

LANEY COLLEGE
Oakland, California

**A Midterm Report Prepared for
The Accrediting Commission for Community and Junior Colleges
Western Association of Schools and Colleges**

November 1, 1999

LANEY COLLEGE
Midterm Accreditation Report

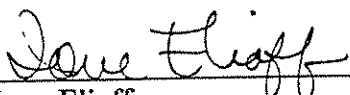
November 1, 1999

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

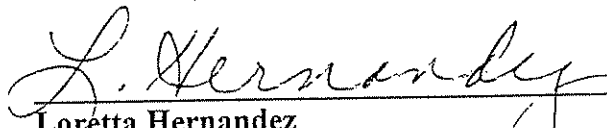
FROM: Laney College
900 Fallon Street
Oakland, Ca 94607

This Midterm Accreditation Report is submitted in fulfillment of the accreditation guideline requiring responses to the recommendations made by the visiting team in November, 1996.

We believe that this report reflects the current status of Laney College with respect to the accreditation team recommendations.

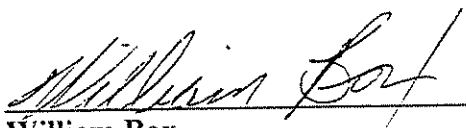


Dr. Ione Elioff
President

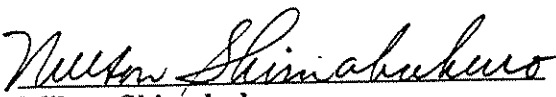


Loretta Hernandez
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Table of Contents

	Page
I. Statement of Report Preparation.....	1
II. Responses to the Core Recommendations of the Evaluation Team.....	2
III. Responses to the Remaining Recommendations of the Evaluation Team.....	6
IV. Summary of Self-Identified Issues.....	13

LANEY COLLEGE

STATEMENT OF REPORT PREPARATION

The following were involved in the preparation, review, and approval of the Midterm Report:

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**RESPONSES TO THE
CORE RECOMMENDATIONS OF THE EVALUATION TEAM**

**STANDARD ONE: INSTITUTIONAL INTEGRITY, PURPOSES,
PLANNING, AND EFFECTIVENESS**

RECOMMENDATION 1

The college should evaluate the current planning/program review model with respect to modifications of the process which will improve coordination, integrate now fragmented elements of the process, clarify operational and policy-making functions, delineate college-district responsibilities and functions, and provide feedback to interested and affected campus constituent groups.

COLLEGE RESPONSE

Within the past three months there have been several personnel changes in the administration of the college. The following positions have been filled with new personnel: President, Dean of Instruction, Business Manager and one Assistant Dean of Instruction.

The new college president has established a campus wide advisory council (The Laney College Council) composed of administrators, faculty, classified staff and students. The purpose of the council is to consult on the overall direction of the College within the goals of the District. The Council participates in strategic planning to set priorities for program improvement and resource allocations, disseminates information to keep campus constituencies informed of major plans and activities, and serves as a link to the District's plans and activities.

In the Spring of 1998 the Peralta District began a district-wide strategic planning process. A consulting firm conducted an environmental scan, "Perspectives, Understanding the Changes Affecting the Peralta Colleges," which became the basis for strategic planning for all colleges within the district. Using that data as well as internal data such as student success measures and student satisfaction surveys, the Laney College Educational and Resource Plan (1999-2015) was developed. Plans from each Peralta College were approved at the July 13, 1999 meeting of the Peralta Board of Trustees and have been submitted to the state as part of the district planning process. The educational and resource plans will serve as a foundation for future upgrading, expansion, replacement and creation of programs and services. The plans will be reviewed and modified annually. Resource allocation will be linked to the articulated plans.

On July 27, 1999 the Peralta Board of Trustees approved a proposal by the newly appointed Chancellor to conduct a comprehensive study and review of all district programs and services. This action will provide the impetus for renewed interest in program review. The current process will be reviewed by college and district personnel, and modified as appropriate to address its usefulness as an effective evaluation tool. Faculty will be invited to play a significant role in the development of the model. Authority, responsibility, resource allocation, timelines and tasks

will be clearly delineated to all participants. Critical to the effort will be the articulation of the primary objectives as well as commitment by all affected parties. Criteria such as program need/growth, employment opportunity and budget availability will drive the process in which the college prioritizes its goals and objectives. Program reviews and planning will be grounded in sound institutional research. Data will be developed and interpreted by district and college personnel and disseminated widely. A data repository will be developed in the college's newly created Office of Research and Planning. All program review and planning efforts will be well publicized and inclusive. The new program review model will be introduced for Spring term 2000 and should be well established by the next accreditation visitation. These processes will enable the college to be more data driven in its decision-making and planning efforts and more student outcome oriented.

