for a research topic to formulate search statements for online catalog, database, and World Wide Web searches.

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 enables 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. Because schedule fluctuations complicate efforts to account for open hours, the lab has 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 were 71.75. 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 week for a one-month period in spring 2009 (IIC1b-3).

LIS 90 :

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

Orientations
Orientations help students to:

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

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, or CSU-CCC outcomes. The 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, including verbal class exercises, questions, relevant examples, demonstrating search strategies and strategy revisions, and hands-on exercises (IIC1b-3).

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 establishes 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 (IIA1-16, IIA2d-5).

Information Competency Requirement
After submitting information competency outcomes at 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, and primary sources) in various formats (print, online, and multimedia); evaluate information for relevance and reliability, and incorporate it effectively into written work.

To prepare for new general education (GE) outcomes (which become effective fall 2009), the library will conduct a pilot study during the 2008-2009 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 (IIA1c-6, IIC1b-4, IIC1b-5).

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 ESL 21B (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 (IIC1b-6).

> **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.**

Staffing
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.

Access to Resources and Services
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 Internet with the use of passwords provided at the reference desk (IIC1a-5).

Currently no reference service is available though the Internet, but phone questions are 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, easy-to-read library materials, and cookbooks for the culinary program.) In addition, the library subscribes to twenty-eight full-text online databases. In 2008-2009, 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 from off-campus with a user and 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 (IIC1a-5, IIC1c-1, IIC1c-4).

Instructional Support
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, LIS 85 (Library and Information Studies). Ideally, staff will increase by two to three librarians by 2010 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 conduct research or use a word-process program 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 provides FTE staffing 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 of the majority of evening, weekend, and summer students, supplying computers with access the library collection. In addition, the CIS and business labs have policies that require them to serve students not enrolled in CIS or Business courses and 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 2 p.m..

A Library technician and audio-visual (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 for 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 college success orientation through COUN 24 to students in UBAKA, the African American learning community.

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" (IIA2d-5).

Specifically, the library wants to:

> Integrate and link information competency skills sequentially in composition courses in order to build progressively information seeking and evaluation through problem based learning using critical thinking themes.
>
> Order more fiction and non-fiction materials targeting adult readers to improve and enhance their reading skills and reading experiences (IIC1c-2).

Librarians will continue to participate in the working group to determine how Laney should coordinate developmental education.

Distance Learning Program
See discussion of online resources, above.

Tutor Training
Librarians have delivered training sessions for student tutors enrolled in LRNRE 30 (Tutor Training Course) (IIC1b-3).

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 and word processing needs on single workstations. The library classroom (24 computers) was 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 and 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, librarians have worked with colleagues throughout the district to investigate other options. Beginning fall 2008, lead librarians in Peralta have identified a replacement system. Laney administration supports the new system and will advocate with the head librarian for the district to ensure the sound migration from Horizon to the new system.

There has been a history of a lack of coordination among its various programs, services, and centers associated with learning support services. 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 release time afforded 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 (IIC1c-3).

Planning Agenda
None.

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.

Effective maintenance is ensured with the college protocols for reporting repair and replacement needs, funding procedures for addressing those needs, and leadership within the library and in support of learning support services throughout the college. These protocols ensure that maintenance issues are addressed efficiently and in support of educational priorities.

Evaluation
The college meets this standard.

Planning Agenda
None.

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

Description
The library relies on a number of library vendors and organizations to support library services. The library (or, in some cases, the 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 for relevance to curriculum and usage, and for ease of use (IIC1e-1).

Evaluation
The college meets this standard.

Planning Agenda
None.

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

Description
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 (IIC2-1, IIC2-2, IIC2-3).

A key component of the library's efforts to evaluate itself and improve its services involves conducting 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; it also contributed a question to the general college accreditation self study survey. 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.

General Student Survey
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. The largest category of users (26.8 percent) utilize library services two to five times a week. The largest category of non-users says

their courses do not require library use. Frequent users (two to five times a week) use the library to: borrow textbooks (30.7 percent), find information for personal needs/interests (27.5 percent), find information for assignments (19.7 percent), and use the media collection (10.4 percent). Frequent users use library computers to: access textbook web sites (61.65 percent), access instructor web sites (60.55 percent), conduct word processing (51.4 percent), find information for personal needs (43.9 percent), and find information for assignments (40.7 percent). Respondents said they find books (non-textbooks) for course assignments only 38 percent of the time, and seldom or never asked the librarian for help (32.6 percent). When students do ask, though 41.6 percent give librarians an "always helpful" rating (IIC2-4, IIC2-5).

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. The highest number of comments include those related to noise in the library, and the highest number of comments on how to improve the library say the library needs more computers (46), more textbooks (33) and more study space (19) (IIC2-6).

Students rate "avoiding plagiarism" (61.3 percent) and how to narrow or focus a topic (61 percent) 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 include citing sources correctly (54.4 percent), integrating information from various sources for a paper (critical thinking 45.2 percent), and finding information in the library (40.6 percent). 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 to cover citing sources and evaluating information critically (IIC2-7, IIC2-8).

Librarians distributed a follow-up mini-survey toward the end of fall 2008 to assess improvement of librarian-student contact and retrieval of books.

In-house Survey

For the in-house survey, five library technicians distributed surveys the week before finals at 9 a.m., noon, and 2 p.m. As an incentive, the library sponsored three prize drawings for a choice of a book or iTunes gift card, with photos taken of the winners being awarded their prizes and a specially designed certificate. There were 353 survey participants.

During that week, the top three reasons students used the library were to: study (78.4 percent), use the textbook/reserve collection (34.9 percent), "use computers" (30.4 percent) and "use computers to work on papers" (20.2 percent). (Because the survey did not identify computers by their location, it is presumed that "use computers" means using OPACs, and "use a computer to work on my paper" means using computers in the Listening/Viewing Center.) Students were very satisfied (36.4 percent, 127 respondents) and satisfied (45.6 percent, 159) with their activities in the library. They described the librarians at the Information Desk and Drop-In Research Lab as helpful (41.9 percent, 148) and very helpful (36.3 percent, 128). Library technicians at the Loan Desk, Reserve/Textbook Counter and Listening/Viewing Center were described as helpful (43.1 percent), 150) and very helpful (37.6 percent, 131) (IIC2-9).

The most useful information about the degree of user satisfaction with the collection, services, and staff was found in the comments section of the survey, where students elaborated on their answers and made suggestions for service improvement. The largest number of students (61) praised library services and staff. The next largest number (48) made comments on 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. Comments regarding access (38) include a desire for access to USB ports for flash drives or discs, more electrical plugs conveniently located for their laptops, Microsoft Word 2007 on the library computers, more computers, longer time at the OPACs, more copiers, and longer and/or earlier hours for the library. Student suggestions regarding the collection (29) are that they would like more time to use textbooks, newer general collection books, and longer loans for textbooks. Noise is also a concern (23): users say people are too noisy in the Browsing Area and on the Fourth Floor (IIC2-9).

Faculty Survey
The highest percentage of respondents to the faculty survey (71.4 percent) reports using the library to borrow media for their courses; the next-highest percentage (39.3) reports examining the new books display as they travel to and from the copy counter. An equal percentage (35.7 percent) reports reading, borrowing materials, and searching the book catalog and databases. Sixty-six percent of faculty request more media resources, and 41 percent suggest the library buy more media materials. Thirty-one percent recommend new purchases, although 40.6 percent do not. The highest percentage (31 percent) of respondents to a question about whether the book collection supports their teaching and information needs indicate "seldom/don't know." A possible reason for this low rating is that 74 percent of teaching faculty is adjunct, with limited time and/or commitment to any campus (IIC2-10).

A majority of comments and suggestions for improvement express a desire for more print and non-print media resources (collection development/equipment), and the need for the library to examine its order processes (acquisitions). However, 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.

Accreditation Self Study Survey Question
In advance of the campus-wide accreditation self study survey, the library included an outcome in its *Outcomes and Assessment Plan* that students rate the library as one of the four services most important to their academic success. Question #13 in the accreditation self study survey is: "What support services do you consider important for your academic success at Laney College? Check as many as apply."

Some 157 of 262 responses who answered that question rated the counseling, financial aid, and the library as the three top services (IIC1b-6, IIC2-11).

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 (IIC2-12).

Evaluation
The college meets this standard.

Planning Agenda
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' general needs, and the needs of students in particular.

The library will work with the 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.

STANDARD II
Evidence

IIA Instructional Programs

IIA1-1 Laney College's mission, vision and values statements
IIA1-2 *Laney College Catalog* p. 5
IIA1-3 Instructional programs web page
IIA1-4 Laney College schedule of classes
IIA1-5 Laney College Curriculum Handbook
IIA1-6 Laney College Curriculum Committee "Educational Program Development Process"
IIA1-7 Office of Instruction, "What is Program Review?"
IIA1-8 CSEP Fish Bowl (handout)
IIA1-9 "Educational Master Planning Process: An Update"
IIA1-10 Accelerated Program Review Handbook. Spring 2007
IIA1-11 District-wide Educational Master Plan
IIA1-12 Laney College Educational Master Plan
IIA1-13 Unit plans
IIA1-14 Accreditation Self Study: Department Chair Survey, March 2008
IIA1-15 Instructional Dean Survey of Practices
IIA1-16 Laney College Student Equity Plan 2007-2008

IIA1a-1 *Planning Assistance for the Peralta Community College Board of Trustees (The 2007 McIntyre Report)*
IIA1a-2 Highest level of education and matriculation status (Office of Institutional Research spreadsheet)
IIA1a-3 *Accountability Reporting for Community Colleges* (ARCC report), https://misweb.cccco.edu/arcc_reports/seldist.aspx
IIA1a-4 Program reviews
IIA1a-5 District-wide Educational Master Plan
IIA1a-6 Laney College Strategic Plan
IIA1a-7 2007 Community College Survey of Student Engagement (CCSSE), http://www.ccsse.org/survey/public-profile.cfm?ipeds=117247&source=2007
IIA1a-8 Evidence of Vocational Programs Activities and Standards

IIA1b-1 *Laney College Progress Report March 15, 2008*
IIA1b-2 Distance education addendum to course outlines
IIA1b-3 Enrollment, productivity and retention rate for distance education (Office of Institutional Research spreadsheet)
IIA1b-4 Accreditation Self Study: Faculty, Staff, and Administrator Survey #21

IIA1c-1 Learning Assessment Committee Chair Fossum, "Progress on SLOs / Assessment"
IIA1c-2 Learning Assessment Committee website, www.laney.peralta.edu/learning assessment
IIA1c-3 SLO forms website, www.laney.peralta.edu/SLOforms
IIA1c-4 *SLO Outcomes and Assessment Manual*
IIA1c-5 Various SLO newsletters
IIA1c-6 Laney College general education outcomes, www.laney.peralta.edu/GEOutcomes

IIA1c-7 SLO addendum to course outlines

IIA2-1 *PCCD Program and Course Approval Process Manual*
IIA2-2 Accreditation Self Study: Department Chair Survey #1
IIA2-3 Accreditation Self Study: Department Chair Survey #2

IIA2a-1 Course outlines
IIA2a-2 "Curriculum Review Process," *Laney College Curriculum Handbook,* pp. 25-30
IIA2a-3 Accreditation Self Study: Department Chair Survey #19
IIA2a-4 Laney Curriculum Committee, "Educational Program Development Process"
IIA2a-5 "Timeline for Approval of Implementation of CurricuNet Curriculum Management System"
IIA2a-6 Accreditation Self Study: Student Survey, question #14
IIA2a-7 Accreditation Self Study: Department Chair Survey #20

IIA2c-1 Accreditation Self Study Instructional Dean Survey, question #10

IIA2d-1 Accreditation Self Study: Student Survey, question #19
IIA2d-2 Project Bridge information
IIA2d-3 Puente brochure and information
IIA2d-4 *Basic Skills Learning Collaborative Report*
IIA2d-5 *Laney College Basic Skills Initiative Report*
IIA2d-6 Collection of DVDs from basic skills workshops
IIA2d-7 "Flexible Calendar Program Activities List"
IIA2d-8 Email correspondence with professional development chair

IIA2e-1 "Creating Our Future: Strategic Planning Update" March 2007

IIA2g-1 Department Chair Survey, questions #22 and #23 and sample tests

IIA2h-1 *Laney College Catalog* p. 53

IIA3-1 Board Policy 5.20
IIA3-2 Implementing Board Policy 5.20
IIA3-3 *Laney College Catalog,* pp. 81-85, www.laney.peralta.edu
IIA3-4 *Laney College Student Handbook*
IIA3-5 CSU advising flyer
IIA3-6 Associate degree requirements advising form
IIA3-7 Accreditation Self Study: Student Survey question #10
IIA3-8 Accreditation Self Study: Student Survey question #7

IIA4-1 *Laney College Catalog,* pp. 82-85, 89-259
IIA4-2 Sampling of course syllabi
IIA4-3 *California Community College Program and Course Approval Handbook*

IIA5-1 Articulation agreements, www.assist.org

IIA6a-1 *California Articulation Policies and Procedures Handbook*

IIA6a-2 Student advising handouts
IIA6a-3 Laney College articulation web site, www.laney.peralta.edu/articulation
IIA6a-4 Petition for initial evaluation form
IIA6a-5 Accreditation Self Study: Student Survey, question #9
IIA6a-6 Petition for substitution/waiver form
IIA6a-7 *Laney College Catalog,* pp. 54-5
IIA6a-8 *Laney College Catalog,* pp. 32-3

IIA6b-1 *Laney College Catalog* addendum

IIA7a-1 Board Policy 5.10
IIA7a-2 *Laney College Faculty Handbook*
IIA7a-3 Agreement Between the Peralta Community College District and Peralta Federation of Teachers
IIA7a-4 Academic integrity policy
IIA7a-5 *Laney College Catalog,* pp. 61-62

IIA7b-1 *Laney College Catalog,* pp. 49-50, 66-9
IIA7b-2 *Laney College Catalog,* pp. 70-5
IIA7b-3 Dean's reminder (memo)

IIA7-1 Accreditation Self Study: Faculty, Staff, and Administrator Survey, questions #22 and #23
IIA7-2 Accreditation Self Study: Student Survey, question, #16 and #17

IIB-1 Board Policy 4.05
IIB-2 Brochure and flyers of student services resources
IIB-3 CCCApply website, http://www.cccapply.org
IIB-4 Minutes of meetings showing discussions of student access, progress, learning, and success
IIB-5 Data on student enrollment and academic progress (Office of Institutional Research)
IIB-6 Student services program reviews
IIB-7 Student services unit plans
IIB-8 State reports for categorical programs
IIB-9 2008 Community College Survey of Student Engagement (CCSSE), http://www.ccsse.org/survey/public-profile.cfm?ipeds=117247&source=2008
IIB-10 Student services end-of-year reports
IIB-11 Student services assessment plan
IIB-12 Orientation documents
IIB-13 Assessment, placement, and self-education plan documents
IIB-14 Accreditation Self Study: Student Survey, question #13
IIB-15 Student ambassador documents
IIB-16 Outreach and in-reach documents
IIB-17 *Laney College Catalog,* p. 10

IIB1-1 Referral forms
IIB1-2 CCCApply (Spanish version), http://beta.cccapply.com/Apply/spanish.asp
IIB1-3 PeopleSoft Student Administration System (PASSPORT), https://passport.peralta.edu/psp/EPAPROD/EMPLOYEE/EMPL/h/?tab=PAPP_GUEST
IIB1-4 Placement tests
IIB1-5 Associated Student Body of Laney College web site, www.laney.peralta.edu/ASLC
IIB1-6 Laney College CalWORKs documents and web site, www.laney.peralta.edu/CalWORKs
IIB1-7 Programs and Services for Students with Disabilities documents
IIB1-8 Each One Reach One mentoring program documents
IIB1-9 EOPS and CARE documents
IIB1-10 Financial aid documents
IIB1-11 Health services program documents
IIB1-12 Learning communities brochures and handouts
IIB1-13 Instructional support centers brochures and handouts
IIB1-14 Student Employment Services Center handouts
IIB1-15 Transfer workshop and information sessions handouts

IIB2-1 *Laney College Catalog* online and hardcopy, www.laney.peralta.edu
IIB2-2 *Laney College Student Handbook*

IIB3-1 Student needs identification and multiple measures documents

IIB3a-1 Counseling web site, www.laney.peralta.edu/counseling

IIB3b-1 Promotional materials for clubs, activities, and events demonstrating an enriched learning environment

IIB3c-1 Documents showing counseling training
IIB3c-2 Transfer center web site, www.laney.peralta.edu/transfer
IIB3c-3 Counseling department program review and unit plans
IIB3c-4 Student Success Program documents

IIB3d-1 Documents showing college efforts to support and enhance student understanding and appreciation of diversity.

IIB3e-1 *Assessment Handbook*
IIB3e-2 Equivalency petition/evaluation form

IIB3f-1 *Laney College Catalog,* p. 22

IIC1a-1 Campus committees highlighting participation of librarians
IIC1a-2 New library documents
IIC1a-3 Library materials request forms, library newsletters
IIC1a-4 Library Collection Development Policy
IIC1a-5 Laney library web site, www.laney.peralta.edu/library
IIC1a-6 Learning support services information

IIC1b-1 Information competency documents
IIC1b-2 LIS 85, 90, 500 course outlines
IIC1b-3 Library orientation handouts and orientations statistics
IIC1b-4 Memo to English department co-chairs
IIC1b-5 LIS 90 Content Memo
IIC1b-6 Standards, Outcomes and Assessment Plan Library Services and Instruction Program Assessment and Evaluation, 2007-2008

IIC1c-1 Database online access, http://www.peralta.cc.ca.us/laney/laney-opacs/databases.asp
IIC1c-2 March 5, 2008 Basic Skills Initiative memo
IIC1c-3 Basic skills retreat documents, summer 2008
IIC1c-4 Library Procedures for AV and Listening Services file

IIC1e-1 Laney College Library Service Agreements and Contracts file

IIC2-1 *Laney College Self Study Report* 2003
IIC2-2 Library program reviews
IIC2-3 Library unit plan
IIC2-4 Accreditation Self Study: Student Survey, question #25
IIC2-5 Library Student Survey, Fall 2007, questions #4, #5, #6, and #12
IIC2-6 Library Student Survey, Fall 2007 #14, #19
IIC2-7 Library Student Survey, Fall 2007 #9
IIC2-8 "Kaulthau's Model of the Stages of the Information Process"
IIC2-9 Library In-house Survey
IIC2-10 Library Faculty Survey
IIC2-11 Accreditation Self Study: Student Survey, question #13
IIC2-12 Accreditation Self Study: Student Survey, question #12

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.

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

III.A.1 The institution assures the integrity and quality of its programs and services by employing personnel who are qualified by appropriate education, training, and experience to provide and support these programs and services.

III.A.1.a Criteria, qualifications, and procedures for selection of personnel are clearly and publicly stated. Job descriptions are directly related to institutional mission and goals and accurately reflect position duties, 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

Consistent with the Peralta Community College District, Laney College adheres to policies of the California Community College System Office, Statewide Academic Senate, and board of governors as it carries out its processes to ensure the integrity and quality of programs and services primarily through the selection, evaluation, and support of its personnel. Faculty and administrators meet or exceed the minimum qualifications established by the State Chancellor's Office. The district-wide Academic Senate ensures a district-wide process for reviewing and improving faculty standards. Administrative leadership informs all standards, and ensures involvement of the classified unions as it develops classifications and hiring procedures.

Ongoing mechanisms are institutionalized to determine personnel priorities. The three-year program reviews and annual unit plans reveal needs in all personnel areas—administrative, faculty, and classified staff. The Faculty Prioritization Committee critically reviews the justifications made by department chairs, program coordinators and supervising deans in relationship to college priorities and program demands to recommend priorities for faculty recruitment. Using the same college priorities and relevant program demands, the Executive Council of vice presidents, business manager, and college president review the justifications for administrators and classified staff and recommends a set of priorities. Those priorities are vetted by the Faculty Senate, the Classified Senate, union representatives, and two particular

shared-governance groups that have college-wide representation—the College Council, and the Laney College President's Advisory Council. These reviews inform the president's decision and subsequent request to the Chancellor (IIIA1a-1).

The Peralta Community College District develops and maintains 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 web site. Further, the governing board ratifies union contracts that also address hiring (IIIA1a-2, IIIA1a-3).

Recruitment
In order to attract qualified applicants, the Human Resources staff routinely advertises classified, faculty, and administrative positions through the District Human Resources web site, the California Community Colleges Registry, and through flyers to local colleges. Depending on the position, additional outreach may include resources such as the *Chronicle of Higher Education; Women in Higher Education; Diverse Issues in Higher Education;* discipline, industry, and trade publications; as well as many Internet sites, such as *craigslist*, for vocational and select classified positions. Listservs are an added tool for recruitment, as well as the utilization of the California Community Colleges Registry database, primarily for administrative and faculty positions.

Hiring Policies
Hiring 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—cover 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 (IIIA1a-4).

The District Human Resources department 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, in direct consultation with appropriate stakeholders 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. These and other steps are taken to ensure that the qualifications for positions reflect appropriate programmatic and institutional needs.

District procedures ensure that the faculty plays a significant role in the selection of new faculty.

Screening committees for faculty positions include at least three faculty members 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 (IIIA1a-5).

Qualification Equivalency 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 a district-approved external evaluation agency and provide 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 (IIIA1a-6).

Applicant Screening
Prior to the screening process, each screening committee develops 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. Faculty screening committees include a skills demonstration such as some type of teaching demonstration as part of the screening process. Only those with the requisite competencies deemed most qualified are sent forward for final interviews. Those finalists are evaluated and assessed for their potential to contribute to the mission and goals of the department and the institution (IIIA1a-7).

The college president, with the appropriate vice president, the Faculty Senate president, and the chair of the selection committee, conduct the final 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, recommends the finalist to the chancellor for final approval (IIIA1a-8).

Evaluation
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 incorporates the varied input of the constituents.

Further, the integrity of the screening process is upheld by members of screening committees, who 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 is working with Human Resources to ensure improved consistency in these training offerings.

Planning Agenda
None.

III.A.1.b The institution assures the effectiveness of its human resources by evaluating all personnel systematically and at stated intervals. The institution establishes written criteria for evaluating all personnel, including performance of assigned duties and

participation in institutional responsibilities and other activities appropriate to their expertise. Evaluation processes seek to assess effectiveness of personnel and encourage improvement. Actions taken following evaluations are formal, timely, and documented.

Description

Personnel are evaluated systematically and at stated intervals as outlined in the Local 1021 and Local 39 collective bargaining agreements (Article 5 of SEIU collective bargaining agreement extension, 2007-2009, and Article 19 if the International Union of Operating Engineers Local 39 contract extension, 2007-2009) and the Peralta Federation of Teachers Faculty Evaluation Guidelines, Appendix A20. Board policies provide the context for the sound evaluation of college personnel including 3.30, 3.30b, and 3.31 for certificated employees (faculty), 3.65 for administrative and management personnel (IIIA1b-1).

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 shared-governance approaches, where appropriate (IIIA1b-2).

Tenure Review and Evaluation

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. A probationary faculty member undergoes systematic evaluation, including evaluations by faculty, the supervising administrator, 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 and the candidate and used to ensure the candidate's effectiveness. All documents are secured in the office of the vice president of instruction (IIIA1b-3).

At the college, the tenure track faculty evaluation process is coordinated by a tenure review facilitator. The tenure review facilitators for the four Peralta colleges meet regularly with the vice chancellor of educational services. Each fall semester, the tenure review facilitator and the Faculty 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 consists of 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 opportunities 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. The responsibility for monitoring the evaluation of contract faculty rests with the division offices (IIIA1b-4).

Adjunct Faculty Review

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, an administrator evaluation, and a 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. The responsibility for monitoring and documentation of the evaluation of adjunct faculty resides in division offices. Adjunct faculty members 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 (IIIA1b-5).

Classified Personnel Evaluation
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. The process is carried out at the unit level by the supervising dean. Evaluations are conducted during the first six months after hiring. Once the incumbent has successfully completed the probationary period, the evaluations are scheduled on the anniversary date of hire. Procedures are being developed with the Strategic Management Team (SMT) to strengthen the return of classified evaluations (IIIA1b-6).

Management Personnel Evaluation
College managers are evaluated annually. They include a self-evaluation, peer evaluations, and supervisor evaluation. Evaluation instruments are sent to 25 employees selected by the manager being evaluated, including other managers, faculty, and classified staff. The evaluation process is an open process and other employees (in addition to the 25) can complete an evaluation form. The performance evaluation addresses the strategic planning goals of the District, and is administered by the supervising manager (IIIA1b-7).

Alignment with Multiple Priorities
Laney implements the mandates of Assembly Bill 1725 and honors its agreements with each union to ensure appropriate participation of personnel in the evaluations of faculty, staff, and administrators. The evaluation processes just described reflect alignment with the priorities of the district, college, divisions, and program and service level units in order to assure a systematic link to institutional effectiveness and improvements. For example, all managers are required to work in direct support of the seven strategic directions (including enhancing access and student success) that are delineated as part of the 11 articulated goals of the district (such as benchmarks that ensure student success), as these are also the priorities of the college; and all managers are required to demonstrate how they have done so (IIIA1b-8).

Evaluation
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.

Planning Agenda
None.

> **III.A.1.c Faculty and others directly responsible for student progress toward achieving stated student learning outcomes have, as a component of their evaluation, effectiveness in producing those learning outcomes.**

Description
In evaluating instructional faculty, teaching effectiveness is evaluated through peer observation in the categories of subject matter knowledge, appropriateness of methods of instruction, organization of class, appropriateness of assignments for the objectives of the course, effective communication, and promoting independent and critical thinking. Student surveys/evaluations also address teaching effectiveness (IIIA1c-1).

Program Review
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 include reviewing syllabi and sample assessment tools (IIIA1c-2).

The non-instructional faculty is also evaluated for their contribution toward 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 addresses and meets the needs of the students, helps the student to understand the full range of services available to the student, and whether the interaction with the student is appropriate. The non-instructional faculty is involved in the development and assessment of student learning outcome and must include a review of the process in their program reviews. The program reviews function as a form of faculty evaluation in a broader sense and are key to evaluating program and institutional effectiveness while providing the basis for annual planning to increase overall effectiveness.

Ensuring Student Achievement
All educators play direct roles in ensuring student achievement of the stated learning outcomes. As Laney evaluates its faculty, staff, and administrators, it determines their contributions to developing SLOs and assessment methods, as well as carrying out the appropriate tasks to assess student learning. Faculty must demonstrate that they have engaged in the process that leads to (and consists of) assessing student learning, yet they are not evaluated based on the results of SLO assessments (see College of Alameda, Berkeley City College, Laney College, Merritt College, Principles of Assessment of Student Learning Outcomes, Memorandum of Understanding, 2006). Administrators must reveal how they have supported this work at the course, program and institutional levels. Staff, in particular instructional aides, tutors, and other support personnel, are necessary to ensure efficient use of methods, and, in some instances, collection of results. In all instances, the evaluation of each group of personnel is intended to inform and be informed by the institutional effectiveness indicators of the district and college that are developed continuously (IIIA1c-3).

Learning Assessment Committee
Laney has developed and implemented an infrastructure to ensure student learning and achievement of explicit student learning outcomes. It has established the Learning Assessment Committee (LAC), a joint shared-governance body of the Faculty Senate and the Office of Instruction which consists of instructional and student services faculty, staff, and administrators.

