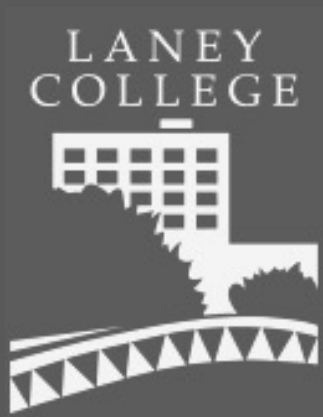


Laney College

900 Fallon Street
Oakland, CA 94607



Submitted To:

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

2018 **MIDTERM REPORT**

Certification of Midterm Report


Date: March 15, 2018

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

From: Tammell Y. Gilkerson, Ed.D.
President
Laney College
800 Fallon Street
Oakland, CA 94607

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

Signatures

 2/27/18
Meredith Brown, President
Peralta Community College District Governing Board


Jewel C. Laguerre, Chancellor
Peralta Community College District


Tammell Y. Gilkerson, President
Laney College


Denise Richardson, Division Dean
Accreditation Liaison Officer


Donald Moore, President
Faculty Senate


Robert Tracy, President
Classified Senate


Keith Welch, President
Associated Student Senate

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Statement of Report Preparation

This 2018 Midterm Report reflects the progress made by Laney College in meeting the standards of the Accrediting Commission for Community and Junior Colleges (ACCJC). It also details the implementation of the actionable improvement plans (AIP) included in the 2015 Institutional Self-Evaluation Report and demonstrates the College's progress in meeting the recommendations for improvement from the ACCJC comprehensive evaluation team.

In Fall 2016, a subcommittee of the College's Institutional Effectiveness Committee began preparing the Midterm Report. The subcommittee was composed of faculty, classified professionals and administrators. Faculty contributed to the report based on their College or District committee roles and knowledge of the items addressed by the actionable improvement plans (AIPs). The co-chairs of the subcommittee met twice monthly to discuss the College's progress on the actionable improvement plans (AIPs) and to address recommendations for improvement. The subcommittee co-chairs presented two midterm report updates to the Institutional Effectiveness Committee during Spring 2017 [SRP.1, SRP.2]. Two meetings were convened for the full subcommittee in Fall 2017 to review and finalize the report [SRP.3, SRP.4].

The 2018 Midterm Report was presented and reviewed by the Institutional Effectiveness Committee, the Faculty Senate, the Classified Senate, the Associated Students of Laney College Senate, and College Council. Final approvals occurred in February, 2018 [SRP.5-SRP.9]. The Governing Board reviewed and approved the Report on Tuesday, February 27, 2018 [SRP.10].

Evidence of Completion

[SRP.1 Institutional Effectiveness Committee Meeting Minutes April 18 2017](#)

[SRP.2 Institutional Effectiveness Committee Meeting Minutes May 9 2017](#)

[SRP.3 Accreditation Subcommittee Meeting Minutes November 6 2017](#)

[SRP.4 Accreditation Subcommittee Meeting Minutes December 14 2017](#)

[SRP.5 Institutional Effectiveness Committee Meeting Minutes February 13 2018](#)

[SRP.6 Faculty Senate Meeting Minutes February 6 2018](#)

[SRP.7 Classified Senate Meeting Minutes February 23 2018](#)

[SRP.8 Associated Students of Laney College Senate Meeting Minutes February 1 2018](#)

[SRP.9 College Council Meeting Minutes February 21 2018](#)

[SRP.10 Board of Trustees Meeting Minutes February 27 2018](#)

Plans Arising Out of Self-Evaluation Process

The 2015 Institutional Self-Evaluation Report identified seven actionable improvement plans to strengthen the alignment with the Commission's Standards and demonstrate the College's commitment to ongoing reflection and continuous improvement.

Actionable Improvement Plan 1

In anticipation of an increase in demand for online offerings, Laney is strengthening its strategy and is executing a plan to align with best practices in distance education (DE) in regard to policy, instructor certification, professional development and quality assurance.

Standard/Eligibility Requirement: II.A. Student Learning Programs and Services

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

Status: Completed

To ensure that policies and procedures for distance education support high standards of quality, the College has developed and implemented new methods to keep pace with the ever-evolving best practices in distance education. In Fall 2016, the Faculty Senate created a taskforce that included eight faculty members, the distance education coordinator, and one academic dean. The taskforce developed an overarching strategy with two core areas of focus: (1) creating standards for distance education instruction and curriculum approval, and (2) increasing faculty capacity through professional development [AIP1.1].

