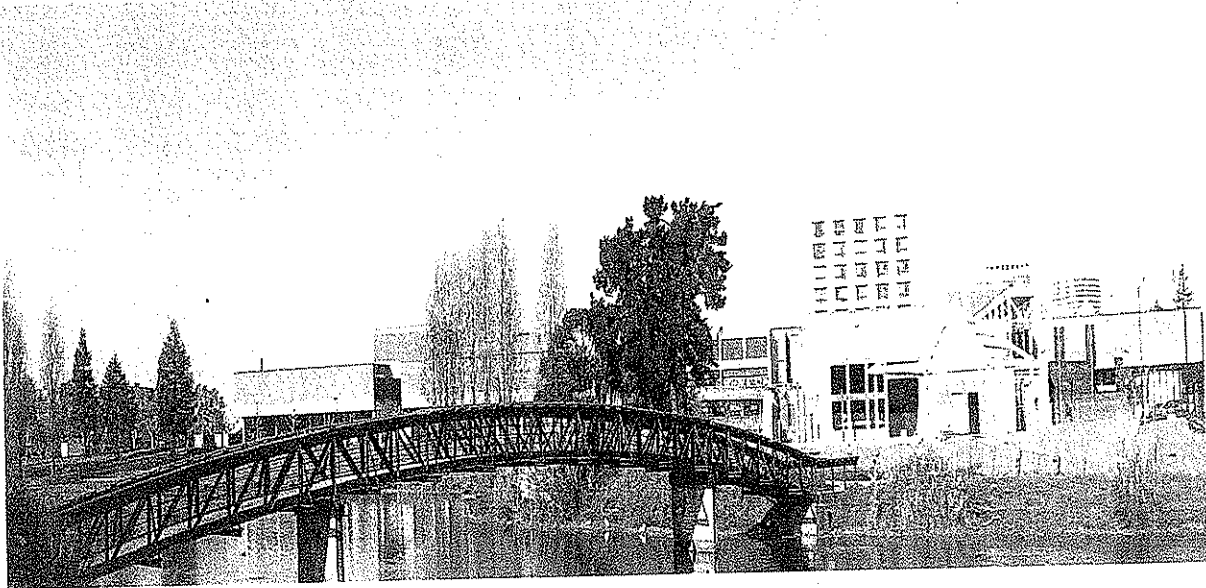


Laney College

Progress Report

March 15, 2007



Submitted by Laney College

900 Fallon Street, Oakland, CA 94607

to

Accrediting Commission for Community and Junior Colleges

Western Association of Schools and Colleges

SPRING 2007



BERKELEY CITY COLLEGE · COLLEGE OF ALAMEDA · LANEY COLLEGE · MERRITT COLLEGE

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Western Association of Schools and Colleges**

Spring 2007

Frank Chong, Ed.D., President
Elnora Webb, Ph.D., Vice President, Instruction
and Accreditation Liaison Officer

Peralta Community College District Board of Trustees
Edward "Bill" Withrow, President, Board of Trustees
Cyril Gulassa, Vice President, Board of Trustees
Abel Guillen, Trustee
Linda Handy, Trustee
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Dr. Nicky Gonzalez-Yuen, Trustee
Dr. William Riley, Trustee
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Peralta Community College District

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Dr. Nicky Gonzalez-Yuen, Trustee
Dr. William Riley, Trustee
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District Administration

Elihu Harris, J.D.	Chancellor
Dr. Margaret Haig	Vice Chancellor, Educational Services
Thomas Smith	Vice Chancellor, Finance and Administration
Dr. Sadiq Ikhara	Vice Chancellor, General Services

Laney College Administration

Dr. Frank Chong	President
James Kendrix	Administrative and Business Services Manager

Office of Instruction

Dr. Elnora Webb	Vice President
Dr. Philip Andreini	Dean, Fine and Applied Arts, Communications, and Physical Education
Dr. Elaine Chen-Ramirez	Dean, Business, Mathematics, and Sciences
Peter Crabtree	Dean, Vocational Technology
Linda Sanford	Dean, Humanities, Language Arts, and Social Sciences

Office of Student Services

Carlos McLean	Vice President
Matthew Kritscher	Dean, Student Services (Matriculation)
Dr. Edward Wright	Dean, Student Services (Categorical Programs)

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Figure

1 Districtwide Collaborative Strategic Plan

Appendix

- A October 2005 Laney College Progress Report
- B November 2006 Laney College Focused Mid-term Report
- C Institutionalizing the PCCD Districtwide Integrated Strategic Plan
- D Laney College Participatory Governance & Administrative Structure

STATEMENT ON REPORT PREPARATION

College Preparation

This Progress Report is the Laney College report of its resolution of the recommendations and concerns as noted in the 2003 ACCJC Visiting Team's recommendations. It is in direct response to the Accrediting Commission's letter dated January 31, 2007. In this letter, the Commission President informed Laney College and the Peralta Community College District that the Commission had "reviewed the Focused Midterm Report submitted by Laney College." Further, the commission acted to accept the report and required the college to submit a Progress Report by March 15, 2007, to be followed by a visit of Commission representatives. The Progress Report was to focus on the resolution of the 2003 ACCJC Visiting Team's recommendations and concerns with particular emphasis on recommendations 6, 7, and 9. In addition, focused attention is given to Recommendation #4 as it will be the focus of the "visit by the Commission representatives" following this March 15, 2007 submittal.

Response to Recommendation #4 results from the coordination of the accreditation report at the district level. Led by Dr. Judy Walters, President, Berkeley City College, this administrative team included: Dr. Margaret Haig, Vice Chancellor of Educational Services PCCD; Dr. Joseph Bielanski, Academic Senate President Berkeley College and PCCD Academic Senate President; and Dr. Elnora Webb, Vice President of Instruction, Laney College. This team began work in early December 2006 on the response to the District recommendation covering the time from the March 2006 Focused Mid-term Report until January 2007. Various drafts and sections of the report were shared with the College Accreditation Liaison Officers and members of the Strategic Management Team. Since integrated strategic planning is an ongoing process, work that has been accomplished since January 2007 will be shared with the visiting teams upon their arrival. At the end of January this report was disseminated to all the PCCD colleges, the numerous committees involved in the strategic planning process, and the Strategic Management Team (SMT).

In preparation for the college-specific recommendations, Laney College assembled a team lead by Dr. Elnora Webb, Vice President of Instruction. This team began working in November and submitted their written responses by February to the Vice President of Instruction, who served as the Acting Accreditation Liaison Officer. (A list of some of the participants is provided on page 4).

This Report is organized to provide a list of each recommendation, a description of the "resolution of each recommendation, an analysis of the results achieved to date with evidence of results, and notes indicating additional plans the institution has developed. Attached are appendices to provide key documents on the strategic planning processes of both the College and the Peralta Community College District.

This report was presented to the PCCD Board of Trustees on March 13, 2007 at its regular meeting.

The findings discussed herein reveal significant progress in achieving each of the recommendations within the six-year period following the team's visit. In several instances, the College has resolved the recommendations. In the few instances where marginal progress has occurred, the College has clarified and updated the steps it will take to achieve each by 2009 as recommended. Below is the list of the Team's recommendations.

WORKING GROUPS DISTRICT/COLLEGE

Following is a list of the groups that provided information for these two recommendations in preparation for submitting this required Progress Report to the Accrediting Commission on March 15, 2007.

DISTRICT RECOMMENDATIONS

RECOMMENDATION #4: DISTRICT-WIDE INTEGRATED STRATEGIC PLANNING

Strategic Planning Steering Committee

Faculty Representatives	
Dr. Joseph Bielanski, Jr.	Faculty Senate President/Vista & DAS President
Evelyn Lord	Faculty Senate President/Laney
Carlotta Campbell	Faculty Senate President/Alameda
Tom Branca	Faculty Senate President/Merritt
Inger Stark	At-Large
Anita Black	At-Large
Debby Weintraub	PFT President

Classified Representatives

Marilyn Clausen	Classified Senate President/Berkeley City College
Muriel Montague	Classified Senate President/Alameda
Wandra Williams	Classified Senate President/Laney
Milfie Howell	Classified Senate President/Merritt
Sheryl Queen	Classified Senate President/District Office
Diana Lara	Local 790 Rep
Local 39 Rep	(to be appointed)

Administrative Representatives

Dr. Kerry Compton	VP Student Services/Alameda
Dr. Elnora Webb	VP Instruction/Laney
Linda Berry Camara	VP Instruction/Merritt
Dr. Carmen Jordan-Cox	VP Student Services/Merritt
Dr. Cecilia Cervantes	College President/Alameda
Dr. Frank Chong	College President/Laney
Dr. George	College President/Merritt
Dr. Judy E. Walters	College President/Berkeley City College
Shirley Slaughter	College Business Manager/Berkeley City College
Dr. Margaret Haig	Vice Chancellor Educational Services

Student Representatives

Reginald James	Student Trustee
Marlene C. Hurd	Student Trustee

College Researchers (non-voting)

(vacant)	College of Alameda
Dr. Connie Portrero	Laney
Anika Toussaint-Jackson	Merritt
Dr. Marilyn Sargent	Berkeley City College

Student Government

Ahmed Eid	Presidents (non-voting)
Melvin Haywood	Associated Student Government President/Alameda
Durwin Brown	Associated Student Government President/Laney
	Associated Student Government President/Merritt

Lem Johnson

Associated Student Government President/Berkeley

District Units (non-voting)

Thuy Nguyen

Vice Chancellor Human Resources

Tom Smith

Vice Chancellor Finance

Gary Perkins

Interim Chief Information Officer

Dr. Sadiq Ikhara

Vice Chancellor of General Services

Jeff Heyman

Executive Director Marketing / Public Relations

Dr. Jacob Ng

Associate Vice Chancellor for International Education

Dr. Gary Yee

Associate Vice Chancellor, Research/Institutional Planning

Alton Jelks

Special Assistant to the Chancellor's Office

Howard Perdue

Associate Vice Chancellor of Admissions and Student Services/District

Strategic Management Team

Elihu Harris, Esq.

Chancellor

Dr. Margaret Haig

Vice Chancellor – Educational Services

Thomas Smith

Vice Chancellor – Finance and Human Resources

Dr. Sadiq Ikhara

Vice Chancellor – General Services

Howard Perdue

Associate Vice Chancellor – Admissions and Student Services

Dr. Judy E. Walters

President, Berkeley City College

Dr. Cecilia Cervantes

President, College of Alameda

Dr. Frank Chong

President, Laney College

Dr. George Herring

President, Merritt College

RECOMMENDATION #5

Janet Cragin

TECHNOLOGY TO IMPROVE TEACHING/LEARNING

Michael Donaldson

District Director, Information Technology

Chi Au

College Network Coordinator

Karolyn van Putten

College Network Coordinator

Dr. Elnora Webb

Member, Laney Technology Planning Committee

Vice President of Instruction & Co-chair of Technology Planning Committee

RECOMMENDATION #9:

HIRING PROCESS

Thomas Smith

Vice Chancellor, Finance and Administration

Wyman Fong

Director, Human Resources

Margaret Haig

Vice Chancellor, Educational Services

RECOMMENDATION #12:

LONG-TERM LIABILITY PLANNING (HEALTHCARE COSTS)

Edward W. (Bill) Withrow

Trustee (now Vice President of the PCCD Board of Trustees)

Elihu Harris, Esq.