The Learning Assessment Committee (LAC) is Laney's formal body created to develop a method(s) to evaluate the effectiveness of producing student learning outcomes. Working with the college's Curriculum Committee, the LAC checks the outcomes for quality and results and recommends approval of SLOs. If improvements are required, help is provided to the authors to ensure successful completion and submittal through the curriculum committee review process. Once approved as an addendum to the newly updated course outline, the Office of Instruction processes it for final approval via the District-wide Council on Instruction, Planning and Development if necessary. Once the course is offered, the SLOs are required to be placed on the course syllabi. Once assessment results are compiled, the LAC forwards the results to the Faculty Senate, Office of Instruction, Office of Student Services, and the College Council for college-wide deliberation. Already, this process is yielding meaningful and useful results. It has contributed to deepening the discussion about the importance of learning outcomes as an important tool for students and assessing them effectively as an essential process for assuring integrity and desired results.

In 2006, with LAC leadership, the Faculty Senate approved an aggressive timeline for developing student learning outcomes (SLOs), developing assessment methods, implementing the assessment process, and ensuring that course outlines are updated to reflect these changes. Within two years, progress has been made in terms of documentation, dialogue, and implementation:

<u>Documentation</u>

- Many course outlines have been updated with the required SLO/assessment addendum.
- Over 30 of 38 departments and programs have openly discussed, proposed, and articulated SLOs for at least some of their courses, and many for their certificate and general education programs.

- Many departments have not only implemented SLOs for courses, they have also developed assessment strategies and instruments by course and are (gradually) reporting results and data to the Learning Assessment Committee (LAC), which will forward the results when they have been compiled. Of the 856 courses including lab courses, 389 have approved SLOs and assessment methods.
- Regular publishing and dissemination of the learning assessment newsletters on the work of the faculty and to all members of the college community to reveal the results of assessment efforts and the ways in which these efforts have informed educational practices to facilitate student learning.

Dialogue

- Meetings of department chairs, instructional and student services councils, and divisional staff consistently include dialogue about how to effectively develop, implement, and assess the efficacy of efforts at the classroom, program, and divisional levels.
- Over 40 monthly "brown bag" lunch discussion sessions, workshops, and department- level training sessions have been held to facilitate progress among faculty.
- Allotment of over $150,000 as an incentive to faculty and staff, especially part-time faculty members, to work with colleagues to intensify their efforts in developing assessment instruments and assessing student learning and share the results among colleagues to determine results and improvement that may be necessary.

Implementation

- College-wide retreats and professional development day sessions held with the majority of the nearly 500 full and part-time faculty participating in one or more of the sessions on this topic, which instruct faculty how to develop and how to asses learning outcomes.
- In 2006 and 2007, the Faculty Senate adopted resolutions, approving a timeline for all departments to develop and assess student learning outcomes (SLOs). It reinforced their leadership actions previously supporting the college's requirement that all departments develop, publish and assess student learning outcomes (SLOs) (IIIA1c-4).
- Assignment of a 50 percent time SLO/ assessment coordinator to lead this college effort and ensure consistent communication and leadership support at all levels.
- Mid-fall 2008, secured the TaskStream system for facilitating the development, sharing, and maintenance of student learning outcomes, assessment rubrics, timelines, assessment results, and improvement plans.
- By fall 2008, increased the number of faculty who engaged directly in training and discussions to demonstrate understanding of the requirement, ways to engage other colleagues within their departments that can lead to competence in assessing and using the results to facilitate student learning (IIIA1c-5).
- Professional development efforts of the college (i.e., Carnegie group, Reflective Inquiry groups, learning communities, Reading Apprenticeship, basic skills initiative) reinforce the centrality of assessing student learning outcomes.

These and other efforts have led to a broad conversation, critical discourse, high expectations, and increasing levels of engagement on student learning outcomes and assessment throughout the college, indicating how seriously faculty takes this issue.

The primary methods used for evaluating leaning 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. Even so, discussions are rich and deeply embedded within some departments and programs and increasing in others (IIIA1c-6).

From the many discussions, especially during the

last three years, faculty are seriously considering changing their practices; some are learning new pedagogy, exposing themselves to formal theories of adult learning, brain research, reading apprenticeship, and other classic and non-traditional classroom assessment practices.

College-wide Culture of Assessment
The previous section represents an understated summary of the breadth and depth of the discussions that have led to a diverse range of plans college-wide and within divisions, programs, and classrooms. At the college level, the ongoing plan includes completion and implementation of an assessment plan and annual retreats on assessment. Instructional divisions have developed systematic plans to meet the 2012 benchmark of completing assessing SLOs at the course, program, and institutional level. Deans are working directly with their faculty and staff leadership (i.e., chairs and coordinators) to develop and implement time sensitive plans that ensure ongoing completion of the full assessment cycle, which includes establishing learning outcomes, employing effective teaching plans to facilitate student learning, assessing teaching and learning, communicating the results, planning for improvement, evaluating the results, and re-engaging in this full cycle again continuously.

Within programs, alignment is beginning to ensure appropriate triangulation among the courses, the program, and the institution-level outcomes. At the classroom level, increasing numbers of faculty teaching the same classes are collaborating on rubrics and other assessment instruments to ensure consistent and effective means for determining their effectiveness in facilitating student acquisition and demonstrating the requisite knowledge and skills (IIIA1c-7).

Faculty members have made changes to their teaching methodologies to improve learning. While most viewed themselves as student-centered, many are more aware that a one-type-fits-all mode of instruction (e.g., lecture-driven method) is inadequate to meet the demands of adult learners. Thus, more are using audio-visual technology aides, student group work, in-class instructional assistants, reading apprenticeship, think-alouds, and other tools. As well, more are asking students to describe what they are learning more frequently during the term rather than primarily just before and during an exam. Related, some faculty have altered their exams, as they have learned that the original test instruments were inadequately testing for the learning outcomes established. At least two departments have made changes to course content and the sequencing of courses due to findings from their analyses of student master of course content (IIIA1c-8).

The efforts of the LAC, Curriculum Committee, Faculty Senate, and the divisions of instruction and students services are all complemented significantly by professional development provided throughout each term, especially the efforts beginning by spring 2005 with ACCJC and Research, Planning, and Assessment Group for the California Community Colleges (RP Group) training, followed by strategic discussions across the college on how to frame a set of policies and practices including a timeline for successful development and achievement of student learning outcomes.

The spring 2008 Laney College Accreditation Self Study faculty survey results show that departments measure student learning outcomes. Forty-four percent of faculty report that their department devotes discussion to student learning at least once a month. The primary issues raised within departments concerning learning are. Fifty-three percent of faculty members feel that discussions within their departments concerning student learning *sometimes* result in improvements in teaching and methodologies, 19.3 felt such discussions always result in improvement, while 13.3 feel discussions do not.

Evaluation
The college continues to make substantial progress in meeting this standard.

The college has taken student learning outcomes and assessment of those outcomes seriously as demonstrated in the recent work accomplished by Laney College. Many faculty members at Laney are actively engaged in an ongoing examination of how well students are learning in courses and programs. Faculty effectiveness is currently measured using a

variety of criteria. Faculty self-evaluation regarding involvement in the process of developing and assessing student learning outcomes and evaluating assessment results seems to be developing an effective way of focusing evaluations.

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.

Planning Agenda
The College shall continue to create more time within departments and workshops including on flex days to have the meaningful discussions needed to complete this work. With the leadership and support of the vice president, the chairs of the departments, the LAC and a learning assessment faculty leader, more initiative to expedite the process is being developed at the dean and individual faculty levels. Evidence shows that when the faculty completes this process, it increases its engagement in the type of deep thinking needed for quality assessment and necessary changes (e.g., curricula, instruction, and assessment). The administration will continue to increase its active role as SLO and assessment has become part of their overall evaluation.

III.A.1.d The institution upholds a written code of professional ethics for all of its personnel.

Description
Laney upholds the Board Policy 5.15, Code of Instructional Standards, which makes the Ethical Standards of the American Personnel and Guidance Association and the Code of Ethics for Librarians of the American Library Association policy for the Peralta Community College District. The administrative procedures for B.P. 5.15 provide the full text for each. In addition, Laney upholds Board Policy 3.12 Civility and Mutual Respect "to foster an environment which maximizes student learning and employee performance, and a climate of civility among faculty, staff, students, and members of the Board of Trustees of the district" (IIIA1d-1).

Laney has also developed academic integrity standards in order to articulate and adhere to sound educational principles for fostering effective teaching and student learning. (See http://www.laney.peralta.edu/Projects/30305/Academic_Integrity.pdf). In addition, the district maintains administrative procedures to guide the efforts of its personnel. Together with the mission, vision, and values statement of the college and district, these written procedures foster ethical behavior in all employees. The written codes are articulated in the college catalog, the faculty handbook, and on the web site of the college and district. The College Council working with the leadership of the Faculty Senate, Classified Senate, Associate Students of Laney College, and the Administrative Leadership Council are developing an increasingly rigorous system to foster ethical behavior in employees including student employees.

Evaluation
The college meets this standard.

Planning Agenda
None.

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

Description
Laney determines appropriate staffing levels for each program and service area through its formal planning process. Program reviews and unit plans are the bases of all justifications. Summaries of all are developed by supervising deans and vice presidents. These summaries are reviewed annually by the Faculty Prioritization Committee, which recommends faculty recruitments through its college-wide shared-governance process. These documents also inform the President's Executive Council as it works with the Laney College President's Advisory

Committee and the Budget Advisory Committee to clarify and recommend administrative and staffing requirements. All recommendations go to the college president, who then decides what will be requested of the district chancellor. In all instances, assessment is based on student demand, workload measures, and alignment with the priorities of the institution.

In spite of the limited fiscal resources available, the college has maintained a sufficient number of qualified faculty members with full-time responsibility to the college. However, in light the college's educational priorities and teaching, counseling, and library-related administrative demands, Laney must increase its base of 129 full-time instructors to a minimum of 160 (see Educational Master Plan of 2008-2009). The college has made progress in this regards: in 2002, Laney had only 117 contract faculty and they taught less than 40 percent of the classes (the rate now is 46 percent) (IIIA2-1).

Laney has nearly the optimal number of administrators and classified staff as it has increased these numbers along with the skills base and education required, consistent with leadership demands of the college. Table 1 reveals the numerical difference.

Table 1. Number of Permanent Personnel by Education

	Fall 2001	Fall 2007
Full-time Faculty	**117**	**123**
AA	6	5
BA	15	15
MA, MS	86	81
Ph.D, Ed.D., J.D.	10	21
Unknown	0	1
Academic Administrators	**7**	**10**
MA, MS	2	6
Ph.D, Ed.D., J.D.	5	4

Laney's organization of its personnel is consistent with the broad practices deemed effective in higher education. Faculty work within divisions and departments, and they work in support of programs and services to provide educational resources to students.

Support staff personnel are aligned within and across areas to maximize return on such investments. This includes providing the required technical competencies required. Recent critical assessment has addressed ways to leverage available staff expertise in order to assure efficient student and institutional learning. A sample result of this assessment is that the college decided to fill one

Table 2. Comparison of Laney College Permanent Personnel and the Service Area Population by Ethnicity and Gender

Total Population*		**Asian / Pacific Islanders**	**African American/ Black**	**Hispanic/ Latino**	**Native American/ Alaskan Native**	**White**	**Men**	**Women**
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%)
Laney College Personnel (Permanent only)	271	46 (17%)	93 (34%)	10 (27%)	2 (1%)	86 (32)	115 (42.4)	156 (57.6)

* US Census Data and Peralta Community College District Office of Research, Fall 2008

of 2.5 vacant staff positions in a way that would maximize the ability to address college needs, such as scheduling, curriculum development, and the organization, maintenance, and dissemination of curricula and SLO/assessment data. (The college was not able to fill the full 2.5 positions, due to fiscal constraints, even though the demand for staffing is even greater now than when these positions were previously filled.)

Evaluation
The college meets the standard.

Planning Agenda
None.

> **III.A.3 The institution systematically develops personnel policies and procedures that are available for information and review. Such policies and procedures are equitably and consistently administered**.
>
> **III.A.3.a The institution establishes and adheres to written policies ensuring fairness in all employment procedures**.

Description
The Peralta Community College District functions synergistically with the Federal, State, and local laws, mandates, and policies governing employment to ensure the fair, equitable, and sound treatment of all prospective and actual employees. This includes explicit expectations articulated in labor laws, the Education Code, Title V, Administrative Regulations and Procedures, and the local union contracts—PFT, SEIU 1021, and Local 39.

The district has established personnel policies (i.e., Board Policy 1.18, 3.04 and 3.26) as guides, which are operationalized by a set of the procedures developed by the Human Resources (HR) department. HR provides detailed guidelines regarding fairness in the employment procedures to members of screening and hiring committees. HR carries out training for groups of employees. For example, the Office of Employee Relations provides formal training on promoting a harassment-free environment; effective working relationships among managers, classified, and academic personnel; and understanding one's benefits. In addition, it disseminates quarterly bulletins and journals electronically to employees highlighting information useful to all personnel, including personnel policies and practices. Orientation and professional development handbooks for all employee groups are developed, maintained, and accessible to all. (See Peralta Employee Relations web site.) Personnel are also encouraged to use the HR office as a resource, when needed. The college implements its personnel processes as it justifies, organizes, and recruits new hires; it also works to support, continuously evaluate, and advance faculty, staff, and administrators. Its policies and procedures for establishing and maintaining the fair treatment of personnel are highly visible to the greater community (IIIA3a-1, IIIA3a-2).

Evaluation
The college meets this standard.

Planning Agenda
None.

> **III.A.3.b The institution makes provision for the security and confidentiality of personnel records. Each employee has access to his/her personnel records in accordance with law.**

Description
All employees have access to the contents of their own personnel files. All information is held in confidence in a secure location by the Human Resources Department at the district office. Files are locked at the end of each day. The process for reviewing personnel files may be located in the various collective bargaining agreements (e.g., Article 13 PFT contract, Article 4 SEIU 1021 contract) and the Education Code. For example, SEIU 1021 Article 4 specifies access to and confidentiality of all classified employees with the following statements:

> "An employee, upon reasonable notice to his/her supervisor, shall have the right without loss of pay to examine and/or obtain copies of any material from his/her personnel file with the exception of material that includes ratings, reports, or records which were obtained prior to the employment of the employee involved. The employee's personnel file shall be

available for examination by the SEIU Local 1021 Field Representative as authorized by the employee. Employees covered by this agreement wishing to review their personnel file shall call the Personnel Office in advance and schedule an appointment to inspect their personnel files.

All personnel files shall be kept confidential. The District shall not disclose confidential personnel file contents except as permitted under 'need-to-know' principles as provided by law, 17" (IIIA3b-1)

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. Any changes in the employee's status are recorded in that file.

Evaluation
The college meets this standard.

Planning Agenda
None.

III.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 integral to the strategic goals and core values of the district and the college, and they permeate every aspect of college life. Laney is strongly committed to achieving staff diversity and the principles of equal employment opportunity. Laney 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. The policies and practices of the college foster an appreciation for diversity in ways to promote it and support its diverse personnel.

Below is an abbreviated list of the policies, framework, and practices used to ensure an understanding and concern for and support of equity and diversity.

Policies/Planning Frameworks

- The board-approved strategic plan for the district emphasizes equity and diversity. In the core values statement, diversity is explicitly highlighted as central to recognizing and celebrating the strengths of students, communities, and colleagues, as well as achievement of excellence and innovation. The guiding principles of the plan include the concept that diversity and shared strengths lead to a mutually supportive collaboration between an autonomous college and the district, which in turn creates the highest possible levels of student and community success.
- Board Policies require honoring equity and diversity, and they include civility and mutual respect (BP 3.12), prohibiting discrimination and harassment toward employees (BP 3.04), an affirmative action policy (BP 3.03), and intellectual freedom (BP 5.10).
- In accordance with Title V, section 53003, the district establishes and maintains explicit procedures and supportive practices in faculty and staff diversity plans for all employee groups (e.g., compensation, evaluation, leaves, grievance, and handbooks).
- The Laney College Equity Plan makes clear the importance of having a diverse faculty, staff, and administrative team to address the range of student learning and other support needs.
- The Laney College Educational Master Plan identifies equity and diversity as important principles that must be understood and promoted in order to achieve the institution's benchmarks.

The college catalog, program review handbook, strategic educational program handbook, student handbook, faculty handbook, district and college strategic planning documents, and other bound and electronic documents highlight Laney's concern for and understanding of issues of equity and diversity (IIIA4-1).

College policies and frameworks inform planning, programmatic, staff development, cultural events, resource allocation requirements, and other needs that are addressed by number of practices. Laney continues to prioritize the support of cultural events (i.e., Black History Month, La Raza and Asian Pacific Islander celebrations, the Day of the Dead, Women's Herstory Month, the Native American Pow Wow, and the gay and lesbian film series), and professional development activities for individuals and groups of individuals (i.e., leadership succession program, managers' college, classified programs, UMOJA conference series, Asian, Black and Latino regional conferences, California Postsecondary Educators in Disabilities Conference, Technology for People with Disabilities Conference, training on assisted technology), including release time to develop cultural centers at the college and special programs (i.e., the African American Learning Community, Puente, and Project Bridge). In addition, Laney promotes faculty and staff support of a diverse range of student clubs that include the African Club, BSU, MECHA, La Raza, the Asian-Pacific Islander Club, and the Gay-Straight Alliance. As important, Laney has personnel practices that are fair, equitable, and encourage increasing the diversity of its personnel in age, ethnicity, gender, education, and professional interests/expertise. As a result, the college has witnessed some increase in its personnel's diversity, especially among administrators, when compared with fall 2001.

The effectiveness of each of these (and other practices) is determined by the participants who provide a range of responses, some in written form and others through participation behaviors as they return in increasing numbers to use these resources.

Evaluation
The college meets this standard.

Planning Agenda
None.

III.A.4.a The institution creates and maintains appropriate programs, practices, and services that support its diverse personnel.

Description
Leveraging district and external resources, Laney ensures that programs, practices, and services are provided to address the diverse needs of its faculty, staff, and administrators in all areas of the college, namely instruction, student services, and administrative and business services.

*Program, Practices, and Service*s

- Professional development programs made available to personnel include leadership succession training, a managers' college, a classified academy, a professional development day series on effective teaching, and a conference on faculty inquiry. They are complemented by free enrollment for classified staff and faculty in district classes for personal improvement and professional development.
- Employees receive benefits packages, including health and wellness services and the employee assistance program.
- Other supports in the form of incentives are provided. Extra compensation, release time, and the "classified of the year" award to encourage staff to engage in projects of their interest that also meet one or more of the strategic priorities of the college, such as developing student learning outcome rubrics and faculty reflective inquiry groups (IIIA4a-1).

Each effort has been designed based on needs identified through a variety of processes including collective bargaining, shared governance, staff development, performance feedback and evaluation. In each of these areas, periodic assessments are carried out using findings from many meetings, negotiations, and strategic, educational, and operational planning sessions. For example, leadership discussions among the strategic management team members that were informed by the District-wide Strategic Planning and Policy Advisory Committee led to the creation of the coveted Peralta Leadership Succession program. The staff development committee works with individual members and constituent groups of the college to establish staff development priorities and shape professional development efforts accordingly. This

shared-governance group also collaborates with its sister colleges and district staff development coordinator to plan District-wide sessions that address the needs of its personnel. These efforts have led to district-level best practices fairs organized by faculty, a classified training program designed by employee relations, and learning outcomes and assessment discussions, jointly developed by faculty and administrators (IIIA4a-2).

Formative and summative evaluations completed by participants at the end of the programs and activities make clear the relevance and suggest the efficacy of these efforts (IIIA4a-3).

Evaluation
The college meets this standard.

Planning Agenda
None.

III.A.4.b The institution regularly assesses its record in employment equity and diversity consistent with its mission.

Description
The college follows the Equal Employment Opportunity policy in all its hiring procedures, including adherence to a commitment that successful candidates demonstrate sensitivity to and ability to work with the diverse academic, socioeconomic, cultural, and ethnic backgrounds of students, faculty, and staff, including those with varied ethnic minority group identification, national origin, religion, age, gender, sexual orientation, race, color, or physical or mental ability.

With the leadership of the district, the college assesses 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. The district assesses information on employment equity and diversity for all district personnel (IIIA4b-1).

Review of college demographic data reveal that the college diversity trend is generally consistent with its service area (see Table 3 below). In December 2005, 52 percent of the faculty members are White, while 45.7 percent are among the historically underrepresented groups including Asians, Blacks, Hispanics/Latinos, and Native Americans. These figures changed significantly by January 2009 with nearly equal representation between Whites and the historically underrepresented groups, 49.6 percent and 48.8 percent, respectively. The number of classified staff has increased, yet diverse representation requires continued strategic efforts by the college. The administrative group a `has experienced the greatest shift. It has become more heterogenous group with all ethnic groups represented. Even among women, now there are 4 females in fall 2008 compared to 2 in 2002. (In 2002, there were no persons identified as only Latino or Asian, now there are with two and 1, respectively.)

The institution tracks and analyzes this data. It reports it to the State Chancellor's Office as part of its annual equity and human resources reports, and uses it to gauge its progress and determine appropriate strategies for improving its practices. Given the college's priorities, it has progress to make to diversify all areas of the college to achieve gender parity and increased representation of underrepresented groups especially Hispanics/ Latinos and Native Americans in instructional and classified ranks, Pacific Islanders overall, and Whites among the classified staff.

The college is using internal strategies to diversify its base when external sources are insufficient. The district leadership succession program has netted a new administrator who is Latina as referenced above. The district Faculty Diversity Internship Program helps the college recruit interns from diverse backgrounds to come and teach as they are mentored by full-time faculty. The intent is to diversify the teaching pool and get a more diverse group of instructors trained. (The faculty union, Peralta Federation of Teachers/PFT, led the effort to bring this program to the district.)

Table 3. Comparison of Permanent Personnel Statistics, Fall 2005, Fall 2007 and 2009 January

2005 DECEMBER				2007 DECEMBER				2009 JANUARY			
ADMINISTRATION/MANAGEMENT				**ADMINISTRATION/MANAGEMENT**				**ADMINISTRATION/MANAGEMENT**			
	Total	Females	Males		Total	Females	Males		Total	Female	Male
Total	**8**	**2**	**8**	*Total*	**10**	**3**	**7**	*Total*	**10**	**4**	**6**
Asian	0	0	0	Asian	1	0	1	Asian	1	0	1
Black*	6	1	5	Black*	4	1	3	Black*	3	1	2
Hispanic*	1	1	0	Hispanic*	2	1	1	Hispanic*	3	2	1
Native Am.*	1	1	0	Native Am.	1	1	0	Native Am.*	1	1	0
White	2	0	2	White	4	2	2	White	4	2	2
*one personnel identified in three categories				*one personnel identified in three categories				*one personnel identified in three categories			
INSTRUCTIONAL				**INSTRUCTIONAL**				**INSTRUCTIONAL**			
Total	**116**	**67**	**49**	*Total*	**123**	**70**	**53**	*Total*	**129**	**72**	**57**
Asian	13	7	6	Asian	15	9	6	Asian	18	11	7
Black	28	20	8	Black	30	20	10	Black	32	21	11
Hispanic	11	4	7	Hispanic	11	5	6	Hispanic	12	6	6
Native Am.	1	0	1	Native Am.	1	0	1	Native Am.	1	0	1
White	60	33	27	White	63	33	30	White	64	32	32
Unknown	3	3	0	Unknown	3	3	0	Unknown	2	2	0
Classification	**116**	**67**	**49**	*Classification*	**123**	**70**	**53**	*Classifications*	**129**	**72**	**57**
Instructor	91	48	44	Instructor	98	49	49	Instructor	106	52	54
Nurse	1	1	0	Nurse	1	1	0	Nurse	1	1	0
Librarian	5	4	0	Librarian	5	5	0	Librarian	5	5	0
Coordinator	5	4	1	Coordinator	4	4	0	Coordinator	3	3	0
Counselor	14	10	4	Counselor	12	8	4	Counselor	14	11	3
Unknown	0	0	0	Unknown	3	3	0	Unknown	0	0	0
CLASSIFIED STAFF				**CLASSIFIED STAFF**				**CLASSIFIED STAFF**			
Total	**97**	**66**	**31**	*Total*	**115**	**76**	**39**	*Total*	**132**	**80**	**52**
Asian	22	16	6	Asian	27	19	8	Asian	30	19	11
Black	48	34	14	Black	52	34	18	Black	58	34	24
Hispanic	15	10	5	Hispanic	11	8	3	Hispanic	14	10	4
Native Am.	0	0	0	Native Am.	1	0	1	Native Am.	0	0	0
White	8	4	4	White	13	7	6	White	18	9	9
Unknown	4	2	2	Unknown	11	8	3	Unknown	12	8	4

In a spring 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. Nearly 80 percent responded affirmatively, with 45.3 percent of faculty indicating that the statement was "accurate," while 32.1 reported that the statement was "very accurate" (IIIA4b-2).

Evaluation

The college meets this standard.

Planning Agenda
None.

III.A.4.c The institution subscribes to, advocates, and demonstrates integrity in the treatment of its administration, faculty, staff and students.

Description

Laney College is committed to and demonstrates integrity in its treatment of all personnel and students. It upholds the national labor laws, statewide codes and statutes, and local policies that support this result, and it does so through the development and use of administrative and educational practices. Among the regulations it follows are its equal opportunity policy, reasonable accommodation practice, fair employment and non discrimination policies, the Americans with Disabilities Act and FEHA, and equitable personnel policies and procedures. (see *Peralta Administrative Handbook, 2007*.) As evidence of its commitment, the district hired a director of employee relations to provide oversight in non-discrimination and equal opportunity, and to further ensure integrity in its treatment of all constituencies (IIIA4c-1).

Through its representative bodies, the college has established avenues for advocacy for administrators, faculty, staff, and students. The advocacy groups are the Peralta Federation of Teachers Local 1603 and the Faculty Senate for faculty; SEIU Local 1021, I.U.O.E Local 39, and the Classified Senate for classified staff; and the Associated Students for students. Each stakeholder group is informed about how it shall be treated as reflected in the relevant labor union contracts, which detail working conditions, including hours, evaluations, working conditions, and options for professional development. For students, a comprehensive description of rights and responsibilities, academic integrity, and support systems available is included in the college catalog, student handbook, and on the Laney web site. Further details about supports for students are found in the student equity plan (IIIA4c-2).

District-wide policies assure integrity and fairness in the treatment of administrators and non-represented employees (BP 3.04). The PFT Contract has a specific section: Article 5, entitled "non-discrimination." Also, the PFT represents faculty that face discrimination charges or feel that they have been discriminated against during their employment with the district. Comparable representation exists for staff represented by SEIU 1021 and Local 39. Moreover, a clear set of district and college policies and procedures ensure integrity in the treatment of students (see BP and Administrative Procedures (AP) chapter 5 of the college catalog). If necessary, cases may go as far as the director of employee relations.

Evaluation
The college meets this standard.

Planning Agenda
None.

III.A.5 The institution provides all personnel with appropriate opportunities for continued professional development, consistent with the institutional mission and based on identified teaching and learning needs.

III.A.5.a The institution plans professional development activities to meet the needs of its personnel.

Description
In 2005-2006, the Peralta Board of Trustees with its colleges 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 the strategic planning document). Currently, training is provided for all employee groups. At Laney, professional development is driven by the needs of individuals and groups of employees and aligned with the strategic educational and operational priorities of the district and its colleges. In addition, the offerings meet the intent and requirement of AB 1725 (IIIA5a-1).

The district office of educational services is the primary office responsible for staff development. At the college, classified staff, faculty, and administrators assume leadership on a cyclical basis as members of the college staff development

committee. They meet on a bi-weekly basis to plan, evaluate and oversee various professional development (PD) activities. Those activities include individual concern requests, group and individual projects, sabbaticals, retraining leaves, professional subscriptions and memberships and tuition for continuing education. In addition, they coordinate their activities with the district staff development officer and the campus staff development chairs to develop professional development activities and programs to address a diverse set of teaching- and learning-related needs. While faculty training is the most comprehensive, training for classified and administrative employees has expanded significantly. Current training efforts consist of the programs and activities noted below.