Standards for Distance Education Instruction and Quality Assurance

- Updated processes and procedures for curriculum review and approval of online and hybrid courses [AIP1.2]
- Developed checklist for faculty that includes the state standards for online education [AIP1.3]
- Created DE Addendum for faculty seeking DE approval to support compliance with state regulations and District policy for distance education [AIP1.4]

Increasing Faculty Capacity and Professional Development

- Created new faculty and student resource pages within the College's two Learning Management Systems (LMS), Moodle and Canvas [AIP1.5]
- Produced and distributed a monthly faculty newsletter focused on distance education [AIP1.6]
- Designed a Curriculum Committee rubric to facilitate evaluation of DE Addendum requests and to support compliance with state regulations and District policy for distance education [AIP1.7]
- Developed a train-the-trainer program to help faculty transition to new LMS, Canvas [AIP1.8]
- Provided drop-in office hours by Canvas trainers for hands-on support to learn the new LMS [AIP1.8]
- Opened a Technology, Teaching and Learning Center (TTLC) in Spring 2017, equipped with "smart" technology that mirrors what is offered in the classrooms and is focused on professional development with a particular emphasis on technology in teaching [AIP1.9]

- Trained faculty to use online course student evaluations to promote a greater degree of reflective pedagogy [AIP1.8]

In anticipation of increased demand for online course offerings, the College identified areas of focus for clarifying policies and procedures and strengthening professional development to ensure both quality and compliance with standards for distance learning. The College's significant progress on this actionable improvement plan also resulted in the distance education coordinator being selected to lead the development of district-wide standards for all four Colleges within the Peralta Community College District [AIP1.10]. The Laney distance education taskforce concluded its work by recommending that the Faculty Senate create a standing subcommittee on distance education. This standing committee was formalized in Fall 2017 to ensure and support continuity in high quality instruction in distance education [AIP1.11].

Evidence of Completion

[AIP1.1 Task Force for DE Improvements](#)

[AIP1.2 Curriculum Committee Minutes - DE Processes](#)

[AIP1.3 Self-Assessment Checklist for Faculty for OEI Standards](#)

[AIP1.4 Curriculum DE Addendum](#)

[AIP1.5 Faculty and Student Resources in LMS](#)

[AIP1.6 DE Newsletters](#)

[AIP1.7 Curriculum Committee Rubric for DE Addendum Evaluation](#)

[AIP1.8 Canvas and DE Training](#)

[AIP1.9 Announcement of TTLC Opening](#)

[AIP1.10 District DE Plan](#)

[AIP1.11 Laney Faculty Senate Minutes 10.3.17](#)

Actionable Improvement Plan 2

To exceed the standard, we have identified and are in the process of purchasing software that will allow us to unite, in the technical sense, the inherently connected processes of assessment and curriculum improvement. A single system for curriculum inventory, program review, and the management of student learning outcomes (SLOs), assessment information, and data will enable us to streamline College and District processes, efficiently keep track of changes between cycles, and provide the easiest possible access of information to faculty and administrators. We are maintaining the processes that have worked well historically – collaborative assessment by faculty, use of sound assessment tools, and reflection on and discussion of results.

Standard/Eligibility Requirement: II.A. Student Learning Programs and Services

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

Status: Completed

In December 2015, the Peralta Community College District launched the curriculum module in CurricUNET Meta, a software program that allows the College to clearly track the review and approval of all courses, programs and associated student learning outcomes offered at the institution. In addition to the curriculum inventory capabilities of the META software, it also offers a single customizable system that can seamlessly manage assessment data and the connection to curriculum improvement. The assessment module is a multi-level system, and includes course, program, and institutional outcomes mapped at the curriculum level.

Beginning in May 2016, the College's assessment coordinators spearheaded the district-wide effort to customize the assessment module, under the leadership of the District's Vice Chancellor of Academic Affairs, for adoption across the District [AIP2.1]. A core workgroup, which included faculty, staff and administrators from all of the Colleges in the District, convened to build the improved assessment data management system [AIP2.2, AIP2.3]. The first two course-level components of the Meta assessment module launched in Fall 2017, commencing college-focused training and data entry [AIP2.4].

With the inclusion of the new assessment module within the College's curriculum management system, a clear connection has been formed between curriculum and assessment, to include the simplification of data entry and system management. The completed system will allow streamlining of College and District processes, efficiently keeping track of changes between cycles, and providing the easiest possible access to information for faculty and administrators, which will allow for greater collaboration, reflection and discussion of student learning outcome assessments across the College.

Evidence of Completion

[AIP2.1 District Leads Announcement](#)

[AIP2.2 Meta Assessment Module Build Meeting Notes 5.11.16 to 8.11.16](#)

[AIP2.3 Meta Assessment Module Build Meeting Notes 8.29.16 to 8.16.17](#)

[AIP2.4 Assessment Module Training Emails 11.21.17](#)

Actionable Improvement Plan 3

The College will continue to seek District support to hire full-time faculty and classified staff, an institutional research and planning officer, public information officer/webmaster, instructional assistants and lab technicians, custodians, and other essential professionals. In consultation with Laney College, the District's Human Resources Department should develop a comprehensive plan to address the need to improve the process of recruitment and hiring.