Chancellor

Thomas Smith, Esq.

Vice Chancellor, Finance and Administration

Michael Mills

PFT President, 2004-2006

RECOMMENDATION #13:

BOARD OF TRUSTEES' FUNCTIONS

The PCCD Chancellor and the Board of Trustees with:

Thuy Thi Nguyen, Esq.

General Counsel

Trudy Largent

Vice Chancellor, Human Resources, 2004-2005

COLLEGE RECOMMENDATIONS

Laney College Accreditation Committee & Participatory Governance Groups

(Results informed by various governance and work groups including the Academic Integrity Taskforce, Budget Advisory Committee, Learning Assessment Committee, and the Instructional and Student Services Council)

Dr. Karolyn van Putten	Co-chair, 2007-2008 Self Study Team & Co-chair, Academic Integrity Taskforce
Dr. Matthew Goldstein	Co-chair, 2007-2008 Self Study Team & Co-chair, English Department
Michelle "Chell" Fossum	Co-chair, Learning Assessment Committee & Chair, Chemistry Department
Shirley Coaston	President, Faculty Senate & Head Librarian
Judy Cohen	President, Classified Senate & Coordinator, Financial Aid
Melvin Haywood	President, Associated Students of Laney College
Dr. Connie Portero	Research and Planning Officer
Toni Cook	Chair, Ethnic Studies
James Kendrix	Co-chair, Budget Advisory Committee & Business Manager
Carlos McLean	Vice President, Student Services
Dr. Mae Frances Moore	Member, Learning Assessment Committee & Librarian
Dr. Deborah Pruitt	Member, Academic Integrity Taskforce & Chair, Anthropology Department
Peter Crabtree	Dean, Vocational Technology
Evelyn Lord	Librarian & 2005-2007 President, Laney Faculty Senate
Louis Quindlen	Member, Learning Assessment Committee & Chair, Machine Technology

Laney College continues to work closely with the Peralta Community College District to improve on its District-wide integrated plan and planning process while continuing to address its planning responsibilities locally. The College, through its shared governance framework, has provided its own perspective regarding its collaboration with District functions and Board role and priorities. This Report reveals that the majority of the recommendations have been resolved. Significant progress has been made with the two remaining recommendations #_2 and #7.

Documents in support of conclusions drawn are listed at the end of each recommendation and are available for review at the college. Many of the district strategic planning documents can be found online at www.peralta.edu (click on "District Service Centers" and then click on "Strategic Planning").

The organizational dimension of PCCD's effort to create a "District-wide plan and an implementation process...that is strategic and systematically integrates the educational, financial, physical, and human resources of the District" is summarized in the following "Strategic Plan Framework."

Signed:

Frank Chong, Ed.D.
President
Laney College

II Progress Report Recommendations (2003 ACCJC Visiting Team's Recommendations)

- #1: Mission. 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)
- #2: Academic Integrity. 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)
- #3: Laney College Planning. 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)
- #4: Peralta Community College District-wide Planning. 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)
- #5: Technology to Improve Teaching & Learning. The team recommends that the College determine 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 Goal 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)
- #6: Learning Outcomes Assessment. 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)
- #7: Distance Education. The team recommends that the College take steps to ensure that courses it offers through distance education meet the same standards of rigor, quality, and educational effectiveness as courses offered on campus. (Standards 4.D.2, 4.D.6, 4.D.7)
- #8: Administrative Turnover. 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)
- #9: Hiring Process. 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)
- #10: Fiscal Computer Infrastructure. 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)
- #11: Healthcare Costs. 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)

#12: Board of Trustees' Role and Function. 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)

#13: Interim Chancellor. 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)

#14: Governance Committees & Structures. 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 district-wide organizational and governance committees. (Standards 10.B.5, 10.B.9, 10.C.3, 10.C.5, 10.C.6)

Laney College Certification of the Accreditation Progress Report

November 1, 2006

TO: Accrediting Commission for Community and Junior Colleges
Western Association for Schools and College
10 Commercial Boulevard
Novato, California 94949

FROM: Laney College
900 Fallon Street
Oakland, California 94607

SUBJECT: Progress Report

The Progress Report is required per request of the ACCJC and in response to the 2003 comprehensive evaluation visit at Laney College.

We certify that the Progress Report is an accurate reflection of the institution's progress toward recommendations addressed in the WASC ACCJC evaluation team's recommendation with special focus on the District-wide integrated planning (#4), and the College's development of a policy on academic integrity (#3), completion of a plan for learning outcomes and assessment (#6) and assurance that the distance education curricula has the same quality and rigor as comparable class taught at the college (#7). This report also describes the progress in addressing the College-identified concerns as expressed in the 2003 Laney College Self-Study.

Signed

Elihu Harris, Chancellor

Linda Handy, President, Board of Trustees

Dr. Frank Chong, President, Laney College

Shirley Coaston, President, Faculty Senate

Judy Cohen, President, Classified Senate

Melvin Haywood, President, Associated Students of Laney College

Dr. Elnora T. Webb, Accreditation Liaison Officer

Laney College Report of Progress on the 2003 ACCJC Visiting Team's Recommendations Submitted on March 15, 2007

RECOMMENDATION #1 OF THE 2003 WASC ACCJC VISITING TEAM: *Mission*

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)

Observations & Conclusions of the 2003 ACCJC Visiting Team

The team observed Laney's 2002-2003 collegial process in "revising its mission statement." The team concluded that "the current mission statement complies with the accreditation standard, and the evolving mission statement should do so as well." They also concluded that "the current mission statement is not linked to and does not drive institutional planning or decision-making and, as yet, there is no evidence that there is an institutional mechanism to review the mission statement on a regular basis or to ensure its use in future planning and decision-making processes" (2003 Team Report, p.9).

College Response to the Team's Recommendation

Resolution of the Team's Recommendation

Status: Resolved

As recommended, the Laney College mission statement was reviewed and updated. (See Focused Mid-term Report, November 1, 2006 for more information.)

Analysis of Results Achieved to Date

Consistent with the details outlined in the Focused Mid-term Report of November 1, 2006 (see Attachment A), the Laney College mission statement remains in effect as the guiding focus of 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 will be reviewed Spring 2007 through the shared governance process given the college's adoption of a three year cycle for review and revision of the planning process as needed.

(Note: Details about how Laney has responded to the ACCJC Standards 1.3 and 1.4 are revealed in the November 2006 Report.)

Next Steps

(Additional Plans Laney College Developed)

None.

Evidence of Results

1. Laney College Shared Governance Framework
2. Laney College Strategic Master Planning Framework
3. Program Review Instructions
4. Laney College Catalog
5. Laney College Website
6. College Council Minutes

Other Documents

1. November 1, 2007 Focused Midterm Report

RECOMMENDATION #2 OF THE 2003 WASC ACCJC VISITING TEAM: *Academic Integrity*

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)

Observations & Conclusions of the 2003 ACCJC Visiting Team

The team concluded that "in contrast to the well defined academic freedom policy, college documents addressing academic integrity and responsibility for students do not fully define free pursuit of learning, dishonesty or misconduct; the College provides only detailed discipline and grievance policies for students. Conversely, no adjudication process exists for faculty (2003 Team Report, p. 11).

College Response to the Recommendation

Resolution of the Team's Recommendation

Status: Partially resolved. *Specifically, the college has developed and publicized clearly delineated processes for adjudicating issues that arise in the academic integrity areas for students and faculty. And progress has been made on the second half of the recommendation—development and publicizing a clear policy on academic integrity.*

Analysis of Results Achieved to Date

Although the initial plan was to completely resolve this recommendation by February 2007, the college has made progress and expects to full resolution during the Spring 2007 semester.¹

The Academic Integrity Taskforce of faculty and administrators met, engaged in on-line discussions, and implemented several of its planned activities (i.e., study of current practices of other colleges and universities, surveying the college community to determine their priorities, concerns, and recommendations for a policy)

1. Conducting a study of on-line resources to survey the practices of community college and other higher educational institutions in order to consider options and critical insights about policies on academic integrity;
2. Communicating with the entire college community to convey the need to develop a policy and delineate processes for adjudicating issues that arise in this area for both students and faculty. This consisted of a brief presentation during meetings of shared governance groups and sending out a college wide electronic message about the subjects as well as a request for personal meaning of the phrase; and
3. Surveying all stakeholders of the college to determine their priorities, concerns, and recommendations. This consisted of posting in strategic locations around the college campus poster sized charts with instructions for write one's definition of academic integrity, description of why it is important, and notes reflecting to whom the subject applies (and providing on-line opportunities for these responses).

Useful insights were gained as a result of the activities. Several faculty, students, administrators and staff emphasized the importance of honesty, personal and collective responsibility, support systems, fair and respectful treatment of students, promoting critical thinking and non-biased points of views, welcoming constructive critiques. As well, they emphasized quality or quantity, acceptance of failures and being willing to make mistakes. The study of "best practices" illuminated similar themes.

Faculty found particularly useful the honor code policy of Brigham Young University, http://honorcode.byu.edu/Academic_Honesty_Shared_Responsibility.htm and the academic integrity policies at the University of Missouri, <http://academicintegrity.missouri.edu/about/> and California State University, at Fullerton, http://fdc.fullerton.edu/teaching/resources/Academic_Integrity/reference_for_faculty_academic_.htm. Together, we learned much more about the nature of a policy and its impact on strengthening instructional and learning practices at Laney. Overall, these efforts alone have elevated the discourse throughout the college about academic integrity, professional integrity, and personal integrity. Faculty, students, and staff shared some of their practices, priorities, and concerns. Overall, college stakeholders view matters of integrity central to this educational enterprise. This complements

¹ The initial plan for resolution of this recommendation by February 2007 was optimistic and assumed resource support that could not be forthcoming due to fiscal constraints and enrollment management demands.

the view points of the taskforce members and college administrators. In general, the comments were not surprising as the College/District had already implemented a framework revealing the expectation for maintaining basic integrity-related standards, which was highlighted in the November 1, 2006 Laney College Focused Midterm Report.

Further influencing the *academic integrity* discussion are Spring 2007 efforts to: (1) complete program reviews for all instructional, student services, and business services units of the college; (2) secure outstanding instructional equipment while making substantial facilities changes to the college as a result of the Board of Trustee's allocation of some of the \$390 million Measure A bond funds; and (3) reshuffle classes and instructional labs to address the major moves in facilities, and (4) prepare for the 2007-2008 self study.

Once the policy and practices are outlined and approved, they will be aligned with the long-standing policies on academic freedom and freedom of speech, student code of conduct, processes for adjudicating issues that arise for students, and academic accommodations policy and procedures—all of which are outlined in one or more of the college/district contracts (i.e., Laney College Catalog, the Peralta Community College District and Peralta Federation of Teachers' teacher union contract agreement).

