



Institutional Self-Evaluation Report
In Support of an Application for
Reaffirmation of Accreditation

Submitted by

Laney College
900 Fallon Street
Oakland, CA 94607

to

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

November, 2020

Certification

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

From: Dr. Tammeil Gilkerson
Laney College
900 Fallon Street
Oakland, CA 94607

This Institutional Self-Evaluation Report is submitted to the ACCJC for the purpose of assisting in the determination of the institution's accreditation status.

I certify there was effective participation by the campus community, and I believe the Self-Evaluation Report accurately reflects the nature and substance of this institution.

Signatures:

[Dr. Regina Stanback Stroud, Chancellor]	[Date]
[Dr. Tammeil Gilkerson, Laney College President]	[Date]
[Julina Bonilla, Governing Board]	[Date]
Dr. Rudy Besikof, Vice President of Instruction/Accreditation Liaison Officer	[Date]
Fred Bourgoin, President, Laney College Faculty Senate	[Date]
Alejandro Acosta, President, Laney College Classified Senate	[Date]
Terrance Williams, President, Associated Students of Laney College]	[Date]

NOTE: Suggested total ISER page limit is 250 pages.

Contents

A. Introduction	5
College History	5
Student Enrollment Data	12
Labor Market Data	13
Demographic Data.....	14
Socio-economic Data	15
Sites	17
Specialized or Programmatic Accreditation.....	17
B. Presentation of Student Achievement Data and Institution-set Standards	19
C. Organization of the Self-Evaluation Process.....	20
D. Organizational Information	23
E. Certification of Continued Compliance with Eligibility Requirements	24
F. Certification of Continued Institutional Compliance with Commission Policies	28
G. Institutional Analysis.....	12
Standard I: Mission, Academic Quality and Institutional Effectiveness, and Integrity	34
A. Mission.....	34
B. Assuring Academic Quality and Institutional Effectiveness.....	40
C. Institutional Integrity.....	56
Standard II: Student Learning Programs and Support Services	71
A. Instructional Programs	71
B. Library and Learning Support Services	86
C. Student Support Services	100
Standard III: Resources	114
A. Human Resources.....	30
B. Physical Resources	131
C. Technology Resources	137
D. Financial Resources.....	37
Standard IV: Leadership and Governance	169

A. Decision-Making Roles and Processes	170
B. Chief Executive Officer	181
C. Governing Board	189
D. Multi-College Districts or Systems	192
H. Quality Focus Essay	194

A. Introduction

College History

Laney College is the largest of the four Peralta Community College District Community College District campuses, serving approximately _____ students annually. The flagship of Peralta Community College District, Laney College stretches across sixty acres in the center of downtown Oakland, one of the most diverse cities in America. Laney is also situated next to Chinatown and conveniently located near major transportation networks. It is also one of the oldest community colleges in the nation, celebrating 61 years in 2014.

The Laney College service area includes the adjacent cities of Alameda, Albany, Berkeley, Emeryville, Oakland, and Piedmont; it also draws from the Greater Bay Area because of its reputation for diversity and technical training. At the heart of Oakland, Laney College reflects and embraces the tremendous human and cultural variety that characterizes its location. Over the past six years, on average, the single largest ethnic group on campus consists of Asian and Asian Americans, including Pacific Islanders and Filipinos, with 30 percent of the student population. African-American students form the next largest contingent, representing 26 percent of the student body. Whites and Latinos make up 16 percent and 13 percent, respectively. Approximately 500 international students attend Laney College, speaking no fewer than 30 different languages on campus every day. Women represent 52 percent of the student body, and men 43 percent; 6 percent did not report gender. The average Laney student is about 30 years old; approximately 44 percent of our students are of “traditional” college age (16-24).

Laney College offers associate degrees in more than 20 liberal arts and science fields; a significant number of our graduates go on to four-year schools, including campuses in the University of California and California State University systems, local and out-of-state independent institutions, and historically Black colleges and universities. In addition to its commitment to academics, Laney continues to make career and technical education and career development critical parts of its mission, offering a wide variety of certificate programs and short-term courses.

Joseph C. Laney and the Development of Vocational Education in Oakland

The college takes its name from Joseph C. Laney (1880-1948), a journalist, businessman, and former president of the Oakland Unified School District Board of Education. In honor of his major contributions to the city’s vocational education programs, the Board created the Joseph C. Laney Trade and Technical Institute in 1953. Since 1970, when classes first met at its current location, Laney College has stood alongside the Oakland Museum of California and the Henry J. Kaiser Convention Center, just a few blocks from Lake Merritt. Bay Area Rapid Transit (BART) and AC Transit provide convenient public transportation to the college, while Highway 880 is adjacent to the college parking lot. Laney College and the Four-College District to Which It Belongs When it created the city’s first public trade school in 1915, the Oakland Unified School District (OUSD) held that “the modern school system should serve the needs of all the children of all the people.” Oakland’s Vocational High School, perhaps the first recognizable ancestor of the Peralta Community College District Community College District, was OUSD’s attempt to modernize its educational offerings.

Into its sixth decade, the Peralta Community College District Community College District remains true to OUSD's original commitment to service. Even more, the Peralta Community College District colleges have evolved into first-rate academic institutions, and are tremendous educational resources for people of all ages, interests, and backgrounds.

Introduction

Long-time East Bay residents remember the Part-Time School and Central Trade and Technical Institute. It was not until July 1953, however, that the Oakland Board of Education began to shape its higher education facilities into what, in retrospect, appear to be clear antecedents of the modern Peralta Community College District schools: Oakland City College was founded, with Laney set up as its vocational campus and Merritt as its business campus. A year later, Merritt added a liberal arts division; by 1955 it began granting associate degrees. Laney and Merritt soon became known collectively as Oakland City College.

The residents of Alameda, Albany, Berkeley, Emeryville, and Piedmont voted in November 1963 to join with Oakland to establish a separate junior college system, and the Peralta Community College District Community College District (PCCD) was officially formed on July 1, 1964. Taking its name from Luis Maria Peralta Community College District, the Spanish soldier to whom the 44,800 acres on which the six cities of the modern district lie were granted in August 1820, the Peralta Community College District Community College District determined to make each of its campuses a comprehensive college, offering vocational, occupational, and liberal arts courses.

The district's principles are expressed in its mission statement: Together, we provide educational leadership for the East Bay, delivering programs and services that sustainably enhance the region's human, economic, environmental, and social development. We empower our students to achieve their highest aspirations. We develop leaders who create opportunities and transform lives. Together with our partners, we provide our diverse students and communities with equitable access to the educational resources, experiences, and life-long opportunities to meet and exceed their goals. In part, the Peralta Community College District Community College District provides accessible, high quality, educational programs and services to meet the following needs of our multi-cultural communities:

- Articulation agreements with a broad array of highly respected universities;
- Achievement of associate degrees for transfer as well as associate of arts and science degrees, and certificates of achievement;
- Acquisition of career-technical skills that are compatible with industry demand;
- Promotion of economic development and job growth;
- Foundation skills and continuing education;
- Lifelong learning, life skills, civic engagement, and cultural enrichment;
- Early college programs for community high school students;
- Supportive, satisfying, safe and functional work environment for faculty and staff; and

- Preparation for an environmentally sustainable future.

MAJOR DEVELOPMENTS AND INITIATIVES (2015-Present) - The evaluation period began with a grand scale re-visit of the college and its purposes with its Educational Master Plan. However, with the complete change in senior-level leadership that followed from 2017 to the present, strategic planning took an updated approach, and behind it were several initiatives with the total success of the student in mind.

Educational Master Plan

During the Spring of 2016, Laney College engaged in a comprehensive effort to create a new Educational Master Plan that will guide the College for the next five years. The plan was developed in several phases with overall guidance provided by an Educational Planning Committee that was composed of members of the Institutional Effectiveness Committee with a few additions.

The planning process started with a great deal of data gathering, both quantitative and qualitative. The consultants conducted research regarding the population of the college's service area. The district and college research offices provided data on the students who attend the college, including demographics, success indicators, enrollment patterns, and transfer and completion data. Input from the college community came from an online survey, a multitude of listening sessions, feedback on draft chapters and the consultants' reviews of other college planning documents.

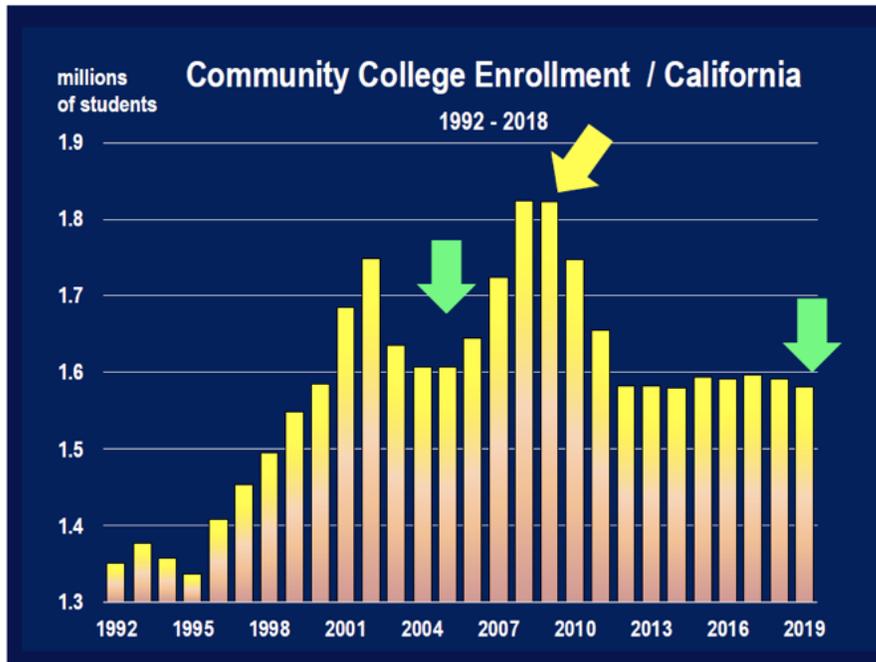
The Planning Committee met for an all-day workshop in Spring, 2016 to develop draft five-year goals for the college.

These eight goals are as follows:

1. Raise awareness in the community of and access to programs, resources and opportunities at Laney College and manage enrollment effectively.
2. Develop an equitable and sustainable college resource allocation model that is aligned with Laney College's priorities.
3. Make all facilities clean, safe, functioning, well equipped, and attractive.
4. Build a culture of success, belonging and pride.
5. Increase student success, retention, transfer and completion.
6. Provide pathways from adult school, high school, and community based organizations, and other student populations, to careers, degrees, certificates and/or transfer.
7. Create a culture of innovation including technology where data-based decisions are made, implemented, communicated and evaluated, prioritizing sustainability.
8. Create liaisons with community based organizations and agencies, and become a hub for social and human, health, wellness and housing services to benefit the wider college community.

Strategic Enrollment Management Efforts

Declining enrollment has been an issue in the state since the peaks in 2007-2008, with scant few districts showing growth due to circumstances such as increases in homes or urban expansion into desert or other unoccupied regions in the state. For Oakland and other metroplex areas, their community college enrollments in contrast have, like the majority of public 2-year institutions, fallen dramatically from the apex of the late 2000s, as the economy showed not only recovery from recession but also growth and, in tandem, increased job market demand.



(Matthew Shniepp, 2020 ACBO Presentation)

Recognizing falling enrollments and institutional issues that manifested themselves in falling class sizes, the president formed Laney's Strategic Enrollment Management Team and enlisted Laney as a school to receive assistance as part of the first IEPI Strategic Management Cohort. Assistance included both technical assistance from an IEPI coach and professional development of a cross-sectional team (Laney Vice President of Instruction, Vice President of Student Services, Guided Pathways Coordinators, Counselors, Public Information Officer, Academic Scheduler, General Counselors, Faculty Senate Leadership) that eventually became Laney's Strategic Enrollment Management Committee.

The committee was officially formed with a charge and membership in Fall 2018 and immediately embarked on the creation of the Laney College Strategic Enrollment Management Plan. Its original goals included strategic outreach efforts, projection-based scheduling, and a commitment to pathways-based scheduling. In Fall 2019, there was an update to the plan to capture the state-level and independent recommendations brought to the college that included three important goals: modifying scheduling to arrive closer to the generally-acknowledged institutional productivity number of 17.5, engaging in cooperative district-wide scheduling practices, and incorporating Student-Centered Funding Formula considerations into scheduling practices.

These efforts have had an initial impact. For the Summer and Fall 2019 semesters, the college exceeded its enrollment targets by a combined number of nearly 100 FTES. Moreover, productivity showed slight improvement and then larger improvement – respectively - in Fall 2019 and Spring 2020.

Guided Pathways

Analogous to the enrollment management efforts, the college began its investment in the statewide Guided Pathways initiatives in 2017. It devoted its resources toward the appointment of two faculty coordinators and submitted a plan to the state that resulted in the allocation of both funding as well as professional development opportunities that took the form of conference attendance, with those takeaways becoming FLEX and retreat events for the campus community.

There was also the formation of the Guided Pathways workgroup, a strong, cross-sectional assembly of counseling faculty, discipline faculty, the college president, two vice presidents and classified professionals. It was not only a group that leveraged the cross pollination of constituencies, but it also established itself as a body to work synergistically with the Strategic Enrollment Management Committee. For instance, its focus group and survey work further confirmed the more quantitative assertions that Laney students on the whole are older than the 18-22 traditional college age, work, and may desire to attend part-time. This led to an increased look at evening, weekend, and online scheduling of classes and allocation of support to account for the three areas of demand. Also, of note is the group’s efforts with areas of interest, or metamajors. During the Fall 2019 FLEX day, the group showed the fruits of its work by introducing 8 areas and branding them in an all-campus activity with the day netting several hashtags and brands of these categories. In Spring 2020, the college joined Wave 3 of the state’s Program Mapper project, which brought web presence, template graphics, professional development and perhaps most importantly collaboration with a cohort of other colleges in the state that were bringing the Guided Pathways presence to the college’s website and its branding of courses.

Strong Workforce Project

In 2016, Laney College began its investment in the Strong Workforce Initiative, both as a college and in tandem with the Peralta Community College District’s Workforce Development Office. These efforts were to largely investments in beginning pathways in high schools in areas such as Wood Technology, Carpentry, Biotechnology, and Computer Information Systems. They were not only initiatives that had roots in Dual Enrollment as part of the 2018 K-14 Strong Workforce addition, but they also are part of the summer outreach network that has become a success at Laney. Moreover, funds were allocated to enhance the services provided by the campus Employment Services Center and Information Technology support for Career Education.

Specific work of CTE Disciplines includes the following:

Discipline	SWP-Funded Projects
Architecture	Curriculum development, instructional equipment, including stackable courses in Digital Design/Fabrication Certification.

Biomanufacturing	Instructional Equipment, specifically purchase of an industry-standard chromatography purification system to replace the previous, outdated protein purification system
Business	Updating of equipment, technology in Accounting lab, consequently enhancing not only technology assisted but also fully online, hybrid instruction and instructional support
Carpentry	Upgrades to lab, including replacement of equipment; curriculum development; faculty professional development in OSHA as well as use of new technologies, including thermal imaging and digital fabrication as well as diversity training, especially given the increased gender, ethnic diversity in the field.
Construction Management	Development of new curriculum toward new courses, programs, including those to support concurrently-enrolled students.
Computer Information Systems	Curriculum development toward the promotion of increased dual enrollment offerings; equipment upgrades of computer lab classrooms.
Electronics/Electrical Technology	Curriculum development, lab improvements
Environmental Control Technology	Curriculum development, lab improvements
Machine Technology	Curriculum development resulting in the creation of two new awards
Welding	FCAW program development, equipment purchases to upgrade Welding Bay, specific lab spaces
Wood Technology	Purchase of CNC 5-axis machine, Curriculum Development

Institutional Research and Inquiry -

Recognizing the need to have institutional data as a cornerstone of college planning, Laney established an Office of Institutional Research in 2018, whose services had previously only been available directly from the district. Since then, this has proven an invaluable asset, as the college has engaged in broad, deep, and inclusive dialogue regarding student success and student equity data, and refined the principles underlying institution-set standards and targets in line with the Vision for Success and the College's Strategic Plan. This involved the hiring of a research analyst, who serves the crucial role of anchoring college scheduling and governance activities with data. Contributions have been invaluable as the college engages its efforts in Program Review, projection-based scheduling, regular enrollment updates, and support for students. The research analyst also plays a prominent role in governance, serving on bodies such as College Council, the Institutional Effectiveness Committee, the Strategic Enrollment Management Committee, and the Student Equity and Achievement Committee.

In 2019, the Institutional Effectiveness office took the bold step of introducing student success scorecards for individual faculty to show retention and success rates as a data driven means to work toward continuous improvement. Called *Snapshots*, they provide individualized section-level data regarding enrollment, retention, and success disaggregated by sex, ethnicity, and age. They are intended to serve as one tool for faculty to self-reflect and continuously improve as they strive as we strive to meet the college's mission and commitment to equity and high-quality curriculum and services. Definitions for terms such as retention and success are provided for faculty to allow understanding of the scorecard. Moreover, student data is disaggregated to allow for a look at disproportionately impacted populations.

English, Math and English as a Second Language Curricular, Support Changes -

Laney College has remained contemporaneous or even ahead of state mandates. The implementation of ESOL Guided Self Placement is a shining example, as the approach, both on instructional and student service levels, has been a standard bearer not only for work with AB705, but also Guided Pathways efforts. This presentation, made originally to the GP group and then department chairs, came to be the business model by which the AB705 coordinator led college-wide efforts in math and English from 2018 to the present.

That said, there were efforts addressing the standard that began at Laney college prior to the passage of 705.

Acceleration/Multiple Measures – During the evaluation period, Laney invested in the efforts to minimize basic skills levels of study toward transfer and community college award attainment. In fact, research out of the state's Chancellor's Office and other colleges demonstrate that both these pre-transfer levels and placement testing were barriers. English and math faculty, working with Student Services staff in orientation and testing, arrived at modifying the process to allow student to use transcripts as the basis for placement into their appropriate level.

AB705

Shortly after the acceleration project began implementation, Assembly Bill 705 was passed. It required students the possibility to self-place into transfer math and English regardless of GPA or past coursework. Additionally, the colleges were allowed to establish required support courses as needed. Through work by the district's AB705 workgroups, composed of discipline faculty, counselors (at Laney's workgroup), and administrators. As a result, they identified 2.6 GPA for English as the threshold that would require support courses; correspondingly, 2.8 was identified

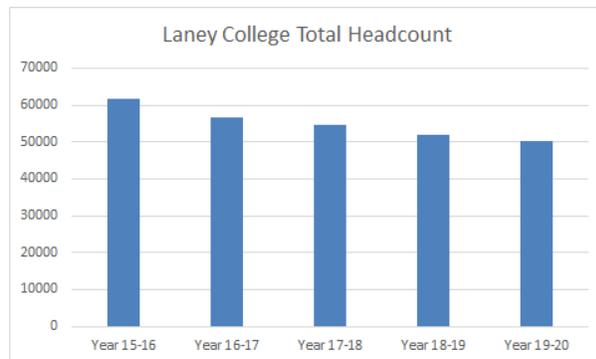
as a marker for recommending support, while 2.6 required students to enroll in support courses for College Algebra, Statistics and Trigonometry.

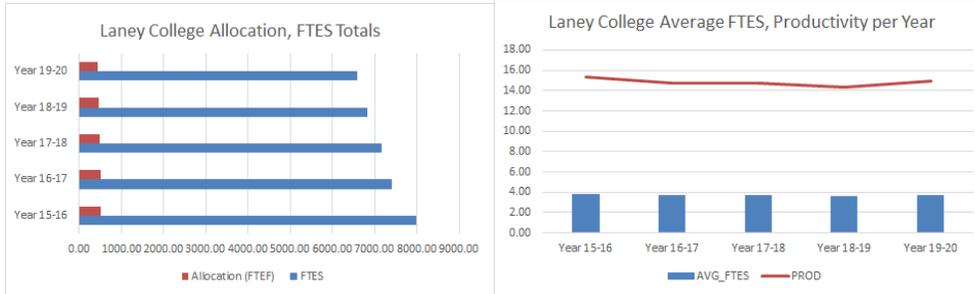
Dual Enrollment - With legislation such as AB288, which allows for colleges to establish CCAP agreements with high school districts, the Peralta Community College District district has centralized the operations of dual enrollment with the district’s chief high school districts. This has included the appointment of a district-wide coordinator position that is filled by a Peralta Community College District faculty member.) Because of Laney’s geographic location, this has primarily meant collaboration with Oakland Unified School District and some of the area’s charter schools.

Addressing issues of total cost of attendance – Laney College gained further statewide recognition with its hosting of the Statewide Basic Needs Conference in 2019, but its efforts to recognize the ways to relieve the needs of students beyond tuition fee waivers granted by the Board of Governors. The college has followed state mandates by using the state icon to identify classes in the schedule that have no-cost textbooks. Moreover, food and necessities insecurity is addressed at Laney, with school-driven activities that include delivery of free produce weekly on the campus and free toiletry kits for students that were the result of donations and came about through Solo Mio Packing Day activities, during which members of the campus community joined the college president in putting together these kits.

Student Enrollment Data

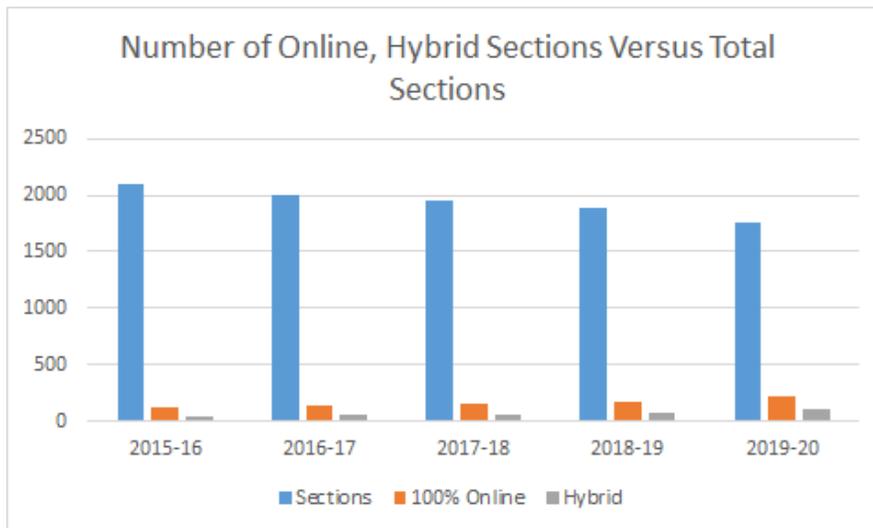
Laney College has experienced enrollment declines during this evaluation period, though strategic enrollment management efforts are beginning to address the downward turn. The college serves 17,722 students annually as of 2019-20. Annual unduplicated headcounts and enrollments from 2015-16 to present are as follows, along with allocation, average class size and FTES/FTEF data:





While the overall numbers show a pattern of decline, they are also the product of dropping allocations annually and a slight rebound within the more recent years in terms of average FTES per class and productivity.

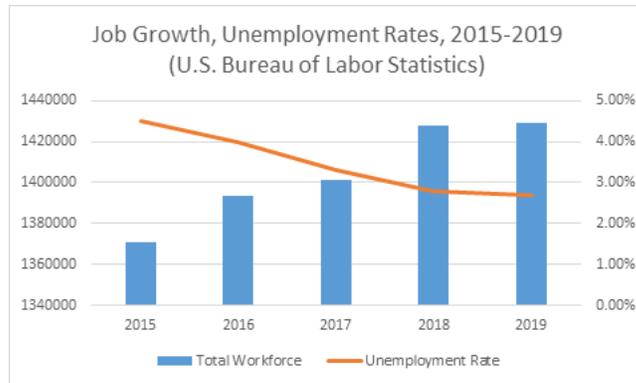
From 2018-29 to 2019-20, for instance, allocations from Fall to Fall decreased by 12.5%, in 2019-20, the college increased both its average FTES per course as well as its production and reached enrollment targets for both Summer 2019 and Fall 2019. One area that has served as an ally to the college has been distance education. With the Laney College equity rubric and the measured approach to expansion of online offerings, the college continued to report a low differential in student achievement rates between online and face-to-face instruction, data to be explored later within this report.



Labor Market Data

The strengthening of the local job market seemed to experience a prosperity that was in direct contrast to Laney College's enrollment numbers over the past 6 years, as more East Bay residents went to or went back to work.

Employment grew steadily over the past six years, with the labor force in Oakland/Heyward/ growing from 1.37 million in 2015 to nearly 1.43 million in 2019 (numbers used by measuring November-to-November data from the [U.S. Bureau of Labor Statistics](#)). At the same time, unemployment fell within the same period, dropping from 4.5% in November 2015 to a projected 2.7% in November 2019.

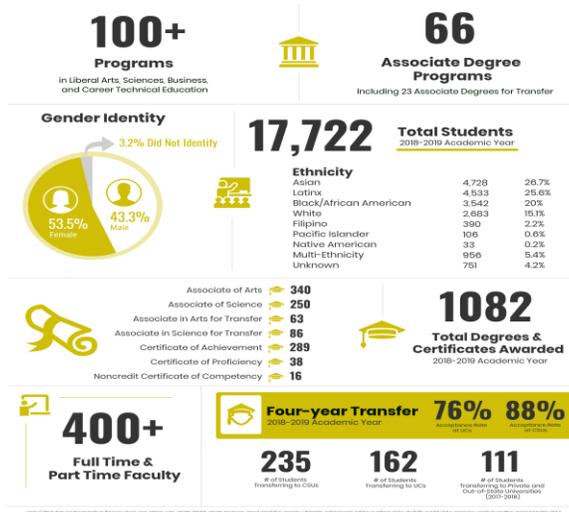


According to this same data, the leading employment fields are as follows.

1. Trade, transportation & Utilities (estimated 211,800 employed)
2. Education and Health Services (est. 204,000)
3. Professional and Business Services (est. 201,000)
4. Government (est. 179,800)
5. Leisure and Hospitality (est. 117,900)
6. Manufacturing (est. 99,800)
7. Construction (est. 80,300)
8. Financial Activities (est. 55,000)

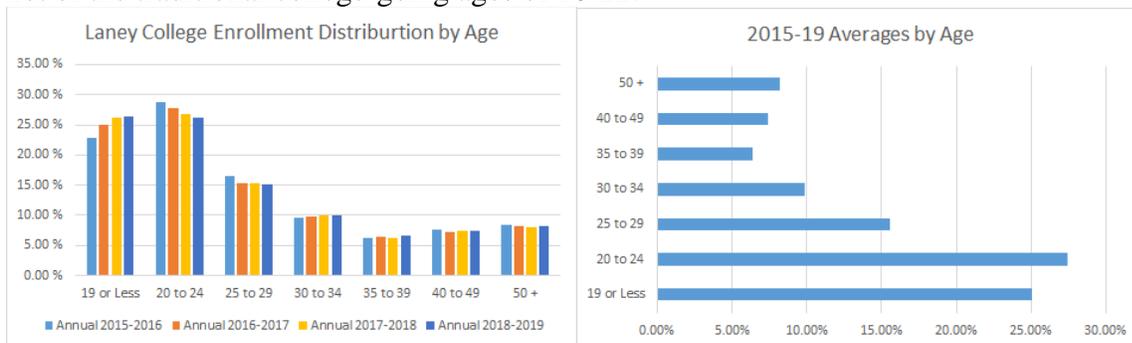
Demographic Data

Laney College's service area is ethnically diverse. According to the 2019-2020 recent campus overview, Asian and Latinx students each accounted for just over a quarter of its student population, with African American students accounting for 20% of those enrolled, and white students at roughly 15%.