Standard/Eligibility Requirement: III.A. Human Resources

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

Status: Completed

The College has made significant progress in expanding the number of qualified full-time faculty, staff and administrators with the appropriate expertise and commitment since Fall 2015. Utilizing the College's resource allocation process, the identification of positions and the recruitment and onboarding of new personnel has provided the College with an infusion of essential support. Since Fall 2015, the following new key positions have been identified:

Position Title	Term Hired	Notes
Faculty Positions		
Business Management & Supervision	SP16	
Chemistry	FA15	
Chinese	FA 15	
Computer Information Systems (CIS)	SP16 & SP18	Two (2) positions
Counselor, General	FA15 & FA16	Eight (8) positions
Counselor, EOPS	SU16	
Culinary Arts	FA15	
Electricity/Electronics	FA15 & FA16	Two (2) positions
Engineering	SU16	
English	FA15	Four (4) positions
English for Speakers of Other Languages (ESOL)	FA15 & SP18	Three (3) positions
Ethnic Studies	FA15	Two (2) positions
Geography	SP15	
Graphic Arts	FA16	
History	FA15	
Kinesiology-Women's Track Coach		Unsuccessful recruitment FA17; will reopen.
Librarian	FA15 & SP16	Two (2) positions
Mathematics	FA15 & SP18	Unsuccessful recruitment FA17; will reopen.
Mental Health	SP18	

Position Title	Term Hired	Notes
Photography	SP18	
Political Science	FA15	
Psychology	FA15	Two (2) positions
Sociology	FA15	
Classified Positions		
Clerical Assistant, Counseling	FA17	
Coordinator, Grants & Special Programs	FA16	
Custodian	SU17	Two (2) positions
Instructional Assistant, Computer Information Systems	FA17	
Instructional Assistant, Culinary Arts	FA16	
Instructional Assistant, Writing Center	SP15	
Program Specialist-Outreach	SU17	
Project Manager, CAYFES (Foster Youth)		
Project Manager, Workforce Development	FA15	
Public Information Officer/Webmaster	FA16	
Research Analyst	SP18	
Staff Assistant, Welcome Center	SP16	
Management Positions		
Director of Facilities	SP18	
Director of Technology	SP 18	
Interim Dean of Research & Planning	SU15	50% split with Berkeley City College. FA17 determined need for full-time support. Position reconfigured for classified research analyst.
Vice President of Administrative Services	SP18	
Vice President of Student Services	SP18	

Since Fall 2015, the College has assessed and revised both its faculty prioritization and classified prioritization process and has worked with District Human Resources to broaden the scope of advertisement of available positions to qualified professionals [AIP3.1, AIP3.2]. Faculty and staff positions are advertised on the District's website and sent to various list-serves based on the specific position. The College also created a college-specific webpage and a recruitment video to better promote the College's dynamic programs, as well as its diverse and culturally rich campus community [AIP3-3]. The hiring process has been made more efficient by establishing targeted timelines for each step of the hiring process.

Evidence of Completion

[AIP3.1 Classified Staffing Prioritization Committee Rubric](#)

[AIP3.2 Classified Staffing Prioritization Committee Ranking Sheet](#)

[AIP3.3 Laney College Recruitment Video](#)

Actionable Improvement Plan 4

In consultation with Laney College, including its Facilities Planning Committee (FPC), District General Services (DGS) should develop and work toward full implementation of a comprehensive maintenance program that would include: a plan with schedule to address outstanding deferred maintenance; an explicit preventative maintenance program; and replacement of the antiquated work order system with a web-based system. It shall include a study to determine the full engineer and maintenance staffing needs for Laney College with an analysis of deferred maintenance requirements.

In consultation with Laney College, DGS will prepare, ensure full funding for, and execute an updated and comprehensive plan to address, in the short term, major infrastructure renovation needs, including sewer and drain pipe replacement, air handling units and related equipment replacement, air balancing and air volume correction and repair, upgrade of undersized chiller plant, and electrical and gas systems replacement. DGS will adopt a written policy that any renovation work on campus buildings and systems should, to the maximum extent possible, address any and all deferred maintenance items associated with that building or system as part of the contractor scope.

Standard/Eligibility Requirement: Standard III.B. Physical Resources

III.B.1.a. The Institution plans, builds, maintains, and upgrades or replaces its physical resources in a manner that assures effective utilization and the continuing quality necessary to support its programs and services.

Status: Completed

The College has identified the facilities related items for repairs and upgrades and has been working collaboratively with District General Services (DGS) since Fall 2015 to address the prioritized inventory of these items. The resulting list, known as the Laney Fix-it list [AIP4.1] represents the most comprehensive record of the campus' facilities needs to date. The College and the District have jointly made progress in meeting this actionable improvement plan as detailed below:

- Established the Laney Infrastructure Working Group (LIWG) in Fall 2016 to advocate for the expeditious resolution of the most urgent facilities' needs. This subcommittee of the Laney Facilities Planning Committee (FPC) was convened with constituents from the College and District to obtain a greater level of communication and discussion [AIP4.2-AIP4.11]
- Systematically addressed the most urgent facilities needs for repair, with work ongoing [AIP4.12, AIP4.14]
- Engaged in district-wide implementation of the principles of Total Cost of Ownership (TCO) that includes Preventative Maintenance [AIP4.15]
- Hired and assigned six (6) stationary engineers from the District, including a utility engineer, to address Laney College facilities items. Two of the engineers are now dedicated to implementing preventive maintenance on a daily basis [AIP4.16]

- Contracted outside vendors to assist with identified preventive maintenance needs involving elevators, Heating-Ventilation-Air Conditioning (HVAC), technology, water sprinklers [AIP4.13]
- Replaced antiquated work order system in May 2016 with new web-based system that offers enhanced functionality that provide better usability, status tracking on work orders, and communication [AIP4.17, AIP4.18].