(Note: Further details about how Laney has responded to the ACCJC Standards 2.5 are revealed in the November 2006 Laney College Midterm Report.)

Next Steps

(Additional Plans Laney College Developed)

1. Given institutional challenges, Laney has extended its deadline to develop and approve the revised policy on participatory governance process by Spring 2007. The revised policy will delineate how the processes for adjudicating issues that arise for both students and faculty are aligned with it;
2. Posting of the revised policy and procedures on the Laney web site;
3. Incorporating the policy in training plans;
4. Applying the policy at the College by Summer 2007; and
5. Reporting on the effectiveness of the process in the college's Self Study documents and final report.

Evidence of Results (documents)

1. Notes of stakeholders' feedback to the open questions, Tallied March 2007;
2. Written communications with the college community among members of the Academic Integrity Task force;
3. Laney College Catalog, 2005-2007
4. Laney College Shared Governance Framework, 2002
5. Agreement Between the Peralta Community College District & Peralta Federation of Teachers, July 1, 2004-June 30, 2007

RECOMMENDATION #3 OF THE 2003 WASC ACCJC VISITING TEAM: *Laney Strategic Master Planning*

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)

Observations & Conclusions of the 2003 ACCJC Visiting Team

The team observed focused efforts college-wide, and it concluded that Laney College "partially complies with this accreditation standard, with serious deficiencies of a long-standing nature in the area of systematic and integrated planning." The team urged Laney to increase the involvement of all stakeholders in the planning process, improve its plans reflecting its mission statement, and appropriately link all planning to resource allocation at the College and District levels (2003 Team Report, p.12-14). The team concluded that "The College should continue implementation of the strategic planning model and link the long-term goals and annual objectives with annual planning and program review results that should drive the budget. (2003 Team Report, p. 18).

College Response to the Recommendation

Resolution of the Team's Recommendation

Status: Resolved

Analysis of Results Achieved to Date

As confirmed by the Accrediting Commission of Community and Junior Colleges in its letter of June 25, 2004, Laney College has made significant progress to fully implement a meaningful, systematic and comprehensive institutional strategic plan driving the allocation of resources to (and within) the College. Consistent with the progress noted in November 2006, the College continues to be steadfast in its efforts to involve all stakeholders in the planning process, align planning with the college mission, ensure program reviews inform institutional priorities, and allocate resources based on institutional planning priorities. The leadership of Laney College continues to improve the strategic master planning process.

Before the Spring 2007 semester concludes, the college expects to adopt 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/district with the budget allocation process for each fiscal year beginning with 2007-2008. This practical process will reveal the benchmarks and assessment strategies that are driven by the program reviews completed Spring 2007 as part of the regular planning cycle. C

Consistent with the discussion about this recommendation that are provided in the October 2005 Laney College Progress Report, and the November 2006 Laney College Focused Midterm Report, this document will illuminate the direct alignment among the missions and strategic directions and goals of the college and district and the operational priorities of the units within the college. (Note: Further details about how Laney has responded to the ACCJC 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 are revealed in the November 2006 Laney College Midterm Report.)

Next Steps

(Additional Plans Laney College Developed)

None.

Evidence of Results

1. Draft planning and budgeting framework: a revision of the Laney College Planning Process
2. October 2005 Laney College Progress Report
3. November 2005 Laney College Focused Midterm Report

RECOMMENDATION #4 OF THE 2003 WASC ACCJC VISITING TEAM: *District-wide Integrated Planning*

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)

Observations & Conclusions of the 2003 ACCJC Visiting Team

The team concluded that Laney College met several accreditations standards, including *Financial Resources*, with the notable exception of its system of budget planning in particular² (2003 Team Report, p.31). Team acknowledged the College's steps to improve educational programs and it found that "Laney College essentially complies" with Standard Four Educational Programs (2003 Team Report, p.18). Related, the "team encourage[d] the College to follow through on its plan to link curriculum review, including review of prerequisites, co-requisites and advisories, to the program review process" (2003 Team Report, p.18). And they stated that Laney College "should continue implementation of the strategic planning model and link the long-term goals and annual objectives with annual planning and program review results that should drive the budget."

College Response to the Recommendation

Resolution of the Team's Recommendation

Status: Resolved

Analysis of Results Achieved to Date

A districtwide plan and implementation process has been created that is strategic and that systematically integrates the educational, financial, physical, and human resources of the District. The myriad of efforts over the last 2.5 years as reflected in part in Laney College's October 2005 Progress Report and November 2006 Focused Midterm Report, and it is now revealed completely in the "Institutionalizing the PCCD's Districtwide Integrated Strategic Plan: Response to District Recommendation Four" (See Appendix C) to demonstrate how it has moved from the "partial" resolution—as viewed by the 2003 and subsequent ACCJC visiting teams—to full resolution. This document is a comprehensive overview of the salient actions taken, priorities established, implementations strategies formalized and initiated and critical measures to assess the efficacy of the plan and progress towards achieving the benchmarks identified. In addition, this document reveals the processes engaged, the organizing framework and other key data which illuminates much of what the college and district experienced in order to develop and use a well communicated plan and implementation process.

Anecdotal findings consistently reveal that most participants in this districtwide planning process are swamped by the many meetings and actions steps that include communications-related tasks. Yet consistently, they demonstrate a commitment to the continuous engagement in order to create more *break throughs*, shifting the culture including the norms and operating practices from historical conditions to optimal realities that evidence clear priorities for high quality teaching and support services to facilitate student learning and success while optimizing the college and district's role in serving the greater community.

² The Visiting Team acknowledged the progress made by the College and District in increasing the amount of collaborative participation in the budget development process in particular. Further they noted the that the College is in the beginning stages of developing and implementing an integrated model that ties together planning, evaluation, and resource allocations. College personnel recognize that not having such a process in place hampers decision making, especially during difficult situations such as those currently being faced throughout California the College is strongly encouraged to quickly finish its "planning to plan" stage and move into the plan implementation stage. This should be accomplished within the team's overall planning recommendations to the College (p.31).

The Districtwide Plan

Driven by the needs of the community and colleges along with the mission of the colleges, the Board of Trustees established priorities for planning. Based on the various plans of the colleges—i.e., strategic plans, educational master plans, facilities plans, technology, human resources—and priorities of the colleges and the Board of Trustees, the districtwide strategic plan was developed. It entails the Board of Trustees 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 is established with the measurable institutional outcomes and performance measures ("Institutionalizing the PCCD's Districtwide Integrated Strategic Plan: Response to District Recommendation Four", p. 63-65). As is noted, the district and college are focused on the success factors of (1) ensuring the plan drives budget development, (2) use of a strategy that is long-term, (3) engage the mind and the heart, relying on data and values, (4) be evolutionary, and (5) integrate organizational development (Ibid; p 68).

The Districtwide Implementation Process

Three efforts have been engaged to ensure the use and sound implementation of the plan. First, implementation procedures were developed for each strategic goal by Spring 2006 (see File #2). Second and consistent with those procedures, the following District action plan is in place:

1. The district through the chancellor with the Strategic Management Team (SMT) is providing leadership and accountability for ongoing integrated strategic planning which integrates the educational, financial, physical, and human resources and integrates the educational master plans and program reviews of the colleges. The SMT will implement the seven action tasks cited above (Goal D, Objective 8).
2. In spring 2007, under the leadership of the vice chancellor of educational services and the associated vice chancellor of institutional research and development, the district has been assisting colleges with completion of a consistent review of all disciplines and/or departments and updating the individual college educational/academic master plans. The district office of institutional research and development will provide all needed internal scan information. (Goal C, Objective 4)
3. The chancellor on behalf of the district and board of trustees, the district will contract with Chuck McIntyre to conduct an in-depth external environmental scan to provide a longer term access and growth analysis and to address the implications for connecting academic and facilities planning. (Goal A, Objective 1; Goal B, Objective 2)
4. In spring 2007, under the leadership of the vice chancellor of general services, the district will hire a consultant to assist the district in finalizing a facilities plan, which includes an energy master plan. (Goal C, Objective 4; Goal D, Objective 8)
5. In spring 2007, the district human resources department through collegial consultation will complete the model equal employment opportunity plan and file it with the State Chancellor's Office as per the deadline. (Goal D, Objective 8)
6. During spring 2007, under the leadership of the Strategic Management Team, the district will address the adopted budget allocation formula and the passage of SB 361 both to look at needed adjustments to the budget allocation formula and to assure that planning is linked to resource allocation. (Goal D, Objective 8)
7. In spring and fall semesters, under the leadership of the Strategic Management Team and the vice presidents of instruction and student services, the district will assist faculty and staff with the implementation of retention strategies for students enrolled in basic skills classes (Goal C, Objective 3)
8. Under the leadership of the Strategic Management Team, the four colleges will implement the approved condensed instructional program review, which will lead to unit plans and an updating of the educational master plan at each college. (Goal C, Objective 4)

Third, the strategic educational master planning effort is to be 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.

While the *Strategic Plan* provides an overarching direction for the colleges and service centers, the strategic educational master planning effort will develop specific operational priorities for the future of the district. Using detailed assessments of internal programs and services, and external trends and needs, the colleges and service centers will develop an integrated set of innovative and responsive programs. The updated college educational master plans will provide the foundation for long-term investments in staffing, professional development, information technology, and facilities.

In addition to the strategic educational master planning effort, the *Strategic Plan* will be implemented through a range of independent activities. (See Institutionalizing the PCCD's Districtwide Integrated Strategic Plan: Response to District Recommendation Four, pp. 53-62)

The Chancellor Driven Communications Mechanism

As the District action plan illuminates, the Chancellor is at the center of the District-wide strategic planning work to ensure that it is integrated and effective. In part, to facilitate clear, consistent, and valuable information, the Chancellor requires full engagement of district leaders as well as the leadership from among the colleges. This is assured through a rationalized series of meetings of key governance, organizational, planning, and operational groups. At the center are the Strategic Management Team and the Strategic Planning Policy Advisory Committee (a merging of the former Strategic Planning Steering Committee and the Chancellor's Policy Advisory Committee). These leadership groups are central nodes in the institutional network providing salient links and direct influences throughout the district. As such, they are expected to inform and disseminate policies, procedures, and assure progress and effectiveness in achieving the priorities of the colleges and the district as a whole. In complement to the district-wide planning effort, the Chancellor is producing a newsletter to provide strategic and time sensitive information to all stakeholders of throughout the district.

The Actions Taken to Institutionalized the Plan and Process

As part of this effort, the district and colleges have engaged the planning process. The District Budget Advisory Committee approved a method of allocating resources to the colleges. The permanent committees recommended by the District Strategic Planning Steering Committee's taskforces have been constituted. Clearer paths to the updating of curricula and programs via the Academic Senates and the College's governing process are being determined. The facilities planning committee led by the Vice Chancellor for General Services is drafting the facilities master plan, and a definitive timeline is established for updating the educational master plans of the colleges and the district to operationalize the program reviews of the colleges while inform the priorities of the district and planning for resources—i.e., human, facilities, fiscal, and technology. These are just a few of the myriad of actions in which the leadership from among the faculty, administration, classified staff, and increasing numbers of students are engaged. 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 districtwide plan.