STANDARD TWO: EDUCATIONAL PROGRAMS

RECOMMENDATION 4

The college should establish and implement an instructional resource allocation process which will enable and encourage the development of new programs and courses. New development helps assure the vitality of the curriculum. The college, particularly in the vocational areas, must be able to respond rapidly in order to address the ever-changing needs of the community and society.

COLLEGE RESPONSE

Program Review is a major priority for the Laney College President and PCCD Chancellor, and was identified as the highest goal of the Peralta Board of Trustees this past Spring. The recently hired Vice Chancellor for Educational Services has committed to implementing a new Program Review process by Spring of 2000. Once implemented, this new process will serve as the framework for future resource allocation decisions.

Laney College and the district are committed to responding rapidly to the ever-changing needs of the community and society, particularly in the vocational areas. Laney is a participant in East Bay WORKS, which is a regional workforce/economic development collaboration, and the Alameda County Economic Development Advisory Board. The District serves on the boards of the Oakland Private Industry Council and the Alameda County Private Industry Council. Each of our vocational programs is supported by an Advisory Committee of employers in that field. These combined efforts enable us to become more aware of new community needs. Currently, Laney is working with the district and representatives from AT&T/TCI to create a new telecommunications program in response to new employment opportunities in that field.

Laney College is currently completing its first instructional resource allocation process under the leadership of the new Chancellor and President. During the month of September Laney engaged in a shared governance process, in keeping with SB1725, which featured extensive faculty involvement. During the first week, each faculty member was asked to present equipment requests to their department chairs. Many of these requests were to upgrade resources to meet

current and projected industry requirements. Department requests were compiled by department chairs in a prioritized order. Next, faculty and department chairs met in six clusters, arranged by disciplines, to present their requests and to reach consensus on cluster needs. The "cluster lists" were then prioritized and presented to the Laney College Council (LCC) for final consideration before forwarding requests to the PCCD Chancellor.

Prior to the creation of this instructional resource allocation process, equipment funds were allocated based solely on FTES. Using this formula, Laney would have received \$751,280 this year. Our requests to the Chancellor was for \$780,227. Our allocation will be \$794,340. The process will be evaluated once this cycle is completed, and will be refined and improved over the coming year.

Laney College is now engaged in a new hiring process to identify new full-time faculty hires in relation to program needs. Criteria identified by the district include new faculty to enhance programs or launch new, promising programs.

STANDARD THREE: STUDENT SERVICES AND THE CO-CURRICULUM LEARNING ENVIRONMENT

RECOMMENDATION 5

The college should establish an integrated, data-based planning process within student services which examines student characteristics, outcome measures, facility needs, hours of operation, staffing and financial resources within the context of program review and assess staffing levels within student services. High priority should be given to staffing permanent positions, especially in counseling and student activities.

COLLEGE RESPONSE

Student characteristics and needs are recorded from the district-wide application form. Additionally, matriculating students complete the Computer Assessment Placement Program form, which indicates additional educational needs of students. Students requesting special support services such as Disabled Students Program and Services, Extended Opportunity Programs and Services, Financial Aid and Child Care complete various intake forms which provide more in depth data on student needs. The district's Office of Institutional Research conducts numerous studies, such as student satisfaction, and campus climate surveys, which are used to develop and/or enhance programs and services. The newly established Laney College Office of Research and Planning will establish a complementary relationship with the district office to provide college staff with relevant data that will be used in student services evaluation and planning of programs/services, staffing, facilities/equipment and budget allocation.

Each department in Student Services records student contact data as well as program activities data which are used to evaluate and plan staffing needs for each semester. For example, the Counseling department records all drop-in contacts as well as appointments made and kept with

counselors for each day of the week. This data is used to determine the number of additional adjunct counselors needed at any given day of each semester.

The hours of several Student Services departments (Admissions and Records, Counseling, Assessment, Financial Aid, Bookstore and Cashier) have been extended to include evenings and Saturdays to address the needs of students enrolled on weekends.

Currently the following positions in Student Services are being advertized and will be filled by the end of Fall of 1999: a bi-lingual counselor, a Program Specialist in the Financial Aid Office and a Program Specialist in the Student Activities Office.

A need still exists for a centralized "one-stop" Student Services complex. A meeting with the college administration and the district administration staff, architect, and facilities director was held in the early Spring of 1999 to discuss this issue. A preliminary architectural sketch was submitted for renovation of Building "A." The Student Services "one-stop" project has been placed as top priority for facilities renovation at Laney College. Further refinement of the plan will be completed during Spring of 2000 with an anticipation of completing the first stage of the renovation during the Summer of 2000.