Building Capacity to Ensure Effective Teaching
Laney gives special attention to basic skills, career technical education, faculty reflective inquiry, and student learning outcomes assessment. It has met success in its offerings due to its leveraging a range of resources from AB1725, the PFT collective bargaining agreement, the SB 1131 spring 2007 augmentation, Partnership for Excellence funds, categorical budgets (i.e., EOPS, DSPS, CalWORKs, VTEA), special grant funds (i.e., NSF, Hewlett Foundation/Carnegie SPECC, and CAA), and the administrator's discretionary funds. The many demands for capacity building initiatives were guided by a dynamic set of groups, including the Basic Skills Learning Collaborative and Basic Skills Initiative Task Force, Vocational Advisory Committee, the Learning Assessment Committee, the Faculty Senate, and the Office of Instruction. As a result, faculty and administrators in particular have increased their engagement in initiatives at the college and at the state and national levels. For instance:

- In fall 2005-2006, Laney began a year-long orientation for new faculty.
- Beginning fall 2005, the college began the SPECC initiative that facilitated increasing numbers of faculty including members of the Basic Skills Learning Collaborative, in developing curricula, engaging in reflective inquiry, obtaining and delivering training in reading pedagogy, reading apprenticeship, and receiving year-long release time for faculty to engage in systematic study of their practice within cohorts of faculty learning communities.
- In fall 2007, the college offered the first regional conference on faculty inquiry.
- Since 2007, the college has increased its support of learning communities among faculty that meet monthly to reflect and learn from their teaching practices.
- By fall 2008, the college provided over 40 workshops, training sessions, and college-wide retreats to prepare faculty to develop student learning outcomes and assessment instruments and use the results to facilitate student learning and strengthen educational practices.
- During 2006-2008, a diverse range of special guests presented, including: Alfred Tatum, Ph.D. of the University of Illinois who delivered a keynote address and a daylong workshop on the learning challenges and literacy capacity of Black males when sound pedagogy is applied; Dr. Keith Devlin (Executive Director of Center for the Study of Language in Information at Stanford University on *How Mathematics Can Be for All*; Brock Klein Pasadena City College presentation of *Restructuring Math Courses to Meet Student Needs: the Intensity Factor*; Laura Walsh, CCSF, presented the *Essentials of Teaching Academic Reading;* and speakers at the Promising Practices presentation of October 2008 who articulated effective practices in non-credit instruction using learning community models.
- Since 2005, the college has supported over 200 faculty, 50 staff, and all administrators to attend conferences, present special lectures, and to engage in professional activities externally.
- During 2007-2008, Laney has hosted conferences and presentations such as the Bay Area Nonviolent Communications conference and others on technology use in foreign language teaching, an introduction to the Amherst Writers framework, and more.

- For two years now, offered the "best practices" fair to share effective methods used by faculty to facilitate student learning.

Leadership Succession Program
In fall 2007, the district commenced a new management mentoring program to help develop leaders within the district and succession plans for participants. Participants in the program met monthly and included classified staff, faculty, and administrators. The first cohort graduated in October 2008, and a second cohort began in fall 2008 (IIIA5a-2).

Managers College
In spring 2007, the district implemented ongoing management training. The Managers College meets one time during the winter and two to three times throughout 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 (IIIA5a-3).

Selected Topics in Manager Training
As needed, selected topics sessions are held, including student grievance and discipline procedures, contract negotiations, sexual harassment, and reasonable accommodation (IIIA5a-4).

Classified Academy
The Classified Handbook (located at http: //www.peralta.edu/apps/comm.asp?$1=264) has been written by Employee Relations. A formal employee orientation program for new employees is developed to ensure that the staff is knowledgeable about the context in which they work, their rights and obligations, resource support systems available, and standard policies and procedures that guide their efforts and successes. The resulting Classified Training Academy has been developed for classified employees in cooperation with Employee Relations and the Peralta District Staff Development Office.

Faculty Training
Currently, most training activities are scheduled for faculty, and most are provided as staff development. Beginning 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, with a host of varied training and staff development projects that are requested and developed by faculty. The offerings during the last three years have focused more directly on how to improve student engagement and learning, faculty inquiry, and developing sound means to assess learning (IIIA5a-5).

Individual Projects
Faculty must meet a professional development obligation under their contract. They may earn up to 60 percent of their obligation through individual projects. These projects require individual participation and are not compatible with a workshop format or would take more time than a workshop. In 2006-2008, the district staff development office supported 27 individual projects. The focus of the projects ranged from developing new curricula to developing resource materials (i.e., textbooks) to developing contextualized educational programs, and they were aligned with strategic educational priorities of the employee's college and the priorities of the individual employees (IIIA5a-6).

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 seminars, which are offered on a periodic basis throughout the semester. Participation in these activities is very high, since most of campus governance, department meetings, assessment, discipline currency, technological training, and strategic planning is considered to be staff development but does not occur during flex days. The District Staff Development Office gave staff development credit for 126 meetings, trainings, workshops, and speakers during the 2006-2007 academic year. This number has grown significantly: at Laney alone the number reached 4792 hours in 2007-2008.

Tuition Fee Waiver
The District has implemented tuition waiver reimbursement for faculty and classified staff members who take classes within the Peralta system to further their personal and professional development. At Laney, 31 staff and 55 faculty took advantage of the waiver in 2006-2007, 36 staff and 51 faculty in 2007-2008.

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 email system; this is matched by the efforts of a diverse range of Laney employees and the college staff development committee, which uses the same system to communicate opportunities.

Staff Development and Faculty Diversity Internship Program Workshops
The District Staff Development Office and the Faculty Diversity Internship Program partnered to sponsor the six workshops on the Multicultural Classroom in 2007-2008, and five other trainings, including "Working with Asian and Asian American Students," "Working with African American Students," and "Getting Past the Gate Keepers: Tips for Your Cover Letter, CV, and Interview."

Additional Training for Staff and Faculty

- Employee Relations has run a series of workshops on Employee Benefits. Beyond regular staff development, the office has provided training sessions for managers on employee-employer relation matters, sexual harassment, union grievances and contract compliance, evaluations, and employee discipline.
- Since fall 2006, Employee Relations has been sending out the *Employee Relations Bulletin* via email to all employees related to equal opportunity and workplace issues and employment laws (http://www.peralta.edu/apps/comm.asp?$1=402). An additional publication presents information for managers (*Managers Journal*).
- Risk Management has run a series of workshops on emergency preparedness, CPR, forklift training, smoking cessation, and handling blood products. The college is currently attempting to schedule some of these workshops on flex days.
- Human Resources has provided various training topics, including contract negotiations, and hiring of classified and academic personnel.
- Last year, the District Academic Senate provided workshops during the year on technology.
- New faculty orientations (for both contract and adjunct faculty) usually take place on each campus during the second flex day of each semester.
- The Sustainable Peralta Committee 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.

Evaluation
The college meets this standard.

Much has been achieved in providing staff development throughout the last five years. Significant expansion of professional development for all employee groups has promoted a climate of learning and the demand for more resources. The college's classified training plan has been developed and will be reviewed by constituent groups and the district and college leadership before adoption and implementation. The district is working with the college to develop a master training calendar. Meanwhile, since staff development leadership rotates among staff members, College and District Staff Development Team members are developing procedural manuals that to ensure consistency and integrity in offerings across time.

Planning Agenda
None.

III.A.5.b With the assistance of the participants, the institution systematically evaluates professional development programs

and uses the results of these evaluations as the basis for improvement.

Description

As presented above, Laney supports a diverse set of professional development options for all of its employees, and it continues to strengthen its offerings based on the feedback of participants and consistent with educational priorities and outstanding needs.

Using the college's staff development committee, Laney administers employee surveys to determine the teaching and learning needs of the faculty, staff, and administration. It then establishes activities and programs to meet identified needs. As part of its ongoing search for input and responsiveness, Laney also encourages employees within departments, programs, shared-governance groups, and divisions across the college to share concerns and ideas and address professional development needs.
By design, professional development is organic and reflects an iterative process based on a diverse set of inputs from stakeholder groups, individual participants in the range of professional development offerings, and shared-governance leaders. Thus, some of the efforts are planned and others develop during the course of a fiscal year and in response to challenges or opportunities at the classroom, program, departmental, divisional, or institutional levels.

At the conclusion of professional development activities and programs, participants complete evaluation forms. In some instances, they submit reports to describe the nature and effect of the activity or program. Periodic needs surveys are designed, administered, and completed for each of the training areas by administration, staff, and faculty. This constituent-driven feedback is followed by analyses of results that then inform improvements and other actions to strengthen offerings (IIIA5b-1, IIIA5b-2).

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.

Results of Professional Development Activities

Professional development activities at the college and district have led to significant increases in the level of discourse around effective teaching and student learning. They have moved the dialogue from individuated silo-like discussions to deeply reflective dialog that is more learner-centered with teachers, staff, and administrators, along with the students as the learners. The activities have led to more planning for student success at the discipline and departmental levels. All of the natural sciences, including biology, chemistry, and physics, have developed an ambitious resource-related plan to expand significantly their capacity to meet the learning demands of at least a 1,000 additional students annually.

Moreover, participation in professional development activities has inspired more faculty to participate in learning communities to improve their teaching and student learning (i.e., ESL reflective inquiry, Carpinterina Fina Wood Technology, and the African American Learning Community). It has encouraged leadership participation among greater numbers of instructional assistants and classified staff in developing and implementing educational improvement plans (in the Learning Assessment Committee, the Instructional Support Committee, and the Basic Skills Initiative Task Force).

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. 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.

Evaluation
The college meets the standard.

The process of assessment for staff development is structured through standardized forms, and is used to determine future training needs. The district is tasked with ensuring that professional opportunities are evaluated and assessed for training effectiveness.

The college, with district leadership support, has increased its level of training for personnel and continues to engage in planning and expanding training opportunities. It is working on a calendar and handbooks to improve the coordination of all efforts.

Planning Agenda
None.

> **III.A.6 Human resource planning is integrated with institutional planning. The institution systematically assesses the effective use of human resources and uses the results of the evaluation as the basis for improvement.**

Description
The college regularly assesses its human resources needs in a number of ways that integrate human resources planning with institutional planning. The assessment process entails program reviews and unit plans. The program reviews that take place every three years entail analyses of multi-year data in relationship to program level goals. The annual unit planning process builds on the program review process and ensures that appropriate resource needs are identified. The results inform the development of the educational master plan, which includes the establishment of human resources priorities.

Evaluations are the basis for improvements in the performances and assignments of personnel. Regularly, all personnel are evaluated based on the various timelines detailed in Board policies, union contracts, and personnel procedures (IIIA6-1).

Levels of staffing and their effective use are reviewed by managers through the use of institutional data, and appropriate aspects of the data are discussed with constituent groups, through the college faculty prioritization process, and through college budget advisory committee discussions and recommendations. Recommendations for changes, including additional personnel and other human resource considerations, are weighed in terms of how they address the college mission and goals. For example, the process for hiring new faculty starts with requests to the faculty prioritization committee by division deans and department chairpersons, based on consultations with departments. Approved requests must meet one or more of the educational needs identified among of the college's strategic educational priorities. In the case of new classified positions, proposals are developed at the department level. The request is ultimately reviewed by the college president, and subject to the chancellor's approval and funding. The college works with Human Resources concerning college needs and the appropriateness of the classifications. In addition, 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 and are then brought to the chancellor for approval. There is consultation with the local senates pursuant to Board Policy 1.18 and its implementation procedures concerning job announcements (IIIA6-2, IIIA6-3).

Evaluation
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.

Planning Agenda
None.

STANDARD III.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 College 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, they are fully integrated into the planning process of the college and district.

Laney's facilities master plan is based on two key documents: 1) the Peralta Community College District (PCCD) strategic plan; and 2) the Laney educational master plan. In 2007-2008 Laney helped to develop the district-wide strategic plan, to support the educational needs of the constituents at Laney and the other three Peralta colleges. Laney then used the district-wide strategic plan as a guide for developing its educational master plan, which was based on a compilation and analysis of information from the college's program reviews and unit plans (IIIB-1, IIIB-2, IIIB-3).

Together, the district-wide strategic plan and the college's educational master plan provide a framework for facilities planning at Laney. The college also contracts with consultants with facilities-related expertise to provide a sound assessment of needs, ensure use of appropriate data, and develop effective recommendations and solutions that are integral to the development of the facilities master plan and its timeline. 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. (IIIB-4, IIIB-5, IIIB-6).

On a district level, PCCD updates its five-year construction plan annually, with direct input and leadership from Laney shared-governance leaders, led by the president. Once decided upon and recommended by the chancellor and the executive team, it is considered and approved by the Board of Trustees. As a central part of the district's capital outlay plans, details in this plan are submitted to the State Chancellor's Office for review and approval. These updates are then integrated into Laney's facilities master plan as appropriate (IIIB-7, IIIB-8).

Also on an annual basis, the district ensures completion of the inspection of all college facilities with direct input from college administrators. The WLC, Inc., architectural firm has developed a thorough survey of all facilities, and MAAS Companies, Inc., integrated all facilities plans and physical resource reports to present a coherent facilities master plan in fall 2008. The results of all inspections, including requirements for repairs or other changes, are shared with the college community, and the Business Office ensures that proper actions are taken to address each matter. (See WLC timeline for the facilities master plan development.)

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 (the Faculty Senate, Classified Senate, Administrative Leadership Council, and College Council) continuously inform and are informed about the steps in the overall developmental and implementation phases of the physical resource planning through a rebuilding project (IIIB-9, IIIB-10).

During the monthly meetings of the Laney College Health and Safety Committee, jointly chaired by the business manager and the college nurse, 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 articulated in the program reviews and unit plans—and concerns about unmet needs (IIIB-11, IIIB-12, IIIB-13).

The college president has held college-wide retreats, joint meetings of the college president and the Faculty Senate president, and requested feedback electronically in response to his newsletters and public presentations about facilities master planning, facilities improvements, and related operational matters. 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 information and learn where shared concerns or opportunities may exist. The information comes from several sources, including the Faculty Senate, Classified Senate, Administrative Leadership Council, department chairs, and other shared-governance and operational meetings (IIIB-14).

Facilities Improvement

During 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 (IIIB-15):

- Campus second level deck was replaced and the central square was renovated.
- Insulation abatement of thermal systems was completed. Main domestic water service replaced.
- Building A exhaust system was replaced.
- Mechanical system at the swimming pool was upgraded.
- Science labs were completed renovated with repairs and replacement of eye and shower wash stations, chemical storage cabinets.
- Several leaky roofs were repaired and circulation of vacuum and air filters at the baseball and softball fields also occurred.
- Lighting was installed to previously dim areas throughout the lower corridors of the college.
- Hazardous materials were removed from the college.
- All classrooms were painted, light fixtures were repaired, diffusers installed, flooring replaced, and modern shades installed.
- An entire wing of several buildings was taken off-line for significant renovations.
- Culinary Arts cooking and baking programs Beginner's Inn kitchen and dining room facilities were completely taken off-line to render it a state of the art facility for fine dinning, thus eliminating the many unsafe conditions, and meeting the college's strategic and educational master plan priority for this signature program.
- The "window" to the college was completely renovated: the Welcome Center, the Office of the Assessment, Admissions and Records, and Extended Opportunity Program and Services (EOP/S) units.
- Restrooms were refurbished. Theater seating was repaired with unsafe conditions corrected.
- Negative pressure AC system and CO2 gas lines were corrected.

Laney has been able to engage in a comprehensive facilities upgrade because of Alameda County's passage of the Measure A Bond of $352 million in 2006. To date, Laney is maximizing it share of the allocation to direct improvements to physical resources of the college. Approximately $8.2 million has been allocated for equipment and additional physical assets. Once prioritized at the college level, Measure A 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 and are 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 is the case for facilities maintenance and improvement, with specific guidelines and restrictions informing the actions of the college and the district (IIIB-16).

Facilities Role in Institutional Effectiveness
The physical resources of the college help improve institutional effectiveness principally by ensuring environmental conditions conducive to student learning, achievement, and success. To achieve this, the current facilities master plan takes a number of facts into account. For example, it considers that the current weekly student contact hours (WSCH) are 109,335 (2008). With enrollment growth projected at 1.5 percent by 2022, the WSCH is expected to be 136,104. The 2008 headcount, 12,457, is expected to rise to 15,564 by 2022. Also, it considers capacity/load ratios and projects requirements (IIIB-5).

Evaluation
The college meets this standard.

Laney opened its doors in its current location in 1970, and experienced much deferred maintenance for over 30 years. In 2004, Laney began aggressively working to transform all aspects of its facilities and provide the necessary equipment and material resources in instruction, student services, library, and administrative areas while maintaining and improving on the use of its land. Funding primarily from local Measure E and A bonds (passed in 2000 and 2006, respectively) has provided the funding for these improvements.

Over the last five years, Laney has been recognized as an important and significant asset to the Peralta district. Since the passage of Measure A, in particular, 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 installation of improved signage, such as program directories, maps of the physical plant, and information kiosks. Other improvements were made to fulfill health and

Laney College – 2022 Target Year Space Requirements

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

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/air conditioning system. In addition, the new Fine Arts Center was built and completed during the 2005-06 academic year (IIIB-15, IIIB-16).

Though these improvements have clearly enhanced the physical integrity of the campus, Laney must still address a number of serious facility-related challenges. Physical space has become increasingly scarce on the campus. "Lack of space" and "deteriorating facilities" are two of the primary facilities issues cited in the Laney College Educational Plan 2001-2016 (IIIB-17).

The college's student population continues to grow, even with fluctuations in fees and added admissions requirements. The growing enrollment threatens to exceed the capacity of Laney's 19 buildings and its 265 classrooms and labs. Despite efforts to utilize the physical plant during the late afternoon, evening, and weekends through a variety of short-term classes, despite efforts to make scheduling accommodations for working students, there remains the need to increase the number of classrooms during the peak morning hours. In addition, the library and AV/Media Center continue to be over-utilized, a situation that will be addressed by the construction plan for the new library and AV/Media Center in 2010-2011. Efforts are also underway to identify office space for Laney's large and growing cadre of part-time hourly faculty, which now exceeds 400 members (IIIB-15).

The College Employee Survey in 2008 indicates that deteriorating facilities and facility maintenance continues to be an issue. 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. For example, the science classes and labs have been renovated, yet those facilities still remain insufficient in size, capacity, and resources to meet enrollment, lab, teaching, and learning demands, as discussed in the recent program reviews. Program and unit reviews of other units reveal comparable and other problems. In the administrative building, career technical education labs, computer labs, classrooms and other locations, the facilities lack adequate air filtration and heating systems conductive to working, learning or sustaining technical equipment such as computers (IIIB-12, IIIB-13, IIIB-18).

Laney is actively working to address these facilities challenges through its institutional planning process. The college's planning process strengthens the capacity of the college in its advocacy role, both internally and externally. The program reviews, unit plans, and educational master plan help inform the Laney College facilities master plan priorities, and the resulting document is used by all decision-makers and facilities consultants to ensure that the final facilities master plan reflects urgent and strategic long-term facilities needs. In addition, because of the current focus on leadership across the college among all stakeholder groups, constituents—especially administrators and faculty—demand sound planning and organization to actualize measurable objectives and adherence to 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 (IIIB-1, IIIB-3, IIIB-12, IIIB-13).

Planning Agenda

As Laney completes its facilities master plan, it will continue to work on its scheduled facilities improvements and its plans for securing necessary equipment and material resources. In addition to addressing the projects on the five-year construction plan timeline, the college will maintain a priority focus on completing certain critical short-term projects, some of which are listed below (IIIB-15):

- All buildings: Remove asbestos floors and chalkboards, repair ceilings, paint, new floors, new furniture, repair roofs, etc.
- Cosmetology: Redesign and upgrade the classrooms and offices.
- Theater building: Implement 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 in model classrooms.

- Tower building: Refurbish the administration tower with new carpets, painting, lighting, tiling, bathrooms, and furniture.
- Lower and Upper A Building: Address outstanding facilities constraints in graphic arts and photography. Reconfigure and renovate classrooms and office spaces (A201, A202, A203, A204) for geography and physics labs in A271 and A274; remove tiered flooring and seating in A233, 266, 273; and retrofit shelf space in A274 and the adjacent storage areas.
- College signage: Design and install high quality signage throughout the campus facilities.
- "F" Building: Replace all window blind coverings in all classrooms and labs on the second floor of the F Building. Repair or 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 the air ventilation ducts for health and safety standards. Provide an 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.
- Lower "G" Building: Address ongoing facilities improvement needs for all units, including the music department (e.g., 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.
- 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 and meeting facilities: design and program sufficient meeting space to satisfy 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 audio-visual equipment repairs and a solution to the noise problems resulting from other outstanding facilities issues.)

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 other services offered at all of its on- and off-campus locations. Laney is careful to inventory its conditions and resources regularly to determine if adequate and improved levels of health, safety, and security are maintained (IIIB1a-1, IIIB1a-2).

The college was built in 1969 in compliance

with contemporary facilities 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, where 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 Fifth Street. The campus is accessible by public transportation from AC Transit buses and the 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.

Description of the Facilities
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 most of the vocational offices, classrooms, labs, and shops; the upper level houses the majority of the 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 $1.2 million of the new construction. The additional 4,000 square feet for classrooms came from Measure E funds (approved by Alameda County voters in 2000). The new Fine Arts Building (AC) is located between the tennis courts and swimming pool on the Tenth 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. It opens up to and looks down on this newly renovated plaza. The student center is a four-story structure, with the bookstore and supplies on the ground level, and the cafeteria—run by the Culinary Arts Department—on the second level. Student government and 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 Seventh 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 a new curtain. 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 district's cable television studio, which requires a receiver dish now located on the roof of the administration building (2008), and many of the college's servers for information technology networking purposes. An LED Laney College sign was installed in March 2008 (IIIB-15).

Accommodating Faculty and Students
Each full-time faculty member is provided access to office space, 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, window coverings, HVAC, and paint are slated for 2009.

Laboratory space devoted to specific program instruction is provided in many departments including 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, business, English, graphic arts, math, and science departments and in the library and basic skills areas. In addition, a four-room, networked inter-disciplinary Technology Center (F 170) with over 100 Macs and PCs went online in 2002.

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 rooms have been remodeled (IIIB-15).

Student Services
Student services units have a history of being dispersed across the college in hard-to-find locations. For example, financial aid, counseling, and the transfer center are in the Tower, CalWORKs and the career center are in the student center; and assessment, EOP/S, and admissions and records are in the lower level of the A Building. In all instances, poor signage characterized the conditions. During the past 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 have aided renovations, resulting in a one-stop outreach area that includes a welcome center, assessment, admissions and records, and an EOP/S site in A Building. Planning is in progress for a one-stop student services building and a new student center (IIIB-15, IIIB-16).

Physical Resource Assessment and Maintenance
The college assesses the condition of its physical resources each year through an examination of program reviews and service level unit plans. The college's business office also maintains a facilities maintenance schedule to ensure that facilities, equipment, and material resources are sufficient to meet needs in instruction, student support services, and library and learning support service areas of the college.

The college's efforts are consistent with its environmental sustainability policy (Board Policy 2.40) that was developed "to pursue responsible environmental sustainability as a matter of public policy consistent with the district's primary educational mission," and its administrative procedure 2.40, which delineates energy and resource conservation guidelines. All of Laney's efforts leverage the work of the district and college's safety committees and are directly informed by the maintenance priorities submitted to the district by the college Business Office, led by the college president. Once needs are identified, work orders are submitted to the Business Office. That office electronically sends all requests to the district with the priority levels indicated. The district's Office of General Services' maintenance and operations division adds these requests to its list and prioritizes them according to the need identify by the college. If urgent, the district schedules with the college to have a maintenance team address the matter within days. If considered less urgent, then the response rate is driven by a set of operational priorities determined at the district level by the Office of General Services. If considered non-urgent or time-sensitive, the response rate is slower and dependent on staff and other resources; in general, the response rate has ranged from months to years (IIIB1a-3).

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 the Measure A funds for Laney to address urgent equipment and major materials needs. Funds allocated were based on the college's justification and consisted of the following categories and allotments (IIIB-16):

ADA – Compliance
$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. In addition, the college prioritizes allocation of its career technical education (formally VTEA) funds during spring terms and instructional equipment and library materials (IELM) requirements every fall term. Laney's allocates the CTE and the IELM funds through a shared-governance process led by the Vocational Advisory Committee (VAC) and the IELM advisory committee, respectively. It establishes criteria, announces them to the college community, establishes a timeline for submitting requests to the office of instruction, and provides justification in an open forum to the members of the committee. Each committee, using a deliberate 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 (IIIB1a-4, IIIB1a-5).

Facilities Maintenance Priorities
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. Short-term health and safety related projects are addressed first and action taken within 60, 90, or 120 days.

The short-term safety process is different from the long-term (deferred) maintenance process. Routine maintenance is handled by the college's business office through a work-order process. When a need is identified at any level within the college, any staff may submit a work order to ensure conditions are adequate and safe to allow for teaching, learning, and administrative work. At the same time, the college works with its district Office of General Services to ensure that long-term maintenance needs are identified and addressed through a proper prioritization process that are consistent with the scheduled maintenance procedures (IIIB1a-1).

To ensure 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, which illuminated 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, and Scala Design with other reports and the college educational master plan to ensure an integrated strategic plan and the ability of the college to meet its quality and integrity requirements (IIIB-4, IIIB-5, IIIB-6).

District Facilities Master Plan
To secure adequate facilities for the Peralta Community College District's (PCCD) 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 anticipate the challenges presented by the district's 40-year-old declining infrastructure, outdated technology, and aging structures.

Planning phase one, assessment of existing facilities and infrastructure, established a foundation for facilities improvement by comprehensively documenting current conditions. Visual inspections were conducted of existing structural, mechanical, plumbing, electrical, technology, 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 and identify existing situations that create ongoing maintenance challenges or require excessive amounts

of repair. 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 which helped with the understanding of equipment from an energy usage perspective (IIIB-5, IIIB-6, IIIB1b-1).

This assessment phase imparted 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 heath, 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, etc. The facilities master plan will be completed by February 2009 (IIIB-1. IIIB1b-2).

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 the Peralta facilities department and its partners. In November 2008, the vice chancellor for general services 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 this 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 book store, private, quiet places for students, flexible multipurpose space and additional room to support the culinary arts program (IIIB1b-3).

As described above, Laney is diligent in working to promote effective use of its physical resources and the means to improve its resources in support of its programs and services (IIIB).

Off-campus Facilities
Laney ensures that all 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, Laney maintains memorandums of understanding (MOUs) and district-level insurance at its off-campus sites (e.g., community centers, K-12 districts, county offices, and business and university centers). Those agreements ensure that conditions are appropriate for educational purposes. For example, Laney holds classes at several high schools, including the Lionel Wilson Preparatory Academy in East 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 long-standing 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 services are regularly inspected by Laney professionals (IIIB1b-4).

With all its sites, Laney adheres to the building codes of the State Department of State Architects (DSA), County of Alameda, and City of Oakland In addition, 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 find most regard campus facilities as generally accessible, welcoming, clean, and safe. These views about safety are highly correlated with the very low statistics for crime on campus, as reported by the County of Alameda (IIIB1b-5).

The college maintains campus police presence daily, with coverage secured through a contractual arrangement with the County of Alameda Sherriff's Department. College staff members augment this

support as ambassadors and safety aides, who provide daily support services to students and employees (IIIB1b-6).

Evaluation
The college meets this standard.

Planning Agenda
None.

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 (IIIB2-1, IIIB2-2, IIIB1a1, IIIB2-3).

The facilities planning committee of the college meets monthly to review data and prepare it for the district-wide Facilities Planning Committee, in addition to disseminating 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 the use of instructional equipment funds for the year. Using pre-established criteria, this committee makes recommendations to the vice president of instruction who then allocates resources (IIIB1a-5).

Space utilization summaries, facilities planning options, equipment and materials requirements are outlined, discussed and, through an iterative process, are prioritized (and sometimes re-prioritized), consistent with time-sensitive demands or constraints.