The distribution at Laney College is similar to that of the city of Oakland relative to African Americans, with more variance among other population groups. In advance of the 2020 census, [the American Community Survey](#) is reporting that with its estimated population of 429,082 (increase of roughly 30,000 from the 2010 census), Oakland’s ethnicity numbers were as follows: White, 36.14%; African American, 23.61%; Asian, 15.72%; Other race, 16.14%; Two or more races, 6.84%.

Below are breakdowns of Laney College’s student population by age as reported by the State Chancellor’s Office. Of note and information much of the work of the college’s Guided Pathways and scheduling work is the data telling the college that at least 5.5 in 10 students are not of the traditional college-going ages of 18-22.



Socio-economic Data

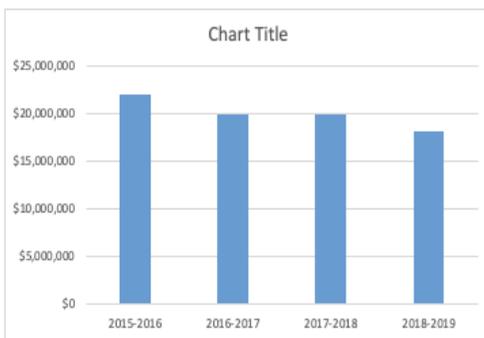
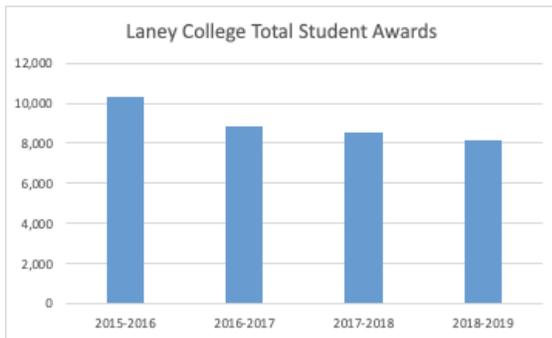
According to the [American Community 2012-2016 Survey](#), (found on the U.S. Census official website) 80.7% of Oakland City Residents are high school graduates “or higher.” Among those

numbers, an estimated 83.4% of 18-24 year-olds have earned at least a high school diploma, with 58.2% of that bracket having attended some college or having earned an associate’s degree.

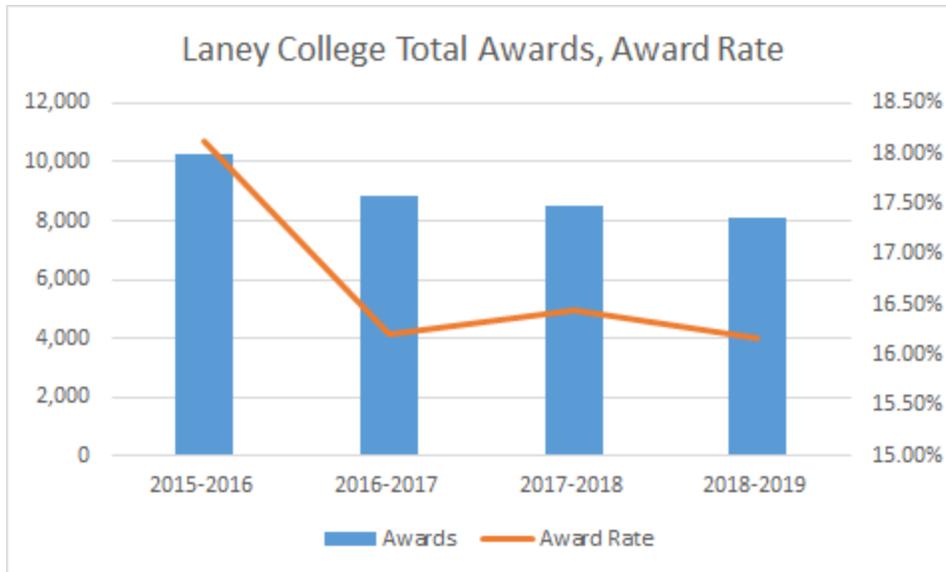
More than 55% of Laney students are over 24, and the data shows that educational attainment data to be lower for attainment of a high school diploma but a higher college-going rate. 80.5% have earned at least a high school diploma, roughly 3% lower than the 18-24 demographic, while 65.1% - or nearly 7% more – have at least some college as part of their education. Of note though, among this population with some college, 28.7% have attended without earning a degree of any sort.

Financial Aid

With the decline in enrollments, financial aid awards have seen a corresponding decrease. However, when looking at the percentage of students awarded versus the total enrollments, the numbers demonstrate



2015-2016	2016-2017	2017-2018	2018-2019
10,279	8,844	8,525	8,122
2015-2016	2016-2017	2017-2018	2018-2019
\$21,944,138	\$19,896,227	\$19,802,778	\$18,086,402



	2015-2016	2016-2017	2017-2018	2018-2019
Census	56,710	54,559	51,872	50,208
Awards	10,279	8,844	8,525	8,122
	18.13%	16.21%	16.43%	16.18%

*Award numbers were obtained from State Chancellor’s Office Website and applied against total census numbers as indicated in Peralta Community College District’s Business Intelligence platform.

Sites

Laney College does not have any additional sites, though classes are offered at a number of high schools and charter schools through dual enrollment.

Specialized or Programmatic Accreditation

Discipline	Accrediting or Licensing Agency	Accreditor Website Information
Cosmetology	State Board of Barbering and Cosmetology Licensing	https://www.barbercosmo.ca.gov/schools/approved_schools.shtml
Culinary Arts	ServSafe	https://www.servsafe.com/
Environmental Control Technology	Environmental Protection Agency	https://www.epa.gov/section608/section-608-technician-certification-0
Electrical and Electronics Technology	State Chancellor’s Office Electrician Trainee Program	https://www.dir.ca.gov/DLSE/ECU/ListOfApprovedSchoolsDetail.html#172

Machine Technology	National Institute for Metalworking Skills	https://www.nims-skills.org/
Welding	American Welding Society	https://www.aws.org/

B. Presentation of Student Achievement Data and Institution-set Standards

[see Chapter 5.3B and Appendix E of *Guide to Institutional Self- Evaluation, Improvement, and Peer Review*]

C. Organization of the Self-Evaluation Process

In February, 2019, ACCJC put on a specialized training for the four Peralta Community College District colleges, as all were submitting their Institutional Self Evaluation Reports. The 14 individuals that attended became known as the original HOPE/NEED team based on a facilitated discussion activity asking each college to delineate what was hoped for and needed. As this contingent represented a broad cross-section of the college, it was determined that our participatory governance committees would become the stewards of each of the standards for the ISER. This model was vetted and then presented and approved at the August Institutional Effectiveness Committee meeting. As such, standards were assigned as follows to committees or key campus stakeholders, with a senior manager providing support as needed:

After receiving planning session input from Executive Council (college president and vice presidents) and then the faculty senate, the college held an accreditation kickoff retreat the week before the start of instruction in Fall 2019. In September, the college's ACCJC liaison, Dr. Stephanie Droker, held an open forum with the campus community to provide an overview of accreditation and field questions from the campus community, particularly those who had become stakeholders in accreditation. The following structure emerged, with all bodies' work to be approved by the Institutional Effectiveness Committee and the faculty and classified senates before being presented to the College Council for final college approval and signatures:

Standard	Lead Committees	Individual Standard Assignments	Senior Admin Contact
IA. Mission	College Council Workgroup (to include College Researcher, especially for 1.a.2.)	1A1-4: College Council Workgroup	Vicki Ferguson
1B. Assuring Academic Quality and Institutional Effectiveness	LAC/IEC/PDC	1B1. Professional Development Committee 1B2-4, 8: Learning Assessment Committee 1B5-6, 9: IEC	Vicki Ferguson
IC. Institutional Integrity	Catalogue Committee (Including Public Information Officer)/ Faculty Senate ALO, AC	1c1-6: Catalog Committee 1c7-10: Faculty Senate 1c11: n/a 1c12-14: ALO/AC	Vicki Ferguson
2A - Instructional Programs	Curriculum Committee (LAC in support role)	2a1-5; 7-13; 16: Curriculum Committee 2a6: Strategic Enrollment Management Committee 2a14: CTE Advisory Committee 2a15: Office of Instruction	Rudy Besikof
<u>2B. Library and Learning Support Services</u>	Distance Education Committee/Library Full-Time Faculty	2b1: Distance Education Committee, Librarty 2b2: Library Faculty Group	Rudy Besikof

	Group/Tutoring Coordinator	2b3: Library Department Chair, Tutoring Coordinator 2b4: Library Department Chair, Director of Information Technology	
<u>2C. Student Support Services</u>	Student Equity and Achievement Committee/ Foundation Skills Committee	2c1: Student Equity and Achievement Committee 2c2: Foundation Skills Committee 2c3: Student Equity and Achievement Committee 2c4: Vice President of Student Services (Dean of Athletics) 2c5: Counseling co-chairs, Dean 2c6-8: Enrollment Services	Rudy Besikof
<u>3A. Human Resources</u>	ALO/AC working with college, district faculty senates along with District Human Resources	3a1-14: ALO/AC working with college, district faculty senates along with District Human Resources	Derek Pinto
<u>3B. Physical Resources</u>	Facilities Planning Committee	3B1-4: Facilities Planning Committee	Derek Pinto
<u>3C. Technology Resources</u>	Technology Planning Committee	3c1-5: Technology Planning Committee	Derek Pinto
<u>3D. Financial Resources</u>	Budget Advisory Committee	3c1-16: Budget Advisory Committee Working in Cooperation with Business Services Office	Derek Pinto
4A. Decision-Making Roles and Processes	Institutional Effectiveness Committee	4a1-7: Institutional Effectiveness Committee	Tammeil Gilkerson
4B. Chief Executive Officer	President's Office, Cabinet	4B1-6: President's Office (Report-out directly to IEC)	Tammeil Gilkerson
4c: Governing Board	President's Office, Cabinet	4c1-13: President's Office, Cabinet	Tammeil Gilkerson
4D. Multi-College Districts or Systems	President's Office, Cabinet	4D1-7: President's Office, Cabinet	Tammeil Gilkerson

Dr. Droker's September presentation/Question & Answer session served as the springboard to the rigorous process in the fall. Twice a month, there were milestone dates for the members of committees to participate and contribute through two mediums:

A) Meetings on Friday mornings accompanied by coffee and doughnuts. - September was devoted to training on boiling down the language in the standards and evidence gathering

followed by work sessions to compile evidence in the Canvas shell. Each of the standards had its own Word document where links and language were added.

In October, those in the group met to form bullet point reactions to the evidence, with November being the beginning of the actual forming of prose that would serve as contributions to the initial draft.

B) A Canvas Shell containing not only the work of the 78 but also resources from the Commission, training videos, and minutes of meetings related to drafting of the ISER.

This work led to drafting that led in early spring semester to a first copy of the ISER. On February 3 it was emailed to the Institutional Effectiveness Committee and members of the workgroup as information, with drafted sections going back to the governance committees for initial revision. During this time, the points of focus for the Quality Focus Essay were identified.

On February 15, the college received drafts of district portions of the ISER, with many touching on Standards III and IV. After updates to the ISER draft, a second version was disseminated for further revision toward a final 2019-20 read and first read at the College Council. Work and evidence gathering continued over the summer, and following a FALL Flex Day update on the ISER to the campus community, the document was brought for Final Read at the Laney College Council. The document was then updated with final evidence and presented to the Chancellor and the Board of Trustees for final approval, with the report submitted on _____.

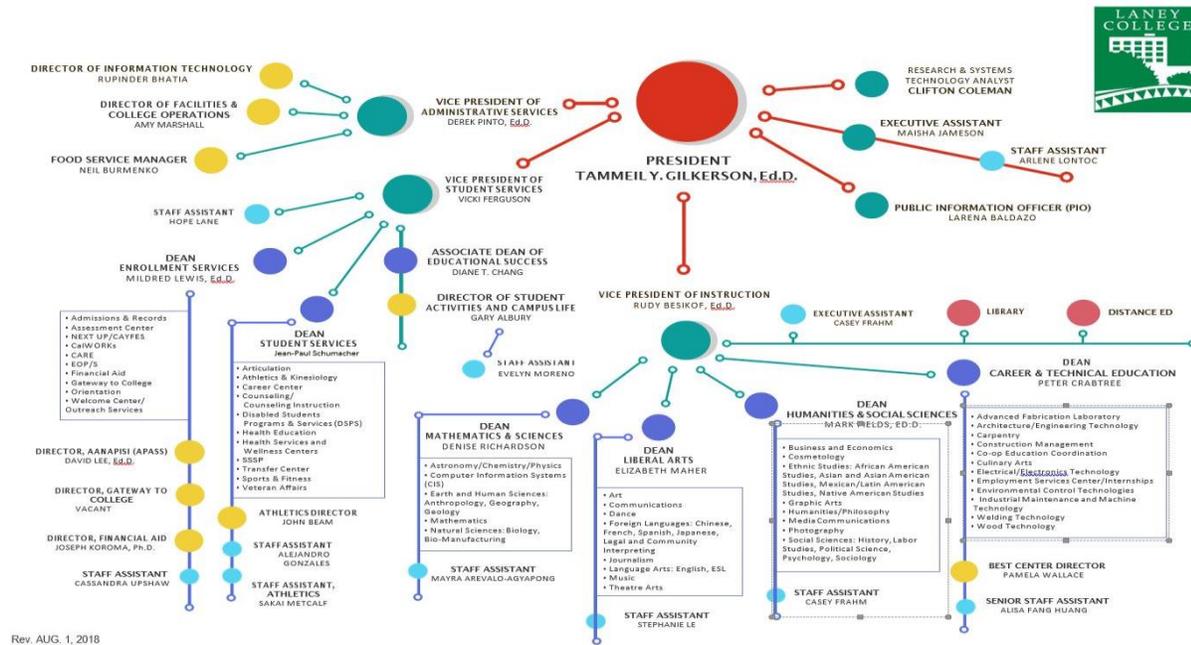
Convert above narrative into more detailed table once Spring 2020 has concluded.

D. Organizational Information

[Laney College has changed its organizational structure since the last evaluation report. This has come after thorough assessment and during times of great need, including a great portion of 2016-17, when the President also served as the interim Chief Instructional, Student Services and Business Officer. Following that period, the college created and hired it first Vice President of Administrative Services.

The organizational structure of the college is now as follows in the below chart.

.....



Rev. AUG. 1, 2018

(NEEDED: ORGANIZATIONAL CHARTS FOR EACH DIVISION.)

Functional Maps

As there were standards related to multi-college districts to be completed, the Office of Academic Affairs released a functional map in January 2020 that showed primary responsibility and delineation for authorship of the standards. Details of the delineations were as follows;

Standard	College Primary	District Primary	Shared/Integrated
Standard I: Mission, Academic Quality and Institutional Effectiveness, and Integrity			
A.Mission			
1	X		
2	X		
3	X		
4	X		
B.Assuring Academic Quality and Institutional Effectiveness	X		
C.Institutional Integrity	X		
Standard II: Student Learning Programs and Support Services			
A.Instructional Programs	X		
B.Library and Learning Support Services	X		
C.Student Support Services			
1	X		
2	X		
3	X		
4	X		
5	X		
6	X		
7			X
8			X
Standard III: Resources			
A.Human Resources		X	
B.Physical Resources		X	
C.Technology Resources		X	
D.Financial Resources			X
Standard IV: Leadership and Governance			
A.Decision-Making Roles and Processes	X		
B.Chief Executive Officer			X
C.Governing Board		X	
D.Multi-College Districts or Systems		X	

E. Certification of Continued Compliance with Eligibility Requirements

Eligibility Requirement 1: Authority

The institution is authorized or licensed to operate as a post-secondary educational institution and to award degrees by an appropriate governmental organization or agency as required by each

of the jurisdictions or regions in which it operates. Private institutions, if required by the appropriate statutory regulatory body, must submit evidence of authorization, licensure, or approval by that body. If incorporated, the institution shall submit a copy of its articles of incorporation.

Laney College is accredited by the Accrediting Commission for Community and Junior, Colleges Western Association of Schools and Colleges and is authorized to operate as a post-secondary educational institution by the state of California, the Board of Governors of the California Community Colleges, and the Board of Trustees of the Peralta Community College District Community College District (ER1-01). The College received reaffirmation of accreditation in 2018 after submitting follow-up reports pursuant to the Commission’s action letters.([ER1-02](#)). Laney College is the largest of four community colleges in the Peralta Community College District Community College District (PCCD), which includes five areas for trustee representation as described in Standard IV.C.

Links to evidence/evidence needed:
[Peralta Board Policy showing name of district and those of the four colleges \(1-01\)](#)

Eligibility Requirement 2: Operational Status

The institution is operational, with students actively pursuing its degree programs.

Laney College has been in continuous operation since _____. The College had an unduplicated headcount of _____ students in 2019-20, which reflects a _____ percent decrease in enrollment over the last five years (ER2-01). Laney College offers a comprehensive and diverse array of degree programs (ER2-02, [ER2-03](#)). In 2019-20, the College awarded _____ degrees as shown in the annual report submitted to ACCJC (ER2-04). The schedule of classes (ER2-05) and the College Catalog (ER2-06) also provide evidence of Laney’s ongoing operational status. Information on Laney’s degree programs and increasing rates of student achievement in line with the College’s mission is located in Standard I and Standard II.

Links to evidence/evidence needed:
[5-year enrollment metrics document \(create\) - 2-01](#)
[20-21 Catalog, Fall 2020 Supplement - 2-02, 2-03](#)
[List of Awards for Entire District in matrix \(Iolani notified to submit in fall 2020\)](#)
[Link to 2020-21 catalog when ready](#)
[ACCJC Annual Report](#) [2-04](#)
[Summer/Fall 2020 Schedule](#) [2-05](#)

Eligibility Requirement 3: Degrees

A substantial portion of the institution’s educational offerings are programs that lead to degrees, and a significant proportion of its students are enrolled in them. At least one degree program must be of two academic years in length.

Aligned with its mission, Laney College offers _____, two-year area of emphasis (AOE) associate of arts and associate of science degrees, _____ associate degrees for transfer (ADT), and _____ certificates (ER3-01, ER3-02). Associate of arts and associate of science degrees require a minimum of 60 semester units, including general education courses, which can be completed by a full-time student in two years. Degree requirements are published in the College Catalog (ER303). In 2019-20, the total unduplicated headcount of students enrolled in degree applicable credit courses was _____ with _____ degrees awarded, _____ certificates awarded, and _____ student transfers to four-year colleges or universities (ER3-04). The College's degree offerings are further addressed in Standards I.A, I.C, and II.A.

Links to evidence/evidence needed:

List of Awards for Entire District in matrix (Iolani notified to submit in fall 2020) 3-01, 3-02

Direct Link to Degree to Graduation Requirements Description of Degree Requirements (Not specific to majors) 3-03

ACCJC Annual Report 3-04

Eligibility Requirement 4: Chief Executive Officer

The institution has a chief executive officer appointed by the governing board, whose full-time responsibility is to the institution, and who possesses the requisite authority to administer board policies. Neither the district/system chief executive officer nor the institutional chief executive officer may serve as the chair of the governing board. The institution informs the Commission immediately when there is a change in the institutional chief executive officer.

Tammeil Gilkerson, Ed.D., was appointed the _____th president of Laney College by the PERALTA COMMUNITY COLLEGE DISTRICT Board of Trustees (BOT) on _____ (ER4-01). The president reports directly to Chancellor Regina Stanback Stroud, Ed.D., who reports to the Board. Per Board Policy _____: Delegation of Authority to Chancellor and Presidents, the Board of Trustees delegates authority to administer District policies to the chancellor at the district level and the president at the college level (ER4-02). Trustee Julina Bonilla currently serves as the BOT president and was selected following Board Policy _____: Officers (ER4-03). The College informed ACCJC of the change in chief executive officer. Further information on the president's scope of responsibility as delegated by the PERALTA COMMUNITY COLLEGE DISTRICT Board of Trustees can be found in Standard IV.B and Standard IV.C.

Needed:

BOT Minutes approving Tammeil as President (4-01)

Board Policy on Delegation of Authority to the Chancellor, Board (4-02)

Board Policy on Board Officers, Terms (4-03)

Eligibility Requirement 5: Financial Accountability

The institution annually undergoes and makes available an external financial audit by a certified public accountant or an audit by an appropriate public agency. Institutions that are already Title IV eligible must demonstrate compliance with federal requirements.

The Peralta Community College District undergoes an annual external audit for the District and its colleges by a contracted certified public accounting firm (ER5-01). The Board of Trustees reviews the annual District audit reports (ER5-02), which are publicly available on the District’s website (ER5-03). Financial aid audit information showing Title IV compliance is included in the audit. In addition to the audit, compliance with federal requirements can be found in the College’s Annual Fiscal Report to ACCJC (ER5-04).

Needed:

- Board Agenda Item showing Independent Audit Report for PCCD 5-01**
- Minutes showing Independent Audit Report for PCCD 5-02**
- Peralta Office of Finance Web Page showing where Audit Reports are available 5-03**
- ACCJC Fiscal Report from Laney College 5-04**

Casey: Complete Table summarizing above Evidence

Evidence List

Citation	Document Name
ER1-01	Peralta Board Policy showing name of district and those of the four colleges
ER1-02	Laney ACCJC Action Letter
ER2-01	5-year enrollment metrics document (create)

F. Certification of Continued Institutional Compliance with Commission Policies

[Insert college name] certifies that it continues to be in compliance with the federal regulations noted below, and Commission Policies on Rights and Responsibilities of the Commission and Member Institutions; Institutional Degrees and Credits; Transfer of Credit; Distance Education and on Correspondence Education; Representation of Accredited Status; Student and Public Complaints Against Institutions; Institution Advertising, Student Recruitment, and Representation of Accredited Status; Contractual Relationships with Non-Regionally Accredited Organizations; and Institutional Compliance with Title IV.

Public Notification of an Evaluation Team Visit and Third Party Comment

Regulation citation: 602.23(b).

NOTE: As of the first draft dissemination, these details are not yet available. Language below is only a placeholder and should be revised once actual details are provided, along with evidence and links to evidence.

Laney College has notified the public of the evaluation team visit through a variety of means. The College posted the dates of the site visit on the accreditation webpage of the College's website on _____ (CR-01). The PCCD Board of Trustees publicly announced the upcoming accreditation team visit at its _____ meeting (CR-02). Information on the evaluation team visit has been continuously included in the College's public information updates, newsletters and other official communication mediums since the _____ and posted them on the College's website (CR-03, CR-04). In addition, links to accreditation updates and presentations given at various college meetings were posted to the resources section of the accreditation website (CR-05). In preparation for the evaluation team visit, the ACCJC page of the accreditation website was updated on _____ to include a link to the Third Party Comments form on the Commission website (CR-06). Additional information related to public notification of the visit and third-party comment is provided in Standard I.C.12.

Standards and Performance with Respect to Student Achievement

Regulation citations: 602.16(a)(1)(i); 602.17(f); 602.19 (a-e).

Fact-check information below with Clifton.

Using its strategic planning process, Laney established institution-set standards, based on the college mission and strategic goals, which are aligned with District goals and the state chancellor's Vision for Success. The College used baseline data from **2018-19 (?)** to develop five-year goals for associate degree completion, certificate completion, transfer, unit accumulation, and workforce measures. In addition, the College set goals for reducing equity gaps for disproportionately impacted groups. Laney's goals were approved by the Board of Trustees and submitted to the state Chancellor's Office (CR-07, CR-08). The College reports to the Commission institution-set standards and stretch goals compared to actual results for course completion, certification completion, degree completion, and transfer (CR-09). The 2019 ACCJC

Annual Report also includes institution-set standards for licensure examination pass rates and job placement for certificate programs and career-technical education degrees.

Laney produces a Strategic Planning Report Card on an annual basis to report on its student achievement metrics and monitor the College's progress toward its goals (CR-10). The College uses its strategic planning council and committee structure to discuss student achievement data from the annual report card. An analysis of the data informs planning and resource allocation at the discipline level, department level, and division level through the Program Review process. The process aligns improvement strategies with the goals defined in the Strategic Plan and Educational Master Plan. Initiatives and related resource requests are developed and evaluated based on expected outcomes linked to student achievement. More detailed information and analysis can be found in responses to Standards I.B.3, I.B.4, and I.B.9.

Credits, Program Length, and Tuition

Regulation citations: 600.2 (definition of credit hour); 602.16(a)(1)(viii); 602.24(e), (f); 668.2; 668.9.

Credit-hour assignments and degree program lengths at Laney College are within the range of good practice in higher education. Board Policy (BP) _____: ***Graduation Requirements for Degrees and Certificates*** establishes the minimum number of credits as 60 units for a degree and 18 units for a certificate (CR-11). Degree and certificate requirements are also described in the College Catalog ([CR-12](#)). Laney follows the processes set forth in the Peralta Program and Course Approval Handbook, which is consistent with the California Community Colleges' Program and Course Approval Handbook (CR-13). Adherence to curriculum processes ensures that credit hours and degree program lengths are reliable and accurate across classroom-based courses, laboratory classes, and distance education classes. Board Policy and Administrative Procedure 4020: Program, Curriculum, and Course Development, governs the development of curriculum at the District's colleges and defines a credit hour (CR-14). The District's Curriculum webpage and the College's Curriculum Committee webpage provide a variety of resources, while Academic Procedure 4020 provides guidance on calculating hours and units ([CR-15](#), [CR-16](#)). Additional information on credits and programs is included in Standard II.A.5.

Needed:

Board Policy on number of credits for degree, certificate (CR-11)

Link to 20—21 catalog, pages for degree, certificate requirements (CR-12, Linked but will need to be updated)

PCAH (STATE WEBPAGE UNDER CONSTRUCTION AT PRESENT, PCAH 6 IN CANVAS EVIDENCE FILES BUT 7 IS IMMINENT) (CR-13)

Peralta Curriculum Handbook(CR14, IN CANVAS SHELL, AS THERE IS NO HYPERLINK)

CR 15 AND 16 ARE already linked.

Transfer Policies

Regulation citations: 602.16(a)(1)(viii); 602.17(a)(3); 602.24(e); 668.43(a)(ii).

Laney College discloses transfer policies to students and to the public primarily through the College Catalog ([CR-18](#)). These policies contain information about the criteria used to accept credits for transfer. The Admissions and Records section of the college website also provides a link to graduation information and forms, with a link to the forms also found on the District Admissions and Records website ([CR-19](#), [CR-20](#)). Additionally, the Laney Transfer Center website, linked on the Counseling Department website, provides transfer information for students ([CR-21](#)). Further information on Laney’s transfer policies can be found in Standard II.A.10.

ALL CRS ARE LINKED.

Distance Education and Correspondence Education

Regulation citations: 602.16(a)(1)(iv), (vi); 602.17(g); 668.38.