Student Services staff will be active participants in the revision of the program review model as well as its implementation. Program reviews coupled with the collection and interpretation of data will become the driving forces in the budget allocation of Student Services financial resources. The decision-making process will also include the Student Services Council, and the Student Services Administration.

RESPONSES TO THE REMAINING RECOMMENDATIONS OF THE EVALUATION TEAM

RECOMMENDATION 2

The college, in conjunction with other colleges in the district, should develop a process, consistent with Board-adopted policy, which will be capable of responding to and adjudication of issues related to academic freedom and academic integrity.

COLLEGE RESPONSE

One of the primary roles of both the Peralta Federation of Teachers (PFT) and the Faculty Senates at Laney College and the other three colleges in the district is to work in conjunction with district and college administration to adjudicate issues related to academic freedom, integrity, and other professional matters.

A process for the adjudication of issues related to academic freedom and academic integrity was adopted in the July 1, 1997 – June 30, 2000 Agreement Between Peralta Federation of Teachers and Peralta Community College District (Article 4-1). This process is consistent with the Board Policy on Intellectual Freedom.

A Faculty Senate represents each college in the district, holding regular meetings and electing officers who represent the faculty as appropriate. Each Faculty Senate links to the district through the District Academic Senate, which consists of three representatives from each of the four Faculty Senates.

RECOMMENDATION 3

Although the college has adopted a shared governance policy, the procedures regarding processing of shared governance issues need to be more fully developed and identified either through established practice or formal written procedure. Educational programs should be evaluated by an effective, meaningful, and integrated program review process that is established and communicated to all. Although a program review process is in place, the college must work in concert with the district to demonstrate to faculty that there is value in completing program review, and, where appropriate, reasonable resources should be allocated to create needed change.

COLLEGE RESPONSE

Program review is a major focus and priority of the current district and campus leadership team. The number one goal adopted by the Peralta Board of Trustees, district administration, and

faculty is to formalize the processes, procedures and policies for assessing the quality of existing instructional programs.

Once new program review and assessment processes are fully implemented throughout the district, programs will be recommended for continuation, improvement and enhancement, or phasing out for lack of viability. A shared governance process is being used this Fall to develop and implement standardized criteria for identifying new faculty hires in relation to program needs. A college-wide planning process was also used this Fall to determine funding allocations for instructional equipment.

RECOMMENDATION 6

The college should revisit their plan to relocate Student Services Programs currently housed in the Administration Building in an effort to provide services that are more open, visible, and accessible to students.

COLLEGE RESPONSE

The Administration Building currently houses the following Student Services Programs- Financial Aid, Veterans Affairs, Counseling, Transfer Center and Gender Equity. Programs and services are not easily accessible or visible to the student population. Moving Student Services departments out of the Administration Building cannot be done without reducing or eliminating currently used space. This becomes more difficult when the space considered is currently occupied by an instructional program. A space use analysis is being conducted to determine the feasibility of relocating a number of programs to the lower "A" building complex. (See response to Recommendation 5). Nearly two million dollars (Measure B, facilities bond) has been set aside for renovation.

RECOMMENDATION 7

Recognizing the diversity of the students and community, the college should continue efforts to hire qualified individuals who reflect the diversity of the community and stabilize the college staff by filling interim and temporary positions with permanent assignments.

COLLEGE RESPONSE

In the 1998-99 academic year, a total of 27 positions were filled with permanent assignments. There were 15 classified positions, 10 faculty positions, and two management positions. Sixty-three percent (63%) were females and thirty-seven percent (37%) were males. There were a total of two Asians, 13 Afro-Americans, four Latinos and eight Caucasians.

The College and the District are committed to achieving a diverse work force that includes men, women, persons with disabilities, veterans, and all ethnic groups. The District Office of Affirmative Action is continually expanding their outreach sources that can be used to achieve

our Affirmative Action goals. In the hiring process, when there is not an appropriate representation of diversity in the applicant pool, the Affirmative Action Office engages in additional recruitment based on the lack of diversity in the applicant pool. The Board of Trustees has an active Affirmative Action committee which analyzes hiring and diversity matters and prepares required state reports.

RECOMMENDATION 8

The position allocation and faculty hiring processes should be clearly identified and hiring criteria should be established and widely distributed. In addition, hiring decisions should be tied to planning, which will allow growth in areas of anticipated high demand. The identification of growth areas should be incorporated in the procedure planning process. The hiring procedures for hourly and part-time employees need to be clarified and communicated to all employees.