Evaluation
The college meets this standard.

Planning Agenda
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 of Trustees and 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 is used as a basis on which the state determines general bond obligations and commitments by the Legislature to fund Laney projects. Even so, State funding is still 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 (IIIB2a-1).

In recent years, Laney has carried out major renovations with the state and local resources listed above (especially Measure A bond funding). Without these resources, the science labs would not be in compliance with OSHA requirements, the Culinary Arts facilities would need to be shut down indefinitely, the athletic facilities would be less safe, the welding department would be unfit for use, the Laney theater would continue to have broken seats and its stage would remain unusable, and classrooms would be uncomfortable (with chairs unsafe for average and full-sized bodies). These are a few of the many issues that made the learning environment challenging before Measure A and other funding

sources enabled the college to resolve them (IIIB-1, IIIB-10, IIIB-12, IIIB-13, IIIB-15, IIIB2a-2).

Long-term goals are being addressed as well. For example, state approval was achieved 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:

- Significantly alter the Beginner's Inn dining room.
- Modernize the library and establish a centralized Learning Resources Center.
- Modernize the theater and build a performing arts complex.
- Modernize the gymnasium and lockers rooms.
- Complete the Building A Student Services renovation.
- Renovate Building B.
- Renovate the Student Center.
- Program and build the language lab.
- Design and program a new science building.
- Design and build a teaching and learning center.
- Complete the athletic fields complex.
- Markedly improve facilities for vocational programs.
- Modernize the infrastructure (e.g., utilities, networked systems, sewers required by the new construction, replace fire and security alarm systems, and install an emergency communication system).

The college continues its scheduled maintenance program to address the HVAC, electrical, piping, roofing, and other matters.

The Board of Trustees approves its five-year construction plan annually based on college's needs, as reflected in the Laney College EMP (IIIB-7).

Evaluation
The college meets this standard

Planning Agenda
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 has resource assessment and planning parameters that guide their efforts overall.

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; evidences the relationship between the college, the district and the financial plan; and guides the development of future facilities. In addition, it is driven by the overall annual facilities 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. It identifies long-term goals and short-term objectives, program needs, resources required, and space allocation requirements. The plan is based on curriculum study, internal and external environmental scan data from McIntyre, Inc., analysis and growth projection, and determination of space needs and utilization. It includes recommendations for improvements and report generation (IIIB2b-1, IIIB2b-2, IIIB-4, IIIB-7).

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.

Accountability
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 a comprehensive infrastructure for driving physical resource planning district-wide. At the core is the district-wide strategic plan, which is complemented by several strategic and operational tools, including Fusion and Primavera, two established planning tools widely used in facilities planning (IIIB1b-2, IIIB2-3, IIIB2b-3, IIIB2b-4).

The State Chancellor's Internet-based facilities information system, Fusion, "allow[s] facilities to be planned, developed and managed with improved efficiency system. Also, it provides the legislature with useful information about use of facilities, future funding needs, and progress of funded projects:" important for capital outlay. Moreover, it can ensure that information generated by the system will meet legislated and administrative needs as well as those of Laney (IIIB2b-3).

The PCCD uses Primavera, a leading construction management and 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*)*. 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 a timeline 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 of the college, including timelines, completion percentage, project names, cost figures (e.g., budget commitments, projected variances), and responsible parties. Crucially, Primavera provides advance notice on project risks, issues, and potential delays and claims.

Shared Governance
Shared-governance groups operationalize the ongoing assessment and planning for facilities improvement. Facilities planning, technology planning, and the Curriculum Committee, Instructional Equipment and Library Materials Advisory Committee, and Instructional Support Committee all inform physical resource needs of the college. The Faculty Prioritization Committee 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 meetings with the president, the senates, and the College Council for further refinement, as necessary. The president then takes his decisions to the district and negotiates for short- and long-term improvement actions (IIIB-9, IIIB-10, IIIB2b-5).

The efforts at the college and district levels make clear the commitment to a systematic assessment of the effective use of physical resources and uses the results of the evaluation as the basis for improvement.

Evaluation
The college meets this standard.

Planning Agenda
None.

STANDARD III.C
Technology Resources

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

III.C.1 The institution assures that any technology support it provides is designed to meet the needs of learning, teaching, college-wide communications, research, and operational systems.

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, makes decisions about, and evaluates its technology needs in a variety of ways. These include the following:

- Unit plans and program reviews: Departments identify and assess technology needs as part of their annual progam review cycle and through long-term planning for learning, teaching, and research.
- Department meetings: Departments discuss technology needs that are then presented to the Faculty Senate, administration, and other appropriate committees, or put into unit plans and program reviews.
- Division meetings: Faculty members specify technology needs to administrators.
- Administrative committees (e.g., Instructional Council and Academic Leadership Council): the President, vice presidents, deans, and other administrators discuss technology needs, in order to make policy decisions, such as resource prioritization.
- Technology Planning Committee (TPC): The Laney College Technology Planning Committee is a shared-governance body that gathers evidence about 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 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 (IIIC1a-1). 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 "analysis" section below (IIIC1a-2).

Determining Institutional Technology Resource Needs

The recent technology survey provides an example of how Laney obtains technology information to inform decision-making and support assessment. The survey was administered online in October 2008, using SurveyMonkey. A link to the survey 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. The Survey consisted of 29 questions that addressed all aspects of campus technology, ranging from distance education to computer labs. Of the 46 people who received the survey link, 33 (72 percent) responded, including 24 department chairs and one program coordinator. Response highlights include:

- 42 percent of respondents feel that 50 percent or fewer of Laney students are prepared to use technology at the college level.
- 52 percent feel that students do not have adequate access to technology on campus (outside the classroom) to perform their required work.
- 58 percent feel that students do not have adequate access to technology off- campus to perform their required work.
- 52 percent think that the technology resources available to their departments are "fair" or "poor," whereas 48 percent feel that the technology resources are "adequate," "good," or "excellent."
- 70 percent stated that their department's instructional computers have Internet connectivity.
- 76 percent feel that their departments do not have adequate IT support.
- 56 percent feel that their departments do not have sufficient financial resources to obtain software licenses to meet instructional needs.
- 53 percent feel that there are insufficient professional development opportunities for faculty and staff to stay up-to-date in using their technology assets.
- 53 percent say that their departments plan to offer distance education courses.

The Peralta district is currently developing business intelligence tools to provide a web-based query ability for extracting information that Laney administrators can use to make data-driven enrollment management decisions. In the absence of this real-time data, Laney enrollment management is accomplished with the support of modern database management tools, such as spreadsheets, pivot tables, graphs and basic statistical analyses (IIIC1a-5).

All of these efforts have been informed by the leadership of two educators, the dean of business, math, and sciences and the current Faculty Senate president. The dean was assigned to facilitate work at the college and with the district. The Faculty Senate president volunteered several years ago to serve as college ambassador and member of a team of California community college educational technology facilitators. Each of these representatives have led electronic communiqués within the college and at the district level that have informed many aspects of the planning, decision making, and evaluation of technology as articulated above.

Procedures for Meeting Technology Resource Needs
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.

Using Technology to Enhance Institutional Operation and Effectiveness
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 an 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 and 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 FTE. Hiring another DE coordinator in spring 2009 will augment the capacity of 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, IIIC1a-3).

An increasingly urgent need for a new college web presence was revealed, in part, by the Laney web site survey administered to Laney faculty, staff, and administrators in fall 2007 (IIIC1a-2). 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; it will complement the distance education efforts of the college. Cost efficiencies, including free software, technical support, and training, make this plan highly appropriate for difficult economic times. The Laney faculty, staff, and administration will be empowered by their ownership of these new web sites, rather than restricted by the costs associated with the ongoing consultation necessary for a site developed by a commercial entity. A PowerPoint presentation included in the evidence list for this standard illustrates the college's plans for implementing the open source web paradigm (IIIC1a-4).

Student application for admission to Laney and registration for classes is done online through CCCApply and PASSPORT (PeopleSoft) student administration systems. When fully operational, instructors will be able to use this technology to 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 do not 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).

Integrating Technology in the Classroom
In terms of the use of technology in the classroom, Laney College s goal is to improve the quality of education by:

- Using technology in unprecedented ways to be a step ahead of other learning institutions.
- Making education relevant in the context of a global community.
- Providing students the tools to take charge of their education.

Laney is advancing technology in education by focusing, not simply, on technology, but also on how to effectively integrate it into Laney classes. The college is committed to creating a learning platform that integrates technology with a student support network (http://www.collegeinfocus.com/). The innovative Universal Learning Design (ULD) project, created by a Laney professor, led to the development of the Universal Learning Lab at Laney. The Laney College Universal Learning Lab offers two levels of support. On the first level, Laney supports students in participating classes who are using Kurzweil text-to-speech technology as a component of their classes. Using this tool, students edit papers, listen to their text books and access their teacher's embedded study support. (Kurzweil is described in detail in Standard IIC.) On the second level, the college provides a general drop-in lab for everyone.

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 garnered the interest of educators in European countries.

Evaluation
The college meets this standard.

Planning Agenda

The results of the college's technology survey, along with 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. College faculty, staff, and administrators will continue their work with the Peralta district in the coming year to identify and obtain resources to address these issues.

In addition, the survey reinforces the general perception that many Laney students need assistance in using technology at the college level. During the coming year, the college will introduce new opportunities for students who need help with technology, both in terms of instruction (i.e., basic computer classes) and student services (i.e., 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 (IIIC1b-1). As new technologies are introduced, shared-governance bodies recommend training opportunities to the college and district administration. Such training is directed at faculty, classified staff, administrators or students, depending on the nature of the technology, and the representative body that is the source of the recommendation. Representative bodies that have made recommendations for technology training include: the District Technology Planning Committee, Laney Technology Planning Committee, District Academic Senate, Laney Faculty Senate, Laney Classified Senate, Laney College Council, and the Laney Business Response Team (for PASSPORT implementation).

In previous years, with the support of TTIP funds, Laney provided training for some new technologies as they were introduced. However, the exponential rate of development in Laney's use of technology has put increased emphasis on the need for ongoing technology training for both faculty and staff.

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, Web 2.0 applications, and more (http://www.cccone.org/seminars/index.php). Several faculty and staff members took advantage of these opportunities to improve and develop their technology skills. The District Staff Development Office provides ongoing technology training during professional development flex days.

Laney also hired a new distance education coordinator in November 2008, to help faculty learn to use course management software and develop new distance education courses. In addition, 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.

Several IT applications are being implemented by the college at this time, including:

CurricUNET: In response to a similar need in the area of curriculum, and in alignment with practices at other California community college districts, faculty recommended and the district purchased another web-based application, CurricUNET (http://www.governet.net/home/higher_ed/), to enhance and streamline college and district-wide curriculum 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 are currently used, and based on the experience of other colleges/districts (http://www.league.org/leaguetlc/express/inn0211.html), the college can anticipate a two- to three-year period of intense developmental labor to fully implement CurricUNET. This process will require faculty advocacy and a well-designed transition plan in order

to gain consistent district support.

Moodle: Beginning spring 2008, the institution provided course offerings to prepare faculty for teaching online, for teaching hybrid classes and on using Moodle course management software. Since then, the district has been expanding those offerings into a professional development track of regular training opportunities to support its expansion of distance learning classes—an institutional strategic goal—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.

As Laney increases its distance education offerings, faculty will require training in how to use the Moodle. Since the program is open source, there is extensive, free online training and support. In addition to these resources, Laney recently hired a faculty member to be the distance education coordinator at .25 FTE. In spring 2009, the college will hire another coordinator at an additional .25 FTE, bringing the total funded coordination effort to .5 FTE. In addition, the district has approved a .5 FTE 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 continue to participate collaboratively in the development of new web sites for each college in the Peralta district. As this project advances, the college will use the extensive online training and support available through the open source community. In addition, the college is requesting funding for webmasters and trainers who will provide on-site training to faculty, staff, and administrators.

PASSPORT: 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. In response to 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 more comfortable with the system. The number of questions from faculty to the BRT diminished significantly following the hands-on training.[1]

Similarly, a PASSPORT Super User group recommended training and support for students registering on the new system.[2] The college provided additional training and support for students at the Welcome Center throughout the summer and fall registration periods.

PROMT: In conjunction with the hiring of a large group of new contract faculty, the Faculty Senate and Office of Instruction assisted in coordinating formal orientations on a variety of topics, including email and PROMT for new and returning faculty (See, e.g., Staff Development Schedule for August 18, 2008 and October 22 Flex Day Schedule, http://www.peralta.edu/apps/docs.asp?Q=Projects/17). The faculty 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.

The District Information Technology Data Center provided extensive training on the PROMT business management system soon after it was implemented and continues to offer periodic training. 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.

TaskStream: For more than three 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) 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 (IIIC1b-2).

Evaluation

The college meets this standard.

All of the technology changes, improvements, and enhancements discussed in this section require knowledgeable users and a coordinated training strategy if they are to work well. Laney recognizes the continuing and expanding need for widespread training on efficiently using existing tools. The college is significantly upgrading its technology infrastructure so that it will have the ability to address in sustainable ways these increasing training-related demands.

Planning Agenda

In the coming year, the college will continue its work with the district to improve the efficiency and usefulness of district-wide training efforts, with an emphasis on more hands-on training opportunities. Laney will work with the Peralta district to identify and obtain resources for addressing these issues. Also, Laney will work to ensure adequate staffing for training faculty in the use of new technologies as they are implemented. Laney will continue to advocate for funding to increase its distance education efforts and to hire a Webmaster and trainer to assist in the open source web sites project. Further, Laney will 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.

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 inform the college s 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 of campus instructional labs (Lab Protocols, IIIC1d-1).

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 ALC prioritizes needs and meets with contractors, architects, designers, and others to plan and implement technology upgrades. The ALC also is tasked with ensuring reliability in the systems, including necessary emergency back-up.

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 (IIIC1d-2). As part of this major technology upgrade, full-time faculty members received new laptop or desktop computers (either Apple or HP), to replace those that were no longer operating well. Approximately 300 new computers were recently installed in the Laney math, CIS, and business computer labs. Two model smart classrooms (equipped with computer and audio-visual equipment) are already in operation, with more on the way soon. In September 2008, the Faculty Senate approved bringing twelve more classrooms to a basic or more advanced level of smart technology. This is an improvement over the college's previous (2002) five-year plan to ensure that all classrooms were equipped with at least audio-visual equipment for basic instructional support use. 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.

The Peralta Board of Trustees has recently approved spending additional bond money for Laney infrastructure upgrades. Laney has 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 (IIIC1d-3). In addition, computer labs will be enhanced with audio-visual presentation capability, and Laney intends to become a fully wireless campus in this next phase of infrastructure upgrades. The twelve smart classrooms (mentioned above) are included in this project.

This school year (2008-2009), the Laney Technology Planning Committee (TPC) is preparing 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.

Evaluation

The college meets this standard.

Planning Agenda

Prepare a comprehensive technology plan during the 2008-2009 academic year.

> **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 previously, instructional departments, shared-governance committees, and administrative leadership teams play crucial roles in technology planning. These planning efforts are documented in unit plans, program reviews, the educational master plan, facilities master plan, and the results will be included in the college technology plan. Overall, the plan is integral to ensuring that prioritizations are data-driven decisions based on widespread shared-governance involvement. This, in turn, helps to attract and sustain broad interest in participation on the college's planning committees that have a voice in the development of the technology plan.

The 2008 technology survey (IIIC1a-2) provided an approach to assessing Laney's 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, based on a fall 2008 agreement, Laney is participating in the California Community College Chancellor's Office (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 the college's current and past implementations to inform and improve its technology planning efforts.

Evaluation

The college meets this standard.

Laney technology planning is integrated with institutional planning through unit plans, program reviews, educational master plan and facilities plan. Administrators and faculty understand that college technology planning and the necessary integration of this plan with instructional and service programs delivery heavily influence the success of the college.

The importance of a functioning, informative and easily-navigable web site cannot be overestimated. Laney understands that its career technical education programs will have more successful outreach when the program web pages provide more accurate and engaging depictions of what they have to offer. Community engagement is fostered more effectively with online visitor surveys, blogs, and rich site summary (RSS) feeds. Site visitors are able to more easily locate class and program information in preparation for a seamless course registration process. Distance education courses are better supported with online counseling, advising, and tutoring services, as well as improved teacher-student contact using synchronous communication. Further, accurate and accessible course, program, and institutional assessment and management information is a requirement of continuous improvement (e.g., the use of TaskStream, CurricUNET, and the Community College Survey of Student Engagement/CCSSE).

Planning Agenda

In 2009, Laney will administer surveys to students, faculty, staff, and administrators that will help assess the effectiveness of the college's technology use. The Technology Planning Committee will use these additional survey results in the development of a college technology plan, which will include a prioritization of technology projects. In addition, Laney will use the survey results to determine training needs and create a plan for how and where that training will occur. These survey results and the plans drawn from them will be thoroughly disseminated throughout the college community using all appropriate technology and college forums input opportunities.

(Footnotes)

[1] Interview with Kathy Williamson, Laney BRT chair (October 8, 2008).

[2] Go Live Support, email from Anita Black, District BRT coordinator (March 20, 2008).

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.

III.D 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 interrelated planning processes, at both the college and district levels. It 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 (IIID1a-1). Education master planning is designed to lay the foundation for all resource decisions (IIID1a-2). 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 services, and business service units of the college. These program reviews (IIID1a-3), as well as annual revisions and updates (unit plans), are central to education master planning and allow for both short- and long-term planning.

Additionally, program reviews are the baseline document for programs and units to outline resources needs. The Laney College Educational Master Planning Committee 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 midyear 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 (IIID1a-4).

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 (IIID1a-5). PCCD has a well-defined budget development process and timeline that are integrally linked with the district-level educational master planning and strategic planning processes. Current processes were developed as improvements to planning at PCCD during the period from 2005 to 2008. In part, these improvements were prompted by previous recommendations by the 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 (IIID1a-6, IIID1a-7).

PCCD's annual financial planning has three general phases (IIID1a-8). Phase one is composed of research; Phase two includes college and district planning; and Phase Three is budget development. This process links budget development with

board planning, educational master planning by the District-wide Educational Master Planning Committee (DWEMPC), strategic planning by the Strategic Policy and Planning Advisory Committee (SPPAC), and administrative planning by the Strategic Management Team (SMT). The process ensures that financial planning represents, and is designed to support, PCCD's mission and goals.

consuming, financial decisions sometimes get made simultaneously with other planning decisions, instead of being integrated with them. While the arrangement is imperfect, past expenditures demonstrate that, generally, budget and financial decisions at the college and district levels do indeed reflect institutional planning, if only informally.

Financial Planning Overview

Phase 1: Research (start of fall term)	• Review and assessment of previous budgets and expenditures • Compilation and assessment of external scans and data • Compilation and assessment of data on enrollment patterns and trends • Review of preliminary state budget
Phase 2: Integrated College and District Planning (October-December)	• Colleges complete unit and/or program reviews and set institutional priorities as part of annual updates to educational master plans • DWEMPC and SMT review College planning reports and make recommendations regarding overall district goals and priorities
Phase 3: Budget Development (January-September)	• District planning bodies (DWEMPC, SMT, SPPAC, and BAC) review, reformulate, and make final recommendations regarding budget and allocations • Tentative annual budget reviewed by board in June • Final review and adjustments after state budget is approved • Board approves PCCD annual budget in fall

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 integrated fully with other planning, effective communication and data sharing must happen among planning bodies in a timely way. Because current planning processes are complex and time-

However, both Laney College and PCCD continue to improve adherence to planning processes, with the aim of fully integrating financial planning with other planning.

Planning Agenda

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 a 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). Budgets are then built around these baseline costs, taking into account expected revenues from the State of California, as well as other funding sources (IIID1b-1).

Funds are allocated to the four colleges by the district based on: a) the previous years' expenditures, b) FTE (full-time equivalency personnel) 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 chief financial officer (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 (IID1b-2) 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 (IIID1b-1) and will be the basis for budget allocations in the future. Final allocation decisions remain the responsibility of the chancellor, but the new model is flexible and 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, technological upgrades, and infrastructure renovations through grant revenues, special allocations, and bond sales. For example, Alameda County voters approved a $390 million bond measure in 2006 (Measure A) for capital improvements for PCCD. The bond passed with 74.7 percent of voters supporting the measure, one of the highest approval rates for a community college bond measure in the State of California (IIID1b-3).

Evaluation

While PCCD and Laney College generally function well within the boundaries set by the resource assessment, at times Laney College exceeds its annual budget for some cost items (IIID1b-4). This is due, in part, to the lack of financial data that would allow Laney College to monitor and adjust expenditures midyear. Cost overages are often covered through line-item adjustments within Laney's budget; others are covered by increased allocations from the district.

As the district-wide use of PeopleSoft financial management software continues to improve, system improvements will allow the Laney College Business Officer to monitor revenue allocations and operating expenditures more closely.

Planning Agenda

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 (IIID1c-1, IIID1c-2). All decisions regarding management of these funds are reviewed by the Board Audit and Finance Committee and require full board approval (IIID1c-3, IIID1c-4).

Conservative use of resources has allowed PCCD to accumulate a reserve of 14 percent, somewhat higher than the state average for California Community Colleges, and higher than the 5 percent minimum required by board policy. While some district constituents have criticized the reserve as too large, it

allows stability during uncertain financial times. For example, during the 2007–2008 year, the state budget crisis necessitated midyear spending reductions. While PCCD was able to adjust and reduce spending in some areas, reducing labor costs is difficult midyear. This was especially true for 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 midyear reductions.

PCCD's largest liability going forward remains its contractual obligation to meet future retiree healthcare benefits. In 2005, PCCD sold a series of bonds to fund this future obligation. Effective management of what are known as "other post-employment bonds" (OPEB) allows PCCD to meet this obligation without using general fund or other operating revenues (IIID1c-5).

Evaluation
The college meets this standard.

Planning Agenda
None.

III.D.1.d The institution clearly defines and follows its guidelines and processes for financial planning and budget.

Description
From 2005 to 2008, PCCD embarked upon a thorough process of review and revision of all district planning processes in order to improve institutional planning. The collaborative process incorporated broad representation of district constituents (i.e., all four colleges, the district office, and 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 are now outlined in multiple documents (IIID1a-5, IIID1a-7). 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 (IIID1b-1). 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 in fall 2008 (IIID1b-1).

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., the Faculty Senate, Classified Senate, Laney College Educational Master Planning Committee, Facilities Planning Committee, and Faculty Prioritization Committee). The Laney College Participatory Governance and Administrative Structures Handbook (IIID1a-1) outlines the budget-development process as part of educational master planning (IIID1a-2). Additionally, the booklet outlines the membership and role of the Laney College Budget Advisory Committee (BAC), which is composed of administrators, faculty, classified staff, and one student. The committee's primary charge is to make recommendations regarding budget and allocation planning processes; however, the BAC is also often consulted on budget development and midyear adjustments.

Evaluation
The college partially meets this standard.

In order to meet this standard more fully, 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 (formed within the last few years), full and effective implementation is not complete, and financial planning sometimes runs parallel to other planning. PCCD currently follows board policy related to financial planning and budget; improvement, however, is needed with respect to following new and 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 own college-level financial planning and budget processes. The college faces several challenges in this area. First, the financial planning process is somewhat unclear because it is delineated differently in various college documents; review and revision of these documents and the financial planning process are needed. Second, Laney College's financial planning is dependent upon financial decisions and data from the district office that in the past few years have been difficult to obtain in a consistent, timely, and usable fashion (see analyses and evaluations in IIID2). The availability of financial data from the district is improving, and it is expected that the district will continue to improve its management and dissemination of financial data. Finally, consistent financial planning and budget processes at Laney College have been impeded in recent years due to the fact that the position of business officer was held by four different individuals over a five-year period. The current business officer is a permanent appointment, which will improve the stability of the college's financial planning processes.

Planning Agenda
The college and district will continue to improve systematic and effective implementation of clearly defined financial planning and budget processes.

> **III.D 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
Financial statements and audit findings demonstrate that district finances are expended in a manner that supports the missions and the goals of the district and the college (IIID1a-6, IIID1c-1).

The district prepares financial reports which include budgets at year-end and at midyear. These reports are presented to the chancellor and Board of Trustees, and are made publicly available. College financial reports are prepared as needed and are available through the business office.

As required by the California Education Code, an annual external audit is performed by an independent certified public accountant firm on all financial records of the district, including all district funds, student financial aid, bookstore, Associated Students, trust funds, and reports required by the state. The annual audit report is presented to the Board Audit and Finance Committee and to the full board by the independent auditor (IIID1a-6, III1b-1). The audited financial report is placed on the district web site and is publicly accessible.

Evaluation
The college meets this standard.

The college Educational Master Plan, program reviews, and annual unit plans guide the college in review and assessment of the financial resources needed to support student learning programs and services (IIID1a-2). Additionally, the Laney College budget advisory committee reviews and makes recommendations for annual budgets and midyear adjustments (IIID2a-2).

Findings in the audit for year-end 2007 suggest that, while financially sound overall, PCCD will benefit from improved use of accounting software and improved internal systems of checks and balances. The audit did not suggest any inappropriate use of resources; instead, it suggested that improved accounting systems would assure that no problems occur in the future (IIID1a-6).

Planning Agenda
Complete effective and efficient implementation of PeopleSoft financial management software.

> **IIID.2.b Appropriate financial information is provided throughout the institution.**

Description
In June of each year, the CFO produces the 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 (IIID1c-1). 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 in the fall. 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 electronically, upon request.

In addition to annual budget documentation, board policy requires that the district administration produce, at a minimum, quarterly and annual financial statements for review by the Board of Trustees (IIID2b-2, IIID2b-3).

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 (IIID1b-4), 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
The college generally meets this standard. 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.

Planning Agenda
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.

> **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 (IIID2a-1). This is due, primarily, to growth in enrollment, as well as changes in the allocation model used by the State of California in determining community college funding. 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 overage.

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 and CalWORKs). In addition to general fund monies, Laney College receives revenues for special programs, new equipment, facilities maintenance, renovations, and new construction. These revenues come from a number of sources, primarily grants from the State of California, private entities, and bonds (IIID1c-1, IIID2a-1).

Evaluation
The college meets this standard.

Planning Agenda
None.

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, and financial aid. 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 (IIID2d-1).

Challenges in Oversight Systems
PCCD uses the PeopleSoft financial management 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 system has not yet been fully utilized in an efficient and effective manner. The district continues to work towards increased efficiency and efficacy in using PeopleSoft.

Another hindrance to effective oversight is PCCD's adoption in 2008 of 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 proved ineffective and inefficient, causing problems for the colleges and, more importantly, for students who are eligible for financial aid (IIID1b-4).

Addressing Oversight Systems Issues
At Laney College, the Business and Administrative Service Manager 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 recordkeeping systems for the college (IIID1b-4).

The Peralta Colleges Foundation is a nonprofit 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 (IIID2d-2). As an independent organization, the Peralta Colleges Foundation has its own board of directors, sets it 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
The college meets this standard of practicing effective oversight of finances. However, systems and processes used at the district level hamper Laney's ability to exercise effective 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) so that Laney College can practice more efficient financial management.

Planning Agenda
Complete effective and efficient implementation of the PeopleSoft financial management software; identify and implement fully functional, efficient and robust financial aid software.

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 fund accounts designated for specific use. The general fund, which makes up approximately 70 percent 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 is managed according to specifications 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. (IIID1c-1). 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. To ensure integrity of restricted revenue expenditures, the college manages these through independent accounts and maintains detailed financial reporting for each (IIID2a-1). Some examples of special-program funds are CalWORKs, EOPS/C.A.R.E, Project Bridge, and the Childcare Center. Unrestricted funds are also managed independently of each other, but usually have less rigid monitoring and reporting requirements. State allocation revenues 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 (IIID1c-1). At the college level, budgets are developed and monitored by the business 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 (IIID2e-1, IIID1a-6).

