ACCREDITATION INTERIM REPORT

LANEY COLLEGE
900 FALLON STREET
OAKLAND, CA 94607

SUBMITTED TO
ACCREDITING COMMISSION FOR
COMMUNITY AND JUNIOR COLLEGES

OCTOBER 1, 1998

CERTIFICATION OF THE
INTERIM REPORT

October 1, 1998

TO: ACCREDITING COMMISSION FOR COMMUNITY AND JUNIOR
        COLLEGES, WESTERN ASSOCIATION OF SCHOOLS AND
        COLLEGES

FROM: LANEY COLLEGE
        900 Fallon Street
        Oakland, CA 94607

This Interim Report is submitted as required under the Accrediting
Commission's Policy.

We certify that there was broad participation by the campus community,
and we believe the Interim Report accurately reflects the nature and
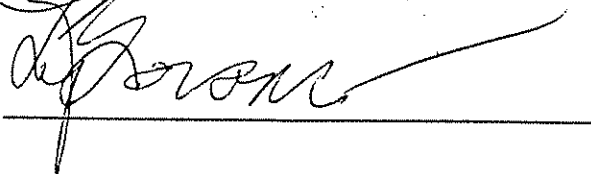substance of the institution.

Signed:

_____ A.J. Harrison, II
                                  Chancellor, Peralta Community
                                  College District

_____ Earnest Crutchfield
                                  President, Laney College

_____ Lynn Baranco
                                  President, Board of Trustees

_____ Stan Peters
                                  President, Faculty Senate

ACCREDITATION INTERIM REPORT PARTICIPANT LIST

DON ARNOLD, ASSIST. DEAN OF STUDENTS

SHIRLEY COASTON, LIBRARIAN

HECTOR CORDOVA, DEAN OF INSTRUCTION

EARNEST CRUTCHFIELD, PRESIDENT

CLEOPHAS GRIFFIN, JOB PLACEMENT COORDINATOR

YVONNE LEWIS, ADMIN. ASSIST. TO THE PRESIDENT

DUANE LOWE, BUSINESS MANAGER

HOWARD PERDUE, DISTRICT DEAN OF ADMISSIONS

BRENDA PIZZAGONI, PROGRAM SPEC., STUDENT SERVICES

MARILYN ROWE, ARTICULATION OFFICER

MILT SHIMABUKURO, DEAN OF STUDENTS

KATRIN SPINETTA, DIR. OF INSTITUTIONAL RESEARCH

LANEY COLLEGE
RESPONSES TO RECOMMENDATIONS
OF THE 1996 ACCREDITATION TEAM

RECOMMENDATION

1.   The college and district should review communication structures and modify them as needed to provide for the appropriate exchange of information among college constituencies. (Standards 8B.1, 8B.2, 8D.2).

Standard 8B.1   The chief executive fosters appropriate communication among the governing board, staff and students.

RESPONSE

The Chancellor serves as the administrative liaison to the board of trustees.   The Chancellor interacts with the board in executive and open sessions, board workshops and various board committees.   Information is submitted to the board representing the on-going state of the district (programs, services, personnel, facilities and finance).   The collective bargaining organizations and employee senates also regularly communicate with the board.   Communication between the board, faculty, staff, students and the community is facilitated via reports, memoranda, minutes, flyers, newsletters, student newspapers, internal and external electronic mail, telephone, fax, meetings and word of mouth.   Specifically, information is shared in several district and college shared governance committees which in turn disseminated to appropriate constituencies (i.e., Chancellor's Executive Council, Budget Advisory Committee, President's Council, President's Advisory Committee, Student Services Council, Instructional Council, District Academic Senate, Laney Faculty Senate, Associated Students of Laney College). The college library houses a repository of college documents that are available for review and research.   The district offices of Institutional Research and Data Processing collect and maintain a diverse and extensive array of district, college and community characteristics, demographics and other related materials.

Sound communication including the effective dissemination and exchange of information are not only desirable but also essential for the enhancement of programs and services. Top level leadership at the board, district and college levels are committed to this end and will continue to explore alternative methods of facilitation.

Standard 8B.2 The chief executive has ensured that college policies and procedures are clearly defined, known to the campus community and equitably administered.

RESPONSE

The President delineates district and college policies and procedures by disseminating appropriate information via multiple channels of communication. The President's administrative staff and campus leaders (Faculty and Classified Senates, Unions, and Associated Students) share responsibility for assuring that all constituent groups are well informed. All policies and procedures are documented through various publications such as the Education Code, Board Policy Manual, faculty and classified union contracts, handbooks and manuals. The President's Council is comprised of all college constituencies and serves as the primary vehicle for information exchange, update and discussion. The Council meets every two weeks. Additionally, the President also meets weekly with the Faculty Senate President, the Union Representative, the Dean of Student Services, the Dean of Instruction and the Business Officer.