At Laney College, standards for student learning in distance education courses are the same as those in face-to-face classes ([CR-22](#)). The review and approval of new and existing distance education courses follows the curriculum approval procedures outlined in Administrative Procedure (AP) 4020: Program, Curriculum, and Course Development ([CR-23](#)). The College adheres to policies and procedures for classifying courses as distance education in accordance with AP 4105: Distance Education ([CR-24](#)). These policies and procedures align with USDE definitions and are described in the Peralta Program and Course Approval Handbook ([CR-25](#)). This information is available on the District’s Distance Education Faculty webpage ([CR-26](#)). AP 4105 also identifies distance education course approval and certification processes, which are detailed in the Curriculum Handbook ([CR-27](#)). The College does not offer correspondence education courses. The process for the approval of distance education courses is further discussed in Standards II.A.2 and II.A.7.

Check on statement for cr22

PCAMP has no hyperlink, but the document is in Canvas shell.

Insert Paragraph regarding required preparation to teach online; use new AP.

Insert Paragraph providing narrative of Moodle to Canvas transition

Insert Paragraph stating verification that technology infrastructure is sufficient.

Student Complaints

Regulation citations: 602.16(a)(1)(ix); 668.43.

Laney College’s Policies and Procedures for handling student complaints are explained in *AP 5530: Student Rights and Grievance Procedure*. ([CR-27](#)) In addition to the district language, the college has established and made available the following administrative processes for individuals who believe they have concerns or feel they have been treated unfairly or had their rights violated. They are listed on the Student Concerns and Complaint Process – Title IX web page ([CR-28](#)) in the following categories (links provided below as well:

1. Prohibition of Harassment, Discrimination, and Sexual Assault Procedures (CR –29)
2. Grade Changes and Student Grievance Procedures (CR-30)
3. Student Standards of Conduct, Discipline Procedures and Due Process (CR-31)
4. Student Rights and Grievance Procedure (CR 32)
5. Disabled Students Programs and Services (CR 33)
6. Nondiscrimination (CR-34)

Employee complaints concerning unlawful discrimination and harassment should be directed to the Peralta Community College District Employee Relations Department. More information can be found by clicking, <https://web.peralta.edu/hr/files/2017/02/Complaint-and-Investigation-Procedures-for-Employees-and-Students.pdf>.

We will need to list out the links as evidence and then save them as PDF accessible when we put together the flash drive for the visiting team.

Institutional Disclosure and Advertising and Recruitment Materials

Regulation citations: 602.16(a)(1)(vii); 668.6.

The Laney College Catalog provides accurate, current, and appropriately detailed information to students and the public about its programs, locations, and policies. The College Catalog is accessible through a link on the homepage ([CR-38](#)). The College Catalog is reviewed annually for accuracy and revised through a collaborative process involving District and college personnel. The Vice Chancellor of Academic Affairs’ office provides curriculum review, catalog, and addendum timelines to the District’s colleges via a memorandum (**CR-39 NEED TO IDENTIFY EVIDENCE**). The College’s website also provides accurate, thorough, and current information about programs, locations, and policies to students and to the public. More information on the College Catalog is available in Standard I.C.2.

A link to the statement of the College’s accredited status is located on the homepage of the Laney College website **WE NEED THIS !!!!!!!**. In addition to the statement of accredited status, the Accreditation webpage provides a link to ACCJC’s action letter reaffirming accreditation, information on the Commission, and a description of the self-evaluation process ([CR-41](#)). The College further describes how it provides required information concerning its accredited status in Standard I.C.1

Title IV Compliance

Regulation citations: 602.16(a)(1)(v); 602.16(a)(1)(x); 602.19(b); 668.5; 668.15; 668.16; 668.71 et seq.

Laney College provides evidence of compliance with required components of the Title IV program through the District’s annual financial audit process (CR-42). An independent auditor provides reports on compliance requirements, findings and questioned costs, and recommendations, which are presented annually to the Board of Trustees. The 2018-19 District audit did not result in some ongoing findings. **Derek Pinto will provide further detail.**

The College’s student loan default rates are _____ percent or **lower/higher** over the most recent three year reporting period (CR-43). Laney’s default rates are **lower/higher** than the

national average rates for public, two-year institutions and **fall/do not fall** within the acceptable range as defined by the United States Department of Education. Compliance with Title IV regulations is also addressed in Eligibility Requirement 5, Standard III.D.10, and Standard III.D.15.

The College aligns with accreditation Standards in all contractual relationships to offer or receive educational, library, and student support services. Current contractual relationships do not require a substantive change proposal. Further information can be found in Standard III.D.16 and Standard II.B.4.

G. Institutional Analysis

Standard I: Mission, Academic Quality and Institutional Effectiveness, and Integrity

The institution demonstrates strong commitment to a mission that emphasizes student learning and student achievement. Using analysis of quantitative and qualitative data, the institution continuously and systematically evaluates, plans, implements, and improves the quality of its educational programs and services. The institution demonstrates integrity in all policies, actions, and communication. The administration, faculty, staff, and governing board members act honestly, ethically, and fairly in the performance of their duties.

A. Mission

1. **The mission describes the institution’s broad educational purposes, its intended student population, the types of degrees and other credentials it offers, and its commitment to student learning and student achievement. (ER 6)**

Evidence of Meeting the Standard

The commitment to students at Laney College begins with its mission:

Laney College Mission:

Laney College educates, supports, and inspires students to excel in an inclusive and diverse learning environment rooted in social justice.

Connected to the Mission and serving as equally important pieces of evidence are the [Vision and Values, all of which were arrived at through Laney’s governance processes](#). The campus community, then, using these student success-driven guiding principles, formed its [2018-23 Strategic Goals](#).

Analysis and Evaluation

The college meets the standard by doing the following:

- The preamble to the Mission, Vision and Values articulates Laney’s broad educational purposes, stating that it offers a variety of degrees and other program awards for students to transfer to a four-year institution and/or pursue and advance in a number of careers through its broad Career Education offerings.
- Mission articulates the students served as “*a diverse body of learners.*”
- Mission states the environment of learning provided for students: “*an inclusive and diverse learning environment rooted in social justice.*”
- Core values are intrinsic elements of the college’s Mission to educate, support, and inspire “students to excel in an inclusive and diverse learning environment rooted in social justice.”

Laney College’s mission is the centerpiece of its commitment to student learning, but that same mission’s surrounding pieces are intrinsic and show the commitment by that same mission. Flanked around it are its Vision (Dream, Flourish, Succeed) and its Core Values (Respect, Diversity, Appreciation, Competence, Integrity, Accountability, Innovation,

Collaboration), all of which serve to root the college in a commitment to its students that resonates in areas of the college that include governance, scheduling, support and resource management.

The Mission was officially established [with its approval at the March, 2018 College Council Meeting](#) culminating campus-wide efforts that began at a campus-wide planning retreat in Spring 2018. The updated Values were approved through the College Council at its [May 16, 2018 College Council Meeting](#). The mission, vision and values will undergo assessment and review in (year).

- 2. The institution uses data to determine how effectively it is accomplishing its mission, and whether the mission directs institutional priorities in meeting the educational needs of students.**

Evidence

Student achievement data is not only accessed through the District Office of Institutional Research, but it is also ingrained in institutional planning platforms such as the one used for authoring program reviews. Published on its website, IR makes these datasets available to the public, including the following indicators:

- **Course Completion and Retention Rates**
- **Degrees and Certificates Awarded**
- **Dual Enrollment Achievement Data, Demographics**Transfer Data
- **Equity**
- **Persistence**
- **Student Demographics**
- **Campus and Cross-District Scheduling Information**

Student Achievement also plays a role in enrollment management. Discipline enrollment data provides retention and success numbers, and to ensure students have opportunity to attend more than one class despite limited time on campus, a newly developed platform, POST, allows for analysis of times when classes are needed in addition to scheduling overlaps.

Analysis and Evaluation

Laney College has data – especially related to student achievement – at the heart of its planning and evaluation processes.

Program Review – As previously stated, the district platform provides student achievement data in its program review platform. The institution identified the reports, and the data within to be crucial, and supported them in the following manner:

A) Assigning members of the Institutional Effectiveness Committee to serve as support, or “coaches,” to each area that was completing a Comprehensive Review. (once during a 4-year cycle) This began during the 2018-19 process.

B) Providing help sessions close to the submission deadlines – These both took place during the 2018-19 and 2019-20 processes.

C) Providing training for entire program reviews to authors – This was identified as a need after evaluation of the 2018-19 process. Subsequently, one session per month was held during Fall semester, including during two department chairs and coordinators meetings.

D) Mandating validated submissions of program reviews for resource request considerations – Results of the validations were disseminated to the college’s five resources committees, which included faculty prioritization, classified staffing, facilities, technology and instructional equipment/library materials. In each case, only programs submitting validated reviews were eligible to receive these resources.

E) Norming and training of validators of program review - In October, a session was held to disseminate the rubrics for program review not only to the authors but also the managers and Institutional Effective Committee members who would be reading and scoring the reports. Assessment of student achievement data analysis was one topic within these help sessions.

As a result of the improvements and additional support as well as training, submission rates for program review increased in 2019-20.

Individualized Student Achievement Data Snapshots - While institution-level data can provide a global or department-level analysis, Laney's research office innovated its efforts to provide faculty individualized data showing how their students are succeeding. The report is called *Snapshots*, and in it faculty can see individualized section-level data regarding enrollment, retention, and success disaggregated by sex, ethnicity, and age.

Step to take between now and submitting the report: surveys about the snapshots as well as PD sessions for faculty to discuss in a non-evaluative setting.

Additional evidence showing how the college used data toward accomplishment and even assessment of its institutional priorities includes the following:

- Program Review Rubrics
- Program Review Trainings
- Sample Faculty Snapshot
- Highlighted minutes of IEC meetings touching on rubrics, validation process
- Sample Program Review showing data, both global and disaggregated
- Resource Committee request lists, showing validation status

3. **The institution’s programs and services are aligned with its mission. The mission guides institutional decision-making, planning, and resource allocation and informs institutional goals for student learning and achievement.**

Laney College's 2018-23 strategic goals, tied to the college's mission, vision and values, are at the heart of decision making, planning, resource allocation while informing institutional goals for student learning and achievement.

Evidence and Analysis

Each area of the college articulates the personal attention it provides students by stating its purpose in a mission statement. That statement is connected to one of Laney's 2018-23 Strategic Goals, which are as follows:

- **Promote Equity**
- **Promote a collaborative institutional culture for communication, governance and decision-making**
- **Offer students the highest quality curriculum and services**
- **Cultivate a culture of belonging, pride and self-reflection for continuous improvement**
- **Increase awareness and access to disproportionately impacted communities**

Each of the above goals has more specific objectives. For instance, to increase and access to disproportionately impacted communities, related objectives include increasing the number of veterans, foster youth, Latinx, and formerly incarcerated students who are served by Laney; developing and implementing outreach strategies for targeted populations in the community; and growing and maintaining stronger relationships with community-based organizations.

The missions of these programs are clearly visible on their web pages such as that of the English Department. In the case of service areas, are often prominently found in the form of signage as well as messaging that takes place through outreach.

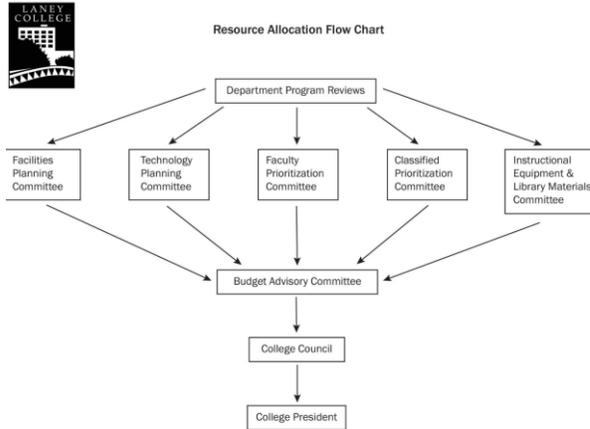
Within participatory governance, committees' charges and work are examined in two very visible forms:

- (a) the Participatory Governance Organizational Manual
- (b) Regular reports to the College Council as well as the annual campus-wide institutional planning retreat

As part of the criteria for reporting as well as the committees' required self evaluations, committee members speak to the alignment of their work with Laney's strategic goals.

Larger college plans also must demonstrate alignment. For example, the Strategic Enrollment Management Plan, approved through participatory governance, had several critical goals and strategies that encompassed the Business, Student Services and Instruction areas of the college and a plethora of objectives. All that said, every piece of the plan is tied directly to the mission-driven goals and objectives for the college. For example, prominent goal within the plan, creating scheduling pathways, is tied to Strategic Goal #3 of the college, as it relates to providing the highest quality curriculum and services.

Program Review is another area in which Laney does a direct assessment of alignment with the mission and strategic goals of the college. This is spoken to in the rubrics for Instructional, Service and Administrative areas of the college. Within the process, as programs submit their goals and accompanying resource requests, alignment is a basic requirement for validation and resultingly, eligibility for resources through the college's Resource allocation process, which is seen below.



Additional evidence to demonstrate alignment includes the following:

- Standard Operating Procedure Document
- Resource Allocation Rubrics
- Self Evaluation Surveys for Committees
- Participatory Governance Operations Manual
- Planning Retreat Agendas, Slides
- 2019-21 Strategic Enrollment Management Plan

4. The institution articulates its mission in a widely published statement approved by the governing board. The mission statement is periodically reviewed and updated as necessary. (ER 6)

Evidence

Laney College's mission statement was approved by the governing board on _____.

The college widely publishes links to its mission, which is found [on the college's general information page](#). Also found with the Mission are the Vision and Values of the institution, as evidenced by their all being found on the same web page and presented to the campus community as a unifying concept.

Analysis and Evaluation

The Laney College Mission, Vision and Values were approved through participatory governance in 2018. They are reviewed each semester as part of the College Council's self-evaluation, which includes its participatory governance committee. The review will also run concurrently with that of the 2018-23 Strategic Goals of the college.

Evidence to support publication of the college's mission statement include the following:

Governing Board Minutes

[Laney College General Information Page](#)

May 2018 College Council Minutes showing approval of Mission

B. Assuring Academic Quality and Institutional Effectiveness

Academic Quality

- 1. The institution demonstrates a sustained, substantive and collegial dialog about student outcomes, student equity, academic quality, institutional effectiveness, and continuous improvement of student learning and achievement.**

Evidence of Meeting the Standard

The sustained dialog takes place on a campus level in a number of forms, generally kicking off with opening day professional development events and continuing throughout the year with FLEX Day and other activities. Student equity and continuous improvement of learning are at the heart of many of these campus-wide conversations. **Professional Development Committee to revise, provide evidence.**

Dialog also takes place throughout its participatory governance committees, often culminating in institution-wide recommendation that are considered by the college council for recommendations to the college president. Committees that are especially engaged in the areas of the standard include the Learning Assessment Committee, the Institutional Effectiveness Committee, the Strategic Enrollment Management Committee, as well as the Student Success and Equity Committee and the Academic Support Committee.

Aformentioned committees to provide evidence.

Analysis and Evaluation

The work of substantive and collegial dialog has borne fruit in the form of tangible institutional progress traveling beyond the circles of committee recommendations. In fact, it has extended to college initiatives as well as operational areas that directly serve students, as evidenced in the following examples. **Evidence was referenced at times but the areas below need to provide documents and hyperlinks.**

Guided Pathways

Student focus groups were conducted during the spring 2019 semester as a part of the college's Guided Pathways efforts. The results were particularly informative, as they further validated the need for evening support services for students, as over half reported as over 24, working, attending part time, and desiring evening classes. Response: In fall 2019, the college extended key support service hours, including Counseling expanding evening hours from two nights a week to four; Health Services introducing evening hours one night per week; tutoring support also being augmented to four nights per week.

The impact of these discussions has taken two key forms. First, through collaboration with the Strategic Enrollment Management Committee, pathways-based scheduling has become a key goal in the latter committee's plan. Also, its work on Areas of Interest has become a central focus, not only in long-term schedule planning but also in the institutional commitment to join the Statewide Mapping Project in 2020.

Student Services

Laney College's student service areas assess their service area outcomes annually on a 4-year cycle, with one of those years requiring a comprehensive report. At least one outcome is assessed per semester, evidence is gathered, and each program will make changes in response to outcomes data. After analyzing data support services areas have made updates to equipment, personnel and developed new workshops in response to student needs identified in outcomes.

The assessment and discussion has led to areas for recommendation and improvement. For example, the recommendation has come forward to invest in technology to allow students to do E-Signatures, allowing them to complete application/registration process remotely. With DocuSign, students will also be able to complete CalWorks & EOPS/Care APPLICATIONS.

Piloting and implementation of online counseling, most recently the Cranium Café product in Spring 2020, which provides online appointments for students.

Distance Education

The Distance Education Committee has facilitated dialog that has led to several significant impacts on the college. These dialogs and work, found in committee minutes, have been essential to the following steps that Laney has taken forward in distance education:

- Crafting of the Laney Distance Education Plan
- Creation of the Laney Equity Rubric
- Participation in the CVC/OEI online consortium
- Work with the CTE Online Pathways Plan, creating a pathway for areas of CTE, with a pathway created for ESOL students, already taking hybrid courses at the capstone level, to continue in fields that have the virtual means of study available to them.

Tutoring

Tutoring is a central concern for the Academic Support Committee (formerly Foundation Skills Committee). Through dialog, tutoring support has taken on a greater role in planning and evaluation, especially after the Basic Skills Student Outcomes and Transformation Grant ended in Spring '19. The initial activity has included support for classes with embedded tutoring, especially in the areas of math and English. **Ask Ian/Denise to respond directly to this standard.**

At Laney College, the collegial dialog takes a number of forms, especially if innovations and improvements to student learning are included.

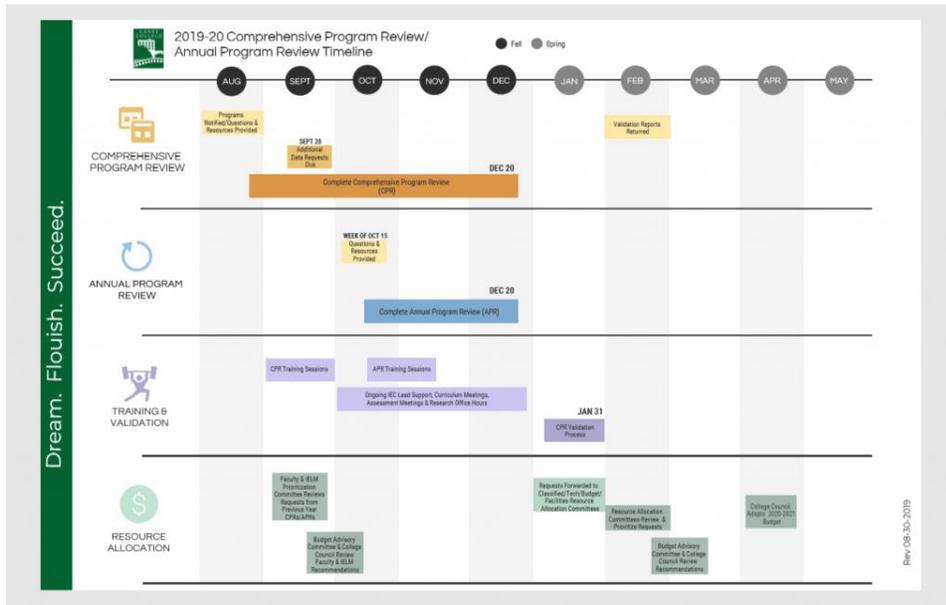
2. The institution defines and assesses student learning outcomes for all instructional programs and student and learning support services. (ER 11)

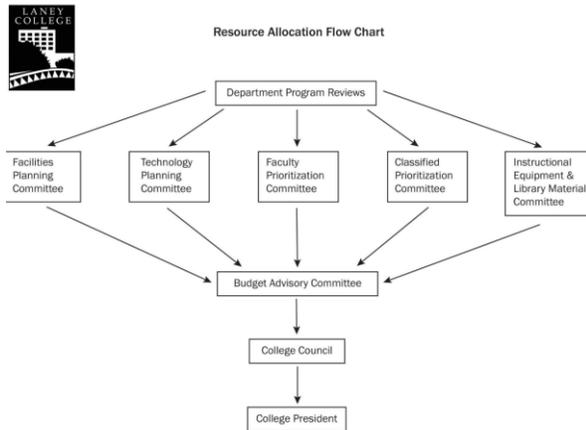
Evidence that Meets the Standard

Laney College has adopted a culture of assessment for all areas of the college, including instructional programs and support services. Within the META platform, departments provide assessment reports that come as the result of assessing SLOs, and the leadership for this has been provided by the co-chairs of the Learning Assessment Committee, who also serve in a coordination role for instructional programs. Evidence showing this takes place includes communication from these coordinators, training and professional development opportunities relative to assessment, program review technical support sessions and [training materials](#), validation of program review that is compulsory for validation (be it also noted that validation is a requirement for areas of the college to be considered for resource request funding), and reporting back on validation scoring, which includes both recognition of validated assessment work and technical coaching for areas that are not validated.

Analysis and Evaluation

Laney College has a culture of assessment that is driven by faculty, classified and administrative leadership and dialog as well as its program review and resource allocation processes which root themselves in student achievement data and assessment. It is one the follows the timeline below to also meet district reporting dates:





Instructional Program Assessment

Courses and programs assess their learning outcomes, with the data and outcomes work housed in CurriQunet. In the four-year cycle of program review, an assessment schedule is provided to department chairs and deans for reference, and in years when a department is required to submit a Comprehensive Program Review, the “coach” who serves as validator is also involved.

The validation process in the last two recent years have shown a marked improvement in submissions and validations where past years had fewer disciplines submitting assessment reports. For departments that are just beginning to submit, validation is showing a learning curve that has resulted in some completed program reviews not being validated because of issues with their assessments. Moving forward, the college needs to continue to eliminate any shortfall in its submission rates, and continue to address the issues of unsatisfactory submissions. In the 2019-20 cycle, in addition to by-appointment support, there were monthly opportunities for assessment coaching provided by the coordinators. Given the increased awareness as well as the consequences that now accompany incomplete or unsatisfactory assessments, the college is expecting continued improvement.

Need narrative, evidence of areas that consistently submit and are showing continuous improvement from Heather and Rebecca.

Learning Support Services Assessment

Laney College has established a comprehensive outcomes structure to assess our student service areas and learning support services. Much like the instructional side of assessment, each program and area has individually defined outcomes to better understand student needs. Outcomes data is analyzed to help us, the service providers, ensure that we are doing a good job.

Outcomes are designed to be measurable through; surveys, work-shop assignments, knowledge-based questioners and satisfactory surveys. As with instructional outcomes assessment, data is then collected via CurricUNET META and analyzed by each program to find areas for improvement. Each program then adapts their workshops to address student concerns and suggestions and in return, the student populations

that we serve are not only satisfied with services but they feel supported enough to pass their classes and graduate or transfer.

How do we know this system is working?

Each outcome is written to highlight the programs different expertise. For example, the CalWORKS program addresses the identified achievement gap in the Cosmetology program's SLOs as this is the preferred major of choice for CalWORKS students. The CalWORKS program then tailors workshops that address soft skills, trauma and other emotional support topics as a result, students are able to engage in the classroom, pass their courses and earn a certificate or degree in the program. **Include evidence regarding this example.**

Include a narrative, examples of assessment from Financial Aid's Program Review as evidence to highlight as well.

Conclusion

Participation in the assessment process is improving at Laney College, and its role in institutional planning and resource allocation has brought further meaning and value.

3. The institution establishes institution-set standards for student achievement, appropriate to its mission, assesses how well it is achieving them in pursuit of continuous improvement, and publishes this information. (ER 11)

Evidence

As student success is integral to the college's vision and mission, Laney College establishes and publishes its institution-set standards. They are also reported through participatory governance, culminating in approval by the College Council. At the beginning of the 2018-23 **strategic** planning cycle, established goals, strategies, and key performance indicators (KPI). The annual Report Card had been used to report on Laney's progress toward achieving institution-set standards, which are regularly reported to the Board. Most recently, that reporting of standards has taken the form of the State Chancellor's Office Vision for Success goals. ([Evidence is in Canvas](#)) The metrics identified resonate with the goals found in the Strategic Enrollment Management plan, especially as they relate to student achievement markers such as degree and transfer degree attainment, certificate attainment, transfer, and reduction in average units per student. This data and goals were the subject of communication in participatory governance ([1B3-College-Council-Meeting-Minutes-5-15-2019-FINAL.pdf](#)) resulting in an institutional commitment to increasing success and reaching these key performance indicators.

Student achievement goals are important in other plans at the college. For instance, they are also listed on page 8 of Laney's Strategic Enrollment Plan: [1B3-SEM-Plan-March-13-2019.pdf](#)

Laney has provided these standards in its annual reports to the Commission, and in other publications and plans.

Analysis and Evaluation

Since identifying these key performance indicators, award attainment at Laney has shown an increase. **Clifton can provide more information on data since the submission of the VFS goals.**

4. The institution uses assessment data and organizes its institutional processes to support student learning and student achievement.

Through SLO and PLO assessment, review of student achievement data, improvement plans articulated in program review, professional development, faculty evaluations, and department and inter-department collaboration, our College's processes facilitate data-driven planning to support student learning and success.

The Institutional Effectiveness Committee guides and validates instructional program review work on a four-year cycle, with each discipline conducting Comprehensive Program Reviews every third year and Annual Program Updates in the intervening years.

LINK TO: 1B-2019-2023-Comprehensive-Program-Review-Schedule

With the new framework of a "Chairs Academy" begun in Fall 2019, the Institutional Effectiveness Committee has increased the holistic understanding of the importance and value of program review. Also, and very importantly, he and the IEC have strengthened and clarified the follow-up and consultation process that 'complete the circle' so that Chairs and Program Coordinators have clear reason to make use of the process for tangible benefits to their departments' abilities to serve students. In the past, Faculty Prioritization was the only component that Chairs could consistently trust would be fully considered and where adequate opportunities for consultation would take place. Resource Requests often were not responded to, and requests for specific types of professional development were not regularly shared with the PD committee. This follow-up is now happening as part of the PR validation process, and the role of Deans and Chairs meeting as part of that process has been clarified, encouraged, and required.

Need IEC mtg minutes documenting the stronger 'wrap around' process

This might be better in another standard dealing with program review

Laney's Learning Assessment Committee provides ample training and support for SLO and PLO assessment, including regular workshops during Professional Development Days, and ongoing drop-in assessment workshops throughout the fall and spring terms.

Evidence: Emails from Rebecca and Flex Day program flyers

Assessment data is recorded in Curricunet-META, and recent improvements to the reporting/recording platform have facilitated engagement of faculty in assessment work. ***Ask Rebecca for dates of the platform improvements, as well as data on improved (HOPEFULLY!) faculty engagement.**

Institutional Effectiveness

- 5. The institution assesses accomplishment of its mission through program review and evaluation of goals and objectives, student learning outcomes, and student achievement. Quantitative and qualitative data are disaggregated for analysis by program type and mode of delivery.**

Assessing the accomplishment of Laney's Mission, Vision and Values through program review has been a constant exercise dating back to the 2017 leadership change at the college. Of utmost importance was establishing program review as meaningful, in that reviews would be read and validated, and that when validated, these plans would inform planning at Laney College. This has been a process of continuing improvement.