Next Steps

(Additional Plans Laney College Developed)

None.

Evidence of Results

1. "Institutionalizing the PCCD's Districtwide Integrated Strategic Plan: Response to District Recommendation Four"
2. October 2005 Laney College Progress Report
3. November 2006 Laney College Focused Midterm Report

RECOMMENDATION #5 OF THE 2003 WASC ACCJC VISITING TEAM: *Technology to Improve Teaching/Learning*
The team recommends that the College determine 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)

Observations and Conclusions of the ACCJC Visiting Team

The Team referenced the College's "need for greater infusion of technology in the instructional programs." The Team concluded that "As a means to improve quality of instruction and increase student learning, the College should develop a plan for increasing the utilization of technology in its instructional programs. Infrastructure needs, instructional equipment, and faculty and staff training need to be addressed" (2003 Team Report, p.18).

College Response to the Recommendation

Resolution of the Team's Recommendation

Status: Resolved. *The College has determined ways to increase the use of technology to improve teaching and learning.*

Analysis of Results Achieved to Date

Forging the Plan to Improve Technology through Improving the Infrastructure

As part of Laney College's commitment to increase access and use of quality instructional and administrative technologies, work continues among the administrators, faculty and staff of Laney with the District Service Centers, especially the Information Technology (IT) unit to enhance the technology infrastructure in order to improve teaching and learning. The College President, working with his leadership team secured commitments from the Chancellor and District IT to *render Laney College a fully wireless campus*. By February 2007, consultants had been hired and completed their initial study of the infrastructure to determine the most efficient means to render this objective achievable. Given the due diligence and actions steps that must be taken for health, safety, and legal reasons, achievement by Fall 2007 is deemed most reasonable. In the meantime, other technologies are being secured using Measure A funds with over \$4 million approved by the Board of Trustees during its December 2006 and January 2007 meetings. The Laney College Technology Planning Committee is expected to complete its "gap analysis" using findings from the Spring 2007 program reviews of all units of the college. Concurrently, District IT continues to address other matters with the College (i.e., storage capacity, cabling related items, switches) for the old and current renovations directly with purchases and planning priorities.

Use of Technology in Instructional Programs

Increasing number of faculty are using (and are requesting the ability to use) technology in their instructional programs, in and out of the classroom. Concerted efforts are underway with District IT and District General Services to complete model classrooms that provide faculty and students with opportunities to text (or test) technologies in order to inform (and perform) the major overhaul of all Laney College classrooms over the next two years. Two demonstration "Smart Classrooms" should be completed at Laney Spring 2007. In addition, all vocational programs have been approved to up grade the tools instructors and their students require – some of which have been used in excess of 15 years including manually operated equipment, as the industries for which they prepare students are using more advanced, often automated technologies with electronic, digital circuitry. Thus the current opportunities are impressive to faculty in a range of occupational (i.e., architectural engineering, environmental control technology, construction management, machine technology), transfer-oriented (i.e., chemistry, biology, geography, languages), and even basic skills (i.e., math) classes. As part of the Measure A process, all instructors will have access to powerful, new desktop or laptop computers with the machines being replaced, every three to five years, over a ten year term.

Staffing is being addressed with new hires, training opportunities, and strengthened connections among the IT and administrative staff of the college and the district. Discussions among this groups, and the involvement of the Board of Trustees, has led to a resurgence of a shared focus on the instructional platforms to ensure that we adopt resources that are learning centered, efficient for use, and accessible to educators and learners (Standard 4.D.5). In do so, the needs of a growing number of educators and, arguably, most students, is being dealt with more strategically. The November 2006 Laney College Focused Mid-term Report reveals the importance of this effort (see pages ____).

Securing and Using Essential Resources

Progress continues on all fronts to improve the technology for the teaching and learning resource base of the college in ways consistent with the description and analysis presented in the November 2006 Focused Mid-term Report. With Measure A bond money, more equipment is being secured.³ A three year computer replacement program has been implemented for faculty as well as for the computer labs. Recruitments have been conducted, one new hire, and other hires will take place to insure that Laney's IT staff has increased. Professional develop continues to be encouraged with a more concerted effort to support classified staff as well as faculty district wide led by Dr. Nola Hadley Torres, Staff Development Coordinator for the District. At the College, Drs. Karolyn van Putten, Meryl Siegal, and Connie Portero continue to be chief advocates for developing and using educational programs and services to improve practices in teaching to facilitate students and employee learning's. Educational and training needs of college IT staff are being assessed to ensure that a reasonable staff development plan can be established for full implementation.

Finally, the summary note provided previously is useful here. The College is focused in its work 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, and thereby student learning. The advocacy work of administrators, faculty and staff has led to an expansion of access for students with regard to lab hours, directions from instructors, and learning resources available. The Instructional Labs Taskforce in particular invested over a year in its critical review of the instructional computing labs in order to develop viable policies and procedures for their use. A benefit of this and many other efforts is focused assessment on needs, which initially resulted in securing a second college network coordinator and is increasing the number (and skill levels) of computer technicians by two in the instructional labs. The Technology Planning Committee in particular urged the development and work of the Instructional Labs Taskforce of the Faculty Senate, the links to District efforts, the formation of an action plan for developing the College's infrastructure for instructional (and administrative) purposes, and advocating strongly with the District for improved web sites and means to train faculty on effective practices. Chief among the critical resource needs that the College identified is staffing, training, online platforms for instructional purposes, and equipment technologies for the classrooms. Currently, Laney is participating in the *ETUDES*, and many contract and adjunct faculty employ other platforms (some of which are provided freely by the publishers) of text and other teaching resources. Instructors and staff are using the District Web content provisioning system to assist students and provide instructional and student service content. One or more webmasters are being considered for district wide use as a small part of the district's focus on improving access to quality information efficiently. In addition, a staff resource center is being enhanced to ensure the necessary equipment for training and for instructors' creation of electronic and traditional classroom content.

The College is on track to improve significantly the technology infrastructure for educators and students:

1. By Spring 2007, produce the Laney College Technology Plan as part of the Educational Master Plan to ensure development of a comprehensive technology infrastructure, complete with sound purchasing system and maintenance, as well as a plan for equitable deployment of lab services that allows for continuous access for students, faculty and other employees.
2. Continue to work with the District IT staff to establish concrete plans to improve the infrastructure of the College. Currently, an infrastructure program to replace outdated technology is being planned for within District IT. Yet new facilities and more staffing are essential to provide dedicated open technology labs for ongoing use. Importantly, highly integrated technology classrooms are necessary to accelerate learning, especially among a more demanding student population.
3. Continue to work with District IT to improve access to electronic information. By Fall, 2007, the College expects the District to render Laney fully wireless to allow educators and students to access essential instructional and learning resources from any location throughout the College 24/7. In so doing, it also expects to have completed the infrastructure of the Cyber Café, the Writing Center and key areas of Culinary Arts in the Beginner's Inn, the Student Center, and Building A to improve student services, instruction/learning, and student and staff access to technology.

³ Laney College helped forge an effort by the District IT director, who worked with college representatives, via the District IT committee, to develop new standards for computer and related technologies on an ongoing basis in order to remain current with developing technologies.

4. Continue to work with District IT to provide PeopleSoft training and solutions for the conversion gaps for Purchasing, HR records and Financials.
5. Continue efforts to expand the instructional/learning online platforms available to Laney educators by 2008.
6. Report on the use of Measure A bond money and categorical funding to improve instructional technology.
7. Continue to ensure the efforts of Laney's two College Network Coordinators, who meet biweekly on the District Enterprise Network Group (ENG) to develop standards, implement technology, and expand and improve the District enterprise network, including associated computer technology. Products and technology are discussed and evaluated in order to anticipate technology change.

(Note: Further details about how Laney has responded to the ACCJC Standards 4.A.4, 4.D.5, 7.A.1, 7.C.1, 8.4 are revealed in the November 2006 Laney College Midterm Report.)

Next Steps

(Additional Plans Laney College Developed)

None.

Evidence of Results (documents)

1. Minutes of Meetings of the Board of Trustees during its December 2006 and January 2007.
2. November 2006 Focused Mid-term Report
3. Agenda and Minutes of the Technology Planning Committee
4. Laney College Strategic Planning Framework
5. Instructional Labs Taskforce Program Review Report
6. District IT Contract with NetExperts for wireless site survey

RECOMMENDATION #6 OF THE 2003 WASC ACCJC VISITING TEAM: *Learning Outcomes Assessment*
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)

Observations & Conclusions of the 2003 ACCJC Visiting Team

The team observed that Laney College has improved shared governance and access to educational technology to enhance learning programs and increase student learning. It also observed that "The College has not made public expected learning outcomes of its degree and certificate programs. A system for collecting and evaluating evidence of student learning throughout program completion is not yet in-place. While steps have not been taken in this regard, the Vice President of Instruction plans to take a group of Laney College faculty members during Spring 2003 to a special external workshop focusing on learning outcomes" (2003 Team Report, p.17). The Commission concluded that "The College needs to implement a process to address learning outcomes. The process should lead faculty to articulate learning outcomes for its programs, including the General Education program, and to determine ways to collect and evaluate evidence of student learning throughout program completion" (2003 Team Report, p. 18).

College Response to the Recommendation

Resolution of the Team's Recommendation

Status: Resolved. *"The College implemented a process to address learning outcomes." It is one that "lead[s] faculty to articulate learning outcomes for its programs, including the General Education program, and to determine ways to collect and evaluate evidence of student learning throughout program completion."*

Analysis of Results Achieved to Date

As described in the November 2006 Laney College Focused-Midterm Report, the Learning Assessment Committee is the chief forum through by which Laney has devised an aggressive plan to ensure development and use of learning outcomes and assessment practices within all sectors of the institution, particularly in the educational programs and services areas. Co-led by the Chair of the Chemistry department and the Vice President of Instruction,⁴ one overarching aim is to facilitate college wide dialog, critical discourse, high expectations and engagement with a reasonable support system so that faculty increase the numbers of ambassadors with the expertise in these areas to influence their colleagues to so engage. While the core group of faculty is small—the 15 member team with over 40 department chairs and program coordinators, the college expects significant results because, collectively, these professionals are serving as ambassadors who are using their expertise to inform the efforts of Laney colleagues.

Learning and assessment is central in the district (see Learning Outcomes Memorandum of Understanding, May 2006).

1. This process will be cyclical. In the following semesters, more program and course outcomes will be assessed, discussed, and improvement plans made and implemented.
2. Program review will require regular updates.
3. Assessment progress and plans will be updated every year.
4. Conduct the workshop/retreat scheduled for April 2007 to develop the general education outcomes. The college will aim to complete the general education outcomes by the end of Spring 2007. If more work is needed, the general education outcomes will be finalized by the end of Fall 2007.
5. Use the newly updated program review procedures of Fall 2006 to require units to document progress on learning outcomes and assessment objectives;
6. Starting Fall 2007, the Curriculum Committee will require all new courses and revisions to existing courses to include an addendum page that includes the SLOs for that course.
7. Update and Reviews by designated work groups of the Faculty Senate and the Offices of Instruction, Student Services, Administrative/Business Services, and the President.
8. Publication on the LAC web Site with links to Instruction, Student Services, and Administrative Services

⁴ Prompted into development by the previous Vice President of Instruction, the Committee was co-chaired by the dean of the division of Humanities, Language Arts, and Social Sciences.