COLLEGE RESPONSE

The faculty hiring process is delineated in the Board Policy 3.26 "Tenure Track Faculty Hiring Policies and Procedures." The hiring procedures provide for a collegial hiring process wherein responsibility for selecting faculty from a pool of qualified applicants is shared cooperatively by faculty and administration. The members on the screening committees are given an internal document, "Your Role in the Hiring Process," which outlines the entire screening and interviewing process. Also, the certificated union contract delineates the hiring procedures for hourly and part-time employees.

The implementation of the Laney College Planning Council (LCC), which includes representatives from all constituent groups on campus, will increase the communication to faculty, staff and students. Additionally, the College Planning Council will make recommendations using district guidelines regarding hiring decisions based on reviews of departments and identification of areas of anticipated growth and student demand.

RECOMMENDATION 9

The process of library automation should be completed and it is important that sufficient computer technical support be available to support the new automated services. The library entrance and security gates should be brought into compliance for handicapped accessibility by installing handicapped accessible main entrance doors and a handicapped accessible security system.

COLLEGE RESPONSE

Eighty percent of the library automation project has been completed and it is anticipated that the remainder of the project will be completed by the end of the current fiscal year. A full-time technician was employed and assigned exclusively to the library to provide technical support.

The technician obtained employment elsewhere and the library is temporarily lacking in adequate technical support. Another campus employee has been loaned (part time) to the facility but cannot serve all of its needs. Laney College is currently evaluating its technical support throughout the college and will resolve this issue in the near future.

This past summer, the library's entrance and security gates were replaced in compliance with ADA standards insuring access to students with disabilities.

RECOMMENDATION 10

The college should develop and implement a strategy to increase college staff participation in and understanding of the college and district budget processes, and the college should expand the role of the Budget Advisory Committee to include comprehensive review and the development of recommendations regarding the total college budget.

COLLEGE RESPONSE

As a result of management staff turnover in the college Business Office, the Budget Advisory Committee has been inactive for several months. The newly appointed Business Services Manager has begun to recruit/invite potential committee members to serve on the restructured body. All shared governance constituencies will be represented on the new committee. The Budget Advisory Committee will assure that the college budget is developed collegially and adheres to the college's Educational and Resources Plans (1999-2015). All budgetary recommendations will be communicated to the college president for consideration. The committee is expected to be reactivated by November of this term.

The Business Services Manager and her staff will conduct open budget seminars when appropriate for staff and students to explain the development, implementation and management of the college budget. The district office is currently reorganizing how the district budget development process will be structured. The college process will be in concert with the district process.

RECOMMENDATION 11

The college and district should establish and communicate a clear delineation of responsibility between the college and the district for all categories of expenditures.

COLLEGE RESPONSE

Much progress has been made in the delineation of responsibilities between the college and the district since the last visit and recent accreditation interim report. Within the past six months the acting Chancellor has returned to the Vice Chancellor for Financial Services post, a new district Budget Director has been appointed and Laney College has hired a new Business Services Manager. The entire expenditure system is undergoing an exhaustive review with some changes

scheduled for immediate implementation while others will take time to develop. The completed model is expected to be fully implemented by the conclusion of fiscal year 1999-2000. College and district personnel are working closely to assure consensus and comprehension of all newly developed policies and procedures.

RECOMMENDATION 12

The college should implement judicious internal controls and apply appropriate staff oversight to the accounts under the jurisdiction of the ASLC.

COLLEGE RESPONSE

In the Fall term of 1997 the ASLC and college administration reached agreement on the establishment of internal controls to assure appropriate monitoring of all student accounts. Two permanent Business Office staff were contracted with the ASLC to perform accounting duties for approximately 10-12 hours per month. In addition to assisting with the initial development of the annual budget, staff are responsible for processing various sources of student income as well as the issuance of checks needed to conduct student business. Monthly status reports are generated and distributed to the ASLC President and Treasurer, the Student Activities Advisor and the Assistant Dean of Students. The ASLC accounts are audited annually by the internal district auditor. All expenditure requests must be approved by the ASLC President and Treasurer, the Advisor, Assistant Dean of Student Services and the Dean of Student Services.

RECOMMENDATION 13

The Board of Trustees should develop a self-evaluation instrument and process consistent with this standard.

COLLEGE RESPONSE

In 1993, the Board adopted a self-evaluation form whereby each member would assess their personal performance as well as the performance of the Board as a whole. Due to the changes in Board membership, the Board has not established a process for its own evaluation. The Board is aware of the need for such a process and the accrediting commission's concern in this area. The Board's intent is to conduct a yearly evaluation at its annual January Board Retreat.