Evidence of Completion

- [AIP4.1 Laney Working Group, Laney Fix It List 20171002](#)
- [AIP4.2 LIWG Agenda 20170106](#)
- [AIP4.3 LIWG Agenda 20170112](#)
- [AIP4.4 LIWG Agenda 20170210](#)
- [AIP4.5 LIWG Agenda 20170310](#)
- [AIP4.6 LIWG Minutes 20161216](#)
- [AIP4.7 LIWG Minutes 20161228](#)
- [AIP4.8 LIWG Minutes 20170106](#)
- [AIP4.9 LIWG Minutes 20170127](#)
- [AIP4.10 LIWG Minutes 20170210](#)
- [AIP4.11 LIWG Minutes 20171016](#)
- [AIP4.12 Laney Projects Executive Summary 20170915 Leaks and HVAC SD](#)
- [AIP4.13 Laney Projects Executive Summary 20171107](#)
- [AIP4.14 Laney Projects Summary 20171107 HVAC repairs update SD](#)
- [AIP4.15 TCO Guidelines 20160916 Final](#)
- [AIP4.16 Midterm ACCJC DGS Report 2018 Update](#)
- [AIP4.17 Maintenance Connection purchase evidence](#)
- [AIP4.18 Completed Work Order Summary and Labor Report example](#)

Actionable Improvement Plan 5

In close consultation with college leaders, DGS (District General Services) will complete a comprehensive review of campus security policies and procedures as well as safety and security systems and execute a plan to systematically address all recommendations and findings including policies and procedures for hiring security firms and personnel, replacement of stolen equipment and supplies, and scheduled maintenance procedures for carrying out repairs, safety and security system installations, and calibration of all safety-related devices.

The college business and administrative services office will complete an analysis to determine an appropriate custodial staffing level and supply budget for the college to ensure consistent cleanliness on campus. Once determined, the Director of Business and Administrative Services, in collaboration with the president and shared governance entities, will ensure that the proper staffing level is achieved. The district will be tasked with ensuring that funding is available to support the appropriate staffing level.

Standard/Eligibility Requirement: Standard III.B. Physical Resources

III. B.1. b. The institution assures that physical resources at all locations where it offers courses, programs, and services are constructed and maintained to assure access, safety, security, and a healthful learning and working environment.

Status: partially-completed

The District General Services (DGS) department is slated to complete its comprehensive review of security policies during the 2017-18 academic year. Over the last three years, DGS has updated contracts to maintain mass emergency communications district-wide, renewed contracts with private security and the Alameda County Sheriff Office, and provided enhanced funding and resources for campus safety aides. [AIP5.1]

In Spring 2017, the Director of Business and Administrative Services completed an analysis to determine the appropriate custodial staffing level and supply budget to ensure an institutionally appropriate level of support for the College [AIP5.2-AIP5.3]. The College presented the recommendation to the District and was allocated two additional custodial staff to support the ongoing effort to ensure the cleanliness of the campus facilities [AIP5.4]. These additional custodians were hired in Summer 2017 [AIP5.5].

Evidence of Completion

[AIP5.1 Security Report Summary Laney – DGS 20171213](#)

[AIP5.2 Custodial-Standard-for-Colleges](#)

[AIP5.3 2017-18 Tentative Budget Book 062617](#)

[AIP5.4 Laney College Budget Augmentation Request FY 2017 18](#)

[AIP5.5 Email Evidence of Custodians Hiring](#)

Actionable Improvement Plan 6

Long-term capital planning and on-going facilities development practices will be reviewed, revised, and improved by DGS collaboratively with the college. DGS will address specific matters as part of this effort.

Standard/Eligibility Requirement: Standard III.B. Physical Resources

III.B.2.a. Long-range capital plans support institutional improvement goals and reflect projections of the total cost of ownership of new facilities and equipment.

Status: Completed

The College and District General Services (DGS) instituted a stakeholder consultation procedure for campus capital projects and have worked jointly to develop recommendations for funding the College's ongoing facilities and infrastructure needs, as well as outstanding long-term deferred maintenance.

In Spring 2017 the College embarked on a collaborative process to engage in the development of an updated Facilities Master Plan for the institution [AIP6.1]. Taking the lead in the planning with support from Steinberg & Associates, the Facilities Planning Committee (FPC) suggested guidelines and language to incorporate into the Plan to address the well-documented infrastructure-related issues on the campus [AIP6.2, AIP6.3]. Many of the FPC proposed recommendations have been included in the latest version of the Plan, which was just distributed to the campus and the committee in January 2018 [AIP6.1]. These recommendations include detailed structural analysis of existing structures and specify the accompanying needs associated with all of the renovations on campus [AIP6.4-AIP6.6].