Evaluation
The college meets this standard.

Plan
None.

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 regulates the conditions under which contracts can be entered into, and clearly delineates procedures for bidding, negotiating, and monitoring contracts (IIID2f-1). Additionally, Board policy has clear guidelines that prevent conflicts of interest and prohibit discrimination in contractual relationships (IIID2f-2).

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 a designee, and all contracts over specified amounts ($25,000 generally, $72,400 for bond revenues) must be approved by the Board of Trustees (IIID2f-3). All contracts forwarded to the Board of Trustees for approval appear on public agendas, a policy that allows district constituents to stay apprised of contract negotiations and provides further 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:
The college meets this standard.

Plan
None.

> **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
Laney College and PCCD regularly evaluate and improve upon financial management processes in several ways. First, external audits provide directives that are followed for improvement of financial integrity (IIID1a-6). Second, the strategic planning process includes integrating financial planning into overall district planning, which improves the efficacy and efficiency of financial processes (IIID1a-5). Finally, district and college Budget Advisory Committees, along with the Board Audit and Finance Committee, are charged with ongoing evaluation and recommendations for improved financial management systems (IIID1b-1, IIID1c-5, IIID2a-2).

Evaluation
The college meets this standard.

The college solicits input from all its constituents in an effort to improve upon college processes. This inclusive approach serves the college and the district in improving upon financial management systems.

Planning Agenda
None.

> **III.D.3 The institute systematically assesses the effective use of financial resources and uses the results of the evaluation as the basis for improvement.**

Description
Laney College and PCCD regularly evaluate financial management processes and the use of financial resources, primarily by participation in district-wide audits required by law and through review and recommendation by the college and district budget advisory committees. Recommendations are used to improve financial management systems.

Evaluation
The college meets this standard

As noted in sections above on financial planning, Laney College and PCCD continue to implement improved planning processes on multiple levels, including those related to improved finance-oriented processes.

Planning Agenda
None.

STANDARD III
Evidence

Human Resources

IIIA1a-1 Laney College Faculty Prioritization Committee Binder
IIIA1a-2 Peralta Community College District Board Policy Binder
IIIA1a-3 Peralta Community College District Union Contract Binder
IIIA1a-4 Peralta Community College District Human Resources Procedures Binder, Screening and Selection
IIIA1a-5 Peralta Community College District Human Resources Procedures Binder, Screening and Selection
IIIA1a-6 Peralta Community College District Board Policy Binder
IIIA1a-7 Peralta Community College District Human Resources Procedures Binder, Screening and Selection
IIIA1a-8 Peralta Community College District Human Resources Procedures Binder, Screening and Selection: reference check documentation and form

IIIA1b-1 Peralta Community College District Human Resources Procedures Binder, Evaluation
IIIA1b-2 Peralta Community College District Human Resources Procedures Binder, Management Evaluation section, Evaluation
IIIA1b-3 Laney College Tenure Review Policies and Procedures Binder
IIIA1b-4 Peralta Community College District Human Resources Procedures Binder, Evaluation, Tenured Faculty Evaluation section
IIIA1b-5 Peralta Community College District Human Resources Procedures Binder, Evaluation, Part-time Faculty Evaluation section
IIIA1b-6 Peralta Community College District Human Resources Procedures Binder, Evaluation, Classified Staff Evaluation section
IIIA1b-7 Peralta Community College District Human Resources Procedures Binder, Evaluation, Management Evaluation section: evaluation form
IIIA1b-8 Summary of Assembly Bill 1725

IIIA1c-1 Peralta Community College District Human Resources Procedures Binder, Evaluation, Faculty Evaluation section: student forms
IIIA1c-2 Laney College Curriculum Committee Handbook, SLO/Assessment Addendum to Course Outline
IIIA1c-3 College of Alameda, Berkeley City College, Laney College, Merritt College, Principles of Assessment of Student Learning Outcomes Memorandum of Understanding, 2006
IIIA1c-4 Laney College Learning Assessment binder, Faculty Senate Resolutions and Support
IIIA1c-5 Laney College Learning Assessment Binder, Faculty Responses to Surveys
IIIA1c-6 Laney College Learning Assessment Binder, Faculty Responses to Surveys
IIIA1c-7 Laney College Learning Assessment Binder, Assessment Rubrics
IIIA1c-8 Laney College Learning Assessment Binder, Old and New Course Outlines, Changes to Content, Sequence or Other Sections Based on Assessment Findings

IIIA1d-1 Peralta Community College District Board Policy Binder, policies 5.15, 3.12

IIIA2-1 Laney College Educational Master Plan

IIIA3a-1 Peralta Community College District Board Policy Binder, policies 1.18, 3.04, 3.26
IIIA3a-2 Peralta Community College District Human Resources Procedures Binder

IIIA3b-1 Peralta Community College District Human Resources Procedures Binder, Confidentiality Policy

and Procedures

IIIA4-1 Laney College Student Equity Plan

IIIA4a-1 Professional Development Binder, Benefits and Opportunities for Staff
IIIA4a-2 Peralta Community College District Professional Development Binder, Leadership Succession Program
IIIA4a-3 Peralta Community College District Professional Development Binder, Flex Day Activities and Programs: evaluation responses

IIIA4b-1 Peralta Community College District Human Resources Procedures Binder, Screening and Selection, Ensuring Equity, Fairness, and Diversity
IIIA4b-2 Laney College Self Study Survey Binder, Faculty Survey, Spring 2008

IIIA4c-1 Peralta Community College District Human Resources Binder, Job Descriptions, Employee Relations Director
IIIA4c-2 Laney College Student Equity Plan

IIIA5a-1 Peralta Community College District Strategic Plan
IIIA5a-2 Peralta Community College District Professional Development Binder, Leadership Succession Program
IIIA5a-3 Peralta Community College District Professional Development Binder, Manager's College Program
IIIA5a-4 Peralta Community College District Professional Development Binder, Manager's College Program, Training Sessions, Special Topics
IIIA5a-5 Peralta Community College District Professional Development Binder, Flex Day Activities and Programs
IIIA5a-6 Laney College Professional Development Binder, Examples of Individual Projects

IIIA5b-1 Peralta Community College District Professional Development Binder, Flex Day Activities and Programs: evaluation form
IIIA5b-2 Peralta Community College District Professional Development Binder, Flex Day Activities and Programs: needs survey form
IIIA6-1 Peralta Community College District Board Policy Binder, Evaluation Policies
IIIA6-2 Peralta Community College District Union Contract Binder, Evaluation Procedures
IIIA6-3 Peralta Community College District Board Policy Binder, policy 1.18

Physical Resources

IIIB-1 Laney College's facilities master plan file
IIIB-2 Peralta Community College District strategic plan and process file
IIIB-3 Laney College educational master plan file
IIIB-4 McIntyre consultant planning assistance for PCCD file
IIIB-5 MAAS, Inc. facilities planning firm file
IIIB-6 WLC, Inc. architectural consulting firm file
IIIB-7 Peralta Community College District facilities master plan File, PCCD 2010-2014 Five Year Construction Plan, July 1, 2008
IIIB-8 State of California: A Guide to Understanding and Using the State Five-Year Construction Plan
IIIB-9 Laney College shared governance and decision-making framework file
IIIB-10 Laney College Facilities Planning Committee file
IIIB-11 Laney College Health and Safety Committee file
IIIB-12 Laney College program reviews: fall 2004 and spring 2007

IIIB-13 Laney College Unit Plan: fall 2008 and fall 2009
IIIB-14 Laney College president's communiqués file: facilities
IIIB-15 Laney College modernization plans file
IIIB-16 Peralta Community College District bond measure allocations and expenditures file
IIIB-17 Laney College Educational Master Plan 2001 - 2016
IIIB-18 Laney College survey file: employee survey and student survey, spring 2008

IIIB1a-1 Peralta Community College District Office of General Services Binder
IIIB1a-2 Laney College modernization plans file: facilities needs, project schedules, status report, and site plans
IIIB1a-3 Peralta Community College District Office of General Services Binder: work order request form and scheduled maintenance report form
IIIB1a-4 Laney College Vocational Advisory Committee file: VTEA funds allocation procedures
IIIB1a-5 Laney College Instructional Equipment and Library Materials Advisory Committee Binder

IIIB1b-1 Peralta Community College District facilities related policies and procedures file
IIIB1b-2 Peralta Community College District facilities master plan file
IIIB1b-3 Peralta Community College District Office of General Services Binder, Facilities Update
IIIB1b-4 Laney College facilities usage file
IIIB1b-5 County of Alameda Sherriff's Department contract with Peralta Community College District

IIIB2-1 Peralta Community College District Strategic Planning and Policy Advisory Committee
IIIB2-2 District-wide Educational Master Planning Committee Binder
IIIB2-3 Peralta Community College District Strategic Management Team

IIIB2a-1 Peralta Community College district capital outlay report
IIIB2a-2 Laney College's facilities master plans file, Laney College Facilities Master Plan 1999-2015 priorities: prioritized list for 2001-2002 and statement of educational plans for the five year construction plan, April 9, 2002

IIIB2b-1 Resource allocation and facilities master plan file
IIIB2b-2 Peralta Community College District facilities master plan file: PCCD Facilities Master Plan, 1999-2015
IIIB2b-3 CCCCO Fusion system (online)
IIIB2b-4 Peralta Community College District Department of General Services, Primavera software implementation file
IIIB2b-5 www.alamedacountysheriff.org/LES/peralta.htm and at www.cpec.ca.gov/onlinedata/crimestatsgraph.
IIIB2b-6 Laney College Council file

Technology Resources

IIIC1a-1 Laney Web Site Survey
IIIC1a-2 Laney College Technology Survey
IIIC1a-3 Distance Education Coordinator Job Description
IIIC1a-4 Peralta Web Sites: A New Approach
IIIC1a-5 Peralta Pivot Tables 9-15-08

IIIC1b-1 PCCD Professional Development Survey Fall 2008 www.surveymonkey.com/sr.aspx?sm=_2bD5N6WOduzjjKMnkglimv_2bi2rrnZ2b0TUhKl1iPO34o_3d

IIIC1b-2 Laney College Learning Assessment Retreat Agenda

IIIC1d-1 Laney College Instructional Lab Task Force Report
IIIC1d-2 Laney Measure A Procurement 2007
IIIC1d-3 Laney Short-term Construction Projects Phase II (2007)

Financial Resources

IIID1a-1 *Laney College Participatory Governance and Administrative Structures Handbook* (revised 7/07)
IIID1a-2 Laney College Educational Master Plan
IIID1a-3 Laney College program reviews
IIID1a-4 Documents from president's retreats
IIID1a-5 PCCD strategic plan
IIID1a-6 PCCD annual financial audits, June 30, 2007, 2006, 2005, 2004
IIID1a-7 20002 accreditation report and subsequent follow-up reports
IIID1a-8 PCCD budget planning calendar

IIID1b-1 PCCD Budget Advisory Committee meeting minutes
IIID1b-2 PCCD Budget Allocation Task Force documents
IIID1b-3 PCCD budget books, 2006-2007
IIID1b-4 Interview with MaryBeth Benvenutti, Laney College Business Officer

IIID1c-1 PCCD budget books
IIID1c-2 PCCD financial statements
IIID1c-3 PCCD audit and Financial Committee minutes
IIID1c-4 PCCD Board
IIID1c-5 PCCD budget books

IIID2a-1 Laney College financial statements
IIID2a-2 Laney College Budget Advisory Committee meeting minutes

IIID2b-1 PCCD Board of Trustee meeting minutes
IIID2b-2 Board Policy 6.13
IIID2b-3 Board Policy 6.15

IIID2d-1 Interviews with Thomas Smith, chief financial officer

IIID2d-2 Peralta Foundation website

IIID2e-1 Board Policy 6.10

IIID2f-1 Board Policy Manual
IIID2f-2 Board Policy Manual
IIID2f-3 Board Policy Manual

Leadership and Governance

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

IV.A Decision-Making Roles and Processes
The institution recognizes that ethical and effective leadership throughout the organization enables the institution to identify institutional values, set and achieve goals, learn, and improve.

> **IV.A.1 Institutional leaders create an environment for empowerment, innovation, and institutional excellence. They encourage staff, faculty, administrators, and students, no matter what their official titles, to take initiative in improving the practices, programs, and services in which they are involved. When ideas for improvement have policy or significant institution-wide implications, systematic participative processes are used to assure effective discussion, planning, and implementation.**

Description

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 leverages the expertise of faculty, classified staff, students, and administrators to inform the college decision-making process and to make recommendations for college policy (IVA1-1, IVA1-2, IVA1-3, IVA1-4). The educational master plan explains:

> 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 staff, and students for recommendations about programs and services. Governance and decision-making processes are regularly evaluated to assure their integrity and effectiveness. (IVA1-5)

Fostering a Culture of Shared-governance

The Laney College participatory governance and administrative structures policy was adopted and implemented in fall 2002 and revised in 2006. 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 most prominent collaborative leadership bodies for participatory governance. The college president chairs the College Council and LCPAC, which meet once monthly during the academic year. Standing subcommittees of the participatory governance structure, such as the Budget Advisory Committee, Facilities Planning Committee, Faculty Prioritization Committee, and Staff Development Committee, participate in the campus decision-making process and provide campus constituents with a means for participation, discussion, and planning (IVA1-6).

The inclusion of "collaboration" in the Laney College values statement illustrates the college's commitment to the shared-governance process. As set out in the *Laney College Catalog*, among other places: The college works "cooperatively

in a shared-governance environment" and values "individual ability and diversity in thinking, as essential to promote open communication, active participation, exchange of ideas, and collaborative decision-making." Nearly 90 percent of faculty, classified staff, and administrators surveyed indicate that, in their experience at the college, this is an accurate statement (IVA1-7, -8). The commitment to shared governance is also evidenced in the college president's fall 2007 welcome address, "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 (IVA1-9).

Decision-making

The collaborative governance structure of the college facilitates the decision-making process at the college level, and it is organized with the understanding that all final decisions, including recommendations to the chancellor and the board of trustees, rest with the college president. For example, resource allocation decisions of the college require widespread input prior to decision-making. Faculty and staff within departments and program units clarify plans and related resource needs after completing ongoing reviews, as evident in program reviews and unit plans. Department chairs, program coordinators, and division deans consider plans and evaluate resource needs, which are appropriately disseminated to the relevant shared-governance bodies: if educational program-related, to the curriculum committee; if resource-related, to the facilities planning committee, technology planning committee, faculty prioritization committee, instructional equipment, or library materials advisory committee.

Resource committees consider resource requests in relation to college goals, and determine how they enhance the overall effectiveness of the college. Once prioritized, they are vetted through other appropriate shared-governance bodies (e.g., the Faculty Senate, Budget Advisory Committee, College Council, or Educational Master Planning Committee). Results of this step inform final decisions and are discussed with, or reported to, the College Council, Administrative Leadership Council, Executive Council, and other relevant bodies. Such effort resulted in the board-approved Measure A bond list, which enabled Laney to secure $8 million in facilities- and equipment-related improvements to support educational programs and student learning.

Collaborative Review

The most recent collaborative review of the college's shared-governance process took place at the educational master planning retreat in June 2008 (IVA1-10). Work groups that included faculty, classified staff, administrators, and students engaged in activities to evaluate the state of shared governance at the college. Their comments revealed concerns about the shared-government process and provided recommendations for improvement. As a result, the president committed to developing a timetable (using a shared-government process) for the college to address outstanding issues (IVA1-11).

Evaluation

The college meets standard.

Planning Agenda

None.

> **IV.A.2 The institution establishes and implements a written policy providing for faculty, staff, administrator, and student participation in decision-making processes. The policy specifies the manner in which individuals bring forward ideas from their constituencies and work together on appropriate policy, planning, and special-purpose bodies.**
>
> **IV.A.2.a Faculty and administrators have a substantive and clearly defined role in institutional governance and exercise a substantial voice in institutional policies, planning, and budget that relate to their areas of responsibility and expertise. Students and staff also have established mechanisms or organizations for providing input into institutional decisions.**

Description

The participatory governance structure is comprehensive and comprises 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 liaison between the College Council and LCPAC. 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 (IVA2a-2). 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 Bylaws (IVA2a-3, IVA2a -4).

The College Council has broad-based representation that includes faculty, classified staff, students, and administrators. The college president acts as the chairperson (ex-officio). Also included in the College Council are the chairs of other governance committees, such as the Budget Advisory Committee, Curriculum Committee, Facilities Planning Committee, Planning Coordinating Committee, Technology Planning Committee, Educational and Student Services Planning Committee, and the Accreditation Steering Committee (IVA2a-1). The 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.

The 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, including planning and budget development to the college president. College Council procedures set out the manner in which 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, students, and administrators; it is primarily composed of the 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.

At its inception, the College Council carried out its charge of being the primary participatory governance body for Laney College by recommending policy and policy-implementation measures to the college president. However, the shared-governance work groups, formed during the educational master planning retreat in June 2008, agreed that the College Council has devolved into being mostly a "reporting out" mechanism (IVA2a-5). The work group called for the College Council to recommit to its original responsibility of prioritizing policy matters, offering advice, making recommendations to the college president, and suggesting policy-implementation strategies. Consistency of leadership, now that most campus administrative vacancies have been permanently filled, should help the College Council refocus and execute its original charge.

Responses to a series of questions in the accreditation self study faculty, staff and administrator survey yielded a snapshot of the current state of participatory governance at Laney College. While an overwhelming majority of respondents, 76.5 percent, believe that shared governance exists at Laney College, an almost equal number, 75.3 percent, reveal that they do not possess or have not seen a copy of the Laney College participatory governance and administrative structures document (IVA2a-6). With this feedback, the college has committed to disseminating information to the campus community through a variety of methods to increase awareness of and participation in the shared-governance process.

Evaluation

The college meets this standard.

Planning Agenda

The college is committed to disseminating 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 electronic bulletin board notices. During

the 2009–2010 school year, the Faculty Senate will create and maintain a blog on a Moodle site for capturing faculty and staff thoughts requiring further discussion and scrutiny. There will also be areas on the Moodle site for collaboration using Wikis and information-sharing tools (e.g., announcements, videos, and a 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).

> **IV.A2.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 (IVA2b-1). The membership of these committees is composed mostly of faculty and academic administrators who co-chair a majority of them. Exemplifying the college's shared-governance process, a number of the committees have student services administrators and classified staff membership, as well.

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 (IVA2b-2). In spring 2008, the Faculty Senate approved an educational program development process (IVA2b-3). 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, and academies or courses offered under the auspices of Laney College.

The Learning Assessment Committee is another central body, consisting of the combined Faculty Senate and the Office of Instruction, with substantial faculty leadership. Its mission is "to stimulate a culture of ongoing instructional improvement using assessment to facilitate student success." Through its efforts, the college continues to develop student learning outcomes and mechanisms for assessing, reporting, and improving its efforts at all levels of the college (IVA2b-4, IVA2b -5).

Evaluation

The college meets standard.

Planning Agenda

None.

> **IV.A.3 Through established governance structures, processes, and practices, the governing board, administrators, faculty, staff, and students work together for the good of the institution. These processes facilitate discussion of ideas and effective communication among the institution's constituencies.**

Description

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 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, as well as the chairs of other standing governance committees and subcommittees. Representatives from the various constituent groups work together collaboratively, under the auspices of the College Council to discuss campus issues and develop solutions relating to a diverse range of educational and administrative matters, including institutional mission, values, strategic priorities, resource requirements, and use of data (including evaluative findings to inform practice and improve effectiveness). 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 recommend policy to the College president; and to recommend procedures for implementation of policy (IVA3-1).

Governance subcommittees of the College Council—such as the Budget Advisory Committee and the Facilities Planning Committee in addition to such standing committees of the Faculty Senate as the Curriculum Committee and the Faculty Prioritization Committee offer a variety of forums for the open exchange of information and ideas.

The participatory governance and administrative structures policy, which was instituted in 2002 and revised in 2006, specifies processes for all campus constituency groups to work together to make decisions for the good of the college. The participatory governance structure has served the college well, by promoting collaboration among campus constituency groups and providing broad-based participation. These groups are currently reviewing the policy to identify any revisions necessary to keep it relevant and effective for campus decision-making (IVA3-2).

Evaluation

The college meets the standard.

Planning Agenda

None.

IVA.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 is determined in its efforts to work directly and honestly with its external agencies, including the California Community Colleges Chancellor's Office (CCCCO), the Accrediting Commission for Community and Junior Colleges (ACCJC), and the United States Department of Education (USDE). This commitment is consistent with its high regard for integrity and institutional effectiveness.

Laney College values its accreditation status and is resolute in its efforts to continue in good standing. Towards this effort, it established an accreditation self study team in summer 2007. For the 2009 accreditation cycle, this included the appointment of self study co-chairs, the designation of self study standard co-chairs, and the development of teams of faculty, staff, administrators, and students. Their efforts have assured college-wide engagement in the accreditation self study process, one that incorporated comprehensive accreditation-related training; substantial time to study college conditions and secure, read, and analyze relevant data and texts; and critical examination of drafts of the accreditation self study text by members of the college community. The college continues its tradition of forthright self-assessment and its commitment to self-improvement. To do so, it leverages resources of the CCCCO, ACCJC, and the USDE, and uses their standards to ensure expeditious and honest appraisals, recommendations, and subsequent actions.

The college has consistently demonstrated integrity by complying with the requisite midterm progress reports and accreditation self study report, stipulated by the ACCJC's published guidelines and its president's letters. In April 2008, the college hosted a visit from ACCJC representatives and received a favorable response in a May 2008 letter from the commission (IV4-1, -2).

Evaluation
The college meets standard.

Planning Agenda
None.

> **IVA.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 participatory governance structures of the college. A variety of evaluation methods are employed in this endeavor to gather feedback so that recommendations for improvement can be made.

The participatory roles of faculty, classified staff, student, and administrative leadership in the governance structure of the college are addressed by multiple methods that allow increased opportunities for discussion and scrutiny (IVA5-1, -2).

Monthly meetings of the College Council, biweekly meetings of the Administrative Leadership Council, annual reviews across the college—including those held by the various shared-governance groups—periodic college-wide retreats, and the ongoing lunchtime brown bag meetings held by the college president and the presidents of the faculty and classified senates are among the many open forums that provide opportunities for listening, sharing, and strategizing. Independently, each endeavor assures honest insights about the nature and results of efforts. Collectively, they promote clarity about the degree to which the evaluative review processes of the institution are relevant and allow for an honest assessment of the college as a basis for continued improvement.

Evaluation
The college meets standard.

Planning Agenda
None.

STANDARD IV.B
Board and Administrative Organization

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

> **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. There are seven individuals on the governing board of the Peralta Community College District. Each member is elected from a specific geographic region in Northern Alameda County, and each serves a four-year term. Board member terms are staggered, with biennial elections in accordance with California Education Code (IVB-1). Though elected by geographic region, governing board members represent the interests of all county residents (IVB-2). Two student trustees are elected by the student body of the four colleges for a one-year term (IVB-3). On an annual basis, the Board of Trustees elects a president and vice president (IVB-4).

The chief responsibilities of the Board of Trustees, responsibilities vested in them by the voters of Northern Alameda County, are to provide the best possible learning experience for students of the four colleges and to assure that the district and its colleges are effectively and efficiently managed. The board is also tasked with ensuring that fair and equitable policies for employees and students of the district are put into effect, and with representing the general interests of the entire college district. Trustees are expected to be knowledgeable of and to support the mission and philosophy of the California community colleges, as well as to support the work of the district office and the colleges in meeting the district mission, vision, values, and strategic planning goals (IVB-5, 6, 7).

Three years ago, the Board Policy Review Committee, with the assistance of general counsel, 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 (IVB-8). In addition, Board Policy delineates the role of the chancellor. Annually, the Board of Trustees conducts an evaluation of the chancellor. The review and evaluation process includes an annual performance contract that serves as the basis for the annual performance review, with the governing board solely responsible for the chancellor's review and evaluation. Performance reviews are presented to the governing board in closed session as part of administrative contract renewal.

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 and at meetings of the Board of Trustees Audit and Finance Committee. Reports include an update on the status of state funding and the state budget and the status of the district budget, including the district reserve, external audit reports, and expenditure of bond monies.

The Board of Trustees works to support the interests of the district and takes an active role in developing policies in support of the interests of the

community as a whole. The board takes its role in overseeing integrated strategic planning seriously. The board also takes seriously previous ACCJC recommendations to provide leadership in integrated district-wide planning while not micromanaging the chancellor, the chief administrator. The board consistently funds any additional or outside assistance the district and colleges need to write and implement integrated strategic plans, as well as to update district and college educational master plans, facilities master plans, and technology plans. The board receives and reviews regular reports on the various planning processes. Each college president makes monthly presentations at board meetings on programs of distinction and to comment on student and program learning outcomes.

Evaluation
The college meets this standard.

Planning Agenda
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; they and all other members adhere to their appropriate roles and responsibilities as per Board Policy (IVB1-4, -5). 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 seeks advice and opinions of the community it serves by providing opportunity for communication from the public at all open sessions. Also, the board permits public comment on individual board agenda items (IVB-9). Further, the board has held annual listening sessions at each of the district's four colleges since 2006, providing an 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.

Planning Agenda
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
In accordance with its mission statement, the district strives to "provide educational leadership to empower our students to achieve their highest aspirations and to become community leaders" (IVB-10). 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: 1) student access, success, and equity; 2) community and partner engagement; 3) programs of distinction; 4) culture of innovation and collaboration; and 5) ensuring resources to meet the district's 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 adopted a district-wide strategic plan made up of the five strategic planning goals (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. In this way, the Board of Trustees ensures the quality, integrity, and improvement of student learning programs and services aligned with the district's mission, vision, and values.

Evaluation
The college meets this standard.

For the past three years the Board of Trustees, through the Board Policy Review Committee, has been performing a review of all board policies. The purposes of the review are to ensure 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 verifies 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. These board committees report directly to the full board.

Evaluation
The college meets this standard.

Planning Agenda
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. 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" (IVB-2).

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 with 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 outside counsel to take on specific tasks.

The Board of Trustees bears responsibility for monitoring all aspects of district and college finances. 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. Additionally, an independent audit of the district's financial statements and accounting practices is made annually by an external auditor and reviewed by the board.

Evaluation
The college meets this standard.

The Board of Trustees, functioning as an independent body, has ultimate responsibility for educational quality, legal matters, and financial integrity. The board's decisions are made in adherence to federal, state, and local policies and guidelines.

Planning Agenda
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. They are posted on district's web site and available in hardcopy at the district office and at each college's Office of the President (IVB-10).

Evaluation
The college meets this standard.

Planning Agenda
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 policies that 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, is posted on the district web site and is available at the district office and in the president's office at each of the four colleges. The Board Policy Committee is involved in an ongoing process of reviewing and updating all board policies as necessary. 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. All revisions to policy are taken to the full board for review and adoption.

Evaluation
The college meets this standard.

The current board policy review process ensures ongoing review, assessment, and revision of all board policies as necessary.

Planning Agenda
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
Members are elected to the Board of Trustees for four-year staggered terms. The Board of Trustees has a process for board member development (IVB-11). New board member orientation depends on how many new board members are elected to the board at a given time. In 2004, the Community College League of California conducted a special orientation for four newly elected board members. In 2006, the board president and vice president provided an orientation for one newly elected member. Individual trustees are expected to attend workshops and forums conducted by the California Community College Trustees, the Community College League of California, and the Association of Community College Trustees to keep current on issues and trends affecting post-secondary education.

Evaluation
The college meets this standard.

The Board of Trustees regularly holds retreats on special topics for its members. The members attend professional workshops and conferences, and belong to the appropriate professional organizations. No more than four members of the board come up for election at any one time. In practice, there is a great deal of continuity in trustee membership.