RECOMMENDATION 14

The Board of Trustees must clearly identify and widely disseminate the roles and responsibilities assigned to district administration and those assigned to college administration so that the appropriate responsibility and authority are specified and related accountability standards are established.

COLLEGE RESPONSE

Board policies clearly delineate established and publicized organizational structure, administrative job descriptions and the roles and responsibilities of district and college administrations. Accountability standards have been established including annual performance evaluations of all administrative personnel.

Board Policy 2.01 defines the management organizational structure for the district and the college. Board Policy 2.05 defines the role, duties and responsibilities of the Chancellor/Superintendent. The Board recognizes college autonomy and strives to distinguish the balance between issues having district-wide implications and those requiring college self-governance.

All pertinent documents regarding Board Policy and structure are disseminated in hard copy and are available on the district and college Internet web sites.

With new top-level appointments at both Laney and the District, the existing structures and delineation of responsibilities will be reviewed. Any changes will be disseminated to all district and college constituencies.

RECOMMENDATION 15

The college and district should review its communication structure and modify it, as needed, to provide appropriate exchange of information with college constituencies and an appropriate balance of college representation at the district level governance meetings.

COLLEGE 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, facilities/equipment, personnel and budget). The collective bargaining organizations, employee senates, associated students and members of the public regularly communicate with the board. This communication takes many forms including reports, memoranda, minutes, flyers, newsletters, student newspapers, internal and external electronic mail, telephone, fax, meetings and word of mouth. Information is exchanged in several district and college shared governance committees. The Chancellors Policy Advisory Committee represents all college constituencies and serves as the major shared governance forum. In addition, there are other forums to provide communication such as the Budget Advisory Committee, President's Advisory Council and District Academic Senate. Committee members are expected to share pertinent information to their respective constituencies. The college library houses a repository of college documents that are available for review and research. The district Office of Instructional research and Data Processing and the college Office of Planning and Research collect and maintain a diverse and extensive array of community characteristics and demographics.

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

The college president delineates district and college policies and procedures by disseminating appropriate information via the aforementioned channels of communication. The College's administrative staff and recognized campus leaders 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 and handbooks. The Districts' Web Page has been expanded to include policies, employee contracts and other documents which enable improved internal communications. The President's Advisory Council is comprised of all college constituencies and serves as the primary vehicle for information exchange, update and discussion. The Council meets bi-weekly. Additionally, the President meets periodically with recognized key leadership personnel in and out of the administrative structure.

The faculty's right to representation and participation is fully outlined and protected as per Board Policy 2.20, which is in full compliance with Title 5 of the California Administrative Code. Laney's faculty serves in the college senate as well as the district academic senate. There exists a respectful and effective shared governance partnership between the senates and district and college administrations

SUMMARY OF SELF-IDENTIFIED ISSUES

There have been several significant administrative changes in the Laney College Executive staff since June of 1999. Resignations of the President, Dean of Instruction, an Assistant Dean of Instruction and the Business Services Manager created a high degree of uncertainty and instability. During the summer months of 1999, the positions of President and Dean were filled with one-year appointments. The Assistant Dean position was temporarily filled with a contract instructor on "other assigned time" while the position is being advertized. The Business Services Manager's post was permanently filled. Thus, a new administrative unit has been assembled and has begun the process of transition and team building, simultaneously attempting to address the pressing needs of the institution. The recently adopted district/college goals stress access, academic excellence and accountability, and Laney is steadfastly committed to accomplishing its mission.

There have been ten permanent faculty and several classified staff hired for the 1999-2000 academic year. The newly created Research and Planning Officer position was also filled. Other positions within the faculty and classified ranks will be filled during the next term. We anticipate that the cumulative affect of these hirings will be to restore stability to the personnel structure at Laney.

The President has expanded the President's Advisory Council to include representatives of all campus constituencies. The group meets bi-weekly and will serve as an advisory body to the President. Additionally, all college committees will be reviewed to assess their need and effectiveness. Some committees may be consolidated, others disbanded and others created to improve the college's ability to address campus issues.

The President and Business Service Manager have initiated stringent reviews of budgetary spending to assure adherence to this year's budgetary parameters. The college's Budget Advisory Committee is being reactivated to confer and recommend budgetary issues to the President and Business Services Manager.

A new instructional scheduling system has been instituted to provide students with more access and flexibility to enroll in classes they need to achieve their educational goals.

The college administration and faculty recently concluded an exhaustive process of identifying instructional equipment needs campus wide and have forwarded the college's proposal of \$780,227 to the district for review and acceptance.

Nearly all ADA mandated plant improvements have been made insuring compliance with state and federal laws. Major renovation projects are in the planning stage to improve the quality of the educational programs.