The Learning Assessment Committee is the central body, driven by the faculty with membership including several administrators with the charge of leading the development of learning outcomes and assessment practices collegewide. They continue to carry out formal and informal training sessions, and they regularly publish all documents, plans, activities, and accomplishments on the web site, [http://laney.peralta.edu/apps/comm.asp?\\$1=30343](http://laney.peralta.edu/apps/comm.asp?$1=30343), via electronic mail and distributed mail.

The Office of Instruction has given .5 release time to the faculty chair as institutional commitment to guiding and propelling this essential process and results. This faculty member co-chairs the Learning Assessment Committee. Joined by other members of the Learning Assessment Committee team, she provides leadership in the professional development of learning outcomes and assessment practices.

TIMELINE FOR OUTCOMES AND ASSESSMENT TASKS

I. Academic & Vocational Education Departments & Programs

Course SLOs:

- By early Spring 2007, develop a set of SLOs for one core course and include these SLOs in syllabi for all sections of that course.
- By the beginning of Fall 2007, SLOs for at least eight courses should be developed and should appear in Fall 2007 syllabi for each course. If a department offers eight or fewer courses total, SLOs for all of the courses should be developed.
- By the beginning of Spring 2008, SLOs for at least twenty courses should be developed and should appear in Spring 2008 syllabi for each course. If a department offers fewer than twenty courses total, SLOs for all of the courses should be developed.
- By the beginning of Fall 2008, all course-level SLOs should be completed.

Program SLOs:

- Beginning of Fall 2007 to mid-Fall 2007 - Departments shall develop program SLOs and outcomes for degrees and certificates they offer. The goal will be for all program/certificate outcomes to be complete by the end of Fall 2007. However, it may take until Spring 2008 for all departments to comply. (The Learning Assessment Committee will offer guidance and support for this process including holding workshops/brainstorming sessions during professional development days focusing on developing program outcomes.)
- All departments shall post their completed program outcomes on their department web pages by Spring 2008.

Assessment of outcomes:

- For Fall 2007, all departments shall assess two course-level outcomes for all sections of one of their core courses. Departments should collect information before the end of the Fall 2007 semester, discuss the results, and decide on a plan for improvement to be implemented during Spring 2008.
- By Spring 2008, departments shall assess one or two program outcomes and a few more course-level outcomes. By the end of the semester, departments should collect assessment data, reflect on the results, and use results to make modifications/improvements. They will be reminded to perform assessments this as an integral part of the continuous up-date of their program reviews).
- Departments shall report on their assessments, results, and improvements made using a reporting template. (Starting by Spring 2008 and updated yearly.)
- This process shall be cyclical. In the following semesters, more program and course outcomes shall be assessed, discussed, and improvement plans shall be made and implemented.
- The assessment reports should be available online beginning Spring 2008.

General Education Outcomes:

- All faculty will be asked to participate in developing General Education outcomes during Spring 2007, to be completed by Fall 2007.
- Courses in the GE programs will be checked for alignment with the GE outcomes. (Spring 2007-Fall 2007)
- Assessment of the GE outcomes shall be planned using course-embedded assessment (Fall 2007). For each

GE outcome, a selection of instructors will choose an assignment to assess that demonstrates that outcome. Each instructor will evaluate the assignment using a grading rubric, and collect and report on the results. The department might be asked to discuss the results and submit a simple composite report. The results will be aggregated, and a general education assessment subcommittee (for example) could evaluate the results and make recommendations. (The assessment may start Spring 2008.)

- The assessment of GE outcomes can be supplemented with surveys of students or other assessment techniques.

II. Student Services Units, Library, Administrative Offices, Human Resources, Physical Resources, Technology Resources, and Financial Resources Offices (Including Dean's and President's Offices):

- Develop program/unit/office outcomes (whichever is applicable) by mid-Fall 2007.
- Post these outcomes on appropriate college websites. (DSPS outcomes on DSPS website, library outcomes on library website, etc.)
- Assess 2 outcomes by the end of Fall 2007.
- Part of the assessment must involve a survey of their users.
- Review and reflect on the results, and implement changes by Spring 2008.
- During Spring 2008, assess more outcomes. Reflect on the results at the end of the semester, and implement changes by Fall 2008.
- Repeat the above steps continuously.

Developed collaboratively (and adopted) by the Faculty Senate, the Learning Assessment Committee, and the Office of Instruction, this plan call for the following:

As part of a concerted effort to intensify the importance of this effort, the leadership of the College supports the increased use of faculty, administrators and staff who are trained in this area to engage their peers in critical discourse on this subject in order to ensure outcomes at the course, program, and college levels with sound assessment practices engaged.

Learning Assessment Committee Actions, October 2006-February 2007

As part of continued progress to fully develop, use, and assess learning outcomes college wide, the Learning Assessment Committee engaged in a number of activities since October 2006.⁵

The Learning Assessment Committee recommended and the Faculty Senate adopted a resolution requesting that all departments to develop student learning outcomes (SLOs) for one of their core courses and publish these outcomes in syllabi for all sections of this course. With the support of the Office of Instruction and the Curriculum Committee, some departments met the deadline for completing this task. All departments are expected to complete this request no later than Fall 2007 with the understanding that earnest efforts must occur in updating all course outlines with SLOs and assessment methods no later than Fall 2008.

The Vice President of Instruction assigned additional release time to a faculty member who serves as the co-chair of the Learning Assessment Committee, to work on training faculty in part to establish SLO/assessment ambassadors on how to develop course and program outcomes and assess those outcomes. As part of her responsibilities, the Chair met with several departments this term to help them develop SLOs. More meetings are scheduled soon to facilitate progress by all departments. In the meantime, all department chairs were offered assistance in developing SLOs and assessment methods via phone calls, e-mails, and notices placed in their mailboxes.

Members of the Committee have facilitated several brown bag lunch discussions during this academic year on various assessment topics. A workshop on "How to Write Student Learning Outcomes" was held on the professional development day in October 2006. In addition, on Feb. 28, 2007 (another professional development day), several workshops were held on various topics including:

⁵ Initially co-chaired by the Dean of Humanities, Language Arts, and Social Sciences with the chair of the Chemistry department, the membership of this committee remains largely faculty with two instructional administrators and one student services dean.

1. Accreditation, assessment, and the shift toward learner-centered instruction;
2. How to write course-level SLOs;
3. How to write program-level SLOs;
4. Assessing your SLOs: rubrics and other assessment methods that everyone can use

As noted earlier, starting Fall 2007, all new courses and course revisions will need to include an addendum page that lists the course SLOs. (In this way, eventually every course will have stated SLOs.) Related to this effort was the development of an updated program review process which is being implemented Spring 2007. There are several questions that departments are asked to comment on regarding outcomes and assessments done so far:

- "What steps has the department taken to incorporate student learning outcomes in the curriculum? Are outcomes set for each course? If not, which courses do not have outcomes?"
- "Describe the efforts to develop outcomes at the program level. In which ways do these outcomes align with the institutional outcomes?"
- "Describe the department's effort to assess student learning at the course level. Describe the efforts to assess student learning at the program level. In which ways has the department used student learning assessment results for improvement?"

Also, there are reporting templates for course level and program level outcomes.

The Learning Assessment Committee has been operating for almost 2 years. Workshops and brown bag lunch discussions were held. Interest in these workshops and discussions has been growing. Many more departments have been participating in writing outcomes in the past few months, since it was made a requirement. Joined by the Faculty Senate, leaders within instruction and student services, and the jointly established Learning Assessment Committee, the College President and the Vice President of Instruction has established this development and assessment of SLOs a chief priority. Given that the Office of Instruction is requiring development of SLOs for all courses for implementation no later than Fall 2008 with assessment of the SLOs occurring during the same term the updated course is taught, an infrastructure of support and training is required to ensure the reasonableness of this requirement, and to minimize the level of resistance due to the lack of resources.

- Work the timeline of tasks that has been developed to ensure the drafting and assessment of SLOs
- Remind professionals of this institutional commitment, their professional obligation
- Provide on-going support to facilitate desired results.
- Track process and progress to ensure systematic implementation and use of SLOs.

(Note: details about how Laney has responded to the ACCJC Standards 4.B.3, 4.B.5, 4.B.6 are revealed in the November 2006 Laney College Midterm Report.)

Next Steps

(Additional Plans Laney College Developed)

None.

Evidence of Results (documents)

1. Overview of the Laney College Process to address learning outcomes
2. Draft plan that "lead[s] faculty to articulate learning outcomes for its programs, including the General Education program, and to determine ways to collect and evaluate evidence of student learning throughout program completion"
3. Laney College Learning Assessment Committee Agendas, Minutes & Web site
4. District Staff Development Plans of Spring 2004, Fall 2005
5. College of Alameda, Berkeley City College, Laney College, Merritt College Principles of Assessment of Student
6. Learning Outcomes: A Peralta Community College District Memorandum of Understanding, May 2006.

RECOMMENDATION #7 OF THE 2003 WASC ACCJC VISITING TEAM: *Distance Education*

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

Observations & Conclusions of the 2003 ACCJC Visiting Team

The team recognized the growing interest of faculty in distance education and Laney College's knowledge of the need to "ensure the quality of distance education offerings and ...to develop processes and practices to ensure that quality" (2003 Team Report, p. 16). The team concluded with this recommendation and made clear that "the College needs to determine if the student success rate in distance education offerings is equal to the success rate in courses on campus" (2003 Team Report, p.18).

College Response to the Recommendation

Resolution of the Team's Recommendation

Status: *Partially resolved. Continued progress has occurred.*

Analysis of Results Achieved to Date

The Office of Instruction has reviewed for rigor and quality the course outlines for each distance education class. Moreover, the Office of Instruction has considered (and responded to) the few anecdotal statements questioning the quality of few of the offerings. This was accomplished by studying up close the course syllabi, course outlines, and distance education practices of the assigned instructors. This is part of an on-going study of the "realities" in distance education—on line courses and telecourses. On average, the college offers 20 distance education class sections per term. Most have been telecourses. The nature and content of the courses are comparable to on site courses in general. Some of these courses consist of hybrid opportunities where students and teachers meet on the college campus at least once during the term and/or use the on-line option with the telecourse (or the reverse).

While the enrollments in these courses can be high (as high as 100 for the Humanities and Philosophy classes for example),

Leveraging the work completed during Fall 2004 – Spring 2006, and Fall 2006 through February 2007 has entailed deans working directly with individual faculty members to update course outlines to reflect best practices. This has included some review of the literature on effective practices, department level discussion on quality, and division-level guidance on how to ensure substantive program reviews to reveal more insights to inform the development of curriculum in each discipline. At the college level, the Research and Planning Officer completed a study of distance education options Fall 2006. This study consisted of a brief review of the distance education literature, and a collection of data on the Laney College offering of web and TV based courses.