In Fall 2018, the Program Review Process included dissemination of a Word version of the Program Reviews to authors of those composing Comprehensive Reviews (CPRs) – written in a cycle once every four years – along with those writing their Annual Program Reviews (APRs). In addition to general guidance that was provided to Comprehensive authors by assigned members of the Institutional Effectiveness Committee, the college provided general help sessions to anyone writing program reviews, including on FLEX day in Spring 2018. Covered within the trainings/help sessions was the guidance to align area goals with those of the mission of the college that are found in the Strategic Goals for 2018-23.

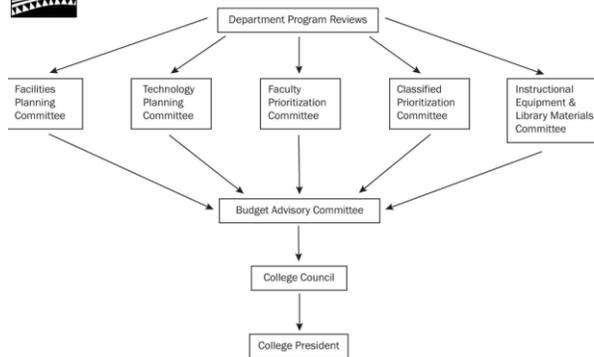
Central to the improvement efforts were a number of activities held to communicate not only the program review process but also the need to align this vital work to the mission of the college.

Following an evaluation of the Institutional Effectiveness Committee's work at the conclusion of Spring 2019, as well as Fall 2019 (**upload Fall IEC EVALS as evidence**), it was determined that further training on the process was needed to improve – among other things – the alignment of program goals with the college's Strategic Goals. In addition to providing training sessions as part of the Fall Department Chair Academy (upload the agenda) and Fall Flex Program Review Open House Session, the committee determined from the previous year's evaluation that it needed to broadly disseminate and provide training based on the scoring rubrics. To that end, the committee conducted breakout sessions for authors of Comprehensive Program Review, Administrative Unit & Student Services Program Reviews, and Annual Program Reviews. Presenters/Facilitators included members of the Institutional Effectiveness Committee who would be scoring Comprehensive Program Reviews, along with members of management who would be scoring program reviews for Annual Program Review areas over which they were the direct supervisors. These activities were evaluated via SurveyMonkey.

The process for evaluation of programs, services and administrative units went well beyond meeting deadline dates and trainings. Areas not submitting a validated program review were not eligible to have their program staffing, technology, equipment, and facilities requests reviewed and ranked as priorities by the college's resource allocation committees.



Resource Allocation Flow Chart



Central to the college’s mission through its strategic goals was Goal 5: “Increase awareness and access to disproportionately impacted communities,” and the college’s program review process employed data to identify needs of disproportionately impacted students, with the opportunity to set goals and identify resource needs. Within the Comprehensive Program Review report, for example, authors had the opportunity to view disaggregated data and respond to the following:

When disaggregated, are there any groups whose course completion rate falls more than 3% points below the discipline average? If so, indicate yes and explain what your department is doing to address the disproportionate impact for the group.

For the 2020-21 academic year, the process improved itself with the introduction of a program review handbook, as well as podcasted presentations on the process as well and the platform and rubric for all types of reviews.

Additional evidence includes the following:

- Program review platform dashboards that disaggregate data
- Sample comprehensive, annual program reviews
- Validation Rubrics

6. **The institution disaggregates and analyzes learning outcomes and achievement for subpopulations of students. When the institution identifies performance gaps, it implements strategies, which may include allocation or reallocation of human, fiscal and other resources, to mitigate those gaps and evaluates the efficacy of those strategies.**

Evidence of meeting the standard

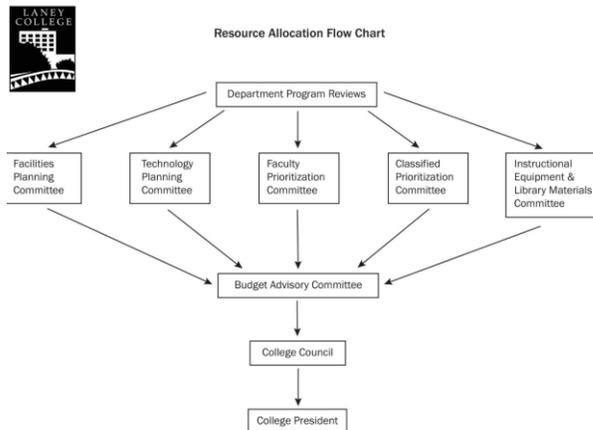
The College’s analysis of student learning and achievement data routinely includes disaggregated data; and analysis of this disaggregated data is central to Guided Pathways implementation as well as the Vision for Success goals that Laney provided to the state, most recently in Spring 2019. The framework provided in the college's 2018-23 Strategic Plan also necessitates the analysis of disaggregated data and specific targets designed to eliminate equity gaps.

The Peralta Office of Academic Affairs provides course and award-level data disaggregated within [its program review platform](#). As part of both the annual as well as the comprehensive (once every four years) process, instructional, Student Service and Administrative Service areas at the college are asked to review this data, provide an analysis, and detail improvement actions to increase student success. The disciplines of _____ and _____ included a discussion about disaggregated data and incorporated an analysis into their most recent Comprehensive Program Reviews and Plans (evidence).

 Comprehensive Program Review Schedule			
2019-20	2020-21	2021-22	2022-23
<ul style="list-style-type: none"> • Biology • Business • Economics • Management/Supervision • Banking & Finance • Physics • Astronomy • Chemistry • Cosmetology • Dance • Music • Theatre • Culinary Arts • Environmental Control Technology • Electricity/Electronics Technology • Umoja/UBAKA • Disabled Students' Program & Services (DSPS) • VP Instruction Office • Financial Aid • Humanities & Social Science Division Office • Facilities & College Operations 	<ul style="list-style-type: none"> • Math • African American Studies • Asian and Asian American Studies • Mexican and Latin American Studies • Native American Studies • Humanities & Philosophy • Counseling • Engineering • Architecture • Tutoring • Career Services Center • Restoring Our Communities (ROC) • Math & Science Division Office • Transfer Center • EOPS/CARE/NEXTUP/CalWORKs • Food Services 	<ul style="list-style-type: none"> • Anthropology • Geography • Geology • Physical Science • Psychology • Sociology • History • Political Science • Labor Studies • English • ESOL • Chinese • French • Japanese • Spanish • Legal and Community Interpreting • Carpentry • Construction Management • Wood Technology • Library/Library Information Studies • Business & Admin Services Office • Wellness Center & Mental Health Services • CTE/Workforce Division Office • President's Office • Student Services Division Office 	<ul style="list-style-type: none"> • Computer Information Systems • Kinesiology • Athletics • Sport Fitness • Health Education • Graphic Arts • Journalism • Media Communications • Communication • Photography • Art • Machine Technology • Welding Technology • Admissions & Records • Assessment • Welcome Center • Student Life • Liberal Arts Division Office • Information Technology • Enrollment Services Division Office • Veterans' Services • VP Student Services Office

8/2/2019

Similarly, the process of determining resource prioritization includes collaborative discussions between the five resource allocation committees (Faculty prioritization, Classified Staffing, Technology, Facilities, and Instructional Equipment/Library Materials), the Budget Advisory Committee and the College Council. After the allocation groups identify priorities, the Budget Advisory Committee and then the College Council review and provide recommendations to the president for a final decision, which is reported back to the campus in the President's report to the College Council, generally at the following meeting.



Analysis and evaluation

Disaggregation of programs to the course or corresponding level allows for authors and reviewers to truly consider the question of whether or not student need is being met in equitable fashion. It addresses Goals 1, 4 and of Laney's 2018-23 Strategic Goals (Promote Equity; Cultivate a culture of belonging, pride and self-reflection for continuous improvement; Increase awareness and access to disproportionately impacted communities) toward the achievement of the objectives identified in the Vision for Success. **This is a good section to speak to our increase in awards despite falling enrollments, and any other KPI data for 2018-19 and 19-20.**

- The institution regularly evaluates its policies and practices across all areas of the institution, including instructional programs, student and learning support services, resource management, and governance processes to assure their effectiveness in supporting academic quality and accomplishment of mission.**

As part of its charge, Laney's Institutional Effectiveness committee monitors, assesses, and evaluates is built into the College's assessment and planning processes each Spring. Bringing additional urgency to the evaluative processes are initiatives that bring about institutional change. Along that line, Guided Pathways has led Laney to carefully consider questions ranging from the demographics and needs of the students it serves to the mediums by which those students see class offerings and services that are available to them.

Evaluation of resource management and governance processes is a regular occurrence among [participatory groups at Laney](#). Each committee is required to review and evaluate its goals and charge, and committees have their members complete annual evaluations of the meetings and work that has been done during each academic year. (EVIDENCE, Committee Evaluations) Also, the Participatory Governance Council meets to discuss the structure and operations of committees, as well as the charges and memberships that are laid out in the Laney [Participatory Governance & Organization Manual](#).

It is also a broader exercise across the institution. Twice a year, participatory governance committees report to the general campus on their activities, as well as at the annual planning retreat. Making this an easier introspection has been the commitment of the college to make meeting materials more regular and accessible, most recently through its purchase of BoardDocs.

Analysis and Evidence

Regular evaluation of practices and policies takes the form of taking steps to ensure student success, but at Laney they are often cross-divisional synergetic exercises toward positive change.

One example has been the college's amending of prerequisites and support for math and English students. This was a period in which two initiatives came in success of each other, namely Acceleration/Multiple Measures, then AB 705.

Acceleration/Multiple Measures – During the evaluation period, Laney invested in the efforts to minimize basic skills levels of study toward transfer and community college award attainment. In fact, research out of the state's Chancellor's Office and other colleges demonstrate that both these pre-transfer levels and placement testing were barriers. English and math faculty, working with Student Services staff in orientation and testing, arrived at modifying the process to allow student to use transcripts as the basis for placement into their appropriate level.

Impact of ESOL Design - Laney College has remained contemporaneous or even ahead of state mandates. The planning of onboarding and guided self-placement for the English to Speakers of Other Languages (**Yasue Presentation**) is a shining example, as the approach, both on instructional and student service levels, has been a standard bearer not only for work with AB705, but also Guided Pathways efforts. This presentation, made originally to the GP group and then department chairs, came to be the business model by which the AB705 coordinator led college-wide efforts in math and English from 2018 to the present.

That said, there were efforts addressing the standard that began at Laney college prior to the passage of 705.

AB705

Shortly after the acceleration project began, Assembly Bill 705 was passed. It required students the possibility to self-place into transfer math and English regardless of GPA or past coursework. Additionally, the colleges were allowed to establish required support courses as needed. Through work by the district's AB705 workgroups, composed of discipline faculty,

counselors (at Laney's workgroup), and administrators. As a result, they identified 2.6 GPA for English as the threshold that would require support courses; correspondingly, 2.8 was identified as a marker for recommending support, while 2.6 required students to enroll in support courses for College Algebra, Statistics and Trigonometry. **Note: lots of evidence and further discussion concerning other campus involvement will need to be part of this example. Also, likely will need to assess student achievement data pre and post 705.**

- 8. The institution broadly communicates the results of all of its assessment and evaluation activities so that the institution has a shared understanding of its strengths and weaknesses and sets appropriate priorities.**

Evidence of Meeting the Standard

The college communicates its progress through flex presentations, reports to the state on both its scorecard and later KPI data, and it makes regular reports. In 2018-19, for instance, such evaluation activities were reported to the College Council and Strategic Enrollment Management Committees. Concerning the latter, data on the issue of student swirl was such that the college took the lead in calling a district-wide meeting to discuss scheduling overlap and other issues that unnecessarily compelled students to complete coursework at more than one college during a given semester. (Minutes from DAS/VPI meetings.)

Enlisting in Guided Pathways, the college communicated its evaluation activities not only in the initial report but also in Fall 2019, when it submitted a self-assessment to join the Statewide Mapping Project.

Data on college, division, discipline, and course-level success and retention, including data disaggregated by equity categories, is available for departments to analyze and review as part of the Program Review process. The District Office of Institutional Research as well as Laney's Research Analyst have made equity reports available to individual faculty to view their own students' success and retention through an equity lens. Moreover, Program Learning Outcomes and Assessment reports are on the Learning Assessment Committee website: <https://laney.edu/assessment/program-outcomes-and-assessment-results/>.

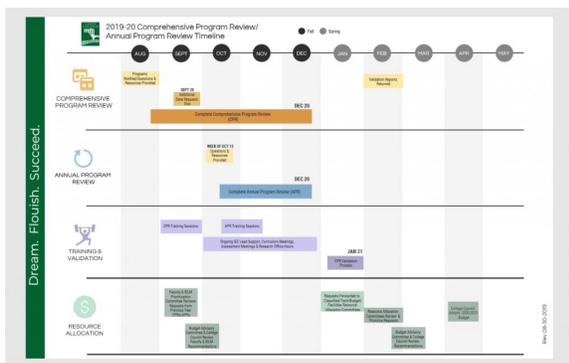
Analysis and Evaluation

Laney communicates assessments and evaluations regularly and broadly through reports, presentations, and publications. The redesign of the college website in Fall 2019 initiated by the college president –while filling the role of Public Information Officer - coupled with the campus's use of BoardDocs, has improved the ease with which all constituencies can readily find presentation materials, or documents as part of their role in planning and decision-making. The president's effort to regularly report out at the College Council meetings is also a vital step in providing another vehicle for the clear and consistent communication of important conversations taking place around all aspects of the College that impact students.

9. The institution engages in continuous, broad based, systematic evaluation and planning. The institution integrates program review, planning, and resource allocation into a comprehensive process that leads to accomplishment of its mission and improvement of institutional effectiveness and academic quality. Institutional planning addresses short- and long-range needs for educational programs and services and for human, physical, technology, and financial resources. (ER 19)

Laney College engages in a systematic program of evaluation and planning, a process that began with its Educational Master Plan, though in 2017 the [Mission, Vision and Values](#) became the more campus-wide driver of innovation for students.

The College’s Program Review and Planning cycle operationalizes planning, which moves from the discipline to department/area through divisions to vice president plans to prioritization and resource allocation. Participation in this process is broad-based and inclusive, and required for all instructional, administrative service, and student service areas of the college. It is a process that has been recognized as meaningful, leading areas such as Distance Education and Dual Enrollment coordinators to actually request the opportunity to submit a program review. It is a cycle that involves Curricular updating (for instructional areas), outcomes assessment, program review, comprehensive program review, planning, and resource allocation that is made public to the campus, as evidenced by the commonly recognized charts below, which respectively show the timeline and the four-year cycle that informs service area, instructional and administrative units of the type of program review, either annual or comprehensive (required once every four years):



2019-20	2020-21	2021-22	2022-23
<ul style="list-style-type: none"> Biology Business Economics Management/Supervision Marketing & Finance Physics Astronomy Chemistry Cosmetology Dance Music Theatre Culinary Arts Environmental Control Technology Electricity/Electronics Technology Lincoln/MLKAA Disabled Students' Program & Services (DSPS) VP Instruction Office Financial Aid Humanities & Social Science Division Office Facilities & College Operations 	<ul style="list-style-type: none"> Math African American Studies Asian and Asian American Studies Mexican and Latin American Studies Native American Studies Humanities & Philosophy Counseling Engineering Architecture Tutoring Career Services Center Restoring Our Communities (ROC) Math & Science Division Office Transfer Center EDS/CARE/NEXTUP/CalWORKs Food Services 	<ul style="list-style-type: none"> Anthropology Geography Orology Physical Science Psychology Sociology History Political Science Labor Studies English ESOL Chinese French Japanese Spanish Legal and Community Interpreting Carpentry Construction Management Wood Technology Library/Library Information Studies Business & Admin Services Office Wellness Center & Mental Health Services CTE/Workforce Division Office President's Office Student Services Division Office 	<ul style="list-style-type: none"> Computer Information Systems Kinesiology Athletics Sport Fitness Health Education Graphic Arts Journalism Media Communications Communication Photography Art Machine Technology Welding Technology Admissions & Records Assessment Welcome Center Student Life Liberal Arts Division Office Information Technology Enrollment Services Division Office Veterans' Services VP Student Services Office

Conclusions on Standard I.B. Academic Quality and Institutional Effectiveness

Improvement Plan(s)

[insert response if applicable]

Evidence List

[insert list]

C. Institutional Integrity

1. **The institution assures the clarity, accuracy, and integrity of information provided to students and prospective students, personnel, and all persons or organizations related to its mission statement, learning outcomes, educational programs, and student support services. The institution gives accurate information to students and the public about its accreditation status with all of its accreditors. (ER 20)**

This section needs evidence, most of which can be identified intuitively. That said, we will need to wait until later in the spring to have the latest schedule and catalog.

Laney College reviews materials and publications regularly to ensure accuracy, clarity, and integrity in its communications with students, personnel, and the community. For production of the catalog, contains the mission statement, values, of the college, there is a core catalog committee (Vice Presidents of Instruction, Curriculum Chairs, Curriculum Specialist, Articulation Officer as needed) that reviews and updates information, while ensuring it is compliant with district and state requirements. The specialized areas of the college that can speak to the areas provided as members of the larger Catalog Committee, a group that is comprised of a cross-representation of all college services. Curriculum-approved content is verified with that which has been approved and inventoried at the state chancellor's office.

The catalog also contains Board Policies and Administrative Procedures, and it is here that the Vice Presidents collaborate with District Academic Affairs, Student Services and the Public Information Officer. Each year, as district portions are updated, they communicate changes to the colleges that have been approved by the Peralta governing board. Such notices are typically sent electronically and delivered to the college as a campus-wide update. A midyear addendum is also published.

Class schedules are made available online and in print form. There is a review and development process, during which time chairs build and review schedules for approval by their dean and inputting by the scheduler. Once revisions are made, there are two opportunities for deans and chairs to review the entire list of class offerings for accuracy. The schedule is then sent to the district for uploading and publication in print form.

Laney publishes information about its accreditation status through the Accrediting Commission for Community and Junior Colleges. The website is updated with the College's accreditation status and information is also published in the College's catalog.

Learning outcomes are also communicated clearly and included for students in course syllabi. Learning outcomes are also publicly available through course outlines of record, overseen by the Curriculum Committee, and available on CurricUNET. The College regularly reviews learning outcomes for courses (SLOs) and programs (PLOs) as well as the institution (ILOs).

Analysis and Evaluation

The College has clear processes in place to ensure the accuracy, clarity, and integrity of the information provided to students, personnel, and the public. The College Catalog is the primary front-facing document used by students. The catalog is updated annually and is reviewed and revised extensively to ensure alignment and accuracy. The review process includes gathering input from academic and co-curricular staff.

One challenge to our processes is the reproduction of the schedule, as it effectively rolls over from one year prior. Given the innovations of initiatives such as Guided Pathways and AB705, coupled with the loss of allocations for classes, it has proven a challenge at times to truly do projection-based scheduling when the resources contain many outdated classes, some of which are over the allocation for certain disciplines that have been reduced. Moving forward, the college will benefit with technology upgrades to the district's scheduling platform.

2. The institution provides a print or online catalog for students and prospective students with precise, accurate, and current information on all facts, requirements, policies, and procedures listed in the “Catalog Requirements”. (ER 20)

Each year the college publishes its catalog in print form and makes it available to public in the college bookstore. Students may also have access to or obtain a copy through Student Services as well as the library.

Recognizing the need to make such documents available in electronic format, the college began making the 2015-17 catalog available after publication in 2015. What originally began as a PDF document, after assessment, also became available through a more readable “flipbook” format in 2019, making it possible for students to have a readable copy on smaller portable electronic devices.

To provide greater accuracy and currency, the catalog was moved to annual publication in 2017-18.

The college employs a development timeline that, after evaluation and assessment, provides three windows for revisions and updates. Workdays are held in December, April and May, during which time member of the campus community submit updates, corrections and additions to the respective areas. While curriculum changes are the more apparent revisions in a catalog, specific areas in Administrative and Student Services also update, and even legislative changes (AB 705) are captured annually.

3. The institution uses documented assessment of student learning and evaluation of student achievement to communicate matters of academic quality to appropriate constituencies, including current and prospective students and the public. (ER 19)

Laney College communicates matters of academic quality, student achievement data, to constituencies in a number of ways.

The college's Learning and Assessment Committee discusses matters especially related to Program and Institutional Outcomes assessment, as well as the coordinator's role validating assessment as part of program review. All discussions are committed to minutes and published on the committee's web page. For more global reporting such as that which would go to the state, the Board receives annual updates through presentations on student achievement data, through reports submitted to the state such as the Vision for Success Goals, as well as ACCJC Annual Report submissions. All of this material is publicly accessible.

Degree and certificate attainment data, along with retention and success data are disseminated to the campus community through a number of different participatory governance committees. Also, through the District Office of Research's Data dashboards, student enrollment and achievement data is not only available, but much of it can be disaggregated. **NEED MORE**

Have Peter provide information about how Licensure, Job placement data are otherwise published.

The College also has several programs which highlight student learning and achievement including several in the Building and Trades areas of CTE. The Career and Technical Education (CTE) division at the College hosts an annual division wide Advisory Committee meeting at which CTE initiatives and goals, as well as an update on the Strong Workforce program, enrollment and success data, and labor market information is shared with advisory groups.

4. The institution describes its certificates and degrees in terms of their purpose, content, course requirements, and expected learning outcomes.

The Laney College Catalog outlines each degree and certificate and the courses needed to complete each award. This information can be found in the catalog on pages _____ which describe the AA and AS degrees, pages _____ which include all the information on ADTs, while pages _____ describe curricular patterns in CTE.

All certificates and programs awarded by the college go through a process that is detailed in shared governance, first local and then district, prior to submission to the state in accordance with Title 5. After passing through these approvals, awards are advertised in brochure and electronic form along with the catalog website as well as its printed version. Furthermore, the college's instructional areas go to great lengths, as shown by its Machine Technology program, to articulate each area's awards on the college website.

To ensure completeness of information, submitters of new and updated degrees must adhere to the COCI narrative template, outlined in the state Program Course Approval Handbook (7th edition since its release in 2018; 6th edition beforehand). Upon creation of new programs, the curriculum specialist informs the Accreditation Liaison Officer, who submits substantive changes to the accrediting commission.

In turn, academic departments as well as counselors and Admission & Records staff disseminate the new/updated awards through advising sheets, petition forms, brochures, and various college web pages. As a requirement, disciplines list the programs of study, outcomes, sequence of study, along with the official course descriptions.

Program learning outcomes are listed in the catalog on degree pages, and are submitted in COCI along with the program proposal.

Analysis and Evaluation

The College clearly describes its certificates and degrees, including learning outcomes, in the catalog. Descriptions of degrees and certificates also include required course work and any pre-requisites.

5. The institution regularly reviews institutional policies, procedures, and publications to assure integrity in all representations of its mission, programs, and services.

The Laney College Curriculum Committee examines issues with not only courses and programs but also issues within curriculum as well as legislation or other policies that emerge during each academic year. In Fall 2016 the committee resolved to match the state's standards for distance education (e.g. regular effective contact) as part of its deliberations. Then, following publication of Laney's Equity Rubric for Distance Education as well as changes in Title 5, the committee began to update the current addendum to these standards. This met with approval of the committee in Spring 2020.

Actionable area for improvement: College and district approvals need to have timelines that allow for industry-related curriculum to be offered on campuses more quickly. At present, a course approved in the local and district in December or January must wait until one calendar later to appear in a classroom despite publication in the local catalog.

Catalog Committees takes information not only from the curriculum committee but also student services, administrative and district services as well as state policies and mandates. Its regular review processes ensure not only integrity but also currency of the document.

The Institutional Effectiveness Committee links the activities of the college to Laney's Strategic Goals.

Strategic Enrollment Management Committee links the activities of the college to Laney's Strategic Goals.

Ultimately these bodies bring their work to the College Council for reporting and/or approval as needed.

<https://web.Peralta Community College District.edu/trustees/bps-aps/>

6. **The institution accurately informs current and prospective students regarding the total cost of education, including tuition, fees, and other required expenses, including textbooks, and other instructional materials.**

Laney College informs the public of the cost of a community college education in accordance with Board Policy and Administrative procedures (AP/BP 5020, 4070, 5030, 5031). The cost of student fees, including parking fees, is published on the Admissions and Records webpage and various departments' webpages on the college website (IC6-02, IC6-03). Moreover, the College Catalog and Schedule of Classes provides information about fees and refunds (IC6-04, IC6-05). The Financial Aid webpage has resources to help students understand the cost of college and the kinds of aid available to them. **Joseph should provide a bit more detail, which we can put as a positive in the Analysis section.** Finally, the bookstore's website provides students with costs for books and course materials through their website.

Analysis and Evaluation

The College informs current and prospective students about the total cost of education, identifying key information, including tuition, fees, estimated costs, and books/materials costs on the website and in other publications. Moreover, the College has worked to provide students with the tools to better understand and plan for their educational costs and to develop financial literacy through interactive tools such as the net price calculator and other resources available through the Financial Aid office.

During the self-evaluation period, the college's registration system and schedule also noted for students when course textbooks were available at low or no-cost. In the online platform, this is easily identifiable with a state-approved icon.

- 7. In order to assure institutional and academic integrity, the institution uses and publishes governing board policies on academic freedom and responsibility. These policies make clear the institution's commitment to the free pursuit and dissemination of knowledge, and its support for an atmosphere in which intellectual freedom exists for all constituencies, including faculty and students. (ER 13)**

Evidence that Meets the Standard

Laney College's catalog either lists verbatim or cites Board Policies 4030 and 4025, and Administrative Policy 4025, which speak to academic freedom.

Moreover, these freedoms are subject to review and discussion in instances in which there may be questions or concerns, and said discussions take place during gatherings such as Laney's faculty senate meeting. Specifically, AP 4030 discusses academic freedom, defining it as "Freedom in research ... fundamental to the advancement of truth. Academic freedom in its teaching aspect is fundamental for the protection of the rights of the teacher in teaching and of the student to freedom in learning. It carries with it duties correlative with rights...."

The Board and Administrative policies are also found on the senate's website. In the catalog, information about academic freedom is published, and BP 1.5 - Code of Faculty Professional Standards j- is also referenced as it speaks to faculty freedoms that include "..... the right to freedom of inquiry and instruction including freedom in the presentation and discussion of their subject. They have the freedom and right to express differing opinions and to foster and defend intellectual honesty."

Analysis and Evaluation

Laney College is guided by and adheres to board policies on academic freedom and professional ethics. College publications in both electronic and hard copy uphold the commitment to academic freedom by referencing relevant board policy.

- 8. The institution establishes and publishes clear policies and procedures that promote honesty, responsibility and academic integrity. These policies apply to all constituencies and include specifics relative to each, including student behavior, academic honesty and the consequences for dishonesty.**

Evidence that Meets the Standard

Laney College follows established board policies on ethical behavior for all constituencies. The Student Code of Conduct as well as discipline procedures from board policies are detailed in the catalog. [AP5500 also defines academic dishonesty](#) as one area that can be subject to discipline, describing it as “Dishonesty such as cheating, plagiarism (including plagiarism in a student publication), forgery, alteration or misuse of college documents, records, or identification documents, or furnishing false information to the college.”