While planning and identification of ongoing facilities needs has improved, funding for deferred maintenance continues to be allocated out of "one-time" funds and a permanent and stable percentage of General Fund dollars has not yet been identified by the District [AIP6.7-AIP6.12]. The College's Facilities Planning Committee and the District Facilities Committee have advocated for the introduction of a two percent permanent allocation General Fund budget to cover the cost of completing deferred maintenance items [AIP6.13]. The resolution will be brought to the Planning and Budgeting Council (PBC) in December for initial discussion and again in February 2018. The FPC is also developing a resolution to request full funding for the implementation of the first phase of the College's Facilities Master Plan, once approved by the Governing Board [AIP6.14, AIP6.15].

In August 2017, the PBC adopted a new structure for the District's Planning and Budgeting Integration Model based on the assessed need to add or modify committees, clarify committee charges, and update representation for greater communication and action [AIP6.16]. In order to better support long-term capital planning and on-going facilities development practices, the PBC created the District Technology and Facilities Conference Committee (DTFCC) to meet on an "as needed" basis and to ensure the integration of technology and facilities-related decisions. The DTFCC is charged with making recommendations on policy and procedures related to technology and facilities, as well as to make

recommendations regarding capital outlay (e.g., equipment and deferred maintenance) and implementation of technology [AIP6.16].

Evidence of Completion

- [AIP6.1 Laney College Draft FTMP 20180123](#)
- [AIP6.2 FMP contingencies 20171207](#)
- [AIP6.3 FPC Meeting minutes 20171204 draft](#)
- [AIP6.4 2016-PCCD-FUSION-Assessment](#)
- [AIP6.5 Laney Structural Assessment – Steinberg Table](#)
- [AIP6.6 Laney UG Infrastructure Projects](#)
- [AIP6.7 2012-13 Tentative-Budget](#)
- [AIP6.8 2013-14-Tentative-Budget](#)
- [AIP6.9 2014-15 Tentative Budget](#)
- [AIP6.10 2015-16 Tentative Budget](#)
- [AIP6.11 2016-17 Tentative Budget](#)
- [AIP6.12 2017-18 Tentative Budget Book 062617](#)
- [AIP6.13 Resolution on Facilities repair funding-PBIM DFC 20171201 final](#)
- [AIP6.14 2017-18 Facilities Master Plan – Process Statement final](#)
- [AIP6.15 Resolution for Laney FMP to be fully funded 20171125](#)
- [AIP6.16 PBIM Approved Manual 20170817](#)

Actionable Improvement Plan 7

Adopt and implement a budget planning and allocation process to ensure that Laney College receives 100% of its budget allocation model (BAM) funding as specified in the BAM and reflected in the Board approved budget annually beginning Fiscal Year 2015-16. In addition, Laney will advocate for the recovery of \$4.5 M of funding not received due to the partial implementation of the BAM.

Standard/Eligibility Requirement: Standard III.D. Financial Resources

III. D.1.b. Institutional planning reflects realistic assessment of financial resource availability, development of financial resources, partnerships, and expenditure requirements.

Status: Completed

Led by the College's Budget Advisory Committee, multiple meetings with District Finance officials revealed that although the District had adopted a revised Budget Allocation Model (BAM) in 2014, the District has not fully implemented the model for funding the Colleges and the District office [AIP7.1]. Therefore, according to the District, the College was not missing funds from the 2015-2016 fiscal year. Given this clarification and the hiring of a new College President in March 2017, the College has since focused on revising and improving its budgeting and allocation process to improve efficiency, create greater participation and transparency, and help inform a more equitable budget allocation process at the District [AIP7.2].

Evidence of Completion

[AIP7.1 Budget Allocation Model Rev 2014](#)

[AIP7.2 College Budget Allocation Process Rev 2017](#)

Institutional Reporting on Quality Improvements

Response to Team Recommendations for Improvement

In October 2016 the College submitted a Follow-up Report to address recommendations for improvement following the 2015 Institutional Self-Evaluation Report and comprehensive evaluation team visit in fall 2016 [RFI.1]. The recommendations included two (2) College-specific recommendations and eight (8) District recommendations. The two (2) College recommendations were as follows:

Recommendation 1 – Integrated Planning and Evaluation

In order to meet the Standard, the College should clearly define, document, communicate, and evaluate the structures, roles, responsibilities, and processes used to integrate human, facilities, and fiscal planning in support of student learning and achievement. (I.B.6, I.B.7, II.B.3.a, II.B.4, III. B.2.b, III.D.4, and IV.A.5)

Recommendation 2 – Program Learning Outcomes and Assessment

In order to meet the Standard, the College must:

- Identify and publish Program Learning Outcomes (PLOs)
- Ensure official student learning outcomes Other (SLOs) align with SLOs on course syllabi
- Regularly assess course and program student learning outcomes; publish results of program level assessment
- Use assessment results to take actions that may result in improvement and evaluate results of these actions (II.A.1.a; II.A.1.c; II.A.2.a; II.A.2.b; II.A.2.e; II.A.2.f; IIA.2.i; ER 10)

Both recommendations were addressed in the College's 2016 Follow-Up Report [RFI.2]. In November 2016, the ACCJC evaluation team found that the College had met the standard for Recommendation 2, but found that while the College had made substantial progress in developing and implementing planning processes, more time was needed to demonstrate the completion and evaluation of those processes. Based on the response from the Commission in their February 3, 2017 action letter, a subsequent Follow-Up Report and visit were required to address this remaining recommendation in October 2017 [RFI.3].