Planning Agenda
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. Board members evaluated these areas by responding to questions about them, using a Likert scale of evaluation. Open-ended questions addressed board strengths, accomplishments, areas in need of improvement, board operations, and setting board goals.

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 are in compliance with this accreditation standard.

Planning Agenda
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) sets out expectations for board member behavior (IVB-2). The policy covers a range of topics, including confidentiality of information discussed in closed sessions, the need to work in cooperation with other board members, the importance of basing decisions on available facts, and the necessity of resisting using the position of trustee for personal gain.

Evaluation
The college meets this standard. The current board works to be collegial, collaborative, ethical, and professional.

Planning Agenda
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 about and involved in the accreditation process through regular reports from the chancellor, vice chancellors, college presidents, and self study team leaders. The four Peralta colleges have filed annual progress reports with the ACCJC, as well as focused midterm reports, since the time of the last accreditation site visit. Board members reviewed all college progress reports and the focused midterm reports.

Periodically, the board conducts study sessions and workshops to examine key initiatives and receive policy-level guidance. In addition, it holds formal, posted, and publicized listening sessions at each of the four colleges annually to obtain direct input, including feedback from faculty, staff, students, and the public. These forums are complemented by the monthly sessions of the Board Standards and Management Committee, where the board is briefed on the self study efforts of the colleges and the accreditation process.

This self study document was written by a broad representation of campus and district employees in consultation with board members. The board assessed its own performance using the accreditation standards, and it assumed an active role in writing responses to sections a–j of Standard IVB. The board assumes full responsibility for ensuring that all ACCJC recommendations are effectively and efficiently responded to in a timely manner.

The full Board of Trustees reviewed and approved this accreditation self study.

Evaluation
The college meets this standard.

Planning Agenda
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 (IVB-12). This procedure was adopted in 2005, and it entails the process for recruitment, site visits, and selection. The roles and responsibilities of the chancellor and the college presidents are outlined in Board Policy (IVB-8, 13). The selection process for college presidents is also outlined in Board Policy (IVB-14), and it was applied in hiring the current president of Laney College.

The governing board delegates appropriate responsibility and authority to the chancellor to implement and administer board policies without board interference, and it holds the chancellor accountable for operation of the district through regular updates at board meetings and through annual evaluations of the chancellor. This delegation of authority is clear to all parties in the district, illustrated in the organizational charts, and demonstrated in the day-to-day operations of the district (IVB-16).

The chancellor meets twice a month with his Strategic Management Team, composed of the three vice chancellors and the four college presidents. These meetings provide a forum for addressing district strategic and educational planning and for providing and maintaining quality educational programs and services for the community.

The board conducts annual evaluations of the chancellor in closed session. The chancellor receives an executive-level evaluation by the Evaluation Committee, composed of three members of the Governing Board. The chancellor and the board negotiate and sign a performance contract at the beginning of each fiscal year. The performance contract is used as the basis for the executive evaluation. Both the performance contract and the evaluation are very extensive. Board policy stipulates that, "The criteria for evaluation are based on board policy, which include institutional goals, the chancellor's job description, and performance goals and objectives developed in accordance with this policy and other related policies." Direct input is not acquired from sources outside of the Governing Board, although the basic sentiments of various stakeholders of the Peralta Colleges are a factor.

Shared-governance constituencies at Laney College have expressed a desire to have broader input from college stakeholders in the chancellor's evaluation process. Board policy related to the evaluation of the district chancellor will continue to be evaluated as part of ongoing board policy review. College constituents will continue to seek stakeholders' input as an explicit part of the evaluative process.

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 the delegation of authority. Evaluation for effectiveness is being reviewed to improve input from college stakeholders.

Planning Agenda

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 responsible for institutional leadership, planning, and implementation of all policies (IVB-13). The college

president ensures that the administrative structure at Laney College is organized and staffed appropriately to meet the institution's mission and goals.

Three administrators report directly to the president: the vice president of instruction, the vice president of student services, and the manager of administrative and business services. The research and planning officer and the public information officer also report directly to the president. The researcher reports to the president to ensure that data are central to all institutional priorities, and that the data are collected, analyzed, and used to support all resource requests and decisions. The public information officer reports to the president to ensure that the integrated marketing plan is consistent with the college's strategic plans and goals. Each senior administrator has direct responsibility for leading one or more of the following: learning assessment, educational planning, and resource allocation and management. Together with the research and planning officer, these administrators are charged with ensuring a sound link between their efforts and institutional research.

The current college president took leadership in 2006. The president delegates work effectively, and he expects administrative accountability at all administrative levels. Leadership and supervision are ensured through regular administrative meetings, as well as informal and formal roundtable discussions. He fosters an environment of creative problem-solving by making himself available to all campus constituents for discussion of campus issues. Laney College has experienced high turnover in administrative staff in the past six years, but the current college president has now recruited and hired a strong administrative team that provides stability and effective leadership.

Evaluation
The college meets this standard.

Planning Agenda
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 (IVB-15). 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, and safety and police services (IVB-15).

Laney College's vice president of student services supervises articulation, college catalog and class schedule production, counseling services, DSPS, relations with the district Admissions and Records office, enrollment management, intercollegiate athletics, learning resources, program reviews, 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 for matriculation and the dean of student support services for categorical programs (IVB-15).

The vice president of instruction directs the accreditation process, college catalog production, class schedule, curriculum development, educational master plan, enrollment management, learning resources, library services, program review, staff development, learning assessment, and tenure review. Reporting to and 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; and dean of community partnerships, grants initiatives and workforce development (IVB-15).

The Laney College president employs a distributive model of leadership. He supports a system of delegated responsibilities and professional accountability. To ensure functional, coordinated activities of the college, the president depends on the collaboration and contributions of the two vice presidents, administrative services and business manager, 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 (IVB-15). Each year the president conducts summer retreats for college opinion leaders (VPs, deans, department chairs, essential classified staff, classified union leaders, faculty union leaders, classified and faculty senate representatives, and selected students), wherein participants discuss educational master planning and outline goals for the coming academic year. With these elements in place, the president is able effectively to 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 reflection and critical scrutiny.

College assessment takes place during the president's monthly meetings with the Faculty Senate, Classified Senate, and Associate Students of Laney College (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 in which students present evaluations of student services as a component of their coursework. Here the President receives an unfiltered view of how well the college is carrying out responsibilities and achieving goals related to student services.

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, feedback from 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.

Planning Agenda
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 a self-reflective and self-critical fashion. Working with the vice president of instruction, and other bodies 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. Both full-time and part-time instructor review processes provide 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 prioritizes student learning at Laney College and fosters a culture of evidence by collecting, analyzing, and distributing data based on a combination of qualitative and quantitative assessments. 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 administrative services manager, and the Office of Research and Planning. The processed data are then dispatched to the division deans and department chairs for further evaluation and action. Division deans and department chairs 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 division deans, department chairs, and faculty are provided with figures regarding these measures of success, they then have quantitative data for self-assessment in terms of student learning. The learning assessment and curriculum processes also offer examples of culture-of-evidence practices. Within the curriculum process, in particular, Laney College administrators, faculty, and staff consistently review what programs the college offers and assess how these programs fit into community and industry needs.

The senior administrative staff also serves as a vital element of the mechanism linking institutional research with institutional planning and resource allocation processes. Over the past few years, 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 manager came on board, and there is a permanent vice president of student services, as of July 2008. This leadership team, energetic and full of fresh ideas, is now complete and well positioned to meet the needs of the college.

Evaluation
The college meets this standard.

The Laney College president provides sound leadership in the areas of shared governance, education planning, implementing college goals and priorities, and evaluating Laney's strengths and weaknesses for improvement.

Planning Agenda
Laney College will continue to improve upon its use of data in guiding institutional planning, and the college will continue to review and improve upon systematic and integrated planning processes.

> **IVB.2c 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 chancellor, board, administrative officials, and the Laney College Council, the president ensures that the institution complies with all statutes, regulations, and governing board policies.

In addition, the president follows institutional practices consistent with the college's mission and goals. The president and senior administrators regularly refer to relevant statutes and governing board policies when making important decisions at the college. A lengthy career as a college administrator provides the Laney College president with a broad understanding of practices, protocol, and legal and institutional guidelines, and he insists upon a culture of following guidelines and policies at all levels, even when to do so may be inconvenient. Drawing on his wealth of experience, and working

in conjunction with the senior administrative staff and various shared-governance leaders, the president ensures that Laney College operates within all federal, state, district, and college guidelines, and operates based on the college's mission and goals.

Evaluation
The college meets this standard.

Planning Agenda
None.

IV.B.2.d The President effectively controls budget and expenditures.

Description
As chief executive officer 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 budget and financial management. For formal budget and expenditure decisions, the Budget and Planning Committee acts as the president's central advisory body. This Committee holds regular meetings with the mandate to recommend policy and procedures for budget planning and development for general funds and new discretionary revenues; to establish procedures for resource/budget allocation that are consistent with agreed-upon institutional priorities; and to document and review budget planning processes for all funded programs, and recommend to the president any modifications necessary to ensure appropriate participation (as outlined in the Laney College participatory governance and administrative structures). Major matters pertaining to budget and expenditures are likewise vetted by the College Council, which advises 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.

While the college president provides sound collaborative leadership in financial decision-making and monitoring processes, at times Laney College exceeds its annual budget allocation from the district. In part, this is due to insufficient district funding of required program and service offerings at the start of the fiscal year. It is also due to a lack of timely financial data from the district office that would allow the college to better monitor and adjust expenditures throughout the year. Cost overages are sometimes covered through line-item adjustments within Laney's budget; others have always been covered by year-end increases in allocations from the district.

As the use of PeopleSoft continues to improve, system improvements will allow the Laney College business officer to monitor revenue allocations and operating expenditures more effectively.

Evaluation
The college meets this standard.

Planning Agenda
None.

IV.B.2.e The President works and communicates effectively with the communities served by the institution.

Description
Laney College maintains a public relations office which puts out press releases and community bulletins. The public relations office is directly linked to the president's office and acts as a primary liaison to local media and the community at large, although the president interacts with many community groups and organizations on a regular basis. Internally, information dissemination happens through a regular e-publication called "The Eagle Flies," through e-mail distributions, and by the president participating in many campus forums. The president posts his public addresses and PowerPoint presentations online. He maintains a regularly updated web page.

The president represents the college at numerous community functions each academic year. He conducts speaking engagements at local churches, social organization, and political meetings. The president also enlists Laney College's administrators, division deans, and faculty to conduct outreach initiatives in the community. The president represents

the college with local governments when issues regarding Laney are under consideration.

The president is highly visible on campus on a daily basis and holds regular joint meetings with the Faculty Senate, the Classified Senate, and student government. Additionally, he maintains a visible presence with students by attending sporting and cultural events on campus, and by being a guest speaker in select classes each semester.

Evaluation
The college meets this standard.

Planning Agenda
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 and is currently in a process of reviewing and updating the Board Policy Manual, and which contains policies that 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 (IVB-8). The vice chancellor of educational services, the vice chancellor of general services, and the vice chancellor of finance and administrative services report directly to the chancellor. The roles and responsibilities of the vice chancellors are delineated in job descriptions that are housed in the district office Human Resources department.

At the college level, authority and responsibility for implementing the policies and procedures of the governing board and directives from the chancellor rests with the college president. The role and responsibilities of the college president are delineated in Board Policy (IVB-13). The vice president of instruction, the vice president of student services, and the college business officer report directly to the college president. The roles and responsibilities of these administrators are delineated in job descriptions which are housed in the district office Human Resources department.

To the satisfaction of the ACCJC, the March 2006 Laney College Focused Midterm Report delineated in detail the operational responsibilities and functions of the district, as distinct from those of the colleges (IVB-17). Those details are consistently communicated to help ensure effective functioning throughout the system.

The college presidents, through the Strategic Management Team, collaborate with the district administrators 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.

In fall 2006, 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, 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 for ensuring a clear delineation of the role of district office administrators and the college presidents.

Evaluative mechanisms have been established and are being improved to strengthen current practices. The evaluative methods include systematic reviews of district service centers and development of service center unit plans; reviews of colleges through program reviews, unit plans, educational and operational planning; and administrative, faculty, and staff evaluations. In each instance, units and personnel are evaluated against how well they have supported institutional mission and achieved related benchmarks.

Evaluation
The college meets this standard.

Planning Agenda
None.

IV.B.3.b The district/system provides effective services that support the colleges in their missions and functions.

Description
The district's stated 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 student support; 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. The Office of Educational Services is responsible for coordinating district-wide educational master planning, for making 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 the Office of Educational Services are curriculum and instruction, student services policies and procedures, technical preparation (tech prep), grants, financial aid, a faculty diversity internship program, staff development, and the tenure-review processes.

Additional services to support the colleges in meeting its 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).

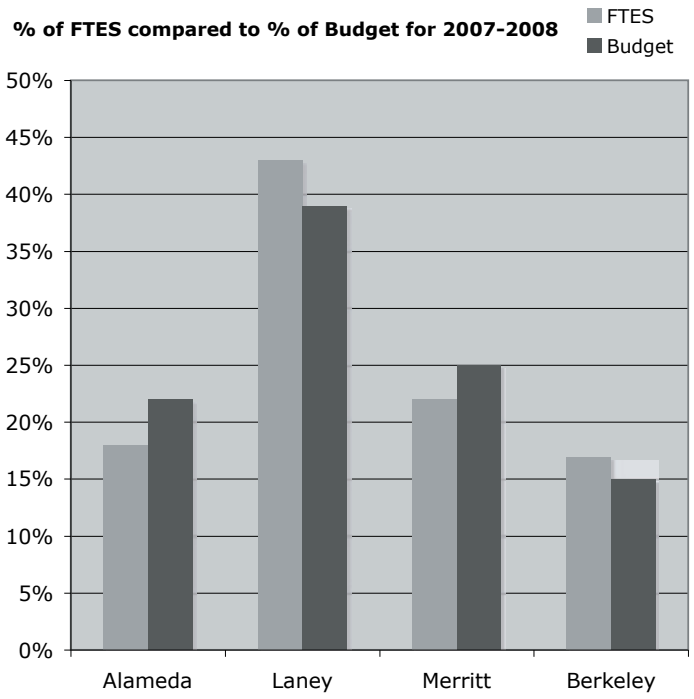
Gaps in Effective Delivery of Services
The district office provides support in the various areas reported above. While many support services are provided efficiently and in a timely manner, some are not. College constituents often complain about the inefficiency and lengthy processes related to ordering, getting data and reports from district offices, and, sometimes, simply in getting timely responses from district office administrators. Clearly, this is due in part to the fact that the district office

provides multiple and complex services to the colleges, but many college stakeholders are unhappy, nonetheless, and feel that district administrators must make changes to increase the efficacy of its service provision.

For example, four new software systems were purchased and implemented in the past four years (PROMT, PASSPORT, EKTRON, and REGENT) and, in all four cases, the new systems were ineffectively implemented and improvements slow to take place. In one case (EKTRON), the system was so inefficient that software implementation was abandoned, at great expense to the district. These transitions caused enormous problems for college-end users. In the most egregious example, PASSPORT created impediments to student enrollment. Additionally, there is often a lack of clarity between college constituents and district office staff and administrators as to what, exactly, is the nature of district office service provision. This lack of clarity sometimes creates ineffective processes.

Overall, the district office functions in an effective manner; however, there is room for improvement. Better communication between the district office and the college would facilitate better relations and, therefore, stronger support services by the district. The college president and his leadership team of administrators, faculty, staff, and students will continue to provide solutions to address gaps in needs and suggestions for how to improve communications.

In an effort to address the communications challenges and determine the exact infrastructure and system issues, the district took action. The board established a series of listening sessions to obtain details of concerns, opportunities, solutions, and updates. The chancellor led the district in developing an operational planning framework whereby feedback mechanisms, including data-driven assessments, could occur. This new framework included the SPPAC, DWEMPC, the Budget Advisory Committee, and the SMT. Through this organization, communications, formal and informal, now occur more efficiently.



Evaluation
The college generally meets this standard.

Planning Agenda
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 focused first on fixed costs at the district office, generally salaries. The next focus of budget planning was the allocation of discretionary funding so that each college could meet its student enrollment (full-time equivalent students/FTES) targets. These were set to maximize the return on state funding for FTES, factoring in growth and cap. An additional consideration was maintaining a necessary reserve. However, after active engagement in the implementation of 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 now 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 developed an Annual Planning Budget Framework to provide 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, which make budget and resource allocation recommendations to the chancellor and the governing board.

In this model, 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. In theory, this funding is made available on July 1, the start of the fiscal year. In practice, however, due in part to various system-wide funding structures, the college is often well into the school year (fall semester) before accurate data are available on current budgetary expenditures. If the state chancellor's office in any given fiscal year makes cuts in funding or provides additional funding, this affects the base budget provided for each college.

Available discretionary funds for faculty positions, classified positions, and funds for new programs are determined and allocated based on priorities set in the educational master plan through a review process in which the District-wide Educational Master Plan Committee and the district-wide Budget Advisory Committee make recommendations to the Strategic Management Team. The chancellor makes final decisions on the allocation of discretionary funds.

Equity of resource distribution has long been an issue at the college. The board addressed this in July 2008, with a resolution that reads, in part:

> Whereas, the draft district-wide educational master plan calls for the development and implementation of budget formulas that reflect an allocation of resources rationally related to district educational priorities; and whereas, the current wide inequality among the four colleges in the ratio of FTES to FTE neither serves the best interests of students within the district nor does it meet with basic notions of fairness; therefore, be it resolved that it is the policy of the board that FTES funding for each college within the district be related both to FTES and productivity; and furthermore, the board directs the chancellor to develop a plan by June 30, 2009 that will lead to an equitable FTES/FTE ratio among the colleges (with a 15 percent allowable variance to account for program differences among the colleges)…. (IVB-16)

The chancellor is directed to report each spring on progress towards this goal. The interim vice chancellor of educational services is a strong voice for equitable distribution of resources based on growth targets and productivity. These measures support some colleges in the district relatively well; however, currently the distribution of resources to the colleges is not equitable. The following chart from August 2008 shows the percentage of FTES and the percentage of budget among the four colleges (IVB-17).

Table 1. Percent of FTES as reported on 2007-08 320 Report, Submitted July 2008

	RES	Non RES	Total Res and Non Res	percent of FTES	percent of Budget	Budget in $	FTEF Annual	Productivity
Alameda	3546	159	3705	18 percent	22 percent	$16,677,460	127	14.5
Laney	8198	486	8684	43 percent	39 percent	$29,398,881	250	17.3
Merritt	4335	87	4422	22 percent	25 percent	$18,795,444	152	14.5
Berkeley	3285	226	3511	17 percent	15 percent	$11,218,524	98.5	17.7
Total	19364	958	20322	100 percent	100 percent	$76,090,309	†	†

While the College of Alameda has 18 percent of the FTES in the district, it receives 23 percent of the budget. Similarly, Merritt College has 22 percent of the FTES and 25 percent of the budget. In contrast, BCC has 17 percent of the FTES and only 15 percent of the budget. Laney, with 43 percent of the FTES and only 38 percent of the budget, is chronically under-funded. In a related vein, the proportion of full-time teaching faculty in the district is skewed, as shown by the following table from August 2008 (IVB-18). It is this situation that the board resolution promises to address.

Table 2. Classroom Teaching, Ratio of Full time to part time faculty, Fall 2007

College	Census Date Enrollment	Total FTES	Contract FTEF	Extra Service FTEF	Temporary FTEF	Total FTEF	Contract percent	FTES/ FTEF	percent of classes taught by full time faculty
Alameda	15222	1701	52.43	15.87	47.94	116.24	45 percent	14.63	59 percent
Laney	31431	3644	84.03	20.89	114.94	219.86	38 percent	16.58	48 percent
Merritt	16426	1986	57.49	20.51	63.09	141.09	41 percent	14.08	55 percent
BCC	13163	1532	24.13	1.82	58.30	84.25	29 percent	18.18	31 percent

The college president will continue to work with the chancellor and the vice chancellor of finance and administrative services to achieve a more equitable distribution of resources to support the effective operation of the college.

Evaluation

The college generally meets this standard.

Planning Agenda

None.

IV.B.3.d The district/system effectively controls its expenditures.

Description

For the past several years, external audits have made no adverse financial findings, and the district has consistently had a positive ending balance. However, the most recent review (June 2007) by the external auditors did determine "material findings," specifically related to the PeopleSoft system: 1) that the system is not fully functional, 2) that the system as of the most recent audit cannot perform required checks and balances, and 3) that such functions must be performed using Excel spreadsheets. 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 an emphasis on the uses of resources to attain the institution's objectives. 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 management of the district's budget. The vice chancellor of finance and administrative services is responsible for direct management of the budget, budget controls, and the district's accounting program. Such oversight led to a 14 percent reserve in 2007-2008, which provided a fortunate safety net when the state recalled $1.5 million during the middle of spring semester 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 also be noted that the district is in compliance with GASB 45 through the establishment of OPEB bonds, which provide adequate funding for specific expenditures.

Evaluation
The college meets this standard.

Planning Agenda
None.

IVB.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 are 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 progress toward these goals. In closed session, the chancellor briefs the governing board on the presidents' progress toward their goals.

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 administrative center, other district-wide issues, as well as planning and resource allocation. The presidents also attend meetings of the governing board, where they report on college initiatives, programs, and other pertinent issues.

The president of Laney College 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, over which the president has full control. Further, once college budget allocations related to faculty positions have been determined at the 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.

Evaluation
The college meets this standard.

Planning Agenda
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 official 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/system and the colleges are expected to 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 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 prepared by the responsible college or district administrative center personnel, and the chancellor submits them to the board for consideration.

Board meeting minutes are posted on the district's web site, and past minutes are archived there as well. Likewise, board agendas are posted on the district web site and posted at the entrance to the district administrative center 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 voice the issues and concerns of their peers in the district at board meetings.

In addition to meetings of the governing board, there are board committees through which communications between the district, the colleges, and, ultimately, the 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.

Planning Agenda
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 several governance and decision-making structures in place, which include the Strategic Management Team (SMT); Strategic Planning and Policy Advisory Committee (SPPAC); District-wide Educational Master Planning Committee (DWEMPC); Council on Instruction, Planning, and Development (CIPD); District-wide Budget Advisory Committee (DWBAC); District-wide Facilities Committee; District-wide Distance Education Committee; and ad hoc groups. Excluding the SMT, which was designed to bring the chancellor and only high-level managers together in a regularly scheduled manner, all committees include constituents of various leadership roles and personnel classifications working together to help the colleges and the district reach their goals.

All of the listed groups have set informal goals. Faculty and staff are well represented on all district-wide committees. Students have a voice through the two student trustees who are members of the various district committees. This past year the SMT conducted a formal evaluation using a survey asking for feedback on the work of the team. In spring 2008, another survey was forwarded to the membership of the Strategic Planning and Policy Advisory Committee to begin a formal assessment of the work of that group. The results of this survey were presented and discussed during a December 2008 SPPAC meeting, with the intention of incorporating some of the recommendations offered by survey respondents as the school year proceeds. Formal assessment of the other district-wide committees has yet to take place.

Evaluation
The college partially meets this standard.

As has been noted elsewhere in this document, the district's integrated and strategic planning processes were developed and instituted relatively recently. Some committees have not yet established desired outcomes or assessment plans. As a result, some college constituencies remain unclear about the relationship between planning and budgeting, especially at the district level.

With so many committees, several of which have

overlapping member representation, it has been challenging at times to maintain clear delineation and responsibilities. However, the college has limited authority in this arena: By their nature how these committees function is largely determined by the district personnel who are responsible for running committee meetings (i.e., setting agendas, scheduling meetings, and distributing background information). District and college academic senate presidents, as well as college administrators, continue to advocate for clear committee, taskforce, and workgroup charges, improved internal communication, and the development of a culture of accountability throughout the district.

Planning Agenda

College administrators and academic senate representatives will encourage the district administrative center to develop mechanisms for regular formal evaluation of role delineation and governance and decision-making structures.