In the meantime, the Office of Instruction provided a comprehensive report of all courses offered at the college. It noted the status of all classes and charged deans and faculty to update the curricula and course outlines to improve quality and assure outcomes and assessment practices are developed, used, and regularly assessed.

Collectively, these efforts have informed where the college stands with regards to distance education. First, we know that we offer an average of 20 sections per term (out of a total average of 810 sections during a fall or spring term). Thus, the offerings are very small, and so has been the actual FTES generated—80 to 100 per term out of the over 3200 FTES generated on average each semester.

Given these facts, Laney remains steadfast in its commitment to determine the efficacy of the current distance education efforts. Also, the college must determine how to expand to meet the need for more distance education offerings. Towards this end, the College's Research and Planning Officer initiated and completed an initial "strength, weakness, opportunity, and threat (SWOT) analysis (as noted above). The analysis revealed slightly more telecourses when compared to web based courses. For example in Fall 2005, 14 telecourses were offered compared to 11 on-line class sections. The trend reflects a reduction of telecourses in favor of on-line classes. In part, this is driven by the high cost of telecourses. Also, it is driven by increased technology competencies among the faculty that is compelled in many instances by the students themselves who tend to enroll with the pre-requisite technology skills to function with ease on-line.

Driven by the number of offerings, students tend to enroll in the distance education courses of the Business department at a higher rate than other units. Distance education students take an average of 10 units per semester compared to all matriculating students who take an average of 6.9 units per term. Other interesting facts include: currently, 27% of the distance education courses meet CSU/UC transfer course requirements; seven (7) of the distance education courses offered meet the General Education requirements. This data suggest room for growth.

This information is informing how we are proceeding so that Laney's distance education offerings are sound and part of a comprehensive educational program. Currently, this consists of (1) evaluating best practices found within and outside of California, (2) developing full program degree/certificate programs, and (3) formative and summative assessments (evaluation) practices. (These efforts are in concert with the college wide plan to develop and use student learning outcomes and assessment practices at the course, program, and institutional levels. And these efforts shall inform the distance education plan that will be developed during Academic Year 2007-2008.)

By Fall 2007, a full plan will be developed and implemented to strengthen Laney's distance education (DE) offerings overall with special attention to the existing courses. This plan will entail a thorough review of the outcomes achieved during Academic Year 2006-2007 involving the existing faculty who teach on-line and telecourses. Facilitated by the deans, each DE course has been undergoing review. In many instances, this consists of complete updates and significant changes in most areas of the course outline including course objectives, learning outcomes, assessment practices, and nature of the offering (e.g., from TV to web based)—especially for the older courses. Also, the new courses tend to have higher level of integrity in delivery, content, and assessment. In addition, in sampling the syllabi, a comparable level of rigor in traditionally in-class taught classes has been found. Furthermore, several courses were updated during the last three years with the balance due by Fall 2007. In addition, the plan will be extended to address macro as well as micro issues of quality, rigor, and integrity in the overall offerings of the programs.

In fact, the new Dean of the Division of Business, Mathematics, and Sciences was selected in part based on his direct experiences in this area and expertise in developing high quality efforts within the higher educational and private industry settings. As a noted statistician with leadership accomplishments in technology, he is expected to represent Laney within the organizational and governance groups district-wide. These efforts are being reinforced by the action-oriented leadership work of the Laney Technology Planning Committee, the Learning Assessment Committee, the existing instructional deans, and the Faculty Senate. Thus, the Office of Instruction and the College has reasonable expectations that the quality as reflected in rigor, depth, and breadth of distance education will dramatically increase.

(Note: details about how Laney has responded to the ACCJC Standards 44.D.2, 4.D.6, 4.D.7 are revealed in the November 2006 Laney College Midterm Report.)

Next Steps

(Additional Plans Laney College Developed)

None.

Evidence of Results (documents)

1. October 2005 Laney College Progress Report
2. November 2006 Laney College Focused Mid-term Report
3. Updated course outlines, Fall 2006 and Spring 2007
4. Report on the status of course outlines for the online and distance education classes, Office of Instruction, 2006.
5. Laney College Distance Education Courses: a summary report by the Research and Planning Officer, Fall 2006.

RECOMMENDATION #8 OF THE 2003 WASC ACCJC VISITING TEAM: *Administrative Turnover*

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)

Observations & Conclusions of the 2003 ACCJC Visiting Team

The team noted "Laney College has many dedicated and talented faculty members and staff. They clearly enjoy their work and are committed to serving students. The College, however, continues to function with many interim and temporary appointments. This has led to a serious instability and has had a demoralizing effect throughout the institution. This situation has worked against the College's goals of effective leadership and consistency at all levels of the organization." They went on to note the ongoing "sense of instability." Furthermore, the team wrote, "Administrative turnover and impermanence seem to have become the institutional norm rather than the exception," with losses in institutional memory and impeding consistency in leadership with "a demoralizing impact on the institution."

The team concluded that "Laney partially complies with the [accreditation Standard Seven on Faculty and Staff]. They noted the "serious decline" in faculty and reduction in support staff. In addition, they wrote the "perennially high turnover rate of administrators has impeded both their fair and objective presentation of data as well as a consistent process for formal evaluation."

College Response to the Recommendation

Resolution of the Team's Recommendation

Status: Resolved

Analysis of Results Achieved to Date

The college is in a better position than it has been in years as it has more permanent administrators than even the last reporting to the ACCJC in November 2006. As of July 2007, eight of the ten Laney College administrators will be permanent. (Two of these permanent administrators—Dean of Business, Mathematics, and Sciences and the Dean of Applied and Fine Arts, Communications, and Physical Education—were approved for hire by the Board of Trustees at their February 27, 2007 meeting). The College President expects to recommend the hiring for the remaining two permanent administrators, the Vice President of Student Services and the Business Manager, prior to June 2007 as the recruitment for the vice president position is complete and the screening process begins March 2007.

The college is on track to meet the expectations it laid out in the November 2006 Focused Mid-term Report. Specifically, the report of conditions and needs will be completed by the end of the Spring 2007 term; and will incorporate a detailed analysis of the current realities, a needs assessment and gap analysis, staffing priorities, and a plan of action to ensure that the College's needs are supported by a sufficient number of highly qualified professional staff. Matters such as the impact of the current staffing of the College, including details on turnovers, the influence of management and staff development efforts at (and supported by) the College and District and performance reviews and improvement plans will inform the development of institutional procedures and staff development priorities. In addition, the Laney training program for administrators (and faculty and staff) is being developed for implementation by Fall 2007 that 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.

(Note: details about how Laney has responded to the ACCJC Standards 7.A.1, 9.A.1, 10.B.3 are revealed in the November 2006 Laney College Midterm Report.)

Next Steps

(Additional Plans Laney College Developed)

None.

Evidence of Results (documents)

1. February 27, 2007 Minutes of the Board of Trustees
2. Laney College staffing Analysis Report, Anticipated Spring 2007

RECOMMENDATION #9 OF THE 2003 WASC ACCJC VISITING TEAM: *Hiring Process*

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)

Observations & Conclusions of the 2003 ACCJC Visiting Team

The team highlighted the ongoing sense of instability due to the high level of interims and temporary appointments. The team also acknowledged the formation of the "Faculty Prioritization Committee to address the allocation of future faculty positions," the cumbersome faculty hiring process, the inconsistent application of District hiring policies and procedures, and evaluation of managers. They concluded further, "Laney College partially complies with this standard of accreditation. It is clear that the institution still faces some challenges with respect to this accreditation standard. The number of full-time faculty has seriously declined in recent years, with the result that some programs are now without any full-time faculty members." The conclusions also evidenced "significant reductions in support staff," rendering inadequate support to critical areas of the College, "especially in the area of support for computer maintenance and technology training."

College Response to the Recommendation

Resolution of the Team's Recommendation

Status: Resolved

Analysis of Results Achieved to Date

Led by the District Office of Human Resources, the legal and administrative responsibilities of the College and District are clarified and communicated among appropriate professionals to ensure smooth functioning of the hiring process. Consistent with the ACCJC 2003 visiting team's recommendation, it reflects a streamlined approach for academic and classified staff.

As the November 2006 Focused Mid-term Report revealed, the resolution of this recommendation was achieved by Spring 2004 and improvements were made during the Fall 2006 with the new PCCD and SEIU Local 790 agreement regarding the hiring of classified hourly employees.

In general, the responsibilities of the District are to carry out recruitment efforts, organize for and facilitate the screening processes, and ensure adherence to appropriate legal and procedural mandates as they complete the hiring process when selection is determined (Standards 7.A.1, 7.A.2, 7.A.3, 7.D.3). The responsibilities of the College are to determine with sound justification its hiring priorities, support Human Resources in its recruitment efforts, carry out with integrity the screening and selection process, and recommend hires to the President and the Chancellor (Standards 7.D.3, 10.B.3, 10.B.4). Excerpt from November 2006 Focused Mid-term Report.

Briefly, this streamlined approach ensures that the College determines its hiring needs through its appropriate procedures⁶, the College President requests approval from the Chancellor, and Human Resources processes the approval.

In a documented effort to clarify and communicate roles and responsibilities for the hiring process, the Office of Human Resources has implemented various strategies to address recommendations made as a result of the ACCJC 2003 Visiting Team's visit to Laney College. Those strategies include:

⁶ The College procedures vary depending on the nature of the position—faculty, classified staff, or administrative. In the case of a faculty position, Laney's Faculty Prioritization Committee determines the need for the position based primarily on the priorities revealed in the program review and after receiving a justification form complete with substantive quantitative and qualitative data. Once agreement supports recruitment, their recommendation is received by the Vice President of Instruction who determines the soundness of the request. If she agrees, the Vice President of Instruction sends her recommendation and rationale to the College President. The College President then makes his decision to approve or deny. If concurrence, the College President sends his request and justification to the District Chancellor (or his designee). Given the new District procedure, this request is also sent to the Strategic Management Team for its review and recommendation to the District Chancellor. In the case of classified staff and administrators, the line administrator considers the priorities of the College and sends recommendation with justification for recruitment to the College President for his approval.