In Fall 2017, the College submitted a comprehensive Follow-Up Report outlining the full implementation and rigorous self-assessment of its adopted resource allocation process [RFI.4]. A follow-up visit was conducted in October 2017 and in January 2018, the Commission acted to remove the College from warning and reaffirmed accreditation for the remainder of the cycle in a letter to the College President dated, January 26, 2018. [RFI.5].

The College made tremendous strides in improving the effectiveness of its integrated planning and assessment process of both institutional processes and learning outcomes at the course, program, and institutional level. The focused ongoing evaluation and improvements have created more transparent processes and have inspired greater trust in shared governance at the College [RFI-05].

Evidence of Completion

- [RFI.1 June 29 2015 ACCJC Action Letter](#)
- [RFI.2 2016 Follow-Up Report](#)
- [RFI.3 February 3 2017 ACCJC Action Letter](#)
- [RFI.4 2017 Follow-Up Report](#)
- [RFI.5 January 26 2018 ACCJC Action Letter](#)

Field Code Changed

Data Trend Analysis

STUDENT COURSE COMPLETION			
(Definition: The course completion rate is calculated based on the number of student completions with a grade of C or better divided by the number of student enrollments.)			
Category	Reporting Year		
	2014	2015	2016
Stretch	65.1%	66.1%	67.6%
Standard	65%	65%	67%
Performance	66.91%	67%	69.3
Difference between Standard and Performance	1.91%	2%	2.3%
Difference between Stretch Goal and Performance	1.81%	.9%	1.7%

Analysis of the data: Over the three-year period, there has been steady improvement in the performance data, with the most significant increase occurring in 2016. There has been greater emphasis on tutoring campus-wide. Embedded tutoring and counseling in core math and English courses have also provided invaluable support in the classroom that has positively impacted completion results

DEGREE COMPLETION			
(Students who received one or more degrees must be counted only once.)			
Category	Reporting Year		
	2014	2015	2016
Stretch	531	508	534
Standard	500	500	500
Performance	528	512	540
Difference between Standard and Performance	28	12	40
Difference between Stretch Goal and Performance	3	4	6

Analysis of the data: In each of the last three years we have exceeded the standard for degree completion. The most compelling increase occurred in 2016 with a 40 student increase above the standard. The College SSSP efforts and the onboarding of 8 new counselors has been largely responsible for this progress.

CERTIFICATE COMPLETION			
(Students who received one or more certificates must be counted only once.)			
Category	Reporting Year		
	2014	2015	2016
Stretch	339	295	300
Standard	400	400	400
Performance	419	376	355
Difference between Standard and Performance	19	24	45
Difference between Stretch Goal and Performance	80	81	55

Analysis of the data: The decrease in certificate completion was partly due to the decrease in enrollment at the College over the last several years. Given the caliber of our career education programs and the current job market demand, many of our students are also being offered employment in their field of study before completing the certificate requirements.

TRANSFER			
Category	Reporting Year		
	2014	2015	2016
Stretch	435	425	377
Standard	N/A	N/A	370
Performance	407	370	383
Difference between Standard and Performance	N/A	N/A	13
Difference between Stretch Goal and Performance	28	55	6
Analysis of data:			
The number of transfer students has increased 3.4% between 2015 and 2016. The increase in counselors and the new transfer degrees during this period have positively impacted the College rate of transfer.			

Student Learning Outcomes Assessment

Category	Reporting Year		
	2014	2015	2016
Number of Courses	1,022	1,148	1,107
Number of courses assessed	167	385	470
Number of Programs	102	97	111
Number of Programs assessed	17	51	50
Number of Institutional Outcomes	5	5	5
Number of outcomes assessed	5	5	5

Analysis of the data: The College has made steady and significant progress increasing the number of courses assessed within each academic year, more than doubling the number of courses assessed in 2016 compared to 2014. The College launched an assertive campaign to raise awareness about the importance and value of assessment as it pertains to student success. Workshops were conducted to assist faculty with their assessment efforts and stipends were provided for part-time instructors that participated. Alignment between course and program learning outcomes made the assessment efforts more structured and relevant for faculty. There was also an emphasis on raising awareness of institutional outcomes which helped faculty better understand the relationships among the three outcome areas.

The recent development of the new assessment module within the College's curriculum management system has created a clear connection between curriculum and assessment that includes the simplification of data entry and system management. The completed system will allow streamlining of College and District processes, efficiently keeping track of changes between cycles, and providing the easiest possible access to information for faculty and administrators, which will allow for greater collaboration, reflection and discussion of student learning outcome assessments across the College.

LICENSURE PASS RATE (Based on the number of students that took the licensure examination)							
Program Name	Institution Set Standard	Performance			Difference		
		2014	2015	2016	2014	2015	2016
Cosmetology	65%	92%	86%	61%	27%	6%	4%

Analysis of Data: The increase in academically underprepared students contributed to the decrease in the pass rate percentage in 2016. The written part of the exam was where the greatest decline in the performance was noted.