STANDARD IV
Evidence

Decision-making Roles and Processes

IVA1-1 Laney College participatory governance and administrative structures policy
IVA1-2 Faculty Senate Handbook, 2007-2008
IVA1-3 Classified Senate bylaws
IVA1-4 ASLC constitution
IVA1-5 Educational Master Plan: Strategic Direction II
IVA1-6 Laney College participatory governance and administrative structures policy
IVA1-7 *Laney College Catalog*
IVA1-8 Accreditation Self Study : Faculty, Staff, and Administrator Survey, question #7
IVA1-9 "Expanding the Circle of Leadership," presidential address
IVA1-10 Educational Master Planning Retreat, June 3, 2008: agenda
IVA1-11 Educational Master Planning Retreat, June 4, 2008: agenda

IVA2a-1 Laney College participatory governance and administrative structures Policy
IVA2a-2 Faculty Senate Handbook 2007-2008
IVA2a-3 ASLC constitution
IVA2a-4 Classified Senate bylaws
IVA2a-5 Document: Shared Governance Work Group: "questions to answer"
IVA2a-6 Accreditation Self Study: Faculty, Staff, and Administrator Survey, question #61

IVA2b-1 Faculty Senate Handbook 2007-2008
IVA2b-2 Curriculum Committee Handbook
IVA2b-3 Laney College Curriculum Committee, Educational Program Development Process
IVA2b-4 http://laney.peralta.edu/apps/comm.asp?$1=30343
IVA2b-5 Student Learning Outcomes Assessment Manual

IVA3-1 Laney College participatory governance structures policy
IVA3-2 Educational Master Planning Retreat, June 3, 2008, agenda

IVA4-1 Midterm report
IVA4-1 May 2008 letter from the ACCJC

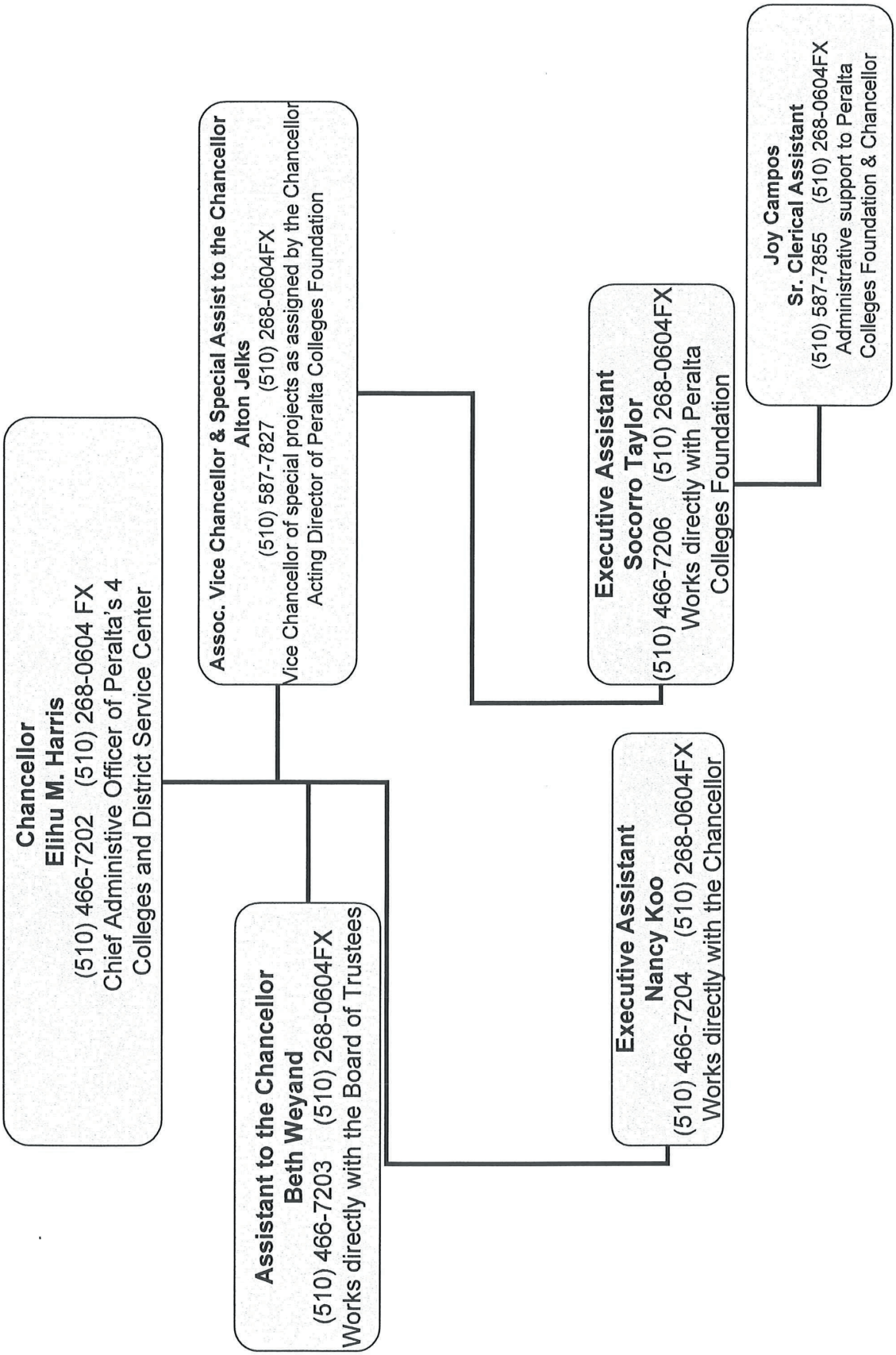
IVA5-1 Accreditation Self Study: Faculty, Staff and Administrator Survey, questions #52 and #59
IVA5-2 Educational Master Planning Retreat, June 3, 2008, agenda

Board and Administrative Organization

IVB-1 Board Policy 1.01 Membership
IVB-2 Board Policy 1.06 Code of Ethics and Behavior
IVB-3 Board Policy 1.02 Student Trustees
IVB-4 Board Policy 1.04 Board Officers and Duties
IVB-5 Board Policy 1.05 Duties and Responsibilities of the Board of Trustees

IVB-6 Board Policy 1.16 Community Services
IVB-7 District-wide Strategic Plan
IVB-8 Board Policy 2.05 The District Chancellor
IVB-9 Board Policy 1.11 Standing Rules for Public Hearings
IVB-10 Web site for Board Policy, http://www.peralta.edu/apps/comm.asp?$1=303.
IVB-11 Board Policy 1.22 Board Development
IVB-12 Board Policy 1.20 Chancellor Selection
IVB-13 Board Policy 2.10 College Presidents
IVB-14 Board Policy 1.18 Management Hiring Policy
IVB-15 Laney College organizational chart
IVB-16 Peralta Community College District organizational chart
IVB-17 Laney College Focused midterm report, March 2006

APPENDIX
PCCD Organizational Charts



Department Of Marketing, Public Relations and Communications (August 2007)

Jeffrey Heyman
Executive Director
(510) 466-7369

Diana Fitzgerald
Senior Sect'y
(510) 466-7267

Peralta TV

- **Michelle Lee**, Program Specialist, (510) 464-3255
- **Jim Stein**, Electronic Tech., (510) 464-3258
- **Paul Gordon**, TV Producer, (510) 464-3253
- **Melissa Neal**, Radio Producer, (510) 464-3258
- **Taylor Wansley**, Master Control, (510) 464-3258
- **Josh Wolf**, TV Producer, (510) 464-3253

Marketing

- **Herb Kitchen**, Marketing Coord., (510) 466-7222
- **Suzanne Cancilla**, Web/Graphics, (510) 587-7859
- **Chris Gatmaitan**, Staff Ser. Graphics, (510) 466-7263

PERALTA COMMUNITY COLLEGE DISTRICT

Peralta Community College Children's Centers
2007-2008 Program Year

Danielle Waite
Children's Center Site Manager
Cell: 510.292.1733
Office: 510.436.2435
Merritt College Children's Center

Manages PCCD Children's Centers at Merritt, Laney and College of Alameda

Jennifer Kelly
Merritt College Children's Center Clerk
Office: 510.436.2436
Fax: 510.434.3851

Assists Manager with daily operations at Merritt Children's Center

Sandra Wandschneider
College of Alameda Children's Center Coordinator
Cell: 510.282.5279
Office: 510.748.2382
Front Office: 510.748.2381
Fax: 510.748.2386

Coordinates daily operations of the College of Alameda Children's Center

Child Care Classroom Staff

Cynthia Andrews, Specialist
Irma Lastra, Specialist
Crystal Dikes, Assistant II
Lula Sanders, Assistant II
Mehrnaz Novinfar, Assistant II
Vacant, Assistant II

Vacant, Cook

Merritt College Children's Center

Child Care Classroom Staff

Gail DeBose, Specialist
Lawan Chaemsobhon, Specialist
Aurelia Usis, Specialist
Elvira Tolosa, Assistant II
Elena Narvaez, Assistant II
Letitia Timmons-Brown, Assistant II
Phuong Huynh, Assistant II
Thoi Nguyen, Assistant II

Lazario "Mickey" Burgess, Cook

Erica Harrell
Laney College Children's Center Coordinator
Cell: 510.292.1731
Office: 510.464.3574
Front Office: 510.464.3575
Fax: 510.663.9411

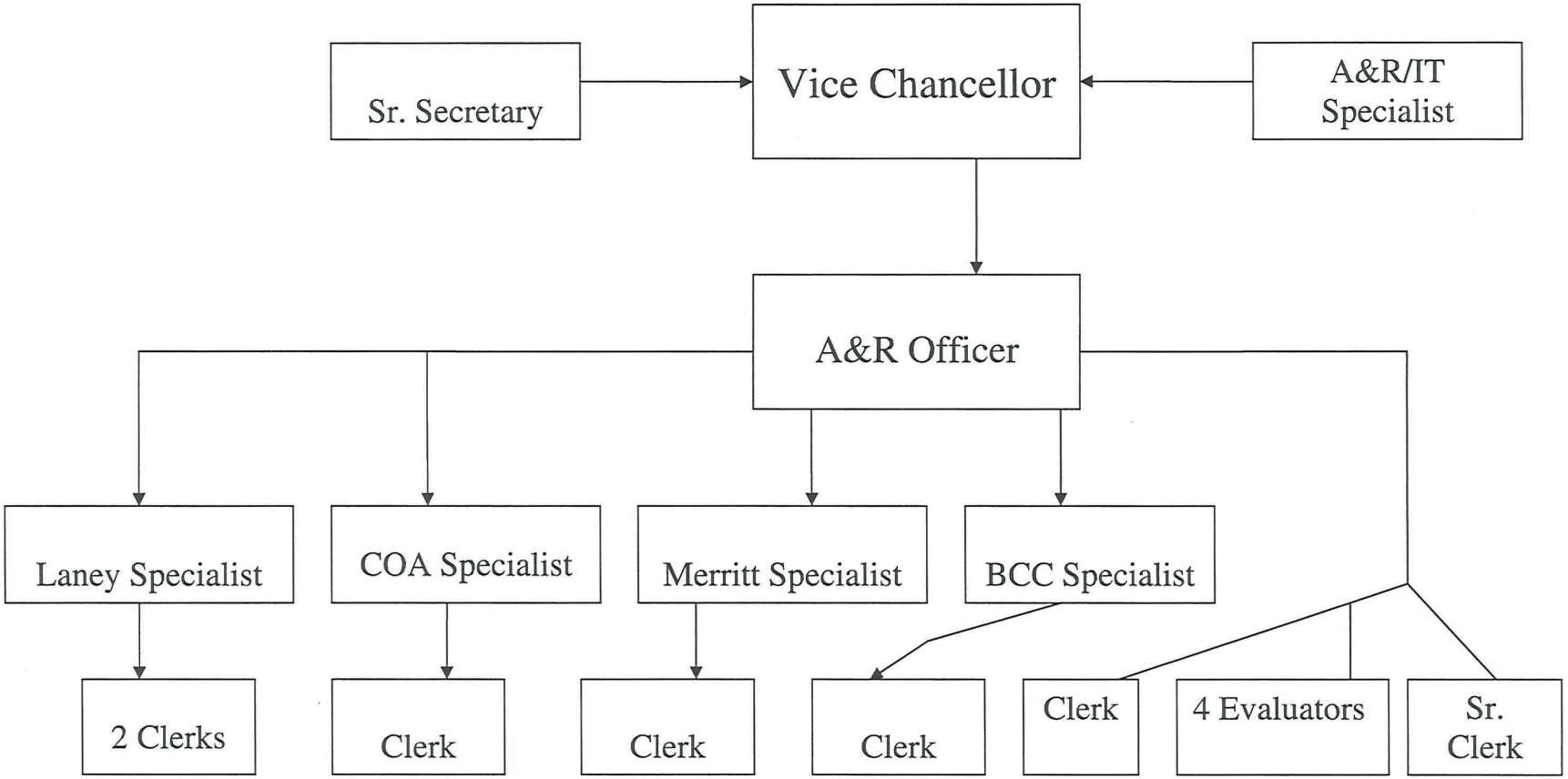
Coordinates daily operations of the Laney College Children's Center

Child Care Classroom Staff

Curtis Willis, Specialist
Richetta Bottom, Specialist
Jean Ugi, Specialist
Jin Su, Assistant II
Shaleen Alcutt, Assistant II
Au Tran, Assistant II
Vacant, Assistant II
Thomasine Moore, Assistant I
Verlisa Watson, Assistant I

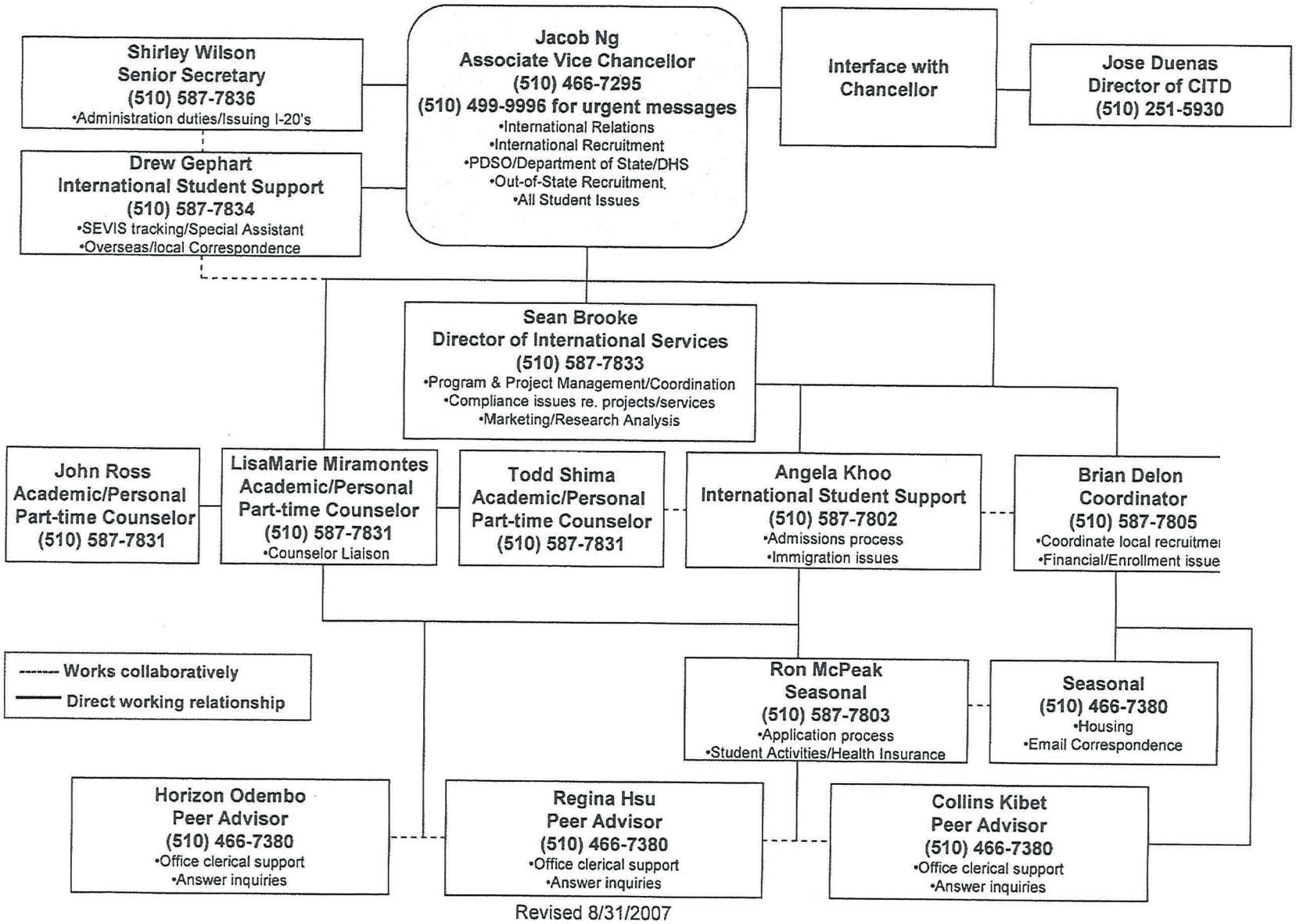
Hong Giao, Cook

A&R Org Chart

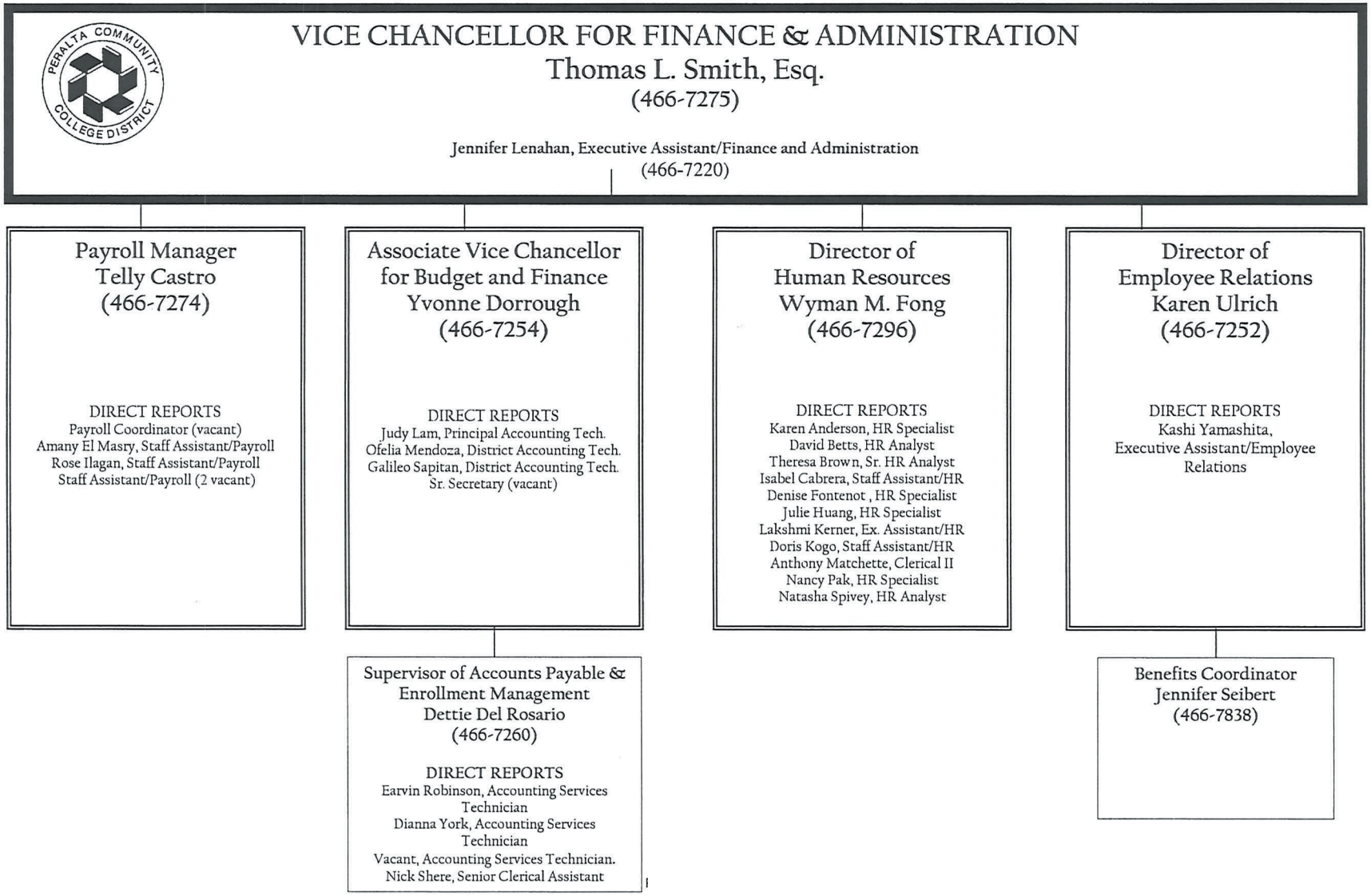


HP:TV
09/06/07
A&R Org Chart

Office of International Affairs



Revised 8/31/2007


VICE CHANCELLOR FOR FINANCE & ADMINISTRATION
Thomas L. Smith, Esq.
(466-7275)
Jennifer Lenahan, Executive Assistant/Finance and Administration
(466-7220)
Payroll Manager
Telly Castro
(466-7274)
DIRECT REPORTS
Payroll Coordinator (vacant)
Amany El Masry, Staff Assistant/Payroll
Rose Ilagan, Staff Assistant/Payroll
Staff Assistant/Payroll (2 vacant)
Associate Vice Chancellor for Budget and Finance
Yvonne Dorrough
(466-7254)
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Judy Lam, Principal Accounting Tech.
Ofelia Mendoza, District Accounting Tech.
Galileo Sapitan, District Accounting Tech.
Sr. Secretary (vacant)
Supervisor of Accounts Payable & Enrollment Management
Dettie Del Rosario
(466-7260)
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Dianna York, Accounting Services Technician
Vacant, Accounting Services Technician.
Nick Shere, Senior Clerical Assistant
Director of Human Resources
Wyman M. Fong
(466-7296)
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Karen Anderson, HR Specialist
David Betts, HR Analyst
Theresa Brown, Sr. HR Analyst
Isabel Cabrera, Staff Assistant/HR
Denise Fontenot , HR Specialist
Julie Huang, HR Specialist
Lakshmi Kerner, Ex. Assistant/HR
Doris Kogo, Staff Assistant/HR
Anthony Matchette, Clerical II
Nancy Pak, HR Specialist
Natasha Spivey, HR Analyst
Director of Employee Relations
Karen Ulrich
(466-7252)
DIRECT REPORTS
Kashi Yamashita,
Executive Assistant/Employee Relations
Benefits Coordinator
Jennifer Seibert
(466-7838)

PERALTA COMMUNITY COLLEGE DISTRICT
EMPLOYEE RELATIONS DEPARTMENT
ORGANIZATIONAL CHART & LIST OF DUTIES

Thomas L. Smith
Vice Chancellor for Finance & Administration

Karen Ulrich
Director of Employee Relations

- Conduct District investigations
- Conduct and settle Union Grievances (Local 39, Local 790, and PFT)
- Respond to federal and state agency complaints including DFEH, EEOC, and OCR
- Advise and consult with managers on disciplinary process, and letters of reprimand through coaching and counseling; letters of reprimand
- Administer suspensions, terminations and administrative leaves
- Create Skelly letters, documents, and conduct Skellys
- Facilitate employee mediations and informal resolutions
- Implement and monitor new employee evaluation process for Locals 39 and 1021with 2007 revised classified evaluation form
- Facilitate monthly District Union Partnership Committee meetings with Local 39 and Local 1021 officers and selected managers
- Development of District EEO Plan
- Designed template of letters of discipline to address employee performance, attendance, and conduct issues
- Coordinate and implement trainings
  - * AB1825 Sexual Harassment Prevention for Managers and Supervisors
  - * Sexual Harassment Prevention—Online (Faculty)
  - * Sexual Harassment Prevention (Classified)
  - * Classified Training Academy
  - * The Use of Counseling & Discipline to Improve Employee Productivity
  - * Completing the Employee Evaluation Process
  - * EEO Procedures & Processes
  - * Bargaining Unit Contract Agreement Training for Managers & Supervisors
- Provide enhanced communications by authoring monthly publications
  - * Employee Relations Manager's Journal
  - * Employee Relations Bulletin

Jennifer Seibert
Benefits Coordinator (Confidential)

- Conduct 3 annual open enrollments and
- Monitor enrollments
- Conduct weekly new employee orientations
- Administer 9 contracts with external vendors: Kaiser, CoreSource, Delta Dental, United Health Care Dental, ING, Life Insurance, Long Term Disability, Wellpoint EAP, and Pension Dynamics
- Utilize and monitor $15 million annual benefit budget for vendor bills payments
- Partner with the Information Technology
- Department for programming and benefits data maintenance of employees, retirees, and their dependents
- Perform benefit data audits
- Receipt revenues from vendors for approximately $1 million annually
- Produce quarterly Benefits Newsletters
- Participate in bimonthly Fringe Benefits
- Committee meetings
- Maintain Benefits Website
- Coordinate semiannual Benefits fairs at
- colleges
- Participate in Professional Development Day
- Process, respond and resolve incoming calls; emails; correspondence and benefit claims

TBD
Staff Services Specialist (Confidential)

- Provide administrative support to the Director of Employee Relations
- Process benefits enrollment in PeopleSoft administrative system and with PCCD benefits vendors
- Administer, route, resolve, and troubleshoot benefits related questions
- Provide front-line customer service for retirees, employees and their dependents
- Process reimbursements and incoming employee benefits payments
- Coordinates enrollment mailings, and manages benefits inventory

Kashi Yamashita
Executive Assistant (Confidential)

- Executive support to Director of Employee Relations
- Input and maintain EEO logs of discrimination complaints, external agency complaints, grievances, and general issues
- Perform research for union grievance issues
- Assist research and implementation of Departmental EEO related projects
- Format monthly Manager's Journals and Employee Relations Bulletins
- Maintain website development for Employee Relations
- Point of Contact for 403(b) employee voluntary contributions
- Annual State Chancellor's Office Tax Offset Program Processing for Peralta students
- Intercede and monitor appendices prepared by college bursars for submission to State Chancellor's Office
- Preparation of annual 1098-T forms for students requiring duplicate forms

Information Technology – Application Services

Director of Application Services

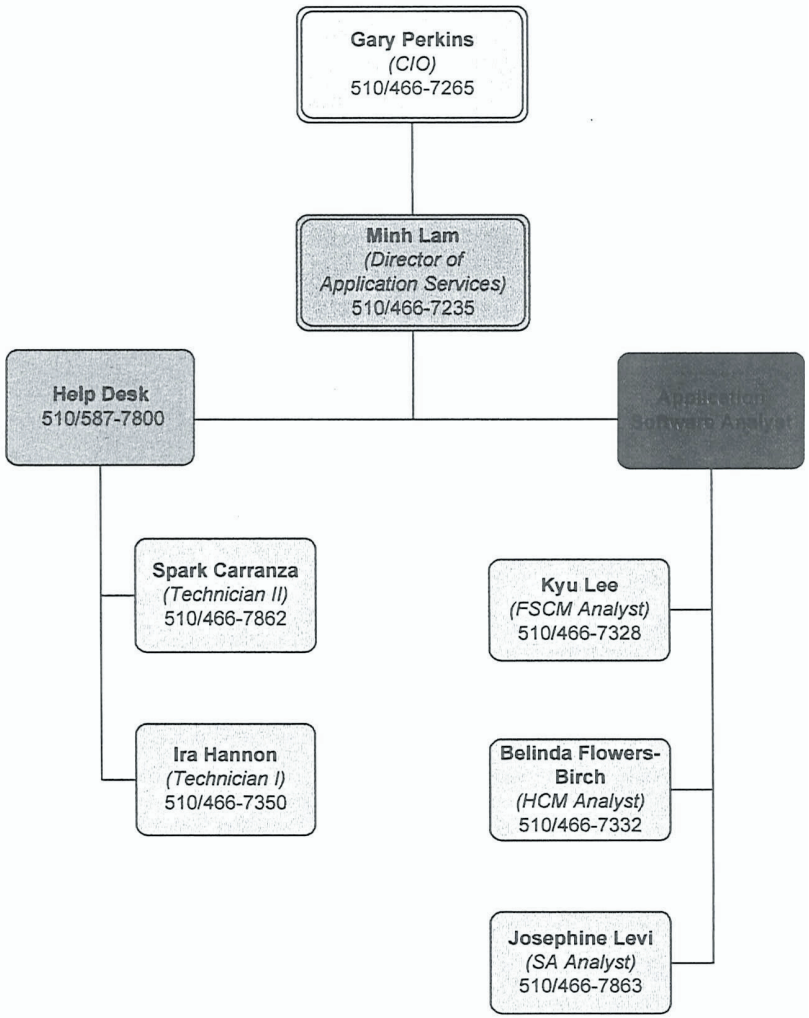
- Manage application staff and project teams
- Manage product delivery and schedules
- Work with various levels in organization regarding technology requirements, strategic priorities, and standards
- Responsible for aligning skill sets and objectives among team members
- Knowledgeable in enterprise-wide applications, infrastructure, security, integration, and databases administration
- Experience in application development and implements
- Responsible for developing implementation procedures and guidelines

Help Desk

- Provides initial level technical support—hardware and software
- Responsible for entering, assigning, and tracking service requests
- Troubleshoots basic PC hardware and software issues
- Provides responds to user problems and questions
- Assist in user accounts creations and updates *(Network ID, Passwords, etc.)*
- Assist in operations of enterprise systems

Application Software Analyst

- Create functional, technical, and training guides/documents
- Design and implement applications
- Train users on new and existing applications
- Support legacy systems *(Mainframe)* and PeopleSoft ERP applications *(Human Resources, Financials, and Student Administration)*
- Knowledgeable in object-oriented languages
- Analyze, design, code, test and document programs
- Experience with application development tools and products
- Provide functional and technical support



Prepared By: Minh Lam

August 22, 2007

Office of the General Counsel

Thuy T. Nguyen
General Counsel
Phone: 466-7218

- Handles litigation, arbitration, mediation, and administrative proceedings
- Provides legal opinions
- Reviews contracts & other legal documents
- Provides legal advice to Board
- Serves as Board's parliamentarian
- Approves "significant" agenda items
- Receives Public Records Act requests
- Houses Board Policies and Administrative Procedures
- Manages Strategic Planning
- Manages Leadership Succession Program
- Coordinates Managers' College

Law Intern(s)

- Assists Thuy

Roxanne J. Epstein
Executive Assistant/Legal
Phone: 466-7240

- Thuy's calendar
- Thuy's mail
- Processes Public Records Act requests
- Prepares files of personal injury cases for investigator and attorneys (if need); Assist RM and/or claims adjustor in coordinating meetings, investigations, following up on document collection for liability cases
- Handles discovery requests for litigation
- Notifies deposition and trial witnesses
- Takes notes and prepares meeting summary for DW Safety Committee Meeting
- Prepares written summaries of annual safety inspections and corrective actions
- Assists Thuy with legal review of Reasonable Accommodation cases.
- Assists Thuy with revising Board Policies and Administrative Procedures; then transfers all final documents to Teodora for manual and website
- Maintains office library (training binders, reference guides, etc.)
- Maintains GC and RM protocol manual
- Office editor
- Legal research

Joanne M. Baldinelli
Risk Manager
Phone: 466-7218 / Cell: 292-1729

- Assists with loss prevention programs
- Provides risk management & safety training and education
- Handles disaster preparedness program
- Monitors insurance & self-insurance programs
- Handles tenant user liability (facilities rental) insurance program
- Reviews insurance language in contracts
- Handles certificates of insurance
- Handles Workers' Comp program
- Handles liability claims
- Serves as small claims court representative
- Handles reasonable accommodation/Fitness for duty
- Provides ergonomics
- Handles hazardous waste disposal & regulatory reporting