1. Defining the organizational structure of Human Resources with clear roles and responsibilities of each HR team member and in response to Laney's HR needs. This information has been disseminated in training sessions as well as posted on the Peralta Web Site for all employees to review. (Appendix D, document 1)
2. As requested by the colleges, offering one-on-one training sessions has been available since March of 2005 to the administrative team concerning roles and responsibilities associated with the hiring process (a part of Appendix D, document 2). This is an ongoing effort.
3. In reference to the application and intake process for faculty employees, providing two district-wide training sessions to management and staff as it pertains to conditions of employment are provided. These two sessions were offered on July 27, 2006; one session at 10:00 a.m. and the other at 3:00 p.m. the same day. (Appendix D, document 3)
4. In compliance with the Classified Settlement Agreement between the District and SEIU, Local 790, providing a training session to clarify the objectives and conditions of hourly classified employment. (Appendix D, document 4) An additional training session is scheduled for April of 2007.
5. In an effort to maintain status updates and better communications between the colleges and the District Office, a composite recruitment report is provided by the assigned Human Resources Recruitment Analyst. (Appendix D, document 5)
6. In support of the colleges, who develops report and PowerPoint presentations to explain the permanent faculty recruitment process. (Appendix D, document 6)
7. A Request to Advertise process was recently developed to clarify the College's request to publicly post a vacant faculty position. Once the faculty position is identified and prioritized at the college, the request is presented to the District Strategic Management Team for review. This review includes productivity data as centralized by the Office of Educational Services for the disciplines in question. Recommendations are made, which are reviewed by the Vice Chancellor for Educational Services and the Office of Finance for budgeting verification. Once compliance with the 75/25 State requirement is verified, the Request to Advertise is forwarded to the Chancellor for his approval.

Table 1. Request to Advertise Process

College	District	Vice Chancellors - Position Review	Chancellor Approval	HR
Shared Governance-Faculty Prioritization Committee, including approvals from Business Office, VPI and College President	Request is provided to District SMT Committee	Review by both Vice Chancellor for Educational Services and budgeting for verification and compliance with the 75/25 State requirement by Office of Finance	The Request is submitted to the Chancellor for Approval →	Review of position for all approvals; college consultation applied concerning position description; finalize job description and initiate recruitment and selection Process

8. The Office of Educational Services has drafted a document entitled "Faculty Transitional Hiring Policy Statement" and has streamlined a process to provide instructional data to colleges in support of faculty positions to be advertised and filled. (Appendix D, document 7)
9. In support of a fair and equitable hiring process, the Office of Human Resources has refined and updated documents as it pertains to the committees' role in the process (Appendix D, document 8)

Dialog Concerning Approvals of Faculty Positions

The dialog concerning approvals has been further clarified through a myriad of meetings between college and district officials. Upon completion of the governance/prioritization process at the college, the requests to fill faculty positions are brought to the District Strategic Management Team "SMT" Meetings which includes College Presidents and Senior Administrators at the District level. During meetings of the SMT, the body reviews the request and makes a determination, with a review of data (concerning curriculum demands) now streamlined by its availability through the Office of Education

Services. From a financial standpoint, colleges and district all understand compliance with areas such as the 72/25 law; budgetary limitations and productivity (short and long-term) and instructional offerings to address the needs of the students served.

Dialog Concerning the District's Process for Hiring District Office Administrators and District Office Classified Staff

There is ongoing dialog concerning the District process; whereas positions are created based on budget availability, service needs of the campus and staffing needs of the specific department. "New" positions are reviewed by the Office of Human Resources, with budget approval coming from the Vice Chancellor for Finance and Administration and final approval from the Chancellor concerning the necessity for said position.

Settlement Agreement Clarifying the District's process for Developing Agreements with Unions

This area references the Settlement Agreement between SEIU, Local 790 and the District regarding compliance with the hiring of hourly non-academic (Classified) employees. In this regard and since this involves compliance with legal and the California Education Code, one training session has been conducted and another session will be offered in April 2007. Furthermore, and with the input of college managers district-wide, the Office of Human Resources has been in dialog with SEIU, Local 790 representatives to review the settlement agreement based on input from both faculty and staff.

Laney College Administrative Leadership

The District is stabilizing the Administrative Team at Laney by the hiring of a "permanent" President in July of 2006. Furthermore, in a concerted effort to stabilize the college, the two remaining interim administrative positions at Laney are in various stages of the recruitment and selection process. Positions include the permanent Vice President of Student Services as well as a permanent Business Manager. Given a successful process, all management positions are anticipated to be filled permanently by June 30, 2007.

Laney College Faculty

With additional information from the Office of Finance, the information posted in the box that follows indicates an increase in Authorized Faculty FTE for Laney College beginning FY 05-06, with fewer vacant FTEF as noted in the District's Adopted Budget to that of FY 04-'05.

Table 2. Laney College Adopted Budget For Three Fiscal Years

Adopted Budget	Authorized Faculty FTE	Vacant FTE
FY 04-05	130.76	19.69 FTE
FY 05-06	136.87	13 FTE
FY 06-07	136.87	12 FTE <i>* College is authorized to advertise two Faculty positions to commence Fall of 07.</i>

Laney College Classified Positions

Classified positions continue to be advertised on an ongoing basis with more than 80 positions filled within the past two fiscal years district-wide. While the District works with colleges to review technology needs, the following permanent classified/management positions related to technology needs have been filled beginning FY 05 and thereafter:

Laney College

1. Alternate Media Technology Specialist, Disabled Students Programs & Services
2. Computer Network Technician, Writing Center
3. Computer Network Technician, Technology Center (pending hire)

District Office

4. Help Desk Support Technician II
5. Help Desk Support Technician II
6. Applications Software Analyst
7. Computer Network Technician,
8. Director of Technology Services
9. Chief Information Officer

The above excludes technology positions filled at other Peralta colleges.

(Note: details about how Laney has responded to the ACCJC 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 are revealed in the November 2006 Laney College Midterm Report.)

Next Steps

(Additional Plans Laney College Developed)

None.

Evidence of Results (documents)

1. Board Policies 1.18, 3.18, 3.26, and 3.34;
2. Human resources procedures for hiring faculty;
3. Human resources procedures for hiring administrators; and
4. Human resources procedures for hiring classified staff.
5. PCCD and SEIU Local 790 agreement, Fall 2006
6. Appendix D, Human Resources documents 1 to 8

RECOMMENDATION #10 OF THE 2003 WASC ACCJC VISITING TEAM: *Fiscal Computer Infrastructure*

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)

Observations & Conclusions of the 2003 ACCJC Visiting Team

The team concluded that "Laney College essentially meets this accreditation standard, with the notable exception of its system of planning. The College and District have made progress in increasing the amount of collaborative participation in the budget development process. The College is in the beginning stages of developing and implementing an integrated model that ties together planning, evaluation, and resource allocations."

The team also noted, "College personnel are disadvantaged in that there is no way to obtain timely financial information except through the cumbersome and antiquated District computer system. The lack of readily available information poses a significant challenge to college financial stability, especially during these fiscally volatile times. Both the College and the District recognize this problem and are taking steps to rectify the problem. However, the solution is at least two years away."

College Response to the Recommendation

Resolution of the Team's Recommendation

Status: Resolved

Analysis of Results Achieved to Date

Continued steps are taken by district and college leaders to improve the capacity of users to the relatively new fiscal computer infrastructure. Importantly, the district leadership—Chancellor and Board of Trustees—went beyond the recommendation of the ACCJC 2003 Visiting Team's recommendation, which called for "obtain[ing an] acceptable short-term solutions to fill in the gap in information..." Instead, the District leadership secured a *long-term* solution for strategic reasons consistent with ensuring the capacity of the college to plan strategically and in an integrated way that "ties...planning, evaluation, and resource allocations."

Laney College leadership and support staff continues to inform improvements that will allow for even greater access and analyses of finances for planning purposes. (Note: Further details about how Laney has responded to the ACCJC Standards 9.B.1, 9.B.2, 9.B.3, 9.B.4, 9.B.5, 9.B.6 are revealed in the November 2006 Laney College Midterm Report.)

Next Steps

(Additional Plans Laney College Developed)

None.

Evidence of Results

1. November 2006 Laney College Focused Mid-term Report
2. PROMT (its capacity) & user manual
3. List of training programs and the schedule of training by the Peralta Community College District

RECOMMENDATION #11 OF THE 2003 WASC ACCJC VISITING TEAM: *Healthcare Costs*

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)

Observations & Conclusions of the 2003 ACCJC Visiting Team

The team recognized that "Peralta is facing a \$150 million unfunded health benefits liability" and strongly urged the College and District to take steps to "rectify" this problem (2003 Team Report, p.30-31).

College Response to the Recommendation

Resolution of the Team's Recommendation

Status: Resolved. *As noted in the November 2006 Laney College Focused Mid-term Report, accomplished by 2005-2006.*

Analysis of Results Achieved to Date

As the detail analysis provided in the November 2006 Laney College Focused Mid-term Report notes,

Given the soaring costs of healthcare, providing health benefits for employees and retirees has become a major financial liability for many organizations in California. According to calculations by Tom Smith, Peralta's Vice Chancellor of Finance, the District's unfunded liability for the next 45 years is over \$150 million and the chief cost is retiree health benefits.

Over the last three years, changes in union contracts have incorporated the following measures aimed at addressing this issue: 1) a co-pay program was instituted for all health benefit holders; 2) a policy was approved to end District medical benefit at age 65 for those hired after July 1, 2004; and 3) vesting time was changed from five to ten years. These steps have helped somewhat to slow the growth of the District's liability costs but are not enough alone to counteract the projected increase in rates over the next few decades.

In 2005-2006, the District took an even bolder step—one that has been instrumental in more fully addressing the problem. With the authorization of the Peralta Board of Trustees, the District sold \$153 million in bonds as a first step toward financing these costs. This transaction was completed in January 2006. The money generated, when carefully invested, is expected to yield enough interest annually to cover the projected ever increasing costs of providing healthcare benefits for Peralta's current employees and retirees, allowing the District to meet its long-term liability costs in the future and uphold new General Accounting Standards Board (GASB) standards.

Laney acknowledges the importance of the District's decisive (and creative leadership) action on this recommendation as it moved from the pay-as-you-go strategy to full disclosure by 2006-07, per the new GASB standards."

Led by the Office of Finance, the District and College continues to monitor healthcare costs to avoid future challenges to fiscal stability. The Board of Trustees approved the investment policy that was designed so that the asset allocation mirrors the CalPERS allocation. The Board of Trustees' Audit Committee monitors the performance of this bond regularly: it has completed one year and earned a 10.81% return on investment. (Note: Further details about how Laney has responded to the ACCJC Standards 9.C.1 are revealed in the November 2006 Laney College Midterm Report.)

Next Steps

None.

Evidence of Results

1. November 2006 Laney College Focused Mid-term Report
2. Resolution of the Board of Trustees authorizing issuance of bond
3. Superior Court petition for bond validation
4. Superior Court judicial validation judgment
5. Draft of Board investment policy
6. Union contracts
7. Board of Trustee minutes for December 3, 2005, December 13, 2005, and January 10, 2006

RECOMMENDATION #12 OF THE 2003 WASC ACCJC VISITING TEAM: *Board of Trustees Role and Function*

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)

Observations & Conclusions of the 2003 ACCJC Visiting Team

"During the visit, the team validated concerns among both college and District staff regarding the continuing overlap, confusion and, occasionally, cross-purposes in the roles of the Board of Trustees, the District administration, and the College administration. ... The team also validated the fact that confusion continues to exist regarding the roles and responsibilities of the District and college administration", which undermines their effectiveness in "developing and implementing [the College's] goals and directions"

College Response to the Recommendation

Resolution of the Team's Recommendation

Status: Resolved

Analysis of Results Achieved to Date

As the November 2006 Laney College Focused Mid-term Report evidences, the Board of Trustees adheres to "its appropriate policy role and in establishing stable leadership in the District Chancellor". During Spring 2007, the Laney leadership continues to observe actions taken by Trustees and the Chancellor, as the secretary to the Board that remains consistent with this finding.