8D.2 The role and responsibility of the faculty, through its academic senate or faculty organization, is clearly defined in written policy.

RESPONSE

The faculty's right to representation and participation is fully outlined and protected as per Board Policy (2.20) and complies with Title 5 of the California Administrative Code. Laney's faculty serve in the college senate as well as the district academic senate and may voice concerns locally as well as to the district administration and board of trustees. There exists a respectful and effective shared governance relationship between the senates and administration.

RECOMMENDATION

2. The college should evaluate the current planning/program review model, modifying the process as appropriate to improve coordination, integrate fragmented elements of the process, clarify operational and policy-making functions, delineate college-district responsibilities and function, and provide feedback to interested and affected parties. (Standards 1C.1-4, 1D.1, 2B2-3)

Standard 1C.1 An established planning process involves all segments of the campus community and the governing board.

RESPONSE

A program review manual has been developed and disseminated which outlines the tasks required to facilitate a successful program assessment. The process was adopted by the Board of Trustees for college implementation. The process outlined requires participation by all affected parties. The college is working closely with the Office of Institutional Research to address the specific needs of the college. Additionally, efforts are underway to improve past and current perceptions that the process is either unsound or undesirable. The Office of Institutional Research, to clarify the process of program review and encourage participation, will conduct workshops for the college administration and faculty.

Standard 1C.2 The planning process uses the results of institutional research on subjects such as institutional effectiveness, student outcomes, and demographics.

RESPONSE

Reports generated by the Office of Institutional Research are utilized in planning instructional as well as support services to students. Institutional research is integral to the annual review and planning process of all college units. In addition to work generated by the OIR, college units may request the office to conduct specific studies which may lend support to the planning process.

Standard 1C.3 The planning process assists in identifying institutional priorities.

RESPONSE

The gathering, dissemination and examination of data enables the college to design appropriate programs and service responses for student and institutional needs. Through collaboration the college constituencies identify college priorities in number and scope. These priorities are documented in the Institutional Report, Accreditation Self-Study, Program Review, student climate surveys and various other college or departmental reports.

Standard 1C.4   The planning process identifies the need for human, financial, and physical resources of the institution. Planning influences the acquisition and allocation of resources.

RESPONSE

Limited budgetary parameters influence much of how priorities are established and how resources are allocated.   As priorities are set, identification of needed resources are developed and allocated.   New monies such as the voter enacted Measure B bond and Partnership for Excellence will significantly enhance the college's ability to adequately match resources with priorities.   The College has joined the District in embarking on establishing a College/District Master Educational and Facilities Plan.   This plan will be completed by July 1, 1999 and will serve as a guide in the acquisition and allocation of resources.

Standard 1D.1   Institutional research and program review are conducted as essential elements in planning and evaluating institutional effectiveness.

- Research assesses such elements as instructional programs, student services, and the social/intellectual environment of the campus.
- Program reviews are systematically conducted for educational and student service programs and other institutional activities to assess their effectiveness.

RESPONSE

Institutional effectiveness is assessed statistically through the District Management Information System (MIS) and qualitatively through program reviews (see 1C.1).

Standard 2B.2   The institution engages in periodic review of program and departmental quality and effectiveness under clearly specified and demonstrably implemented procedures.   The process is based on current qualitative and quantitative data, which are used to assess strengths and weaknesses in achieving program   purposes and projected outcomes.

RESPONSE

A systematic approach to program review has been developed and employed to assess program and service effectiveness.   The intent is to amass and analyze data, which will be used to improve existing course offerings and support services.   Input is solicited from faculty, staff, administration and students via reports, surveys, meetings etc.   Results are used to formulate and implement plans of action and requests for resources.   Completed reviews are submitted to the Office of Institutional Research for assessment, endorsement and action.   Criticism of the process has led to on-going discussions regarding revision of the process to assure greater participation.

Standard 2B.3 Policies and procedures for additions and deletions of program courses are carefully developed and administered, are based on curriculum planning, and are consistent with the resources of the institution, the capabilities of faculty, and the needs of community served by the institution.

RESPONSE

Proposals for course and program additions and deletions may be initiated externally by community representatives, industry and concerned community members. Internally, students, individual faculty, departments or administrators may initiate proposals. All proposed courses must be reviewed within the appropriate department prior to submittal for adoption. Procedures are clearly delineated in the Program and Course Approval Manual. Once approved by the department, courses or programs are forwarded to the College Curriculum Committee for review and signed off on by the Dean of Instruction and President. Following college approval the proposed offerings are sent to the District Council on Instruction, Planning and Development for review and final action by the Board of Trustees. At each level the course or program proposal is reviewed to assure that it adheres to or enhances the college's overall instructional plan, addresses the needs of students and can be adequately supported with needed resources. Courses recommended for deletion are closely scrutinized for relevancy, need and viability.