The College’s Schedule of Classes also contains specific language about academic honesty. The College ensures the authenticity of student identity in distance education courses through Instructure, the company that has created and maintains Canvas and hosts all distance education courses. Canvas is a secure course management system that uses unique logins for both faculty and students and is password protected.

Analysis and Evaluation

The college adheres to district policies that set an expectation of integrity, responsibility and academic honesty.

9. Faculty distinguish between personal conviction and professionally accepted views in a discipline. They present data and information fairly and objectively.

Evidence of data that meets the Standard

District policy and The College Catalog's statement on academic freedom clearly articulates the expectation to distinguish between personal conviction and professionally accepted views.

Though AP 4030 establishes a definition of Academic Freedom, it also cautions against use of such liberty to provide platforms away from the Course Outline of Record, the curriculum, or the subject matter being taught. Specifically, it mentions that "The teacher is entitled to freedom in the classroom in discussing his subject, but he should be careful not to introduce into his teaching controversial matter which has no relation to his subject. Limitations of academic freedom because of religious or other aims of the institution should be clearly stated in writing at the time of the appointment." It also mentions, regarding conflicts of belief, that "must faculty members face no insoluble conflicts between the claims of politics, social action, and conscience, on the one hand, and the claims and expectations of their students, colleagues, and institutions, on the other. If such conflicts become acute, and the instructor's attention to his obligations as a citizen and moral agent precludes the fulfillment of substantial academic obligations, he cannot escape the responsibility of that choice, but should either request a leave of absence or resign his academic position."

10. Institutions that require conformity to specific codes of conduct of staff, faculty, administrators, or students, or that seek to instill specific beliefs or world views, give clear prior notice of such policies, including statements in the catalog and/or appropriate faculty and student handbooks.

Evidence of Meeting the Standard

Although Laney College does not operate as a religious institution, it has core values and codes of conduct for students, faculty, staff, and administrators. These codes of conduct are clearly guided by board policies.

Analysis and Evaluation

The college's expectations for conduct are articulated in district publications.

11. Institutions operating in foreign locations operate in conformity with the Standards and applicable Commission policies for all students. Institutions must have authorization from the Commission to operate in a foreign location.

As Laney College does not have any foreign locations, the standard does not apply.

12. The institution agrees to comply with Eligibility Requirements, Accreditation Standards, Commission policies, guidelines, and requirements for public disclosure, institutional reporting, team visits, and prior approval of substantive changes. When directed to act by the Commission, the institution responds to meet requirements within a time period set by the Commission. It discloses information required by the Commission to carry out its accrediting responsibilities. (ER 21)

Laney College continues to meet all Eligibility Requirements, Accreditation Standards, Commission policies, guidelines, and requirements to maintain its accredited status with the Accrediting Commission for Community and Junior Colleges (ACCJC). The College is committed to continuous quality improvement as demonstrated by the structural alignment of Accreditation Standards with strategic planning responsibilities and processes. The 2015 Institutional Self Evaluation Report led to an assessment of the college's assessment of Program Learning Outcomes as well as its work with Integrated Planning and Evaluation. As a result, college assessment, planning, institutional evaluation and work with Program Learning Outcomes have all become intrinsic elements of the college's goal-setting, evaluation, and resource planning.

The college's accreditation webpage is one click away from the Laney homepage and provides information on present and past accreditation activities dating back to 2009. Its archive provides links to correspondence with the Commission that demonstrates that the College meets its deadlines; files its annual, midterm, and substantive change reports; and discloses information about accreditation to the public, the college community, and the Commission. Laney posted the date of the site visit.....

Analysis and Evaluation

Accreditation is a very serious matter for Laney College and one it welcomes as an opportunity for self-evaluation toward improvement and compliance. Accreditation standards have been integrated into institutional planning to ensure sustained and continuous improvement.

13. The institution advocates and demonstrates honesty and integrity in its relationships with external agencies, including compliance with regulations and statutes. It describes itself in consistent terms to all of its accrediting agencies and communicates any changes in its accredited status to the Commission, students, and the public. (ER 21)

Evidence of Meeting the Standard

Laney College uses its website and catalog to disseminate its accredited status to the public and especially the college community through its website as well as the college catalog. Action letters are posted on the accreditation web page to demonstrate that the college is in compliance with ACCJC requirements.

That the college advocates and practices honesty is addressed in Standards 1.C.1, I.C.2, and I.C.3. The College also complies with all federal and state mandates, as well as regulations from the California Community College Chancellor's Office.

Analysis and Evaluation

The College's accreditation website demonstrates its commitment to honesty and integrity in its relationship with ACCJC. The evidence provided in Standard I.C demonstrates the College's honesty and integrity in communicating with other agencies and the public.

14. The institution ensures that its commitments to high quality education, student achievement and student learning are paramount to other objectives such as generating financial returns for investors, contributing to a related or parent organization, or supporting external interests.

Evidence of Meeting the Standard

Laney College's planning documents include the mission, vision, values, and strategic goals, thus demonstrating its commitment to high quality education, as well as continuous self-reflection and improvement. The College also adheres to Board Policy as it relates to Conflict of Interest (EVIDENCE). It does not have investors, parent organizations, or other external interests that would unduly influence how the College determines the quality of its programs or student learning.

Analysis and Evaluation

Laney College demonstrates its commitment to high quality education in its planning documents and in its mission, vision, and values.

Conclusions on Standard I.C. Institutional Integrity

[insert response]

Improvement Plan(s)

[insert response if applicable]

Evidence List

[insert list]

Standard II: Student Learning Programs and Support Services

The institution offers instructional programs, library and learning support services, and student support services aligned with its mission. The institution's programs are conducted at levels of quality and rigor appropriate for higher education. The institution assesses its educational quality through methods accepted in higher education, makes the results of its assessments available to the public, and uses the results to improve educational quality and institutional effectiveness. The institution defines and incorporates into all of its degree programs a substantial component of general education designed to ensure breadth of knowledge and to promote intellectual inquiry. The provisions of this standard are broadly applicable to all instructional programs and student and learning support services offered in the name of the institution.

A. Instructional Programs

- 1. All instructional programs, regardless of location or means of delivery, including distance education and correspondence education, are offered in fields of study consistent with the institution's mission, are appropriate to higher education, and culminate in student attainment of identified student learning outcomes, and achievement of degrees, certificates, employment, or transfer to other higher education programs. (ER 9 and ER 11)**

Laney College offers programs that are consistent with its Mission, Vision and Values, specifically degree and certificate attainment toward career or transfer. All of these programs may be found in the catalog or midyear addendum and they include _____ associate degrees for transfer, _____ associate degrees and _____ certificate programs. Some certificate programs are terminal, others are stackable, and many can lead to an associate's degree with more subsequent coursework.

The College Curriculum Committee has authority over curriculum matters and through the review process detailed in the Peralta District's Course and Approval Handbook ensures that courses and programs are sufficiently rigorous toward satisfaction of higher education standards while being consistent with the college mission. The approval process requires that all courses and programs identify student learning outcomes, to be reflected on the Course and Program Outlines of Record. The Curriculum Committee is charged with maintain currency and appropriateness in Laney's offerings, so all career and technical education courses are on a 2-year review cycle; with all others subject to a 5- year review. The Curriculum specialist keeps disciplines aware of when their curriculum is due for review.

The College maintains appropriate standards and rigor of its instructional courses and programs regardless of location or means of delivery, including distance education. The District's Course and Approval Handbook details the approval process for courses before they can be offered using distance education (DE), specifically the required submission of an addendum. The separate DE proposals must explain how instructor-initiated regular

and effective contact will take place within the course while keeping the “same standards of course quality that are applied to traditional classroom courses.”

Analysis and Evaluation

Regardless of location or means of delivery Laney College’s instructional programs are in fields of study that align with the its mission and culminate in attainment of identified student learning outcomes and the achievement of certificates, degrees, employment, or transfer. Curriculum is vetted through te development process and reviewed/updated on a regular cycle to ensure continued alignment and identification of learning outcomes as well as appropriateness to higher education.

Laney’s distance education courses and infrastructure has been a beacon of success that will continue to flourish as it becomes part of the CVC/OEI consortium. During a time in the review period when many colleges grappled with disparate success rates between online and face-to-face courses, Laney boasted a differential that was at around 3-5%.

- 2. Faculty, including full time, part time, and adjunct faculty, regularly engage in ensuring that the content and methods of instruction meet generally accepted academic and professional standards and expectations. In exercising collective ownership over the design and improvement of the learning experience, faculty conduct systematic and inclusive program review, using student achievement data, in order to continuously improve instructional courses and programs, thereby ensuring program currency, improving teaching and learning strategies, and promoting student success.**

Faculty, both full-time and part-time, regularly ensure that the content and methods of instruction meet generally accepted academic and professional expectations through adherence to well-defined curriculum development processes, regular participation in the formal Improvement of Instruction process, and continuing ongoing participation in regular cycles of integrated program review and planning. As described in section II.A.1, faculty members of the College Curriculum Committee have authority over the development of the COR which includes elements defining course content, student learning outcomes, and methods of instruction.

The Laney College Curriculum Committee maintains a continuous schedule for reviewing all programs and courses, with success in moving curriculum through the process to and through state approval seen as an achievement of a high standard. To support faculty, the committee holds regular help sessions, known as camps, often in the hour that precedes the regular college committee meetings. With the transition in leadership has come the mandate as well that, if courses are not updated, they cannot be put into the schedule.

Departments entering the process of program review update curriculum through CurricUNET. To comply with Title 5 and CSU/UC requirements, the Curriculum Committee recommends that departments and instructors review the Course Outline of Record (COR) for their courses every three years. The COR reflects the currency and quality of our curriculum.

Once a program has met the exacting standards for approval, it undergoes continuous evaluation. Department chairs write annual program updates (APUs), which inform the curriculum and program reviews, produced every three years. The Institutional Effectiveness Committee maintains an ongoing review, using the department-level information, and every six years, Laney College carries out its comprehensive study including an external and internal scan of the demands of its greater community as part of the groundwork for the Educational Master Plan.

Analysis and Evaluation

Beyond the curriculum and program review work that brings Laney's offerings and programs into compliance, there are other activities to ensure that whatever the delivery method, curriculum is delivered at a high standard in an educational environment that fosters equity.

(a) Through Professional Development, faculty at Laney improve teaching and learning strategies. In addition to FLEX day activities, some participate in ongoing training and interdepartmental/peer-to-peer support/collaboration (evidence: Flex Day agendas, check website)

(b) Concerning Distance Education, Laney College faculty designed the Equity Rubric to insure a beneficial learning experience for all online students. The Rubric has had acclaim both at the state and national level.

In addition, there are two standards that are part of the recently approved Distance Education Plan for the college. These activities are part of a project in the plan whose goal is to implement recommendations related to online course and instructor preparation:

- *Adopt guidelines as requirements for Laney online courses*
 1. Clarify expectations about online course development
 2. Provide support for departments in developing pilot online and hybrid pathways, such as an instructional designer and accessibility expert
 3. Approve online course (re)design projects
 4. Hold summer institutes for faculty professional development
 - *Create and facilitate professional development opportunities related to preparing faculty to design and teach online according to guidelines*
 - Create infrastructure to support course redesign – One possible collaboration for such support would be the CVC-OEI Consortium
3. The institution identifies and regularly assesses learning outcomes for courses, programs, certificates and degrees using established institutional procedures. The institution has officially approved and current course outlines that include student learning outcomes. In every class section students receive a course syllabus that includes learning outcomes from the institution's officially approved course outline.

Evidence of Meeting the Standard

The College identifies and regularly assesses learning outcomes for courses, programs, certificates, and degrees using procedures established through the College Curriculum Committee and with the support of the Learning Assessment Committee (RAC). The College Curriculum Committee establishes standards and policies requiring the identification of student learning outcomes for all courses and program learning outcomes for all programs as part of the curriculum development process detailed in the District's Program and Course Approval Guide.

As part of the program review process, assessment reports are completed on a four-year cycle. The college in turn produces a report detailing program on both course and program-level assessment. Assessment work is entered into META, an online platform, where it is reviewed and shared.

Students are made aware of PLOs in the College Catalog on the program pages, Also, SLOs from the Course Outline of Record appear on the syllabus, which is made available to all students, in print form if requested. These are submitted each term to the offices of the division deans and archived. During each faculty member's regularly scheduled performance evaluations, syllabi are reviewed in part to ensure that they contain SLOs from the course outline of record.

Analysis and Evaluation

Laney's Learning Assessment Committee establishes procedures to promote regular assessment of outcomes, a requirement that is reinforced by the college's resource allocation process, as assessment is required for validation. The coordinators provided professional development opportunities to teach assessment of outcomes and increase faculty conversations about assessment and disaggregated course-level success as a promising practice to improve student learning.

For areas with more experience conducting assessments and creating resulting improvement plans, there has been marked benefits to student learning. **EXAMPLE**

4. If the institution offers pre-collegiate level curriculum, it distinguishes that curriculum from college level curriculum and directly supports students in learning the knowledge and skills necessary to advance to and succeed in college level curriculum.

In the wake of AB705, the college continues to offer limit sections of pre-collegiate math and English; correspondingly the English to Speakers of Other Languages department has also reduced its number of levels to transfer. With these reduced sections, the attention to embedded tutoring and other interventions for students who have default placed into transfer-level courses continues.

Students who are registering are made aware that they have the right to sign up for transfer-level English and math, or they can opt into a pre-collegiate course. While there is only one transfer course in English that satisfies the AB705-related transfer requirement, there are four possible

tracks in math: college algebra, trigonometry, statistics, or math for non-majors. For math and English students below a high school GPA threshold, they are required to take a support course, with the exception being the math class for non-majors. All of that said, students may still opt to take a class in either discipline at one level below transfer.

Analysis and Evaluation

Hold on this section until we have a year's worth of "ab705" data.

5. The institution's degrees and programs follow practices common to American higher education, including appropriate length, breadth, depth, rigor, course sequencing, time to completion, and synthesis of learning. The institution ensures that minimum degree requirements are 60 semester credits or equivalent at the associate level, and 120 credits or equivalent at the baccalaureate level. (ER 12)

Evidence of Meeting the Standard

The College's degrees and programs contain the appropriate length, breadth, depth, rigor, course sequencing, time to completion, and synthesis of learning to follow practices common to American higher education. These practices are facilitated by the Laney College's Curriculum Committee, which bears primary responsibility for curriculum development. The Peralta Course and Approval Handbook provides an overview of the guiding legal codes, regulations, and policies that inform both the college and district curriculum committees. The California Education Code informs the California Code of Regulations Title 5, which guided the compilation of the state's Program and Course Approval Handbook (PCAH); a handbook produced by the California Community College Chancellor's Office in collaboration with the California State Academic Senate. Correspondingly, the Peralta Board of Trustees has adopted policies informed by state-level code and regulations in support of quality curriculum development.

Laney's associate degrees require the completion of 18 semester units or more in a certificate pattern, major, or area of emphasis; completion of a general education pattern; and electives and basic skills competency requirement for a minimum of 60 units of college coursework. A full-time student can typically complete 60 semester units in two years.

Laney College does not offer baccalaureate-level degrees or programs.

Analysis and Evaluation

In approving curriculum, the college ensures that degrees contain a minimum of 60 units and that required and elective coursework both contain the length, breadth, depth, rigor, course sequencing, time to completion, and synthesis of learning that is appropriate.

6. The institution schedules courses in a manner that allows students to complete certificate and degree programs within a period of time consistent with established expectations in higher education. (ER 9)

Evidence that meets the Standard

Most degree and certificate programs approved by the Curriculum Committee have a prescribed sequence or timeline to earn awards, and said timelines are at most four semesters, meaning that full-time students wishing to complete degree studies within two years can do so. Whereas some degrees have courses in the categories of required, required within a group, and elective; others feature first, second, third and fourth semester classes and require students to finish in sequence. **(Pull samples of both types from the catalog.)**

In addition, the Vice President of Instruction and the instructional deans have access to enrollment data that is refreshed daily to identify higher-demand classes that may need additional sections, either of the same course or another corresponding class such as one in the same general education grouping. Data includes fill rates, wait lists, productivity, average class size and even success and retention numbers. Daily reports also show enrollments in light of enrollment targets.

Analysis and Evaluation

Informed by principles of the College Strategic Enrollment Management Plan, enrollment data and reports, the College schedules courses in a manner that allows students to complete certificate and degree program requirements.

Laney College's Strategic Enrollment Management Committee has made recommendations that are detailed in the plan to further facilitate students' taking a larger per-semester class load if they wish. This has included looking at a block schedule that allows for consistent start and end times 5 days a week while minimizing overlaps in start times that had previously existed.

Also of concern is the swirl factor which has students attending more than one Peralta College in the same semester. Therefore, effective Fall 2020, Laney will be shifting its College Hour to align with that of the other three colleges. (Include evidence from CBT trainings of department chairs)

To further facilitate students' ability to finish their courses in the amount of time that fits the units required (e.g. 60 units in 2 years for an associate degree) the college has become one of the institutions involved in the statewide Mapper Project. This will result in pathway maps that will be featured on the college website and promote greater understanding of requirements for graduation. Furthermore, students in classes that are likely capstones will be made aware of their opportunity to complete petitions to graduate.

7. The institution effectively uses delivery modes, teaching methodologies and learning support services that reflect the diverse and changing needs of its students, in support of equity in success for all students.

Evidence of Meeting the Standard

To best meet the needs of a diverse student population, the College uses a variety of delivery modes and teaching methodologies, including face-to-face, online, and hybrid. These various modes of delivery support the variety of learning styles and instructional delivery needs of the College's student population. The College Curriculum Committee determines which courses are appropriate for online and hybrid instruction through a separate process.

Students are supported in the online environment before deciding to enroll, to discern if online learning fits their needs and during the course through online tutoring when available. Moreover, the college is utilizing resources to provide services such as online tutoring and counseling.

Faculty are supported with district wide recommendations regarding best practices for distance education and also information about education code, regulations, and accreditation requirements for distance education. For much of the evaluation period, the district provided support to the college distance education coordinators through a counterpart at the district who supported as well. All college faculty also have access to instructional design and educational technology training through onsite support. Both workshops and drop-in office hours provide faculty with assistance in utilizing tools available in the online environment to support the maintenance of regular and substantive contact with student.

Need a narrative here about the Equity Rubric from Chelsea.

Analysis and Evaluation

Over the past three years, the college has increased its rate of online courses, and enrollment numbers in the classes indicate that demand is being met. Despite the increase in sections, the differential in success and retention rates between online and in-person classes remains at around 5%, which is significant given the higher likelihood around the state that online students will drop classes more readily than those in face-to-face sections.

8. The institution validates the effectiveness of department-wide course and/or program examinations, where used, including direct assessment of prior learning. The institution ensures that processes are in place to reduce test bias and enhance reliability.

Evidence of Meeting the Standard

[insert response]

Analysis and Evaluation

[insert response]

9. The institution awards course credit, degrees and certificates based on student attainment of learning outcomes. Units of credit awarded are consistent with institutional policies that reflect generally accepted norms or equivalencies in higher education. If the institution offers courses based on clock hours, it follows Federal standards for clock-to-credit-hour conversions. (ER 10)

Evidence of Meeting the Standard

Laney College awards course credit, degrees and certificates based on commonly accepted standards for higher education and the attainment of identified student learning outcomes.

The standards applied by the College are formalized in the policies of the Peralta Community College Board of Trustees. These policies are guided by California Education Code and subsequent California Code of Regulations (Title 5) and are developed in collaboration with the Peralta Community College District Academic Senate as well as the Laney faculty senate, the local governing bodies upon which the Board primarily relies for such academic and professional matters. Board Policies 4020 (Program, Curriculum and Course Development) and 4025 (Criteria for Associate Degree and General Education) define standards for awarding course credit and degrees. The Peralta Program and Course Approval Handbook details the curricular requirements for courses and programs. These include expected learning outcomes, units of credit awarded, and hours of work associated with every course in the College's inventory.

In alignment with accepted norms of higher education and under California Code of Regulations Title 5, § 55063(b) students receiving an associate degree must complete a minimum of 18 units of general education (GE) coursework. The College has identified five Institutional Learning Outcomes: *Communication, Critical Thinking and Problem Solving, Global Awareness, Ethics and Civic Responsibility, and Personal and Professional Development*. To ensure that associate degrees are awarded based upon attainment of these institution learning outcomes, all courses designed to satisfy a general education graduation requirement must align one or more course-level learning outcomes directly to one or more Institutional Learning Outcome. The alignment of course-level learning outcomes to ILOs occurs during course development within the purview of the curriculum committee as illustrated in the Peralta Program and Course Approval Handbook. In addition, as the College develops programs, every program must have identified Program Learning Outcomes (PLOs). The template for program development illustrates the expectation of PLOs. **(Example needed here as evidence.)** To ensure that learning outcomes are meaningfully attained, the college assessment committee has established an assessment cycle for PLOs (as part of the Program Review cycle) and ILOs.

Analysis and Evaluation

Through alignment with California Education Code and California Code of Regulations and working through its Board of Trustees, the College develops policies and procedures to award course credit, degrees, and certificates based upon commonly accepted standards for higher

education. Peralta's Board policies also all for the development of procedures for the district and faculty senate to have purview over the identification and development of learning outcomes for all curriculum.

10. The institution makes available to its students clearly stated transfer-of-credit policies in order to facilitate the mobility of students without penalty. In accepting transfer credits to fulfill degree requirements, the institution certifies that the expected learning outcomes for transferred courses are comparable to the learning outcomes of its own courses. Where patterns of student enrollment between institutions are identified, the institution develops articulation agreements as appropriate to its mission. (ER 10)

As transfer of credit and articulation of courses are a clear part of the foundation of Laney's principles informing its Mission, Vision and Values, Laney makes them available to students in clear fashion. In addition to being published in the college's catalogs and schedules, the information is made available on the Counseling Department web page.

The Catalog Committee ensures that an entire section is devoted to transfer to CSU and UC, as well as private colleges and universities, and the Articulation Officer updates those sections as needed every year, as well as Associate Degree for Transfer requirements for transfer to a CSU. The College Catalog also explains ASSIST, an online student-transfer information system which shows how courses completed at a California community college can be applied when transferred to a UC or CSU campus, and explains the statewide course identification system (C-ID), if the course is transferable to CSU or UC, and whether it is approved for a C-ID designation. The C-ID descriptors can be found throughout the College Catalog in the Course Descriptions section. **Example needed here.** The College's articulation officer, a voting member on the college Curriculum Committee, as required by committee bylaws (The AO is also a voting member on the district curriculum committee) updates articulation agreements annually and ensures that these updates appear in the Catalog and on ASSIST.

Section needed on how courses from other institutions are reviewed and decided upon.

There are also documented procedures for review of transcripts, including persons responsible (by position);

Additionally, in alignment with BP/AP 4050: Articulation, the College participates regularly, through faculty and discipline input, in articulation agreements that outline which courses (secondary and post-secondary) are "equivalent" in content and student learning outcomes with the Colleges. These agreements ensure that high school students gain college credit as they transition from high school to Laney. These agreements are monitored through the Career and Technical Education Management Application (CATEMA) and handbooks are provided for clarity in process and protocols (**Evidence needed**). These agreements also guarantee that high school students are seamlessly transitioning into college with college credit and the need to repeat coursework, which then helps them to complete their educational outcomes in a more continuous fashion.

Counseling faculty, department chairs, and deans review transcripts for the sake of crediting equivalencies and tabulating transferable credits; department chairs make regular determinations

of credit by equivalence, as well as adjudicating pre-requisite challenges, on a semester-by-semester basis.

Concluding sentence or two about any other place where information is available?

Analysis and Evaluation

Laney College has developed, implemented, and regularly assesses articulation agreements with other institutions. (Example) It follows board policies by publishing transfer-of-credit policies to facilitate the mobility of students without penalty, including the acceptance of transfer credits to fulfill degree or programmatic requirements.

11. The institution includes in all of its programs, student learning outcomes, appropriate to the program level, in communication competency, information competency, quantitative competency, analytic inquiry skills, ethical reasoning, the ability to engage diverse perspectives, and other program-specific learning outcomes.

Evidence of Meeting the Standard

College program include student learning outcomes, appropriate to the program level, in communication competency, information competency, quantitative competency, analytic inquiry skills, ethical reasoning, the ability to engage diverse perspectives as appropriate. This is achieved by aligning Institutional Learning Outcomes with the appropriate Student Learning Outcome or Outcomes during the curriculum development process. (COR example here.) The college's ILO's align with the standard and include the following: *Communication, Critical Thinking and Problem Solving, Global Awareness, Ethics and Civic Responsibility, and Personal and Professional Development*. Through the curriculum process, every course fulfilling a GE requirement must align ILOs to SLOs. Oversight of this process is the charge and purview of the publishes its reports on its web page and informs department chairs of their work.

Analysis and Evaluation

The college integrates the student learning outcomes articulated in the standard to all of its programs as appropriate and connects them to the institutional learning outcomes identified in 2012 by the Laney College Learning Assessment Committee. Greater dissemination of this work is needed to further promote an understanding throughout the institution of this valuable work.

12. The institution requires of all of its degree programs a component of general education based on a carefully considered philosophy for both associate and baccalaureate degrees that is clearly stated in its catalog. The institution, relying on faculty expertise, determines the appropriateness of each course for inclusion in the general education curriculum, based upon student learning outcomes and competencies appropriate to the degree level. The learning outcomes include a student's preparation for and acceptance of responsible participation in civil society, skills for lifelong learning and application of learning, and a broad comprehension of the development of knowledge, practice, and interpretive approaches in the arts and humanities, the sciences, mathematics, and social sciences. (ER 12)

Evidence of Meeting the Standard

The College's requirements for an associate's degree include specific courses in an area of emphasis or major area of study and courses comprising the general education or breadth requirement. These requirements can be met in one of three ways: _____, all of which are described in the College Catalog. To fulfill these requirements, students must complete units from across five breadth areas: Natural Sciences, Social and Behavioral Sciences, Humanities, Language and Rationality, and Health Education and Self-Development. The GE requirements are designed to provide students with a broad knowledge base consistent with the College's Institutional Learning Outcomes.

Peralta BP 4025 (Philosophy and Criteria for Associate Degree and General Education) authorizes the local Curriculum Committee to rely on faculty expertise to determine the appropriateness of each course and program for inclusion in the general education curriculum. This work is conducted by faculty from departments across campus who serve on the college Curriculum Committee. Committee members review all proposals for new courses or programs to determine their appropriateness in the overall college curriculum, including placement in GE categories.

Analysis and Evaluation

The Laney College Catalog clearly states GE requirements for graduation. The College relies on the expertise of faculty to create, review, and approve course work and create programs that fulfill the general education requirements. Curriculum and assessment is also such that students completing degree and/or certificate programs at Laney have also satisfied learning outcomes, giving them lifelong learning skills that complement the program-based content that they have acquired.

13. All degree programs include focused study in at least one area of inquiry or in an established interdisciplinary core. The identification of specialized courses in an area of inquiry or interdisciplinary core is based upon student learning outcomes and competencies, and include mastery, at the appropriate degree level, of key theories and practices within the field of study.