The Peralta Board has new policies in place delineating its governance role. The new trustees elected during 2006 received a thorough orientation as to their roles and responsibilities as leaders for a public educational institution, and all Board members participate in the special in-service sessions that usually follow formal meetings of the Board.

(Note: Further details about how Laney has responded to the ACCJC Standards 10.A.3, 10.A.4, 10.C.1, 10.C.2, 10.C.3, 10.C.5 are revealed in the November 2006 Laney College Midterm Report.)

Next Steps

(Additional Plans Laney College Developed)

None.

Evidence of Results

1. Goals of the policy review committee 2005
2. Minutes of Meetings of the Board of Trustees
3. Dates of Orientation Sessions for the New Board Members

RECOMMENDATION #13 OF THE 2003 WASC ACCJC VISITING TEAM: *Interim Chancellor*

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)

Observations & Conclusions of the 2003 ACCJC Visiting Team

The team observed the instability in the District leadership and noted its negative impact on the ability of the College to develop and successfully achieve its goals. The team also conveyed its belief that the impressive efforts of faculty, staff, and administrators—reflecting their commitment to the purposes and values of Laney College—would be undermined and result in confusion, dissatisfaction, and low morale “when confronted with unclear communication processes, inconsistent leadership and ambiguous governance systems” (2003 Team Report, p.34). The Team found that the College partially met the accreditation standard on governance and administration, and it concluded that a disregard for addressing the “lack of clarity of District and college administration roles and responsibilities...has led to an exceptionally confused system of institutional decision making, an unclear District/college communication process, and a lack of trust in governance structures” (ibid).

College Response to the Recommendation

Resolution of the Team’s Recommendation

Status: Resolved.

Analysis of Results Achieved to Date

This recommendation has been achieved. The permanent chancellor appointed 2004 remains. The personnel among the administration, faculty, and classified staff at the district and colleges are stable. (Even the number of retirements are low.) As noted in both the October 2004 Laney College Progress Report and the November 2006 Laney College Mid-term Report, the chancellor still continues to show his “commitment to the stability in both college and District administrative personnel” in part through his work with College Presidents and shared governance groups.

Now, clarity between the district and college administration regarding roles and responsibilities exist. Increased communication has also occurred among administrators. Overall, this allows for sound decision making and the ability to build trust in the governance structures. Concerted efforts to improve trust among district and college administrators is evidenced by the increased number of informal transactions that occur that are in support of the mission-focused agenda of the college.

The college will continue to document how stability and changes in the governance and administrative structures influence institutional decision making, District/College communication process, and trust in governance structures. (Note: Further details about how Laney has responded to the ACCJC Standards 10.C.1, 10.C.2 are revealed in the November 2006 Laney College Midterm Report.)

Next Steps

(Additional Plans Laney College Developed)

None.

Evidence of Results

1. October 2005 Laney College Progress Report
2. November 2006 Laney College Mid-term Report
3. Role and Responsibilities of the Strategic Management Team
4. PCCD District-wide Strategic Plan: the values and plans, 2006

RECOMMENDATION #14 OF THE 2003 WASC ACCJC VISITING TEAM: Governance Committees and Structures

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 district-wide organizational and governance committees. (Standards 10.B.5, 10.B.9, 10.C.3, 10.C.5, 10.C.6)

Observations & Conclusions of the 2003 ACCJC Visiting Team

"In spite of the College's attempts to construct effective organizational and governance structures, there appears to be no consistently effective nexus between District and college planning and budgeting efforts. A need exists for consistent Laney College administrative (president or designee) representation on District organizational and governance structures such as the Chancellor's Policy Advisory Committee and the District Budget Advisory Committee. College and District organizational structures and committees are frequently not linked to one another. Linked District and organizational and governance committee charts are needed in order to map communication and decision making processes and to assist in collegial participation" (2003 Team Report, p.33).

The team concluded, "Laney College partially meets this accreditation standard." They made clear that "neither the Peralta Community College District nor Laney College has effectively responded to their recommendations. This disregard has led to an exceptionally confused system of institutional decision making, an unclear District/college communication process, and a lack of trust in governance structures."

College Response to the Recommendation

Resolution of the Team's Recommendation

Status: Resolved

Analysis of Results Achieved to Date

As noted in the previous report to the Commission, the governance committees and structures of the district reflect sound integration of organizational and governance structures (November 2006 Laney College Focused Mid-term Report). And consistent with the next steps identified, "Alignment and integration details, which are clarified in the District-wide strategic plan, [and] further defined in subsequent, updated versions of the shared governance document". As well, "Presentation of the entire planning processes of the College and the District [is] online for review for all constituents" now exists.

Laney's permanent membership on district organizational and governance structures is consistent with the priorities of the college and membership on the related college level committees. This ensures a direct link between (and among) relevant college and district structures. For example, the college president leads and the Faculty Senate president is an active member on the Laney College President's Advisory Committee. Through their service on the Chancellor's Policy Advisory Committee, they are able to convey strategic information between each to advance educational priorities of the college and district. Likewise, the Laney Business Manager and the Chair of the Economics department co-chair the Laney Budget Advisory Committee. Along with other Laney representatives, both are members of the District Budget Advisory Committee with the responsibility to advocate for sound fiscal accountability including ensuring that the strategic needs of the college and district are addressed.

The Laney leadership continues to work earnestly with the 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" that include the Chancellor's Policy Advisory Committee (CPAC) and the District Budget Advisory Committee. The CPAC has been merged with the Strategic Planning Steering Committee: its new name is Strategic Planning and Policy Advisory Committee. As a result of this merger, the capacity of the leading governance groups of the College has been enhanced as the partnership with district leaders is further solidified. This is only one of several instances of concerted efforts to strengthen the influence and effectiveness of organizational and governance groups. (Other examples are noted in Appendix C.)

In these instances, there are direct links among these groups. They are revealed on Figure 1, the figure that shows the alignment among communication and consultation, planning and facilities. A description of the communication and decision making processes are further illuminated in the "Institutionalizing the PCCD's District-wide Integrated Strategic Plan: Response to District Recommendation Four", sections II-VI.⁷ Collectively, the permanent working groups of committees and coordinated educational planning implementation task groups (see Table __ below) are operationally tasked with expanding the input from among all stakeholders—internal and external. The Chancellor plans to design and disseminate a newsletter to communicate the planning framework, chief operational priorities and achievements is intended to facilitate increased participation in the organizational and governance groups responsible for the effective implementation of the plan.

Intentionally, alignment is occurring between the work of these policy groups and the strategic planning framework of the College. This has occurred to ensure an 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 facilitated desired outcomes that are assess through formative and summative evaluation methods. This structure aligns district and college governance groups" to:

- Ensure that the members of districtwide committees consist of college professionals who work together to achieve the shared strategic and operational goals;
- Strengthen and promote the shared framework of policies and planning strategies developed and employed appropriately by the district and the colleges;
- Use of college and district program reviews to update the educational master plans of the respective colleges and the district service centers; and
- Allocation of resource 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.

Given the charge of the sub-committees of the District wide Strategic Planning Steering Committee, the Figure 1 of the November 2006 Laney College Focused Mid-term Report has been updated as now evidenced in Table 1 below:

⁷ This mapping process was facilitated by MIG, yet it was driven by the input of several participatory governance groups with membership shared among college and district administrators and college faculty and staff. For example, the college presidents with the chancellor and senior district administrators by way of the Strategic Management Team, the colleges' chief academic officers with the vice chancellor of educational services, and District wide Strategic Planning Steering Committee ALL directly determined the contents and the flow of this planning cycle that is inclusive of several essential mechanisms (i.e., communication, reporting, assessment, documentation, and continuous improvement).

Table 3. District and Laney College Shared Governance and Strategic Initiatives Committees

Districtwide		Laney	
Standing Committees	Coordinated Educational Planning Implementation Task Groups	Strategic Directions	College Committee(s)/ Governance Group
A, H	A. Develop Background Data for Strategic Planning	A, B	1. Laney College Research Planning & Coordinating Committee
B	B. Strategic Curriculum Review Task Group	A, B, D, E	2. Faculty Senate 3. Curriculum Committee
B, E, I	C. Foundation Skills/Retention Task Group	A, B, D	4. Basic Skills Learning Collaborative 5. Basic Skills Task Force 6. Matriculation Committee 7. Instructional Support Committee
A, B, C, D, E, F, G, H, I	D. Education Master Plan Update Task Group	A, B, C, D, E	8. Educational Master Planning Taskforce 9. Technology Planning Committee
A, C	E. Measure A Accountability Process Task Group	A, B, C, D, E	10. Facilities Planning Committee
H	F. Accreditation Report Coordination Task Group	A, B, E	11. Accreditation Committee 12. Self Study Planning & Coordinating Team
A, B, C, D, G, H, I	G. Integrating Annual College Educational Priorities with Financial, Facilities, and Human Resources Staffing	A, B, C, E	13. Educational Master Planning Taskforce 14. Budget Advisory Committee 15. Instructional Equipment & Library Resources Advisory Committee 16. Faculty Prioritization Committee 17. Facilities Planning Committee 18. College Council 19. Laney College President's Advisory Council

Districtwide Standing Committees & Work Groups Legend

- | | |
|--|--|
| A Strategic Planning Steering Committee | B Council on Instruction, Planning and Development |
| C Districtwide Facilities Advisory Committee | D Districtwide Budget Advisory Committee |
| E District Matriculation Committee | F Chancellor's Policy Advisory Committee |
| G District Staff Development Committee | H Strategic Management Team |
| I Group of Advising Faculty | |

Laney Strategic Directions Legend

- | | |
|--|--|
| A Strengthening Academic & Student Support Programs | B Institutional Effectiveness |
| C Electronic Access, Automation & Technology | D Communications/Outreach/ Community Programming |
| E Participatory Governance & Institutional Effectiveness | |

In summary, the District-wide operational and governance committees are organized purposely to ensure achievement of strategic planning priorities and the integrity of the planning processes of the district and each of its colleges. The college will continue its good faith efforts to ensure achievement of the shared goals among the district and its colleges in part through continuous assessment of the organizational and governance operational framework. (Note: Further details about how Laney has responded to the ACCJC Standards 10.B.5, 10.B.9, 10.C.3, 10.C.5, 10.C.6 are revealed in the November 2006 Laney College Midterm Report.)

Next Steps

(Additional Plans Laney College Developed)

None.

Evidence of Results

1. Figure 1: PCCD chart of organizational and governance structures informing the Strategic Plans of PCCD
2. Peralta Community College District District-wide Strategic Plan, Approved 2006
3. Laney College Participatory Governance and Administrative Structure, Adopted September 2002
4. Appendix C. Institutionalizing the PCCD's District-wide Integrated Strategic Plan: Response to District Recommendation Four