RECOMMENDATION

3. The college should implement an institutional resource allocation process, which will enable and encourage development of new programs and courses (Standard 2A.7).

Standard 2A.7 The institution has an administrative structure responsible for the overall coordination and administration of instruction.

RESPONSE

The administrative team responsible for the overall coordination of the instructional program consists of a Dean of Instruction and five Assistant Deans supported by a departmental chair structure. Instructional program decisions are made through the shared governance process in compliance with the state mandated functions of the community college system. Administrative vacancies are in the process of being filled and an administrative structure review is being conducted to determine effectiveness and efficiency.

Current budgetary limitations do not allow for additional funding for new program offerings. New and innovative ideas are encouraged and welcome. Students, faculty, staff, administration or community/business members may initiate proposals. Reports are either directed to the curriculum development process or may be submitted to various administrators for review and action. Depending on the resources available, administrators may approve and allocate funds or forward the request to the Deans and President for consideration. The President's Council and President's Budget Advisory Committee also may be involved in the review process, depending on the nature of the proposal. As new funding becomes available to achieve specific outcomes, respective administrators actively solicit input from their faculty, staff and students, as well as statistical data from the Office of Institutional Research.

Recently, through the CalWorks Program, short term-open entry courses and programs have been developed. Additionally, the Partnership For Excellence Program will allow the college to develop new programs and activities to improve our efforts in helping students succeed.

RECOMMENDATION

4.   The college should establish an integrated, data-based student services planning process which is linked to student services program review and assessment of staffing levels (Standards 3A.1, 3A.2, 3A.7, 3D.1).

Standard 3A.1 The institution systematically studies the characteristics and identifies the learning and counseling needs of the student population.

RESPONSE

Student characteristics and needs are recorded via the district wide admission application. Additionally, matriculating students complete the Computer Assessment Placement Program form and students requesting special support services such Disabled Students Program and Services, Extended Opportunity Programs and Services, Financial Aid, and Child Care complete various intake forms which provide additional data on student needs. The Office of Institutional Research also conducts numerous studies including student climate surveys, which are used to develop and/or enhance programs and services.

Program Review has been introduced to Student Services but has not been fully implemented. The process itself is under review and will be modified to meet the departmental and students' needs.

Standard 3A.2 The institution has an organized system for admission, assessment, orientation, counseling and advisement, and student follow up.

RESPONSE

The matriculation process at Laney has been expanded to reach a growing number of students over the past several years and continues to explore alternative means of program and service delivery. Adequate resources including space and equipment have been allocated to the various matriculation components. In addition to English, services are offered in Spanish and Cantonese. Within the next 1-1 ½ years the college will implement a new electronic assessment service. Student follow up data is used to evaluate current offerings and to improve the college's effort.

Standard 3A.7 Counseling and other appropriate academic support services are offered to day and evening students on and off campus.

RESPONSE

A full array of support services are offered to day and evening students, on campus only. In addition to state mandated programs and services Laney has established a PUENTE program and a Mathematics, Engineering, Science Achievement Program to support the needs of it's transfer population. During peak registration and enrollment periods selected services' (admissions, cashier, financial aid, counseling and assessment) operating hours are extended throughout the week and on Saturdays.

Standard 3D.1 The institution provides an organized and functioning counseling program which includes, but is not limited to academic counseling, career counseling, identification of potential barriers to progress and strategies to overcome them, counseling of students on probation, referral to appropriate support services and agencies and counseling of student populations with special needs.

RESPONSE

The college offers counseling services which attempt to serve the whole student. Academic, career and crisis counseling is available to all students. Identification of educational barriers are ascertained by the collection of intake data, personal interviews and student performance records. Students develop Student Education Plans with counselors, which address personal and career goals. When appropriate students are referred to additional support services on the campus or in the community. Students with special needs may be referred to programs such as Disabled Students Programs and Services, Extended Opportunity Programs and Services, Mathematics, Engineering, Science Achievement and PUENTE, all of which are staffed with specialized counselors. Although international students are now admitted through the district office, the college assigns a general counselor to serve this population. Counselors also conduct college orientation sessions and teach several courses designed to maximize college success.

RECOMMENDATON

5. The Board of Trustees should clearly delineate the roles and responsibilities assigned to district administration and those assigned to college administration (Standard 8A.9).

Standard 8A.9 In multi-campus systems, division of responsibility and authority between the system office and the institution is clear; system policies and procedures are clearly defined and equitably administered.

RESPONSE

Through a combination of organizational structure, Board policies and administrative job descriptions, the Board of Trustees has delineated the roles and responsibilities of the district and college administration.

Board Policy 2.01 defines the management organizational structure, including the college administration. Board policy 2.05 defines the role, duties and responsibilities of the Chancellor/Superintendent. Policy 2.10 defines the role, duties and responsibilities of the College President. The roles and responsibilities of the district and the college administration are clearly delineated.