Evidence of Meeting the Standard

All degrees offered by the College include one major area of study. The College requires students to complete at least 18 units of core coursework within their declared area of study in order to earn an associate's degree, either an Associate Degree for Transfer (ADT) or a local associate degree. The College Catalog describes the learning outcomes for each program.

College degree programs are developed by faculty and vetted through the college Curriculum Committee. During program development, the Curriculum Committee ensures that all discipline courses included in the program have identified learning outcomes and course objectives appropriate to the program's core competencies. Standards for lower division education are maintained through the formal articulation process with University of California and California State University partners. The continual assessment of course SLOs, coupled with the continual

assessment of the PLOs, assures that students in these programs master the key theories and practices within that level of the field of study.

Analysis and Evaluation

All degree programs offered at the College include focused study in at least one area of inquiry. Curriculum is developed by faculty and vetted through the college Curriculum Committee. Objectives and learning outcomes are embedded within each course to ensure appropriate content mastery.

14. Graduates completing career-technical certificates and degrees demonstrate technical and professional competencies that meet employment standards and other applicable standards and preparation for external licensure and certification.

Evidence of Meeting the Standard

All Career and Technical Education (CTE) programs are built around the industries they serve, and meet annually with an Industry Advisory Committee, as required by BP 4102: Career and Technical Education Programs. The Industry Advisory Committees include community members who represent a mix of educators, employers, equipment manufacturers, government officials, small business owners, suppliers, and unions. Advisory committee members have firsthand knowledge of industry standards and expectations for technical competency, professionalism, and licensure that students will need to meet. One of their most important roles is to provide feedback to CTE faculty about industry needs and how Laney College can modify programs and courses to meet these needs. The CTE faculty value this input and utilize it to make informed decisions about program structure and content. The advisory minutes kept at the department and dean-level repositories and are currently being placed on the CTE website.

Outside accrediting or regulatory agencies establish standards for some occupational programs and require external licensure and certification for employment. Employment data, job projections, and licensure rates are obtained from respective licensing agencies, Bureau of Labor Statistics, LaunchBoard, Centers for Excellence and the California Employment Development Department. External licensure requirements and pass rates are clearly notated on websites for Laney's Cosmetology, Machine Technology, Environmental Control Technology, Electronics and Electrical Technology, and Culinary Arts.

College Core Indicator Information by four-digit TOP Codes is available and is used for Perkins IV Grant planning and reporting for CTE programs. The Perkins IV Grant, Title 1, Part C Local Application show completion rates and progress in certification completion. The information provided by the state of California identifies special population outcomes and compares them to the general college and state-negotiated population outcomes, and provides areas of improvement for CTE programs to focus on. Additionally, with the implementation of the CTE Launch Board outcomes data tracking portal through "Doing What Matters," the College can utilize database tools to more properly align students' needs with curriculum and labor market data for higher student success measurements.

Analysis and Evaluation

Laney College has a well-established reputation for offering high quality CTE AS and AA degree programs and certificates. Laney houses the BEST Center, a National Science Foundation center of excellence for CTE programs in HVAC, Building Automation Systems, and energy management. Laney's electrical technology program is recognized by the state as a full trainee program preparing students for journey level certification in the electrical trade. Laney's CTE departments have uniformly high job placement rates in most fields from culinary arts to machine technology. Laney's welding program is perhaps the largest in Northern California and offers American Welding Society certifications across a range of welding types. Preparation for a range of other industry recognized certifications are offered within Laney's CTE programs including OSHA 30, EPA safe refrigerant handling, NABCEP (North American Board of Certified Energy Managers), ServSafe certification for baking and restaurant management, LEED associate certification, and NIMS certifications (National Institute for Metalworking Skills). Active advisory boards also work closely with departments and programs to validate curricula and program strategies and practices. The East Bay Codes Council works closely with Laney's construction management program to award scholarships to students, and members of the council have been known to offer jobs to Laney students at the awards ceremony.

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

Evidence of Meeting the Standard

AP4021 (Program Discontinuance or Program Consolidation) outlines a process that considers issues identified by the Academic Senate for California Community Colleges. The issues include impact on student learning, goals, and needs; effect on the balance of the college curriculum; impact on educational and budget planning; regional economic and training issues; changes in regional economic and training conditions; and collective bargaining issues (Spring 1998).

The college to date has not engaged in this process.

Analysis and Evaluation

[insert response]

16. The institution regularly evaluates and improves the quality and currency of all instructional programs offered in the name of the institution, including collegiate, pre-collegiate, career-technical, and continuing and community education courses and programs, regardless of delivery mode or location. The institution systematically strives to improve programs and courses to enhance learning outcomes and achievement for students.

Evidence of Meeting the Standard

Laney's participatory governance structure ensures continuous, broad-based, systemic evaluation and improvement of the quality and currency of its instructional programs, regardless of delivery mode or location. The Institutional Effectiveness Committee works in conjunction with the Curriculum and Learning Assessment Committees, who conduct their respective processes as integrated components of the program review process. Additionally, the IEC works with departments as well as managers who validate program reviews to provide a robust process that provides the opportunity for instructional programs to reflect on program effectiveness, to develop goals and action plans, and to work toward enhancing programs to achieve sustained continuous quality improvement.

Standard II.A.2 explains how faculty exercise collective ownership of program review toward continuous improvement. Reviews follow a four-year cycle, with a comprehensive report due once every four years and annual reports due the remaining three. Each year, the process is approved by the IEC, which has also taken leadership for publicizing, providing training for authors and validators. Facilitating validation sessions, and overseeing communication back to authors upon completion of the process. Moreover, the status of the scored reviews (validated or not validated) dictates whether or not resource requests within the reviews are forwarded for consideration to resource allocation committees. In short, college planning and assessment is linked to a robust, meaningful program review process, with the evaluation of instructional programs at the heart of it. Improvements and evaluations of those improvements in subsequent years also shows true advancement in quality on the part of the institution.

The continuing, systematic work of the IEC, working in collaboration with the Office of Institutional research, is described more completely with Standards 1.a and 1.b.

Analysis and Evaluation

The work of Laney's governance committees and instructional programs ensure the following:

-
- Regular, objective, and consistent evaluation and assessment of the effectiveness of Laney's courses and programs, regardless of the type of program or mode of delivery (general education, Career and Technical Education, and Noncredit) to improve quality. Systematic updates to curriculum occur at least every five years (Standard II.A.2). As described in Standard II.A.1., all new programs and courses are vetted by the Curriculum Committee through a faculty-driven process, both at the college and district level, and the CC also must approve all curricular changes.
-
- Learning outcomes at both the course and the program level are relevant, appropriate, and are assessed through established curriculum and assessment protocols to inform institutional planning. **Example needed here.**
-
- Courses and programs are kept current with regard to content and teaching methodologies as well as community needs and employment requirements and continually assess their effectiveness.

- Career and Technical Education programs that fully engage the process serve their students in an optimal manner. Within those detailed reviews, job placement rates are tracked in multiple ways to ensure that graduates and completers are meeting employer expectations. Most CTE programs at Laney offer lab-intensive, hands-on instruction informed by project-based learning strategies, which benefit from the yearly assessment. For example, Culinary Arts students operate a made-to-order restaurant and supply the cafeteria with cold and hot food as well as baked goods and plated deserts. **Peter/Lori Ann need to explain how this came about as a result of review of the program and discipline and any resulting curricular changes.**

The emphasis on lab-based instruction ensures that Laney CTE students acquire not only the knowledge but also the skills needed for the contemporary workplace. Laney's CTE programs are committed to continuous quality improvement which includes updating equipment and instructional content to current quality standards.

Conclusions on Standard II.A. Instructional Programs

[insert response]

Improvement Plan(s)

[insert response if applicable]

Evidence List

[insert list]

B. Library and Learning Support Services

1. The institution supports student learning and achievement by providing library, and other learning support services to students and to personnel responsible for student learning and support. These services are sufficient in quantity, currency, depth, and variety to support educational programs, regardless of location or means of delivery, including distance education and correspondence education. Learning support services include, but are not limited to, library collections, tutoring, learning centers, computer laboratories, learning technology, and ongoing instruction for users of library and other learning support services. (ER 17)

Evidence of Meeting the Standard

Laney College supports its library, tutoring resources, writing center, computer laboratories, learning technology. Despite fiscal challenges, the services gy. Despite fiscal challenges, the

services remain sufficient in quantity, currency, depth, and variety to support educational programs, regardless of location or means of delivery.

Library

Aligning with the college Mission, Vision and Values, the library developed a new [Library Mission in 2019](#). It identified the following as its key obligations to supporting student learning:

- Teaching students how to find and critically evaluate information.
- Providing an inclusive, equitable, and accessible space for inquiry, discovery, and reflection.
- Providing resources to support research and information needs for both onsite and distance learning.

Its services are as follows:

Hours and Staffing: The library is open Monday – Saturday for a total of sixty-three hours per week. There are four full-time librarians, seven part-time librarians and eight classified staff.

Instruction is among the services offered by librarians. Library instruction is primarily offered based on instructor request through contextualized, assignment-specific orientations. The request form is online and asks instructors to identify the learning outcomes they would like covered. If an instructor selects more than two outcomes, they are asked to schedule more than one orientation. In 2018-19, librarians taught 98 orientation sessions to 2,231 students. Having assessed this service, the library is creating an FAQ page for patrons.

Information Literacy Skills Certificate: In 2019, the Library Information Studies program received state approval for a non-credit certificate of competency in Research Skills. The certificate is made up of three 2-hour courses that progressively build information literacy skills

Collections: The library has a collection of 89,632 books, 2,128 audiovisual materials, 29 print periodical subscriptions, and 5,631 electronic books. Additionally, the library subscribes to 33 electronic databases, including a dynamic electronic book collection geared toward community colleges, which is updated annually. Research databases are available to students on campus or off-campus via an authentication proxy system (Multi-IP WAM).

Streaming Video: The library now offers two streaming video services: Films on Demand and Kanopy. The streaming video format is increasingly popular with the

growth in distance education sections and technology improvements to college classrooms.

Computers/Wifi Access: Computing stations comply with the Americans with Disabilities Act (ADA) compliant workstations, printing, copying, media viewing and a variety of study space. The college installed new study furniture in 2019, improving options and comfort for students and allowing the library to reconfigure study space into manageable quiet and collaborative zones.

Search Resources: Recently reorganized to accommodate OneSearch (a new search tool that is part of the statewide Library Services Platform project) and to improve the student user interface, the library website serves as the launch pad for library services and collections. Librarians create online research guides (LibGuides) to organize instructional presentations and provide guidance to students. The library website also includes an interactive Ask a Librarian tab that links directly to the librarian on duty at the information desk.

Distance Education Support

Coordination of Distance Education is an important task at Laney College that is articulated in the [Laney College Distance Education Plan](#), a comprehensive planning document approved through participatory governance in Spring 2019. This was composed after the complete transition of college and district distance education offerings from Moodle to Canvas.

Coordination for provided in the form of a faculty reassignment. Laney courses are offered using the Canvas product. Additional resources to promote student learning online include the following, many of which are available on the college's [Online Learning Resource Page](#):

Resources for Students

- [Student system access in handout form](#)
- [Online learning readiness quiz in our Faculty/Student resources pages:](#)
- [Online Tutoring](#)
- Web tutorials to support students' access, use of Learning Management Systems
- Comprehensive student resources page in Canvas that is presented as a course;

Resources for Faculty

- [Peralta Community College District Equity Rubric Training \(Spring 2019 Flex and Fall Flex\):](#)
- [Resources site for faculty](#) that provides tutorials and information about upcoming professional development opportunities.
- [DE handbook for Faculty:](#)

- [Hybrid teaching handbook](#)
- [DE Newsletters](#)
- [Fall 2019 District Flex Day agenda](#)
- [Fall 2019 Laney College Flex Day agenda](#)

Tutoring Centers

Tutoring at Laney College provides instructional support across the college curriculum and is offered in three main strategically-located centers on campus: James Oliver Community Writing Center Building B, Room B-260 (510) 464-3426 The Writing Center provides drop-in tutoring in reading and writing across the curriculum, writing workshop courses in English for Speakers of Other Languages and English access to computers for use in completion of writing assignments, and paid work experience for student tutors. Math Lab Building G, G-201 (510) 464-3448 The Math Lab offers drop-in tutoring in mathematical concepts, a productive study environment, access to instructors, and paid work experience for student tutors.

Analysis and Evaluation

Laney College continues to pursue questions of quality and equity with regard to online instruction. The curriculum process calls for Distance Education Addendum, and in Fall 2019, it was revised adopting best practices of other community colleges as well as the expertise of the campus and district Distance Education Coordinators.

Laney faculty's leadership in design of the Peralta Equity Rubric has gained state and national acclaim from other distance education programs. The Peralta Equity Rubric is a research-based course (re)design evaluation instrument to help teachers make online course experiences more equitable for all students. The rubric's criteria include: addressing students' access to technology and different types of support (both academic and non-academic); increasing the visibility of the instructor's commitment to inclusion; addressing common forms of bias (e.g., image and representation bias, interaction bias); helping students make connections (e.g., between course topics and their lives; with the other students); and following universal design for learning principles. Distance Education

That said, as the college moves forward, it needs to continue its enhancement of support services for students taking classes, especially those whose circumstances do not allow them to readily come to campus. The college is taking steps to further these resources, not only with online counseling tools such as Zoom and Cranium Café but also college-wide participation in CVC-OEI.

Remaining language raised valid needs but are addressable by the time we file the self study (signage) or read more like a program review resource request than an evaluation.

- 2. Relying on appropriate expertise of faculty, including librarians, and other learning support services professionals, the institution selects and maintains educational equipment and materials to support student learning and enhance the achievement of the mission.**

Library

In managing and developing the library collection, the library follows its Collection Development Policy which includes criteria for selection, expenditure prioritization, management of gifts, and de-selection. The policy also provides guidance for involvement of discipline faculty in the process of collection development. A librarian sits on the Curriculum Committee and monitors new courses and programs, and requests recommendations from discipline faculty.

The library also solicits recommendations from the college community through email distribution of a Materials Request form. The Acquisitions & Technical Services Librarian has primary responsibility for coordinating collection development. However, all librarians review library review publications and make recommendations for the collection.

Librarians are also involved in decisions surrounding educational equipment in the library. For example, when the state provided an option for Peralta Community College District libraries to migrate at no cost to a new statewide library services platform, the district head librarians researched the proposal and made a collective recommendation to district and college administrators. Similarly, when the college identified funding for new library study furniture, the librarians reviewed study space needs and worked directly with the vendor to select the furniture.

Distance Education-Chelsea Cohen

Instructional technologies for distance education are made available by the District. Resource needs and requests, in addition to being submitted locally in program review, are also expressed in either the 2019 Distance Education plan or in [annual reports from District DE Committee](#).

[Other resources for faculty and students include the following:](#)

- Starfish support
- Turnitin
- Voicethread for ESOL
- Chromebooks for the Tutoring Resource Center

At present, one significant need that has emerged for Laney, the largest college in the district, is for Distance Education to have a line item in the college budget with general funding.

Tutoring, Writing Center, Math Lab

Through Program Review and meetings, the tutoring coordinator provides an inventory of resources to the area dean, who also manages budget and resources for the Writing and Math Centers. Additionally, equipment repair or maintenance needs are relayed to both the dean and the Director of Information Technology. **more needed**

Recognizing the needs of students, especially as the college continues its momentum toward pathways-based scheduling, tutoring support has become an institutional priority, with the area submitting regular program reviews. Moreover, in 2019-20, discussions about resources, particularly virtual tutoring began to include the Vice President of Instruction and the Guided Pathways workgroup.

Analysis and Evaluation

- 3. The institution evaluates library and other learning support services to assure their adequacy in meeting identified student needs. Evaluation of these services includes evidence that they contribute to the attainment of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.**

The library and other learning support services are evaluated through program review to assure their adequacy in meeting identified student needs. In the case of the library as well as tutoring, surveys and other assessments have periodically been conducted as well to determine needs.

Library

In May 2017, the librarians revamped the library's instructional outcomes to align them with the Association of College & Research Libraries (ACRL) framework for information literacy. [Library Assessment Plan 2017-2020](#)

Laney College Library Assessment Plan 2017-2020

Instruction and Service Outcomes

Developed May 2017 (Laney College Librarians)

Library Instruction Outcomes

Aligned with ACRL Framework* and Orientation Checklist

*Association of College and Research Libraries Information Literacy Framework

Assessment Timeline: All outcomes assessed 2017-2019. In 2019-2020, librarians select outcomes for additional assessment based on analysis of data need.

Frame 1	Authority Is Constructed and Contextual
	Outcome 1: Investigate and identify the qualifications of the author, sponsor, or publisher of the information.
	Assessment Method: In-orientation activity or survey (e.g. Evaluate sample website.)
	Orientation Checklist: — Identify the credibility of online information.
	Assessment Timeline: 2017-2018
Frame 2	Information Creation as a Process
	Outcome 2: Distinguish different search strategies appropriate to the format of the information.
	Assessment Method: In-orientation activity or survey
	Orientation Checklist: — Distinguish different search strategies.
	Assessment Timeline: 2018-2019
Frame 3	Information Has Value
	Outcome 3: Give credit to the original ideas of others through proper attribution and citation.
	Assessment Method: In-orientation activity or survey
	Orientation Checklist: — Identify plagiarism. — Give credit through citations.
	Assessment Timeline: 2018-2019
Frame 4	Research as Inquiry
	Outcome 4: Break complex research questions into simple ones by identifying key concepts.
	Assessment Method: In-orientation activity or survey
	Orientation Checklist: — Define a topic.
	Assessment Timeline: 2017-2018
Frame 5	Scholarship as Conversation
	Outcome 5: Recognize that research involves seeking out different perspectives.
	Assessment Method: In-orientation activity or survey
	Orientation Checklist: — Find information with different perspectives.
	Assessment Timeline: 2018-2019
Frame 6	Searching as Strategic Exploration
	Outcome 6: Identify keywords for exploring a defined topic.
	Assessment Method: In-orientation activity or survey
	Orientation Checklist: — Identify keywords.
	Assessment Timeline: 2017-2018

For each frame, librarians identified an outcome, method of assessment and a corresponding instructor-friendly checklist phrase to be incorporated in a new orientation request form. In this way, every orientation has clearly identified outcomes. Librarians review outcomes assessment at least annually.

The library also has service outcomes which are assessed annually. Librarians review a wide range of data points that are connected with these outcomes, identifying resource needs and ways that we can improve library services.

SERVICE OUTCOME 1: The library is a resource for supporting student success.

FINDINGS:

1. Students want more comfortable seating.
2. Students want more variety of study areas.
3. Students want more quiet study rooms—like those on the 3rd floor.¹
4. Students are critical of the 4th Floor study partitions because they do not insulate noise.
5. Students would like more study tables.
6. Students need more charging.
7. Students are unable to get wi-fi in some areas of the library.
8. Students want quiet space in the library.
9. Students want the restrooms to be cleaner and singled out the 4th Floor restrooms as particularly badly maintained.
10. Students had many positive comments about the library staff and services.

Assessment data demonstrated a number of areas that were identified as needs, particularly study space, increased technology capability, and more quiet study areas. These findings are not only used as part of current program review considerations, but they will also figure into design of the new facility, which as of Spring 2020 was cleared to begin construction.

Regarding instructional services from the library, there was also assessment of services provided. In 2016-17, Laney librarians took part in a community of practice [<2B3LibCOP Final Report 2016-2017>](#) focused on improving library instruction for students enrolled in pre-collegiate English and ESOL courses. Out of the project came several recommendations that we were able to implement including the following:

- Recommending scheduling of Library Science courses as alternatives to single-visit orientations. Ultimately, this non-credit course was developed into a non-credit Research Skills certificate of competency.
- In fall 2016, librarians conducted a survey of 371 students. The survey revealed dissatisfaction with library study space and, in particular, a lack of charging and uncomfortable chairs. There were also complaints about lighting and noise. The study furniture was original to the building, nearly 50 years old.

[Study Space Improvements LaneyLibrary](#) The library requested new study furniture and, in 2018, the college approved funding.

Tutoring

OUR STUDENTS

-To investigate students' perspectives we administer surveys to students that receive tutoring from the various instructional labs on campus listed below, as well as in those courses that require embedded tutors:

- Writing Center
- Student Success Center
- Math Lab
- Technology Center

-We also worked with district researcher , Nathan Pellegrin, to conduct two rounds of quantitative research on the impact of embedded tutoring in Spring 2018 - Spring 2019.

-We ran focus groups that included students who had embedded tutors in their classes with the guidance of external researcher, Kip Téllez. This effort was funded by the BSSOT grant in Spring 2019.

-All of these assessments have supported expanding embedded tutoring, especially since the implementation of AB-705. AB-705 has required that students who would formerly have been assessed into basic skills classes be placed into transfer level English and Math. Faculty and preliminary research results suggest that students have the same need for support as they did when they were being placed into basic skills level courses.

-In order to comply with the AB705 mandate, Laney places the majority of new students directly into transfer-level courses in English and Math and has also included in the curriculum the necessary support classes in these areas for those students who need assistance. These support classes depend heavily on embedded tutors for their success-In response to the increased need for augmented and increased tutoring on campus, the Faculty Academic Senate passed a resolution in Spring 2019 to permanently fund tutoring at Laney

-In anticipation of AB705's mandate being expanded to ESOL, we are embedding tutors in newly designed noncredit and hybrid classes

-In response to the increased need for augmented and increased tutoring on campus, the Faculty Academic Senate passed a resolution in Spring 2019 to permanently fund tutoring at Laney. Currently, tutoring is funded by a combination of College resources, including general funds, SEA and Parcel Tax funds.

OUR INSTRUCTORS

-To capture instructors' perspectives, in Fall 2018 the tutor coordinator conducted a research project interviewing instructors in English, Math, and ESOL about embedded tutors and acceleration.

-Feedback from the project informed recruitment and training for tutors, as well as the development of documents for helping instructors to plan for embedding tutors in their class, forms to structure support meetings between tutors and instructors, and the development of original training materials, policies and procedures to help formalize this new modality of tutoring at Laney.

-We also receive feedback from instructors by email and via evaluation forms that they fill out assessing the effectiveness of the tutors in their classes and workshops.

-The tutor coordinator has conducted several workshops during professional development days over the past 2 years, designed to increase awareness among instructors interested in embedded tutoring.

OUR TUTORS

-To investigate the tutors' perspective, in Fall '18-Spring '19 the tutor coordinator conducted trainings every two weeks with embedded tutors in basic skills Math classes and selected ESOL classes. One purpose of the trainings was to support tutors in this relatively new role at Laney and to give and get feedback from tutors about their embedded tutoring work.

-Lastly, we conduct exit surveys of graduating tutors to assess what impact their experience tutoring has had on them. Tutors overwhelmingly report that their experience has helped them feel prepared for upper-division work, grow in communication skills, gain greater expertise in their subject, and gain professional skills that will be helpful for future employment. Feedback is also used to inform tutor recruitment .

- 4. When the institution relies on or collaborates with other institutions or other sources for library and other learning support services for its instructional programs, it documents that formal agreements exist and that such resources and services are adequate for the institution's intended purposes, are easily accessible and utilized. The institution takes responsibility for and assures the security, maintenance, and reliability of services provided either directly or through contractual arrangement. The institution regularly evaluates these services to ensure their effectiveness. (ER 17)**

Library

The library keeps records of agreements with the following vendors: Caltronics (copy machines) [<2B4Caltronicscontract-LCLibrary>](#), ITC (print management software), [Envisionware \(computer time management software\)](#), [OCLC \(bibliographic records for library catalog\)](#), [Kanopy \(streaming video\)](#) and the single cloud-based [Library Services Platform \(LSP\) <2B4LibraryServicesPlatformInstitutionPracticipationAgreement-LaneyCollege18-0831L-signed>](#).

The library conducts regular evaluation of vendor services. For example, in response to concerns about growing costs in Kanopy, librarians evaluated usage and determined that much of the cost was based on students using Kanopy for recreational viewing. The library modified the agreement so that purchases are now moderated by the acquisitions librarian. In response to student demand for wi-fi printing, the library modified its contract with ITC to remove a print station that was not being used and direct the funds instead for wi-fi printing services.

The library maintains control of the collection through the use of fulfillment and resource management modules in the online library system. The library uses a magnetic "tattle-tape" security detection system to safeguard the book collection. Due to the age of the system, the vendor (Bibliotheca) no longer offers maintenance support. One side of the gate is no longer working. The college has included replacement of the gate as one of its [Measure G bond projects](#).

Laney College FEATURED MEETINGS AGENDA POLICIES LIBRARY

Search Agenda

Recommendations from the Previous College Council Meeting - Presenter: President Gilkerson (5 minutes)

2.2 General Announcements - Presenter: President Gilkerson (10 minutes)

3. MINUTES

3.1 Approval of the November 20, 2019 College Council Meeting Minutes - Presenter: President Gilkerson (5 minutes)

4. RECOMMENDATIONS / ACTION ITEMS

4.1 Recommendation (2nd Read) from the Technology Planning Committee to Approve the Laney College IT Project List for Bond Prioritization- Rupinder Bhatia (10 minutes)

5. UPDATE / DISCUSSION ITEMS

5.1 Update Provided on the College's Accreditation/Institutional Self Evaluation Report (ISER) Efforts - Presenter: Rudy Besikof, VPI & Accreditation Liaison Officer (10 minutes)

5.2 Student Centered Funding Formula Snapshot & Areas of Focus - Presenter: Clifton Coleman (10 minutes)

5.3 Informational Item - Laney Theatre Modernization Project and other Capital Projects - Presenter: VC Leigh Sata & Stephen Corlett/Amy Marshall (15 minutes)

6. COLLEGE COUNCIL BUSINESS

6.1 Check-in on College Council Goals for 2019-20 - Presenter: President Gilkerson (8 minutes)

6.2 Check-in on College Council Membership/Attendance - Presenter: President Gilkerson/Maisha Jameson (5 minutes)

6.3 College Council Mid-Year Report - Presenter: President Gilkerson/Maisha Jameson (5 minutes)

6.4 College Council Mid-Year Evaluation - Presenter: President Gilkerson/Maisha Jameson (2 minutes)

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6.4 College Council Mid-Year Evaluation - Presenter: President Gilkerson/Maisha Jameson (2 minutes)

Agenda Item Details

Meeting: Dec 11, 2019 - College Council

Category: RECOMMENDATIONS / ACTION ITEMS

Subject: Recommendation (2nd Read) from the Technology Planning Committee to Approve the Laney College IT Project List for Bond Prioritization- Rupinder Bhatia (10 minutes)

Access: Public

Type: ACTION ITEM / RECOMMENDATION

Recommended Action: Recommendation to Approve the Laney College IT Project List for Bond Prioritization

Goals:

- Goal 4: Cultivate a culture of belonging, pride and self-reflection for continuous improvement
- Goal 3: Offer students the highest quality curriculum and services
- Goal 2: Promote a collaborative institutional culture for communication, governance and decision-making

Public Content

BACKGROUND / SUMMARY

The IT Bond Project list is created based on IT requests received/prioritized from the College's program reviews and from the Laney Facilities & Technology Plan initiatives. The IT projects listed are critical to provide much-needed technology upgrades for the network, software and hardware infrastructure of Laney college.