JOB PLACEMENT RATE							
(Definition: The placement rate is defined as the number of students employed in the year following graduation divided by the number of students who graduated from the program.)							
Program Name	Institution Set Standard	Performance			Difference		
		2014	2015	2016	2014	2015	2016
Archit. and Related Technology	50%	52%	45%	47%	2%	5%	3%
Biotech and Biomed Technology	65%	68.1%	71%	75%	3.1%	6%	10%
Information and Technology	50%	42.3%	48%	49%	7.7%	2%	1%
Engineering & Industrial Tech.	65%	73.4%	78%	79%	8.4%	13%	14%
Family and Consumer Science	65%	71.6%	73%	85%	6.6%	8%	20%
Fine and Applied Arts	65%	56.3%	53%	54%	8.7%	12%	11%
Construction Crafts Tech.	65%	64.3%	74%	76%	.7%	9%	11%
Accounting	50%	66.1%	68%	67%	16.1%	18%	17%
Environmental Control Tech.	70%	84.2%	82%	84%	14.2%	12%	14%
Cosmetology and Barbering	70%	71.3%	72%	84%	1.3%	2%	14%

Analysis of Data: In most career education areas job placement has improved or remained relatively stable. The College has an Employment Services and Industry Engagement Manager who works very closely with industry partners to maintain and establish dynamic partnerships. The manager works with the program department chairs to foster maximum alignment of student skills with industry demand.

Annual Fiscal Report

General Fund Performance			
Category	Reporting Year		
	2014	2015	2016
Revenues (General & non-general sources)	\$146,892,941	\$161,101,652	\$186,996,827
Expenditures (Operating & other expenditures)	\$143,866,155	\$159,843,207	\$185,259,306
Expenditures for Salaries and Benefits	\$113,601,870	\$122,758,912	\$136,588,830
Surplus/Deficit	\$3,026,786	\$1,258,445	\$1,737,521
Surplus/Deficit as % Revenues (Net Operating Revenue Ratio)	2%	1%	1%
Reserve (Primary Reserve Ratio)	13%	13%	11%
Analysis of the Data: The District has consistently shown fiscal prudence over the past three reporting years, demonstrating surpluses over these years and maintaining a reserve ratio sufficiently above the 5% minimum generally acceptable reserve percentage.			

Other Post-Employment Benefits			
Category	Reporting Year		
	2014	2015	2016
Actuarial Accrued Liability (AAL) for other employment benefits (OPEB)	\$174,703,920	\$152,429,020	\$152,429,020
Funded Ratio (Actuarial Value of Plan Assets/AAL)	0%	0%	0%
Annual Required Contribution (ARC)	\$11,228,305	\$9,874,857	\$9,874,857
Amount of Contribution to ARC	\$8,756,303	\$7,308,367	\$7,151,315
Analysis of Data: Actuarial Accrued Liability for OPEB will continue to decrease as fewer number of employees are eligible to receive lifetime retirement benefits since the district ceased offering lifetime retirement benefits for employees hired on or after July 1, 2004.			

Enrollment			
Category	Reporting Year		
	2014	2015	2016
Actual Full Time Equivalent Enrollment (FTES)	18,642	19,502	19,528
Analysis of Data: The district has maintained consistent enrollment figures over the past three reporting years.			

Financial Aid			
Category	Reporting Year		
	2014	2015	2016
U.S. Department of Education (USDE) official cohort Student Loan Default Rate (FSLD) -3 year rate)	10%	19%	19%
Analysis of Data: The Department calculates a CDR from a three year cohort of student borrowers. The 2012 cohort default rate (CDR) is based on the three forward years.			
CDR 2012 = 2012, 2013, 2014 aid years CDR 2013 = 2013, 2014, 2015 aid years CDR 2014 = 2014, 2015, 2016 aid years			