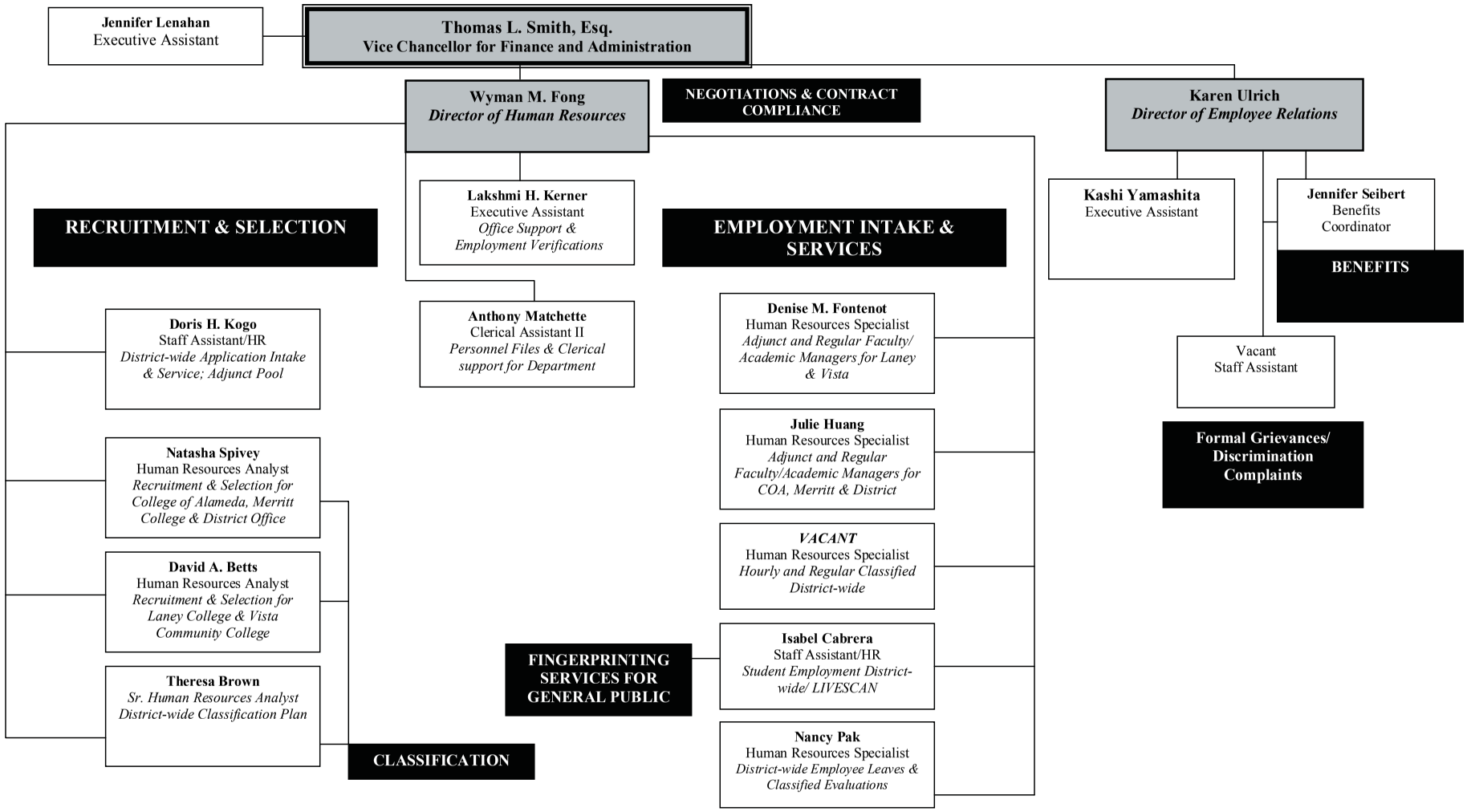
Work Study Student(s)

- Supervised by Thuy or Joanne to assist Roxanne and Teodora

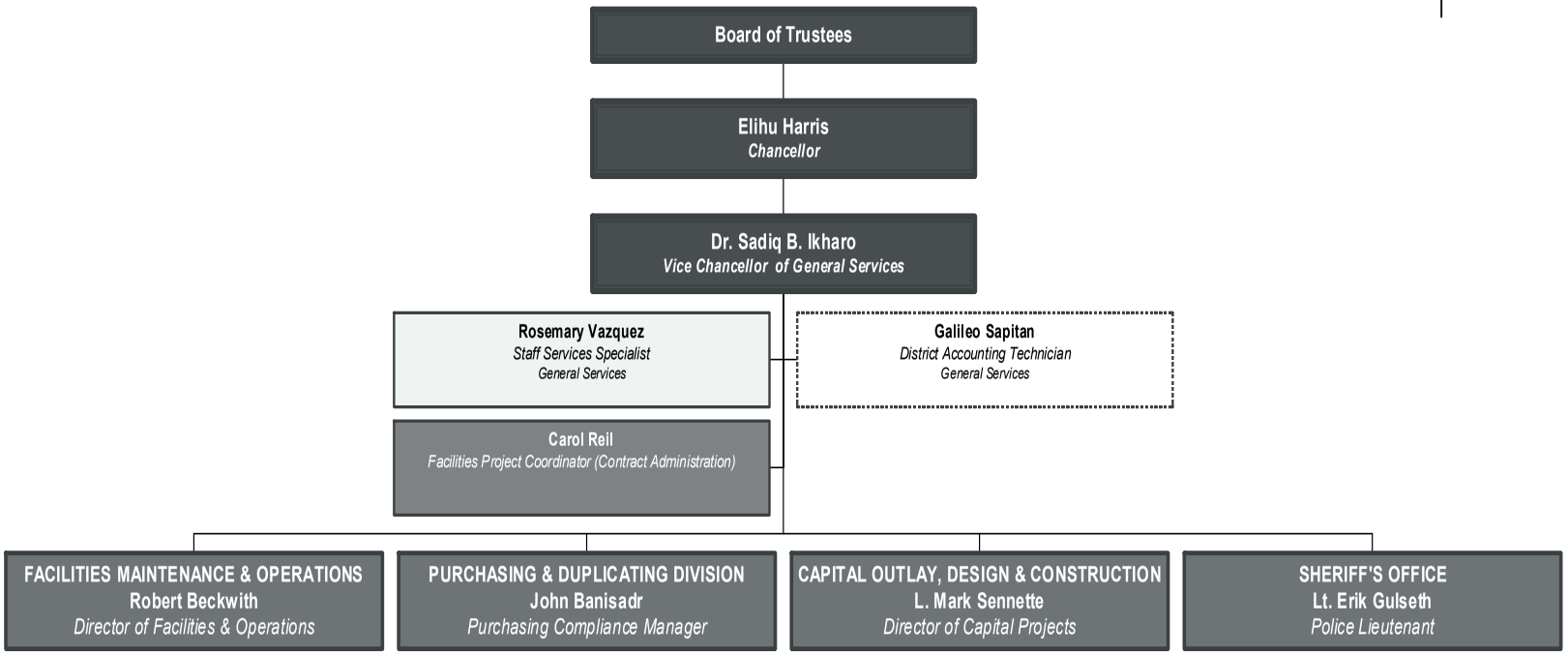
Teodora M. Washington
Staff Assistant
Phone: 587-7821

- Joanne's calendar
- Joanne's mail
- Handles Workers' Compensation cases
- Handles fee matrix
- Handles bill payments for both RM and GC
- Handles all office reimbursements and publication orders
- Maintains office supplies
- Greets all visitors and directs them
- Maintains cleanliness of office
- Logistics liaison for interns and work study students
- Maintains website
- Maintains Board Policy Manual (hard copy and internet links)
- Coordinates monthly electronic backups
- Coordinates reasonable accommodation meetings, scheduling job analysis, etc.
- Maintains RM Files, except Liability (i.e. Reasonable Accommodation, Insurance, WC, Certificates of Insurance, Disaster Preparedness, Safety, Hazardous Materials)
- Sends out rejection letters on Tort Claims
- Coordinates collection of insurance policy renewals

Office of Human Resources
Organization Chart - September 2008

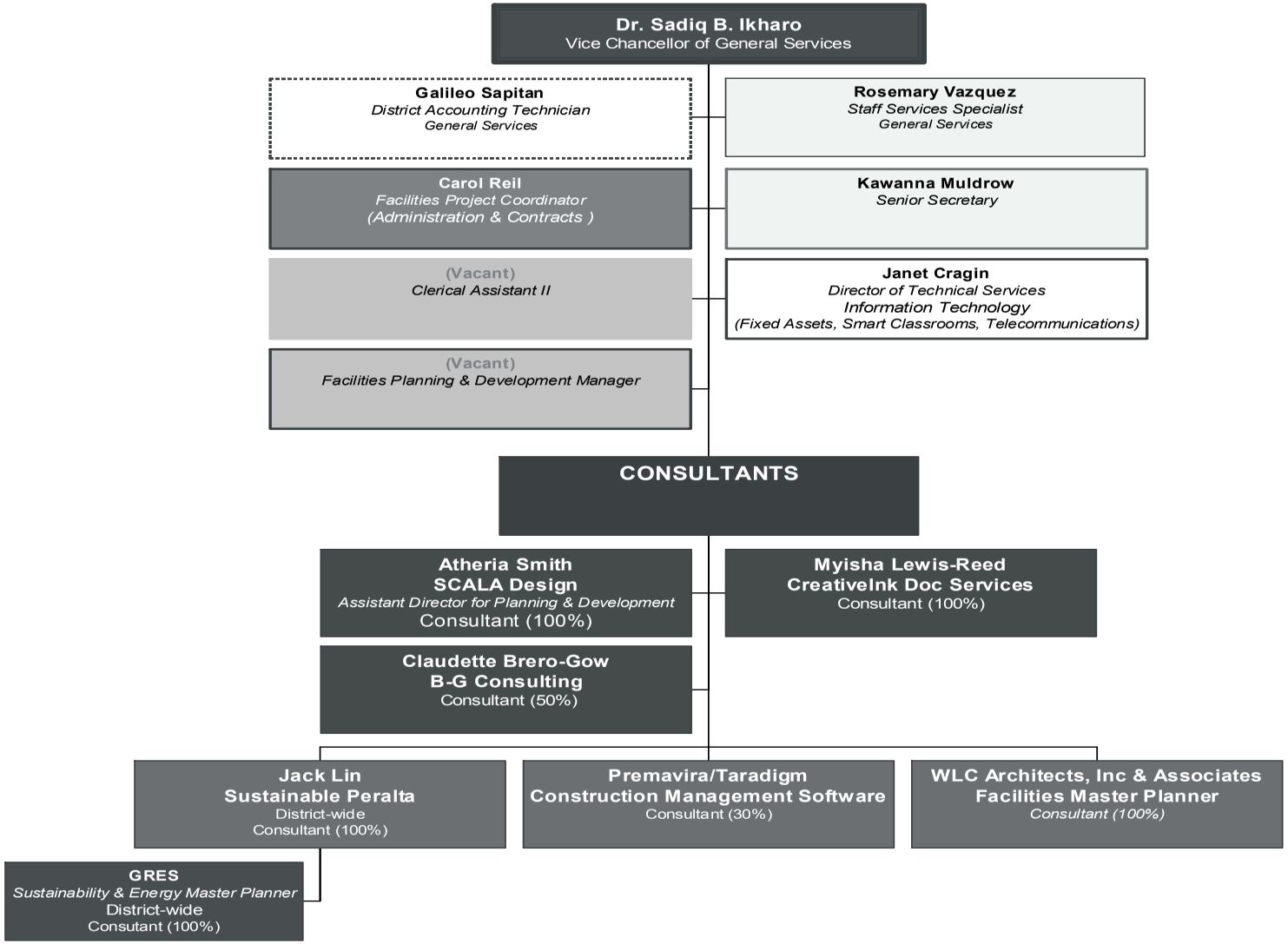


Department of General Services Organizational Chart



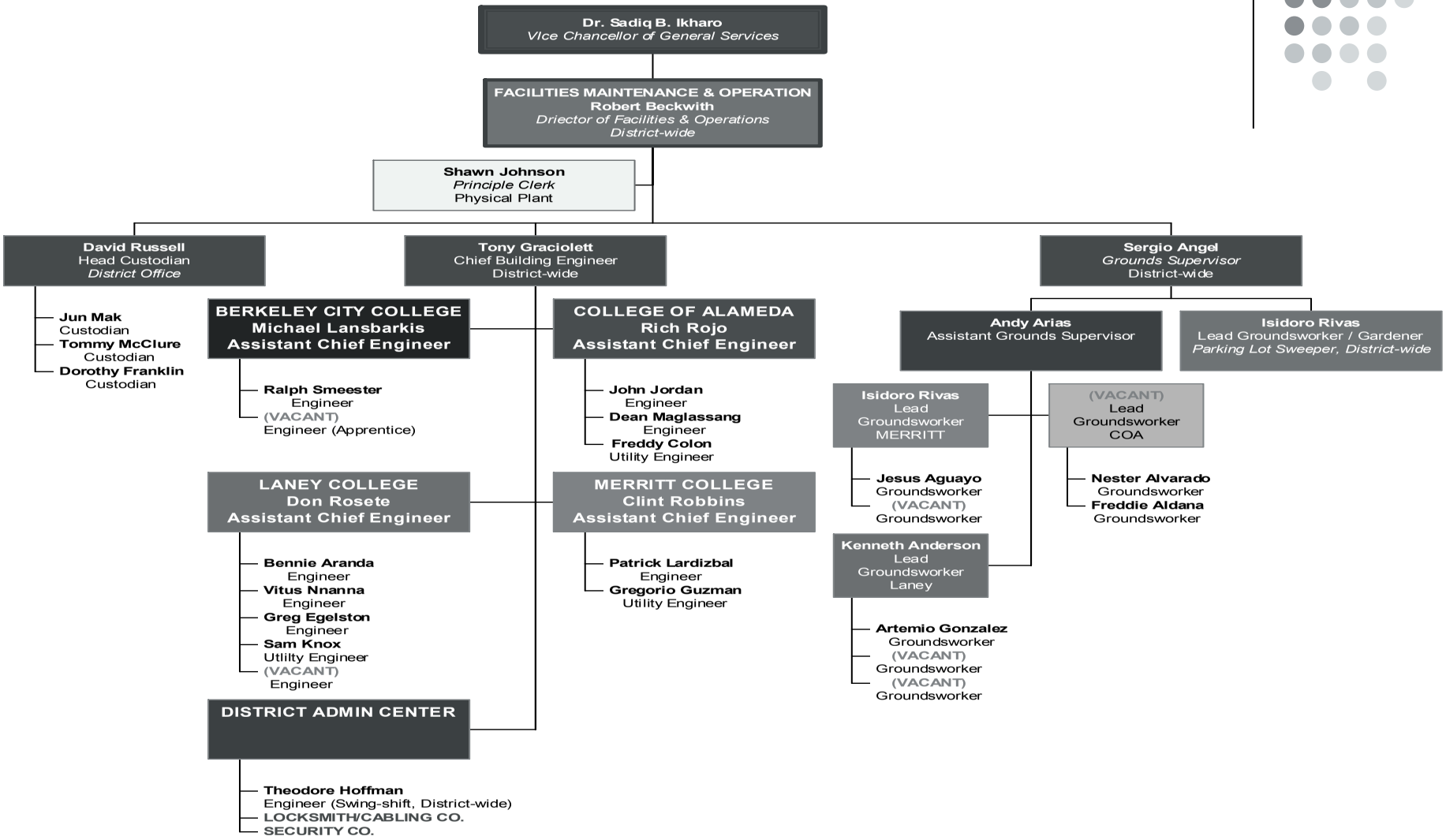
Organizational Chart - Department of General Services
Revised – 11/20/08

Department of General Services



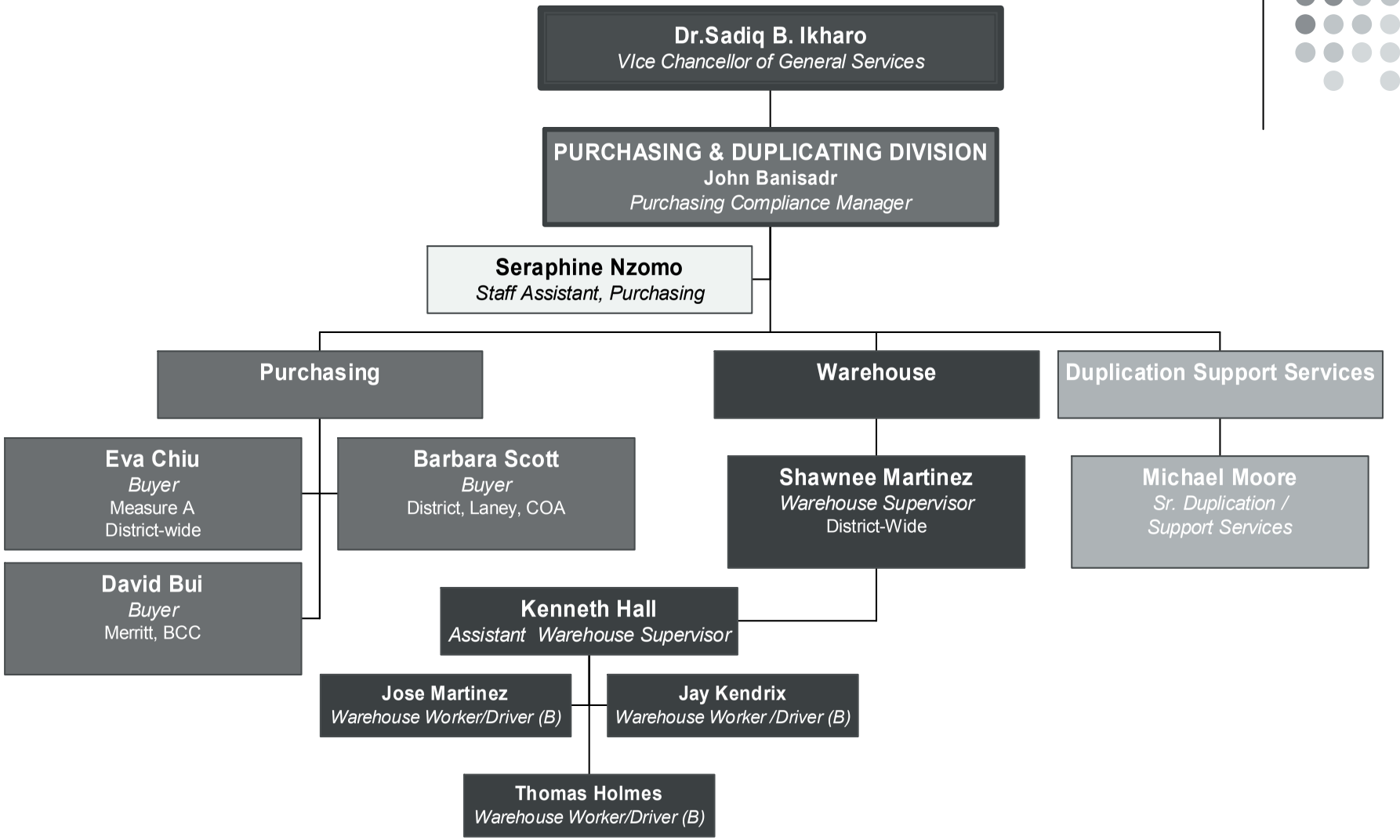
Organizational Chart - Department of General Services
Revised – 11/20/08

DGS Facilities Maintenance & Operations Division



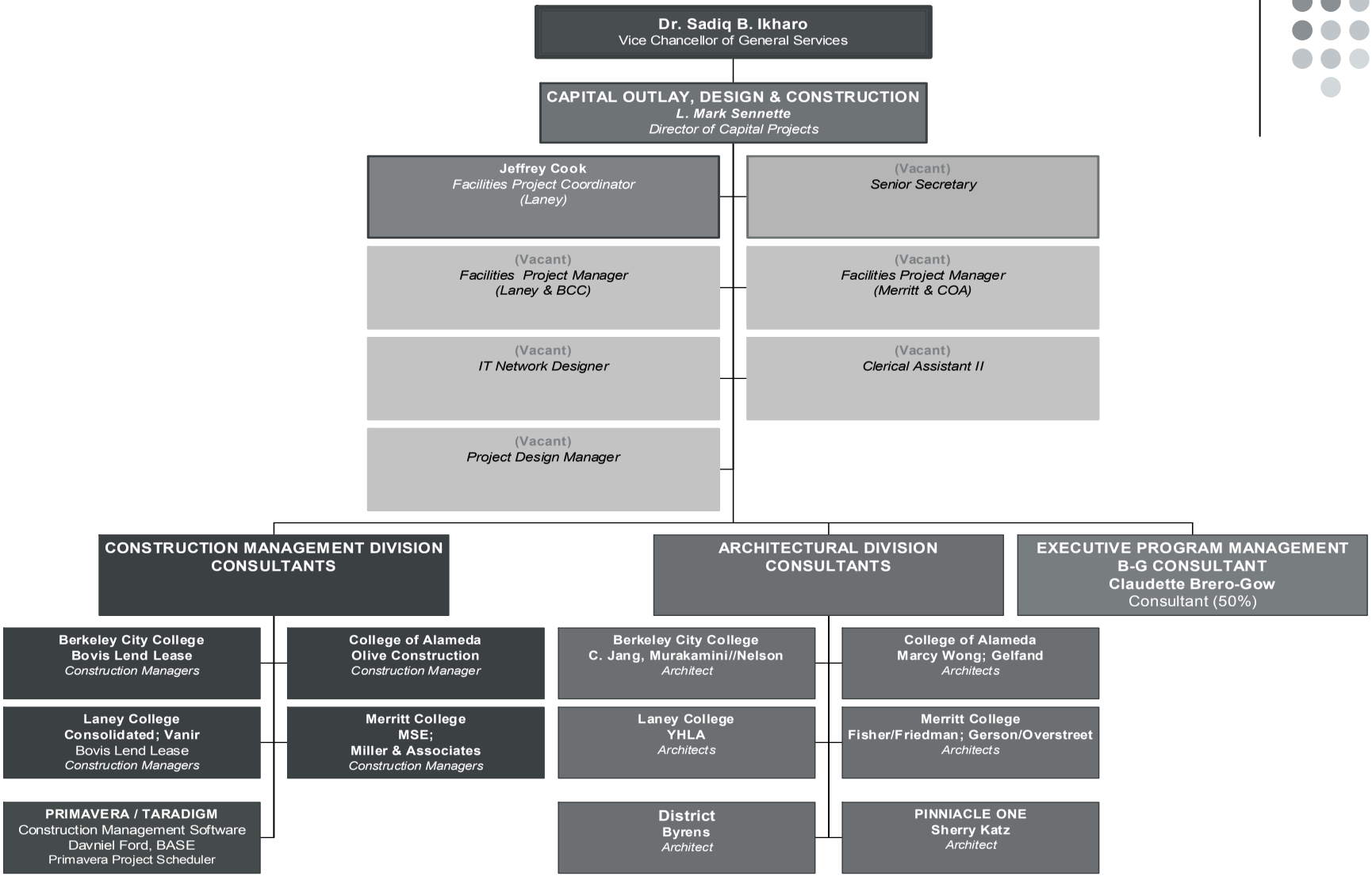
Organizational Chart - Department of General Services
Revised – 11/20/08

DGS Purchasing & Duplicating Division



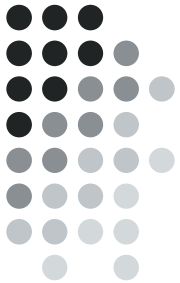
Organizational Chart - Department of General Services
Revised – 11/20/08

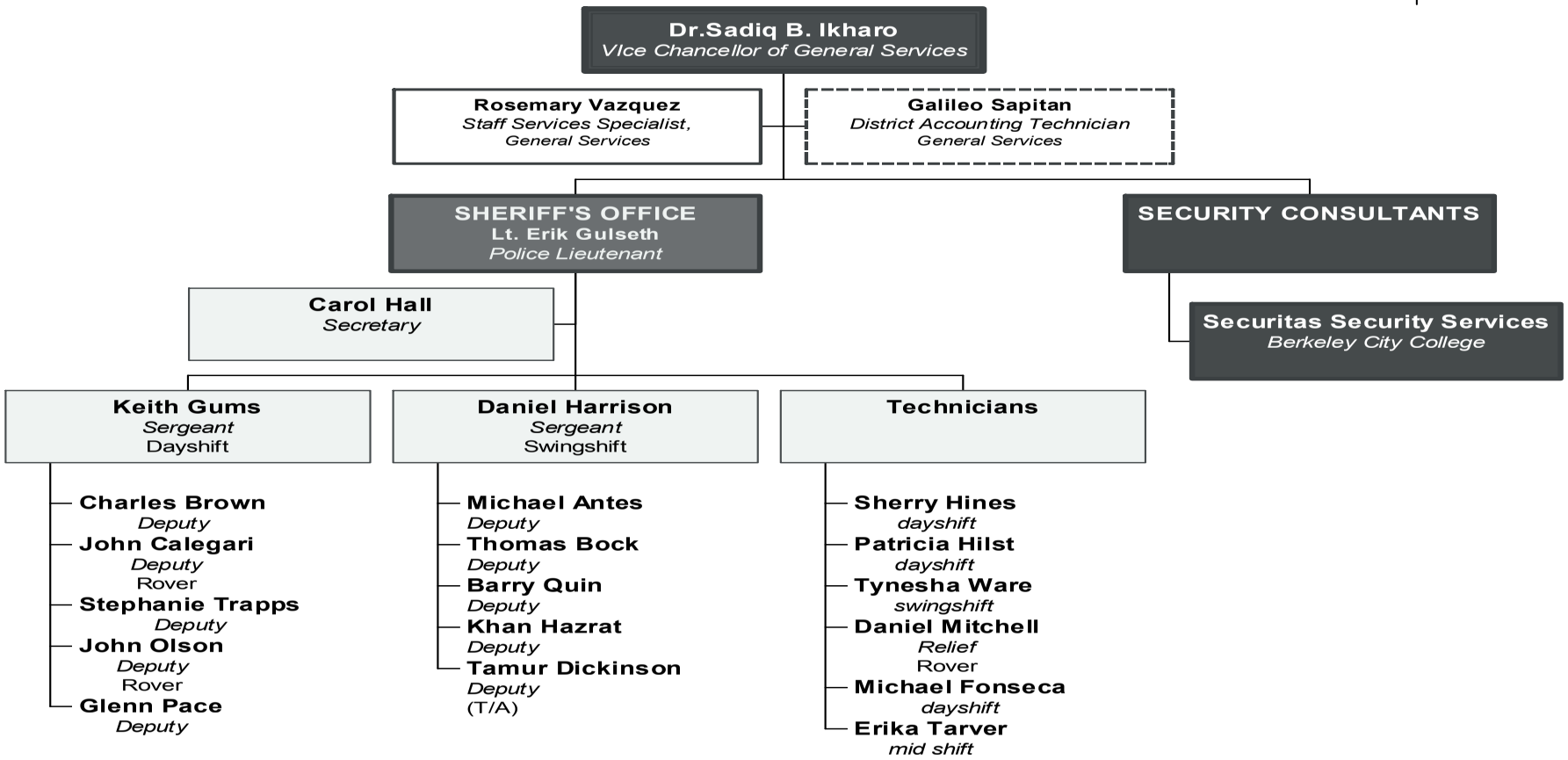
DGS Capital Outlay, Design & Construction Division



Organizational Chart - Department of General Services
Revised – 11/20/08

DGS Sheriff's Department
(Peralta Police Service)





Organizational Chart - Department of General Services
Revised – 11/20/08