The first read of the IT Projects Bond list was presented to College Council by VP Derek Pinto on 11/20/2019.

The list has been requested by the District Technology Committee (DTC). All other PCCD colleges will also be submitting their lists to the DTC.

Questions from the first read are answered below:

- Did program reviews and tech requests form the basis for this list? **RESPONSE: Yes, absolutely.**
- What about other projects to include the library security gate? **RESPONSE: Added to the list, but need input from the Council given that a new library building is being planned. See Excel list with the 2 new items for discussion.**
- How will the College coordinate with District and District committees about their pool of funds and what costs will be shared? **RESPONSE: After the District Technology Committee reviews the list, it will go to the District VC of Department of General Services Leigh Sata for prioritizing and determining the cost allocation.**

LIST BELOW ANY OTHER SHARED GOVERNANCE BODIES THAT HAVE PREVIOUSLY REVIEWED/APPROVED THIS RECOMMENDATION

- The Laney Technology Planning Committee approved the list on 11/14/2019.
- The first read of the IT Projects Bond list was presented to College Council by Derek Pinto on 11/20/2019. Two items were added for the Library that need more discussion.
- The draft list will be reviewed by the District Technology Committee in early 2020.

HOW DOES THIS RECOMMENDATION HELP THE COLLEGE ACHIEVE ITS STRATEGIC GOALS?

The approval of this list is crucial for Laney College to achieve its strategic goals. Technology is the backbone of all student service areas and also directly impacts classroom instruction. Computer equipment and technology need to be updated in many areas of the college. Updated technology equipment will lead to an accessible, secure and more stable environment for students and staff.

PLAN FOR EVALUATION

The impact of some projects like WiFi upgrades will be realized immediately due to improved WiFi connectivity in certain areas of the college. New computers and printers for staff will result in less breakdowns, and will improve productivity. More laptop carts will result in providing students easier access to technology. Improving the data center with newer equipment will provide a more secure and stable environment.

[Draft_IT_Projects_Bond_Prioritization_V2.xlsx \(20 KB\)](#)

Workflow

Workflow: Dec 5, 2019 1:56 PM :: Submitted by Rupinder Bhatia. Routed to Maisha Jameson for approval.
Dec 5, 2019 5:19 PM :: Final approval by Maisha Jameson

Last Modified by Maisha Jameson on December 6, 2019

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Campus custodians and district engineers support the maintenance and repair of the library. A full-time Library Network Coordinator maintains and updates library computers. Student computers were replaced in 2019. Staff computers were last replaced in 2013.

Distance Education

The district maintains contracts with external vendors, most notably Canvas. In addition, the district's service agreement includes not only the Canvas LMS platform but also the 24/7 available support for users. Distance education security and maintenance contracts as well as warranty purchases are covered through the district budget.

Distance education's computer and hardware needs are the responsibility of the colleges within the district. This has led to the purchase of laptops especially for distance education. Those purchases and any related agreements go through the Laney Director of Information Technology's office.

Analysis and Evaluation

As distance education and dual enrollment submit program reviews and requests are identified at the college level as priorities, this information should be disseminated to District Information Technology as well as the Office of Academic Affairs for their budget development.

Response needed as it relates to Tutoring, Writing Center, Math Center, Academic computing

Conclusions on Standard II.B. Library and Learning Support Services

[insert response]

Improvement Plan(s)

[insert response if applicable]

Evidence List

[insert list]

C. Student Support Services

1. The institution regularly evaluates the quality of student support services and demonstrates that these services, regardless of location or means of delivery, including distance education and correspondence education, support student learning, and enhance accomplishment of the mission of the institution. (ER 15)

Guided Pathways

Student focus groups were conducted during the spring 2019 semester as a part of the college's Guided Pathways efforts. The results were particularly informative, as they further validated the need for evening support services for students, as over half reported as over 24, working, attending part time, and desiring evening classes. Response: In fall 2019, the college extended key support service hours, including Counseling expanding evening hours from two nights a week to four; Health Services introducing evening hours one night per week; tutoring support also being augmented to four nights per week.

Student Services

Laney College's student service areas assess their service area outcomes annually on a 4-year cycle, with one of those years requiring a comprehensive report. At least one outcome is assessed per semester, evidence is gathered, and each program will make changes in response to outcomes data. After analyzing data support services areas have made updates to equipment, personnel and developed new workshops in response to student needs identified in outcomes.

The assessment and discussion has led to areas for recommendation and improvement. For example, the recommendation has come forward to invest in technology to allow students to do E-Signatures, allowing them to complete application/registration process remotely. With DocuSign, students will also be able to complete CalWorks & EOPS/CAre APPLICATIONS.

Piloting and implementation of online counseling, most recently the Cranium Café product in Spring 2020, which provides online appointments for students.

DSPS- At the district level, investment in the AIM software systems allows students to submit disability verification paperwork, allowing them to do a single submission that will be honored at all 4 colleges. The Board of Trustees also approved CampusLogic, a program designed specifically for Financial Aid. Students through the system will submit verification documents and other required information and documentation for the FAFSA. **Unclear how this came as a result of "collegial dialog"**

Distance Education

The Distance Education Committee has facilitated dialog that has led to several significant impacts on the college. These dialogs and work, found in committee minutes, have been essential to the following steps that Laney has taken forward in distance education:

- Crafting of the Laney Distance Education Plan
- Creation of the Laney Equity Rubric
- Participation in the CVC/OEI online consortium
- Work with the CTE Online Pathways Plan, creating a pathway for areas of CTE, with a pathway created for ESOL students, already taking hybrid courses at the capstone level, to continue in fields that have the virtual means of study available to them.

Tutoring

Tutoring is a central concern for the Academic Support Committee (formerly Foundation Skills Committee. Responsibilities updated to take a greater role in planning and evaluating tutoring, especially after the support provided by the Basic Skills Student Outcomes and Transformation Grant ended in Spring '19. Responsibilities include reviewing data pertaining to student success in activities supported by the Committee, such as support classes and tutoring, as well as support tutoring resources throughout the College.

Tutoring is evaluated every semester.

- A. Here are some of the ways that tutoring is evaluated:
 - i. Student surveys in tutoring centers
 - ii. Surveys of tutors, including exit surveys, as well as feedback collected during regular tutor trainings
 - iii. Data analysis, including collection of SARS data in drop-in centers, as well as research into outcomes from classes with embedded tutoring
 - iv. Focus groups
 - v. Interviews and collection of feedback from instructors working with tutors in workshops or in classroom
- B. In terms of successes, based on evidence, we have determined that embedded tutoring is very effective in supporting students, especially students with gaps in preparation. Several departments have used this feedback to pivot their approach to basic skills in the wake of AB-705. English and Math have added embedded tutors to support classes.
- C. Based on feedback from instructors with embedded tutors, we have determined that tutors and some instructors require additional support in making best use of the new role of embedded tutor. Biweekly trainings for embedded tutors took place for the entire '18-'19 school year, and an embedded tutoring workshop took place during the Fall '19 professional

development day, including participation from embedded tutors and instructors in classes with embedded tutors.

- D. A budget and embedded tutoring plan describing all of the extra training and administrative needs entailed in embedded tutoring was sent out to the college leadership and has been incorporated into long-term budgeting and planning for the '19-'20 school year.

2. The institution identifies and assesses learning support outcomes for its student population and provides appropriate student support services and programs to achieve those outcomes. The institution uses assessment data to continuously improve student support programs and services.

Laney College has identified student learning support outcomes, referred to as service area outcomes and designed appropriate assessments strategies and tools. The College uses the results of the various assessment methods to analyze what works and what does not work to better improve the overall success and the day-to-day learning experience for students. This includes establishing and tracking shared indicators to assess the effectiveness of initiatives specifically designed to help under-represented students on campus.

These areas, in keeping with aligning its efforts with the college mission, also submitted program reviews that were validated in the category of Service Areas. They had questions within the platform and data tailored to a non-instructional audience, and those validating attended a training/information session in which the scoring rubric was explained with an opportunity for questions. After validation, authors were notified of the outcome and offered additional assistance if it was requested for future submissions.

Analysis and Evaluation

Examples of areas in which the process of assessing support outcomes included the following, analogous yet aligned with program review:

Student Services General and Categorical Programs - Examples of programs with individual service area outcomes include Student Services Categorical Programs such as EOPS, CALWORKS, CARE AND NEXT UP services programs, which present their outcomes data to bi-yearly advisory board.

Grant Funded Program Assessment - Identification and assessment of learning support outcomes extends to grants at Laney, sometimes with outcomes that impact more than the scope of special funds. For instance, data analysis and subsequent discussion of services from the Basic Skills Student Outcomes Transformation Grant demonstrated that embedded tutoring is very effective in supporting students, especially students with gaps in preparation. Several departments have used this feedback to pivot their approach to basic skills in the wake of AB-705. English and Math have added embedded tutors to support classes.

Budgets and survey results have been shared and presented to the college and are being institutionalized through the work of the Academic Support Committee. (formerly Foundation Skills)

Participatory Governance Assessment of Service Area Outcomes - One prominent example is the Academic Support Committee, whose responsibilities include creating a

plan for equitably supporting student success in English, Math, and ESOL; evaluating related grants and grant opportunities; determining budget priorities and allocations; and ensuring alignment with the college mission and other strategic planning as well as Guided Pathways goals and accreditation standards. **(Evidence such as a committee charge would be great.)**

Much of the assessment and decision making within the standard takes place within the committee concerning area outcomes.

The section below should be saved over to a separate document and uploaded as evidence. However, if the above section could contain one shining example of assessment & evaluation-informed action, it will be appreciated.

In Fall '18, Spring '19, Academic Support Committee identified students' need for tutoring and academic support and supported students' needs by:

1. Drafted a list of needs of students at the basic skills level to use as a rubric for evaluating proposals (on reverse side)
2. Made a list of supports and effective practices that we could use as a guide for future funding proposals.
3. Established working groups to make proposals in key areas:
 - DSPTS support
 - ESOL/Noncredit
 - Student Success Center
4. Provided ongoing support for tutoring. Funding the Writing Center, Math Lab, DSPTS, embedded tutoring in ESOL. Directed research and assessment of tutoring. Provided emergency funding to reopen the TRC in Spring '19
5. Created a pilot program and community of practice for tutors to help students in online classes and with Canvas
6. Planning for AB-705, including reports from and discussions with English and Math departments.
7. Creating a handbook for instructors of hybrid and noncredit classes
8. Universal Learning Pilot Project in DSPTS
9. CTE Tutoring Research Project
10. Advocate for some space for student support, especially help for technology
11. Funding for embedded counselors in APASS
12. ESOL
 - COP for online/hybrid instruction
 - Handbook for instructors in hybrid and online classes
 - Lunchtime workshops
 - Professional development-- conferences, Grammar COP
 - Developed a self-placement tool
 - Developed a study-skills course for low-level students
 - Noncredit communities of practice
 - English/ESOL community of practice between English 1a and Advanced ESOL

3. The institution assures equitable access to all of its students by providing appropriate, comprehensive, and reliable services to students regardless of service location or delivery method. (ER 15)

The College Catalog provides detailed information about the availability of student support services and how to access these services, regardless of service location or delivery method. (Evidence) The College does not have satellite locations, but it address the challenge of providing appropriate, comprehensive, and reliable services to students both online and on campus. In the area of instruction, submission of a successful distance education addendum means making the valid case of what will constitute regular effective contact to insure the service of providing a course at a distance is equitable. This has been a point of concern among faculty, classified professionals and administrators at Laney, which led to the Peralta Equity Rubric, a resource that provides a course in delivering sound, equitable instruction. (evidence)

For online students, they also have access to services both from the district and the college. **District??????** Correspondingly, the college offers virtual counseling through both the Zoom format as well as the 2019-20 purchase of Cranium Café. Also, with Net Tutor, students may receive tutoring assistance virtually.

For the services below, they need to speak to how they would/could serve someone who is a 100% distance education student or perhaps a high school student taking a class on the hs campus. For the ones that do not have a reasonable opportunity to do so, please write a paragraph in the Analysis/Evaluation section. In the end, though, the outline needs to be removed to fit with the existing text.

1. Various Program Websites provide information on services provided:
 - Learning Communities: https://laney.edu/learning_communities/
 - APASS: <https://laney.edu/apass/>
 - Latinx Cultural Center: <https://laney.edu/latinx/>
 - B2b/CAYFES: <https://laney.edu/b2b-learning-community/>
 - Gateway to College: <https://laney.edu/gateway/>
 - Industrial Maintenance Program: <https://laney.edu/industrialmaintenance/2017/10/09/industrial-maintenance-program/>
 - Puente Program: <https://laney.edu/puente/>
 - Umoja-UBAKA: <https://laney.edu/umoja-ubaka/>
 - ROC: <https://laney.edu/restoringourcommunities/>
 - CalWORKS <https://laney.edu/calworks/contacts/>
 - EOPS <https://laney.edu/eops-CARE-b2b-CalWORKs/eops-program-services/>
2. Tutoring services at various locations such as (<https://laney.edu/tutoring/>):
 - Tutoring Resource Center
 - Math Lab

- Writing Center
 - Umoja
 - DSPS (HTC)
 - Latinx Cultural Center
3. Equity Plan (w/data)
 4. Multilingual WE ARE Laney Brochures
 5. Latinx Cultural Center Website: w/Spanish & other Latin Language
 6. Flyers w/other language
 7. DE Equity Rubric (Chelsea: ask her how they're assessing the rubric)
 8. Focus group by Gary on Undocumented Student needs/gaps: Presentation Slides & Email announcements
 9. Guided Pathways Student Focus Group: Presentation Slides

Analysis and Evaluation

The standard also speaks to students' limitations to educational services to some degree, and poverty is such a condition that Laney College, starting with the President's Office, is tackling. As a participatory governance example, though, the Academic Support Committee, (formerly the Foundation Skills Committee) experienced success with offering solutions for online students or those in web-enhanced classes who had limited access to technology.

Working in tandem with Student Success and Equity Committee, the Academic Support Committee reached out to the Distance Education Committee to advocate for a physical space for in-person support for students taking online classes, including access to technology for homeless students or students in Disproportionately Impacted populations. In-person technology tutoring was piloted at the end of Spring '19 semester, in response to student need. **How many students served? Survey? Impact?**

- 4. Co-curricular programs and athletics programs are suited to the institution's mission and contribute to the social and cultural dimensions of the educational experience of its students. If the institution offers co-curricular or athletic programs, they are conducted with sound educational policy and standards of integrity. The institution has responsibility for the control of these programs, including their finances.**

Laney College's student-athlete experience takes place in a supportive, compliant environment. The discipline encompasses four areas of study: Athletics, Kinesiology, Sports Fitness, and Health Science. As of 2020-21, there were seven full-time faculty, two full-time classified professional employees, and several part-time faculty and coaches. The facilities cover _____ square feet as well as a fieldhouse to facilitate athletics-related activities.

As of Spring 2020, there are eight athletic programs at Laney: men's football, men's baseball, women's water polo, women's swimming, women's cross country, women's track, women's basketball, and women's volleyball. The staff, coaches and administrators are required to complete annual CCCAA training for the institution to remain in compliance. Students must maintain a full, 12-unit classload, at minimum 9 academic, to maintain eligibility to participate in each sport, both for training or competition.

In addition to campus-wide tutoring, specific tutoring support is available to student-athletes on Fridays. Moreover, student-athletes are assigned to a specific academic counselor who are required to meet with them a minimum of once per semester. As part of the counseling experience, student-athletes must have a comprehensive Student Education Plan.

Laney College further supports the student-athlete experience by supporting the department with funds for travel, equipment, staffing, and training/locker facility use (both staffing and equipment). The budget also covers conference dues, dues, officiating, and other game management costs. The college is beholden to fiscal responsibility for its athletic programs, and reports usage of said funding to the college's Administrative Services Office, which provides equal scrutiny to all areas of the college. This responsibility extends to facilities rentals, not only for monetary scrutiny but also ensuring proper coverage for events on campus.

The athletics department also maintains a budget with the Peralta Community College District Foundation. As such, its activities are also subject to the attention given to college and district foundations across the state, including approvals as well as answering to the regular audits that foundations find themselves subject to.

- 5. The institution provides counseling and/or academic advising programs to support student development and success and prepares faculty and other personnel responsible for the advising function. Counseling and advising programs orient students to ensure they understand the requirements related to their programs of study and receive timely, useful, and accurate information about relevant academic requirements, including graduation and transfer policies.**

The Laney College Counseling Department has created and updates course offerings to support students with orientation, college success, and career exploration. These offerings range from one to three units offered both face-to-face and online. Additionally, students meet with counselors to receive academic guidance that is memorialized in Student Education Plans. Counselors advise students on General Education requirements for local and transfer degrees as well as certificates and other milestones, including attainment of transfer-level credit in math and English, ideally attained in the first year of study as prescribed by Assembly Bill 705. Students also receive 45-unit alerts, and may also request a meeting with a counselor to review graduation requirements, leading to petitioning for graduation. The counselors also play an integral role as the college moves toward pathways-based scheduling. From 2019-2021, their input was invaluable in the design and creation of program maps.

13 full-time general counselors advise students on their academic endeavors. Categorical programs also have counselors, including Puente (one full-time counselor), DSPTS (two full-time counselors), EOPS/CARE/CalWORKs/Nextup (two full-time counselors), along with some part-time counselors for programs such as Umoja (2).

Counselors attend professional development events regularly to learn new changes and updates at UC and CSU four-year transfer institutions. They have also attended similar enrichment to enhance skills and have updates on support for groups like veterans and student-athletes.

Student Success workshops, as well as classroom and departmental presentations are provided to the campus on subjects that include general education, transfer requirements, and integrated counseling.

Throughout instructional areas, counselors serve in a liaison role to specific departments. Recently, such outreach has been expanded and enhanced to touch both noncredit and second language learners.

- 6. The institution has adopted and adheres to admission policies consistent with its mission that specify the qualifications of students appropriate for its programs. The institution defines and advises students on clear pathways to complete degrees, certificate and transfer goals. (ER 16)**

Laney College is an open-access institution. However, students enrolling in closed dual enrollment courses or attending as concurrently enrolled (high school and community college) students must submit a Special Admit enrollment form with approval from the principal or a counselor at the high school. Student entering select disciplines may have either prerequisites or corequisites that are flagged with the enrollment process, either in person or online. Most recently, this was especially enforced as the college English and math departments required a support course for students whose high school GPAs fell below a certain threshold. Such mandated requirements appear in Peralta Community College District's various PeopleSoft platforms.

Traditionally, student pathways have primarily been found in the college catalog, either as grouped requirements (e.g. Required, Required among a Group, Elective) or in a timed sequence of up to four semesters of study. With the approval of Degrees for Transfer during the evaluation period, further care is taken to insure the integrity of courses required for an ADT so that they are sure to count at the student's CSU transfer institution.

7. The institution regularly evaluates admissions and placement instruments and practices to validate their effectiveness while minimizing biases.

Laney College has remained contemporaneous or even ahead of state mandates. The implementation of ESOL Guided Self Placement is a shining example, as the approach, both on instructional and student service levels, has been a standard bearer not only for work with AB705, but also Guided Pathways efforts. This presentation, made originally to the GP group and then department chairs, came to be the business model by which the AB705 coordinator led college-wide efforts in math and English from 2018 to the present.

That said, there were efforts addressing the standard that began at Laney college prior to the passage of 705.

Acceleration/Multiple Measures – During the evaluation period, Laney invested in the efforts to minimize basic skills levels of study toward transfer and community college award attainment. In fact, research out of the state’s Chancellor’s Office and other colleges demonstrate that both these pre-transfer levels and placement testing were barriers. English and math faculty, working with Student Services staff in orientation and testing, arrived at modifying the process to allow student to use transcripts as the basis for placement into their appropriate level.

AB705

Shortly after the acceleration project began, Assembly Bill 705 was passed. It required students the possibility to self-place into transfer math and English regardless of GPA or past coursework. Additionally, the colleges were allowed to establish required support courses as needed. Through work by the district’s AB705 workgroups, composed of discipline faculty, counselors (at Laney’s workgroup), and administrators. As a result, they identified 2.6 GPA for English as the threshold that would require support courses; correspondingly, 2.8 was identified as a marker for recommending support, while 2.6 required students to enroll in support courses for College Algebra, Statistics and Trigonometry.

- 8. The institution maintains student records permanently, securely, and confidentially, with provision for secure backup of all files, regardless of the form in which those files are maintained. The institution publishes and follows established policies for release of student records.**

The College maintains student records through the district-wide student platform, PeopleSoft. This system contains each student's academic record, such as, application information, course schedules, transcripts and other demographic information. The system is maintained by the District Information Technology Department (**confirm with Minh Lam**). Moreover, student conduct and grievance records are maintained by the Office that oversee each of those responsibilities. These records are in a paper format and are locked in a secured file cabinet. These records are maintained according to the PCCD AP/BP 5040 *Student Records, Directory Information, & Privacy*. AP 5040 highlights the importance of confidentiality and the parameters of releasing student records, including sending out notifications to students on the policies and procedures for maintaining student records (**need to follow-up and see if this policy is included in the notifications we send out**).

Ap/bp 5040

Conclusions on Standard II.C. Student Support Services

[insert response]

Improvement Plan(s)

[insert response if applicable]

Evidence List

[insert list]

Standard III: Resources

The institution effectively uses its human, physical, technology, and financial resources to achieve its mission and to improve academic quality and institutional effectiveness.

Accredited colleges in multi-college systems may be organized so that responsibility for resources, allocation of resources, and planning rests with the district/system. In such cases, the district/system is responsible for meeting the Standards, and an evaluation of its performance is reflected in the accredited status of the institution(s).

A. Human Resources

1. The institution assures the integrity and quality of its programs and services by employing administrators, faculty and staff who are qualified by appropriate education, training, and experience to provide and support these programs and services. Criteria, qualifications, and procedures for selection of personnel are clearly and publicly stated and address the needs of the institution in serving its student population. Job descriptions are directly related to institutional mission and goals and accurately reflect position duties, responsibilities, and authority.

Evidence of Meeting the Standard

[insert response]

Analysis and Evaluation

[insert response]

2. Faculty qualifications include knowledge of the subject matter and requisite skills for the service to be performed. Factors of qualification include appropriate degrees, professional experience, discipline expertise, level of assignment, teaching skills, scholarly activities, and potential to contribute to the mission of the institution. Faculty job descriptions include development and review of curriculum as well as assessment of learning. (ER 14)

Evidence of Meeting the Standard

[insert response]

Analysis and Evaluation

[insert response]

3. Administrators and other employees responsible for educational programs and services possess qualifications necessary to perform duties required to sustain institutional effectiveness and academic quality.

Evidence of Meeting the Standard

[insert response]

Analysis and Evaluation

[insert response]

4. Required degrees held by faculty, administrators and other employees are from institutions accredited by recognized U.S. accrediting agencies. Degrees from non-U.S. institutions are recognized only if equivalence has been established.

Evidence of Meeting the Standard

[insert response]

Analysis and Evaluation

[insert response]

5. The institution assures the effectiveness of its human resources by evaluating all personnel systematically and at stated intervals. The institution establishes written criteria for evaluating all personnel, including performance of assigned duties and participation in institutional responsibilities and other activities appropriate to their expertise. Evaluation processes seek to assess effectiveness of personnel and encourage improvement. Actions taken following evaluations are formal, timely, and documented.

Evidence of Meeting the Standard

[insert response]

Analysis and Evaluation

[insert response]

~~6. The evaluation of faculty, academic administrators, and other personnel directly responsible for student learning includes, as a component of that evaluation, consideration of how these employees use the results of the assessment of learning outcomes to improve teaching and learning. (Effective January 2018, Standard III.A.6 is no longer applicable. The Commission acted to delete the Standard during its January 2018 Board of Directors meeting.)~~

[Skip Standard III.A.6. Continue responses with Standard III.A.7)

7. The institution maintains a sufficient number of qualified faculty, which includes full time faculty **and** may include part time and adjunct faculty, to assure the fulfillment of faculty responsibilities essential to the quality of educational programs and services to achieve institutional mission and purposes. (ER 14)

Evidence of Meeting the Standard

[insert response]

Analysis and Evaluation

[insert response]

8. An institution with part time and adjunct faculty has employment policies and practices which provide for their orientation, oversight, evaluation, and professional development. The institution provides opportunities for integration of part time and adjunct faculty into the life of the institution.

Evidence of Meeting the Standard

[insert response]

Analysis and Evaluation

[insert response]

9. The institution has a sufficient number of staff with appropriate qualifications to support the effective educational, technological, physical, and administrative operations of the institution. (ER 8)

Evidence of Meeting the Standard

[insert response]

Analysis and Evaluation

[insert response]

10. The institution maintains a sufficient number of administrators with appropriate preparation and expertise to provide continuity and effective administrative leadership and services that support the institution's mission and purposes. (ER 8)

Evidence of Meeting the Standard

[insert response]

Analysis and Evaluation

[insert response]

11. The institution establishes, publishes, and adheres to written personnel policies and procedures that are available for information and review. Such policies and procedures are fair and equitably and consistently administered.

Evidence of Meeting the Standard

[insert response]

Analysis and Evaluation

[insert response]

12. Through its policies and practices, the institution creates and maintains appropriate programs, practices, and services that support its diverse personnel. The institution regularly assesses its record in employment equity and diversity consistent with its mission.

Evidence of Meeting the Standard

[insert response]

Analysis and Evaluation

[insert response]

13. The institution upholds a written code of professional ethics for all of its personnel, including consequences for violation.

Evidence of Meeting the Standard

[insert response]

Analysis and Evaluation

[insert response]

14. The institution plans for and provides all personnel with appropriate opportunities for continued professional development, consistent with the institutional mission and based on evolving pedagogy, technology, and learning needs. The institution systematically evaluates professional development programs and uses the results of these evaluations as the basis for improvement.

Evidence of Meeting the Standard

[insert response]

Analysis and Evaluation

[insert response]

15. The institution makes provision for the security and confidentiality of personnel records. Each employee has access to his/her personnel records in accordance with law.

Evidence of Meeting the Standard

[insert response]

Analysis and Evaluation

[insert response]

Conclusions on Standard III.A. Human Resources

[insert response]

Improvement Plan(s)

[insert response if applicable]

Evidence List

[insert list]

B. Physical Resources

CW: District has primary responsibilities for III.B., according to the “Functional Map”

- 1. The institution assures safe and sufficient physical resources at all locations where it offers courses, programs, and learning support services. They are constructed and maintained to assure access, safety, security, and a healthful learning and working environment.**

Evidence of Meeting the Standard

Though the district General Services office takes primary responsibility for a number of physical resources, the Office of Administrative Services also plays an on-campus role to ensure safe and sufficient resources.

The Director of Facilities and Operations ensures a completed inventory of facilities on campus using [the state’s FUSION inventory platform](#). The system accounts for all learning spaces on campus, as well as all other non-instructional. Also, the same had been done for using ONUMA, but there are reporting responsibilities for it, as the system sends.

Repair projects include the locker rooms and elevator. The Director serves as a conduit to DGS, and with new project, the Facilities Committee get the parties together to begin scope and repair of projects. EXAMPLE Projects over the past 2 years have including leak remediation, electrical repairs to the entire student center and the F Building, elevator repairs in several sites, and the updating of the blue phones on campus.