Appendix

- [SRP.1 Institutional Effectiveness Committee Meeting Minutes April 18 2017](#)
- [SRP.2 Institutional Effectiveness Committee Meeting Minutes May 9 2017](#)
- [SRP.3 Accreditation Subcommittee Meeting Minutes November 6 2017](#)
- [SRP.4 Accreditation Subcommittee Meeting Minutes December 14 2017](#)
- [SRP.5 Institutional Effectiveness Committee Meeting Minutes February 13 2018](#)
- [SRP.6 Faculty Senate Meeting Minutes February 6 2018](#)
- [SRP.7 Classified Senate Meeting Minutes February 23 2018](#)
- [SRP.8 Associated Students of Laney College Senate Meeting Minutes February 1 2018](#)
- [SRP.9 College Council Meeting Minutes February 21 2018](#)
- [SRP.10 Board of Trustees Meeting Minutes February 27 2018](#)
- [AIP1.1 Task Force for DE Improvements](#)
- [AIP1.2 Curriculum Committee Minutes - DE Processes](#)
- [AIP1.3 Self-Assessment Checklist for Faculty for OEI Standards](#)
- [AIP1.4 Curriculum DE Addendum](#)
- [AIP1.5 Faculty and Student Resources in LMS](#)
- [AIP1.6 DE Newsletters](#)
- [AIP1.7 Curriculum Committee Rubric for DE Addendum Evaluation](#)
- [AIP1.8 Canvas and DE Training](#)
- [AIP1.9 Announcement of TTLC Opening](#)
- [AIP1.10 District DE Plan](#)
- [AIP1.11 Laney Faculty Senate Minutes 10.3.17](#)
- [AIP2.1 District Leads Announcement](#)
- [AIP2.2 Meta Assessment Module Build Meeting Notes 5.11.16 to 8.11.16](#)
- [AIP2.3 Meta Assessment Module Build Meeting Notes 8.29.16 to 8.16.17](#)
- [AIP2.4 Assessment Module Training Emails 11.21.17](#)
- [AIP3.1 Classified Staffing Prioritization Committee Rubric](#)
- [AIP3.2 Classified Staffing Prioritization Committee Ranking Sheet](#)
- [AIP3.3 Laney College Recruitment Video](#)
- [AIP4.1 Laney Working Group, Laney Fix It List 20171002](#)
- [AIP4.2 LIWG Agenda 20170106](#)
- [AIP4.3 LIWG Agenda 20170112](#)
- [AIP4.4 LIWG Agenda 20170210](#)
- [AIP4.5 LIWG Agenda 20170310](#)
- [AIP4.6 LIWG Minutes 20161216](#)
- [AIP4.7 LIWG Minutes 20161228](#)
- [AIP4.8 LIWG Minutes 20170106](#)
- [AIP4.9 LIWG Minutes 20170127](#)
- [AIP4.10 LIWG Minutes 20170210](#)

[AIP4.11 LIWG Minutes 20171016](#)
[AIP4.12 Laney Projects Executive Summary 20170915 Leaks and HVAC SD](#)
[AIP4.13 Laney Projects Executive Summary 20171107](#)
[AIP4.14 Laney Projects Summary 20171107 HVAC repairs update SD](#)
[AIP4.15 TCO Guidelines 20160916 Final](#)
[AIP4.16 Midterm ACCJC DGS Report 2018 Update](#)
[AIP4.17 Maintenance Connection purchase evidence](#)
[AIP4.18 Completed Work Order Summary and Labor Report example](#)
[AIP5.1 Security Report Summary Laney – DGS 20171213](#)
[AIP5.2 Custodial-Standard-for-Colleges](#)
[AIP5.3 2017-18 Tentative Budget Book 062617](#)
[AIP5.4 Laney College Budget Augmentation Request FY 2017 18](#)
[AIP5.5 Email Evidence of Custodians Hiring](#)
[AIP6.1 Laney College Draft FTMP 20180123](#)
[AIP6.2 FMP contingencies 20171207](#)
[AIP6.3 FPC Meeting minutes 20171204 draft](#)
[AIP6.4 2016-PCCD-FUSION-Assessment](#)
[AIP6.5 Laney Structural Assessment – Steinberg Table](#)
[AIP6.6 Laney UG Infrastructure Projects](#)
[AIP6.7 2012-13 Tentative-Budget](#)
[AIP6.8 2013-14-Tentative-Budget](#)
[AIP6.9 2014-15 Tentative Budget](#)
[AIP6.10 2015-16 Tentative Budget](#)
[AIP6.11 2016-17 Tentative Budget](#)
[AIP6.12 2017-18 Tentative Budget Book 062617](#)
[AIP6.13 Resolution on Facilities repair funding-PBIM DFC 20171201 final](#)
[AIP6.14 2017-18 Facilities Master Plan – Process Statement final](#)
[AIP6.15 Resolution for Laney FMP to be fully funded 20171125](#)
[AIP6.16 PBIM Approved Manual 20170817](#)
[AIP7.1 Budget Allocation Model Rev 2014](#)
[AIP7.2 College Budget Allocation Process Rev 2017](#)
[RFL1 June 29 2015 ACCJC Action Letter](#)
[RFL2 2016 Follow-Up Report](#)
[RFL3 February 3 2017 ACCJC Action Letter](#)
[RFL4 2017 Follow-Up Report](#)
[RFL5 January 26 2018 ACCJC Action Letter](#)

Field Code Changed

Index of Abbreviations and Acronyms

AAL	Actuarial Accrued Liability
AIP	Actionable Improvement Plans
ARC	Annual Required Contribution
BAM	Budget Allocation Model
CDR	Cohort Default Rate
DE	Distance Education
DGS	District General Services
DTFCC	District Technology and Facilities Conference Committee
FPC	Facilities Planning Committee
FSLD	Student Loan Default rate
FTES	Full Time Equivalent Students
HVAC	Heating, Ventilation and Air Conditioning
LIWG	Laney Infrastructure Working Group
LMS	Learning Management System
OPEB	Other Employment Benefits
PBC	Planning and Budgeting Council
SLO	Student Learning Outcome(s)
TCO	Total Cost of Ownership
TTLIC	Technology Teaching and Learning Center