To proactively promote safe resources, the campus has put on its own proactive measures, including holding trainings. These have included sessions on using the new campus safety cell phone app, hazardous materials cleanup, emergency evacuation and earthquake drills, and forklift trainings.

trainings

[insert response]

Analysis and Evaluation

- 2. The institution plans, acquires or builds, maintains, and upgrades or replaces its physical resources, including facilities, equipment, land, and other assets, in a manner that assures effective utilization and the continuing quality necessary to support its programs and services and achieve its mission.**

Evidence of Meeting the Standard

On campus, the Director of Facilities and Operations provides campus access to needed inspections to determine upgrades, with the Facilities Committee providing prioritized recommendations to the District

Facilities condition Index – within Fusion – CCC comes to campus and rates. 59% was reported as obsolete at the last inspection on the Facilities Condition Index.

Repair records are kept through the Maintenance Connection district work order system, with the DOF having access to the system.

With regard to capital outlay, the Facilities Committee submits a 5-year plan to the District General Services Office. It also includes requests for General Maintenance Funding priorities after release of the state budget and the amount to the district is known.

Analysis and Evaluation

[insert response]

- 3. To assure the feasibility and effectiveness of physical resources in supporting institutional programs and services, the institution plans and evaluates its facilities and equipment on a regular basis, taking utilization and other relevant data into account.**

Evidence of Meeting the Standard

At the college level, the Laney IT Department maintain an inventory of technology assets.

Both Fusion and Onuma keep a record of currently assigned room usage – mostly for disciplines, but also what the spaces are used for – classroom, lab, office, etc. (See evidence listed in Standard 3.B.1.)

The college facilities and operations take on a Total Cost of Ownership approach. Guidelines to maintain equipment and facilities are presented in the Total Cost of Ownership (TCO) Guidelines from 2016:

<https://web.peralta.edu/accreditation/files/2010/03/TCO-Guidelines-Sept.-15-2016.pdf>

Analysis and Evaluation

[insert response]

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

Evidence of Meeting the Standard

The college plays its role in improvements to the campus with an eye on total cost of ownership.

The design for the college's BEST Center was one such example. Its planning included net zero utilities, maintenance contract and warranties built into the contract and construction process, and built-in operating training for faculty and staff. As part of the design, portions of the building are integrated in the academic programs **such as** _____ offering courses in the Center.

Some details are presented in the 2017 Sustainability and Resiliency Master Plan (SRMP), developed by Rincon Consultants. The report highlights recommendations for energy and water conservation measures, as well as waste reduction strategies that include curbing CO2 emissions.

Evidence at District:

https://web.peralta.edu/files/2017/09/Sustainability-Webinar_9_4_17.pdf

TCO guidelines developed and on file – needs expanding and implementation, learning more about TCO implementation with recent projects (e.g. Bistro ovens)

Master Technology Plan (Laney), Laney Facilities Planning Committee website (with agenda & minutes), Facility & Technology Master Plan (District), Program Review (CPR & APU), catalog, Laney Master Education Plan, Laney Strategic Plan,

For Laney Budget matters and Budgets see:

<https://laney.edu/budgetadvisorycommittee/>

Analysis and Evaluation

Despite limited resources, Laney does seize the opportunity to leverage the benefits of the TCO model. In Fall 2018, the college completed a technology infrastructure project between Facilities and Information Technology that brought immediate technological components to what had been chalkboard and whiteboard classrooms. Using Measure A funding, 84 instructional spaces were converted to Smart Classrooms, an investment that also considered classroom furniture thanks to the Total-Cost-of-Ownership approach. The project was also an accomplishment in that end-user engagement ensured sufficient flexibility in purchased furniture and IT equipment to meet

the needs of each program. Information Technology closed the loop by providing ongoing training for all faculty and staff. Also, taking a sustainability approach, the commitment to purchase this equipment came with the return on investment in the form of not only a 3 year warranty but also expectation for 3-year cycle refresh. **Any documentation on this as evidence (less is more) will be appreciated.**

Conclusions on Standard III.B. Physical Resources

[insert response]

Improvement Plan(s)

[insert response if applicable]

Evidence List

[insert list]

C. Technology Resources

1. **Technology services, professional support, facilities, hardware, and software are appropriate and adequate to support the institution's management and operational functions, academic programs, teaching and learning, and support services.**

Through institutional planning and governance committees, the technology resources support the college's programs and services.

Technology resources that support student learning programs and services to improve institutional effectiveness are the shared responsibilities of the Peralta Community College District Office of Information Technology (IT) and the college. The network, some computer services, and computer applications are centralized under the direction of the District Vice Chancellor of IT. District IT staff lead by the Director of IT (College Services) support the college's network infrastructure, telecommunications system, computers, local servers, smart classroom Audio/Visual technology as well as campus-wide printers. Each college manages their own network adhering to standards recommended by District IT. The college's IT technicians provide on-site technical support to faculty and staff at the college.

In recent years, there has been significant progress in the planning, support, and deployment of network bandwidth and availability, distance education, faculty and staff computing, and innovative teaching and learning design of classrooms. The District-wide Technology Committee (DTC) prioritizes technology projects and aligns them with strategic goals. The District provides support and maintenance for the following applications to support the institutions programs and services:

- **PeopleSoft Student Information System (known as "Passport" for students)**
- **Enterprise Resource Planning (PeopleSoft – known as Promt and OnePeralta Community College District for Staff)**
- **Learning Management System- Canvas for Distance Education**
- **Student and staff portal – Office 365 for accessing Email and other applications**
- **Centralized IT help desk system- SolarWinds for IT ticket tracking**
- **SARS for online counseling appointments**
- **Anti-virus software- Trend Micro software**

Technology planning is fully integrated into the district and college planning processes. Technology resources are used throughout the college to support and increase the effectiveness of student learning programs and services, communication, and the quality of services provided to students.

The overarching direction for technology projects comes from the college's technology master plan [3] which was developed by the campus Technology Planning Committee (TPC) in 2019. The identification of technology needs is a collaborative process involving all campus constituents. Faculty and staff, through their instructional divisions, identify technology needs

and trends through their annual and comprehensive program reviews. These requests are then prioritized by the Technology Planning Committee. The TPC meets monthly to assess the technology needs of the college and has representation at the District Technology Committee.

The Laney IT department supports and maintains these software and hardware technology resources:

- College's network infrastructure including WiFi and Data Closets
- Staff and Faculty Computers, Laptops, mobile devices
- Local servers
- Smart classroom Audio/Visual equipment
- Campus-wide printers
- Software for Instructional use- Canvas, Adobe Creative Cloud, Turnitin, VoiceThread

College facilities that meet the needs of learning, teaching and academic programs are shown in this table below. All facilities provide some type of printing capabilities for students.

Example- Track usage logs of campus open computer labs.

Location	Features	Number of computers
Technology Center	4 open labs for students	134
Library	Open lab for students/staff	96
Smart Classrooms	New A/V equipment for teaching and new computers	135
James Oliver Writing Center	Assist with writing assignments	61
DSPS Lab	Has specialized Software for students	21
Business and Accounting Labs		
CIS Lab	Used for teaching CIS Courses	
ECT		
Graphic Arts Labs	Used for teaching Graphic Arts Courses	
Welcome Center	Used for prospective and new student orientations	70

Tower Building	Faculty offices, Counseling services,	
	Digital Signage screens on most floors	
	Updated conference rooms	

Analysis

College facilities have been upgraded to support emerging technological needs, and hardware and software are appropriate and adequate to standard III.C.

1. To streamline technology services and implement the college’s technology initiatives, the college established the position of the Director of IT- College Services. The position was filled in early 2018 and reports to the Vice President of Business Services. The focus is to create a centralized IT department at the campus in order to provide efficient services and leadership for technology projects. Many service areas including the technology center, the old A/V department and other laboratories had their own individual IT staff. Also, work on designing a new Library and Learning Resource Center has already begun, and many of the open labs will be part of the new building, there is a need to centralize the IT staffing resources in order to better manage user requests.

The IT Director is working with District HR and the Union to revise outdated IT job descriptions and bring some of these positions in the IT department. This has resulted in creating a department with 5 full time team members. The target is to transition the remaining technical staff from other areas to IT in the next calendar year.

2. Centralized Helpdesk support for students and employees

In 2016, Laney College started using the SolarWinds help desk system to respond to IT user requests. In 2018, it joined the District’s centralized help desk ticket tracking system to effectively capture IT requests from Laney staff and Faculty. A work ticket is created when users email laneyhelpdesk@Peralta Community College District.edu. About 2600 tickets are worked on annually by a staff of 5 full time Laney IT technicians [link report]. The centralized system helps to route tickets between the District and any of the other Peralta Community College District colleges if needed.

Currently the help desk is only staffed during normal business hours. With the increase in technology used in teaching and distance education on the rise, the District help desk staffing resources need to be expanded. This will accommodate an immediate need to serve students and Faculty more efficiently.

3. Laney Smart Classrooms upgrades

In a 2017 stakeholder survey done as part of the Facilities and Tech Master plan, 86% of the respondents noted that Laney classrooms needed major improvements and that “Classrooms (includes lecture and lab spaces) and Technology need to be modernized and updated”.

With the help of Measure A funding, a major project was undertaken to upgrade Laney classrooms with the latest smart classroom technologies as well as provide modern furniture to enhance student learning experiences. Detailed audio-visual standards were created as part of the Facilities and Technology Master plan and standard classroom layouts defined [FTMP link]. In 2017, as part of Phase I of Laney Smart Classroom project, 65 Laney Classrooms were updated with new projectors, screens, audio systems and educational lecterns. In 2019, Phase 2 of the project was completed to equip an additional 70 classrooms that include the Theater, Bistro and the Forum. All classrooms have the capability to wirelessly share content via mobile devices. These enhancements have been vital to the teaching and learning environment at Laney.

Sources:

1. Helpdesk support (<https://helpdesk.Peralta Community College District.edu>)
2. **Master Technology Plan (Laney) ---get link**
3. Laney Technology Planning Committee website (with agenda & minutes):

<https://go.boarddocs.com/ca/laney/Board.nsf/vpublic?open#>

4. **Facility & Technology Master Plan (Laney, Page 32)-**
5. Program Review (CPR & APU)- Resource Prioritization:

<https://Peralta Community College>

District4.sharepoint.com/:x:/s/laneytpc/EX29VpomYBZEuCmzM0K6jJ4BuyLsRuBWnWBobX1yJ9Bw6g?e=Nai2fh

6. Administrative Procedure/Policy (BP 3725, AP6365?)

<https://web.Peralta Community College District.edu/trustees/bps-aps/bp-3725-information-communications-technology-accessibility-acceptable-use/>

7. <https://web.Peralta Community College District.edu/trustees/files/2019/06/AP-6365-Contracts-Accessibility-of-Information-Technology-3.pdf>

8. Distance Ed Addendum (https://laney.edu/distance_education/faculty-resources/ Committee Surveys used for goal setting

9. Technology inventory, : get document online and link

10. S/W maintenance,: <https://web.Peralta Community College District.edu/it/it-maintenances/>

11. Hardware standards: <https://web.Peralta Community College District.edu/it/files/2018/09/Lenovo-Standards-Peralta Community College District.pdf>

<http://Cdwg.com/Peralta Community College District>

2. The institution continuously plans for, updates and replaces technology to ensure its technological infrastructure, quality and capacity are adequate to support its mission, operations, programs, and services.

One of the primary responsibilities of the Laney Technology Planning Committee (TPC) is to create/update the Master Technology Plan for the college.

The committee makes recommendations to the Laney College Council that reports to the District PGC. {need to clarify...}

The committee also works cohesively with the District Technology Committee and ensures alignment with District's technology initiatives.

In 2018, the committee looked at the various technology resource requests from program reviews, the District's and college's Facilities and Technology master plans [REF] and the Distance Education plan [REF] and started working on a Master Technology Plan. In 2019, the Laney Master Technology Plan was approved through various shared governance committees including the Faculty Senate and the College Council. The plan lays out the technology projects that the college will undertake in the next three years. The plan highlights staff and other resources required for the projects. The projects are typically prioritized based on available funding.

New equipment that is purchased by the college is asset tagged by the District Warehouse before it is sent to the college. The equipment is received by Warehouse staff in the District's PeopleSoft system. This starts the process of equipment inventory. Equipment lists are also maintained at the college.

The college's technology assets inventory list and program review requests are used to identify equipment that needs to be replaced. Laney College relies heavily on bond funds for computer equipment replacement. Additionally, programs and services that have categorical funds get equipment replaced more frequently than other departments. The equipment from those departments is refurbished and updated to equip other areas with older equipment. Eventually, the very old equipment is obsoleted as e-waste.

Additional Evidence to Upload/Link:

MTP, MFP, DE Plan

CPRs, APUs

Internal Surveys—to be done in Spring- Faculty, staff and student surveys

Map of WI FI Hot Spots, increasing areas of WI Fi analysis- get from Antoine

Safety Plan – Amy?

Board Policies, Admin. Procedures?

TPC Minutes/Agendas

Dist Tech Committee Minutes as they pertain to Laney?

Plans for new Library, library had CPUs replaced recently

Hardware/Software & replacement for instructors

Program Review (CPR & APU)- Resource Prioritization:

<https://Peralta Community College>

District4.sharepoint.com/:x/s/laneytpc/EX29VpomYBZEUcmzM0K6jJ4BuyLsRuBWnWBobX1yJ9Bw6g?e=Nai2fh

Analysis and Evaluation

Several programs and services that requested new equipment via annual program reviews and categorical funds were refreshed with new computers. In the Summer of 2018, the Library was equipped with 105 new computers to enhance its student open lab areas. In the summer of 2019, DSPS was updated with 30 new computers along with updates to the specialized software that is needed for DSPS students.

Laney college has a media lab that is used to teach Virtual Reality courses. In order to meet the needs of the lab, the BOT approved funding in late 2019 to purchase high end computer equipment for the media lab. The new computers will be installed for the Spring 2020 semester.

The Laney Master Technology Plan had not been updated since 2010. Over the year, although many attempts were made to update it, but nothing was formally approved through shared governance. In 2018, the Director of Technology (College Services) who also co-chairs the Technology Planning Committee, prioritized this task. A new plan was created since the old one was almost ten years old and most of the technology was outdated. The new plan was approved by the College Council in 2019.

Since Laney College relies on bond funding for the replacement of the technology equipment, a list of technology projects has been prioritized by the TPC and presented to the College Council. These projects are to be presented to the DTC for further discussion and prioritization. Many of these are projects that will benefit the entire college such as upgrading the WiFi infrastructure or maintaining the data centers on campus.

Suggestions for Improvements:

In 2017, a detailed inventory of technology equipment was done. After the implementation of the SolarWinds help desk system in 2018, some of the equipment inventory was imported into the asset tracking module of the helpdesk system. More work needs to be done in the area of tracking equipment accurately. Items such as warranty, purchase order information and parts used in the repair of the equipment should be used to determine the total cost of ownership of the technology assets. At Laney, efforts are being made towards tracking

accurate inventory. Every piece of equipment that is being repaired is recorded in the asset system so that over time, the inventory will be up to date.

While data center equipment like servers etc are maintained, the actual data center components like air conditioning needs to be maintained as well. Many of them need

3. The institution assures that technology resources at all locations where it offers courses, programs, and services are implemented and maintained to assure reliable access, safety, and security.

Evidence of Meeting the standard

Laney College strives to implement and maintain its IT infrastructure to provide secure and reliable access for all faculty, staff and students

Technology resources at all locations assure reliable access

- Designed and implemented the web-based Peralta Community College District Portal single sign on to simplify the user experience and support access to Peralta Community College District email and Canvas for students, faculty and staff. The entire system is cloud based in order to ensure maximum availability and security.
- The Laney website is hosted in the Rackspace cloud environment rather than being hosted locally. This ensures the utmost security and availability for the website which is not only a valuable resource but also acts as a gateway into other applications, such as signing in for counseling appointments, looking up schedules, Canvas etc.

2. Technology resources at all locations assure safety

- Implemented Cisco Emergency Response (CER) throughout the District to send 911 calls directly to the Public Safety Answering Point, with simultaneous notification to Peralta Community College District Police Services; provides location information and a call back number to emergency responders, a requirement of the FCC. CER also provides this information to PPS. A new law will come into effect February 16, 2020 that will require private telephone systems allow callers to reach emergency services (911) **without** the need to dial a prefix for an outside number first. Peralta Community College District is already compliant in this area as well.
- A project to replace the non-working emergency blue phones system on campus was completed in the summer of 2019. A total of 14 modern video enabled blue phones were installed.

3. Technology resources at all locations assure security

- Upgraded to 10 GB redundant bandwidth and modern firewalls for each campus: CCC Technology Center worked with Cenic (Corporation for Educational Network Initiatives in California) to upgrade the existing 1GB circuits to 10 GB circuits for all California Community Colleges, resulting in a high-bandwidth, high-capacity redundant fiber network.
- All computers maintained by Laney IT are installed with the TrendMicro anti-virus in order to scan for any computer viruses, malware etc. This ensures security of our data and information on our devices.

Improvements needed:

- Not enough staff
- Insufficient Tech budget
- Need to be more active vs proactive
- How's our data back-up & cybersecurity? Procedures, where documented? Are there holes in the system?
- Technology inventory, maintenance, & replacement plan for campus technology
- Track usage logs of campus open computer labs.

In 2017, the Laney leadership took the decision to host the college website in the cloud. Since the District website is hosted locally and sometimes goes down, students cannot get to resources such as Canvas. A Canvas link on the Laney website has helped Faculty and students tremendously in the event the District website is down.

4. The institution provides appropriate instruction and support for faculty, staff, students, and administrators, in the effective use of technology and technology systems related to its programs, services, and institutional operations.

Evidence of Meeting the Standard

Schedules of technology training for staff and Faculty

Training for the LMS- Canvas is held regularly both online and on-site. The Distance Education Coordinator offers one on one, and group training to Faculty on the use of Canvas. Canvas training resources are available for both Faculty and students {Chelsea}

Flex Days are held twice in the Fall and Spring terms. Agenda for these is mainly coordinated by the Laney Professional Development Committee. IT training is offered at these events. {Link}

Tech Tuesdays is a series of monthly technology trainings that was launched in the Fall 2019. Topics included training on Office 365 portal, Excel training etc. {Link}

Since most of Laney classrooms are now equipped with Smart classroom technology, regular smart classroom training is offered on demand as well as on Flex Days. Many manuals along with training videos have been locally created by the Laney IT staff to assist Faculty with the operation of the equipment. Printed copies of the manual are also placed in each classroom. {<https://laney.edu/laney-it-group/smart-classroom-instructions/>}

It is important for IT staff to get trained on the systems that they are required to maintain. Several technical vendor trainings were organized – Extron, Jamf and Cisco.

In 2019, Laney College implemented BoardDocs for tracking their shared governance meetings. A 2-day technical training was held onsite to train users on the software setup and usage.

When the PeopleSoft Financial module was upgraded, several trainings were conducted for staff. Job aids for Peoplesoft are also available online

Many labs have Instructional Assistants and tutors that assist both Faculty and students. FAQ's are available for students: <https://web.Peralta Community College District.edu/it/student-passport/>

<https://web.Peralta Community College District.edu/portal/studentinfo/student-portal-reset-instructions/>

Labs also have a several technical resources printed out

Curricunet trainings are held regularly by curriculum committee members {Link}

Analysis:

The college meets this standard.

As elaborated above, many training opportunities are offered for all students, Faculty and staff. Several printed and online resources are also available. The Professional Development Committee at Laney collaborate with the District's Staff Development Committee to plan flex days. These are planned carefully and ensure that ample technology training is offered. The IT department offers "walk-in" sessions on Flex Days so that any Faculty can seek on-site 1-1 help with any systems.

While there is not a dedicated trainer in the District, the IT staff often act as the trainers for the various applications. There are some gaps in training such as ongoing trainings for centralized systems such as PeopleSoft. When new modules are implemented, training is offered, but there is no training for new staff members.

- 5. The institution has policies and procedures that guide the appropriate use of technology in the teaching and learning processes.**
-

Conclusions on Standard III.C. Technology Resources

[insert response]

Improvement Plan(s)

[insert response if applicable]

Evidence List

[insert list]

D. Financial Resources

Planning

1. *Financial resources are sufficient to support and sustain student learning programs and services and improve institutional effectiveness. The distribution of resources supports the development, maintenance, allocation and reallocation, and enhancement of programs and services. The institution plans and manages its financial affairs with integrity and in a manner that ensures financial stability.*

The Peralta Community College District (PCCD) receives state apportionment funding largely based on the Student Centered Funding Formula (SCFF). The SCFF is based on three calculations:

- **Base** allocation: based largely on enrollment of Full-Time Equivalent Students (FTES)
- **Supplemental** allocation: based on students receiving the California Promise Grant, Pell Grant and students covered by AB540
- **Success** allocation: students receiving associate degrees and credit certificates, those transferring to four-year colleges and universities, those completing transfer-level math and English in their first year, number of students who complete nine or more career education units and those that have attained a regional living wage

As of 2018-19, it was determined that the funds appropriated for the SCFF were insufficient to support costs, and the Department of Finance response was to apportion to districts at least their 2017-18 revenues adjusted by COLA. PCCD also receives additional funding from grants, state and federal categorical fund sources.

These funds are allocated to Laney College (Laney) through the Board adopted Budget Allocation Model (BAM). The current BAM model dictates that certain deductions occur before the revenues are dispersed. These include, but are not limited to retiree benefits, OPEB debt services, DSPS contributions, and bad debts. Further deductions are made for full-time and part time faculty salary and benefits. PCCD then allocates the remaining revenues to each of the four PCCD colleges including Laney based on a three-year FTES rolling average.

At Laney, the budget development process includes: the program review and the budget augmentation process, and an allocation of the discretionary budget. Input and recommendations flow from the resource prioritization committees, Division Deans Vice Presidents, the Budget Advisory Committee and finally College Council, to the President.

Evidence of Meeting the Standard

- SCFF calculator
- BAM model as in PCCD Budget Book
- PCCD budget book: <https://web.peralta.edu/business/annual-adopted-budget/>
- BAM: <https://web.peralta.edu/pbi/planning-and-budgeting-council/budget-allocation-model-task-force/>
- BAC: <https://laney.edu/budgetadvisorycommittee/2016-2017-agendas-meeting-minutes-and-materials/>
- BAC Rubric, APR, CPR
- PCCD annual financial reports <https://web.peralta.edu/business/annual-financial-reports/>
- <https://web.peralta.edu/publicinfo/newsroom-2/>

2. The institution's mission and goals are the foundation for financial planning, and financial planning is integrated with and supports all institutional planning. The institution has policies and procedures to ensure sound financial practices and financial stability. Appropriate financial information is disseminated throughout the institution in a timely manner.

Evidence of Meeting the Standard

[insert response]

Analysis and Evaluation

[insert response]

3. The institution clearly defines and follows its guidelines and processes for financial planning and budget development, with all constituencies having appropriate opportunities to participate in the development of institutional plans and budgets.

Evidence of Meeting the Standard

[insert response]

Analysis and Evaluation

[insert response]

Fiscal Responsibility and Stability

4. Institutional planning reflects a realistic assessment of financial resource availability, development of financial resources, partnerships, and expenditure requirements.

Evidence of Meeting the Standard

[insert response]

Analysis and Evaluation

[insert response]

5. To assure the financial integrity of the institution and responsible use of its financial resources, the internal control structure has appropriate control mechanisms and widely disseminates dependable and timely information for sound financial decision making. The institution regularly evaluates its financial management practices and uses the results to improve internal control systems.

Evidence of Meeting the Standard

[insert response]

Analysis and Evaluation

[insert response]

6. Financial documents, including the budget, have a high degree of credibility and accuracy, and reflect appropriate allocation and use of financial resources to support student learning programs and services.

Evidence of Meeting the Standard

[insert response]

Analysis and Evaluation

[insert response]

7. Institutional responses to external audit findings are comprehensive, timely, and communicated appropriately.

Evidence of Meeting the Standard

[insert response]

Analysis and Evaluation

[insert response]

8. The institution's financial and internal control systems are evaluated and assessed for validity and effectiveness, and the results of this assessment are used for improvement.

Evidence of Meeting the Standard

[insert response]

Analysis and Evaluation

[insert response]

9. The institution has sufficient cash flow and reserves to maintain stability, support strategies for appropriate risk management, and, when necessary, implement contingency plans to meet financial emergencies and unforeseen occurrences.

Evidence of Meeting the Standard

[insert response]

Analysis and Evaluation

[insert response]

10. The institution practices effective oversight of finances, including management of financial aid, grants, externally funded programs, contractual relationships, auxiliary organizations or foundations, and institutional investments and assets.

Evidence of Meeting the Standard

Evidence of the Standard

College finances are monitored by the Vice President of Administrative Services, and the Business Services Department, to include a Principal Financial Analyst and two Support Service Specialists (Fiscal). Department Deans, grant/program and cost center managers monitor the funds that are under their purview. The Budget Advisory Committee, College Council, the Vice Presidents and President of the College all have input into budget related decisions. Oversight of the budget and allocation to the College is done through the PCCD Fiscal and Administrative Services Department.

Financial Aid is monitored by a local supervisor with the support of the Dean of Enrollment Services, and the Vice President of Student Services

At Laney, **grant** managers have oversight daily tasks related to grant funding, reporting and compliance, with the support of Business Services. Monthly reports are provided that track spending and the associated deadline dates.

PCCD also provides oversight through the Budget Director and the Coordinator of Grants and Special Programs, who monitors state, federal, local grants and expenditures along with other categorically funded programs such as Career Technical Education (CTE), matriculation, contract education and other private, corporate, foundation and community grants for fiscal and programmatic compliance. PCCD works with Laney regarding special projects compliance and provides guidance with the interpretation and use of budget funds to ensure fiscal control compliance with grant and contract regulations.

There are a few **externally funded programs** to include Follett Bookstore Management and the AC Transit EasyPass.

At Laney **contractual agreements** are reviewed by cost center managers who are engaging with the vendor, they flow through the Vice President of Administrative Services and the final approver, sole signatory and designee for the Chancellor is the Laney President. PCCD offers support and legal review of large contracts which must also undergo Board approval.

Laney **Auxiliary organizations** or **foundations** include the Peralta Community College District Foundation

Institutional investments or assets: LAIF, ASB, OPEB

A firm of certified public accountants conducts yearly audits on an annual basis that cover compliance and accounting of the district's finances. Audits of district and college finances,

financial aid, grants externally funded programs, contracts, investments and assets are also provided.

Analysis and Evaluation

[insert response]

Liabilities

11. The level of financial resources provides a reasonable expectation of both short- term and long-term financial solvency. When making short-range financial plans, the institution considers its long-range financial priorities to assure financial stability. The institution clearly identifies, plans, and allocates resources for payment of liabilities and future obligations.

Short and long-term fiscal priorities are examined on a yearly basis. Liabilities and obligations to include: public employees/state teachers retirement, and Disabled Students Programs and Services (DSPS) contributions, OPEB debt service, Self-insurance and medical premiums and utilities are also examined on a yearly basis to assure financial stability.

In the annual budget development cycle, a multi-year projection is prepared that assures the maintenance of fiscal solvency and an adequate amount of reserves. The budget is developed through the participatory governance bodies and budget committees at each site, District Governance Bodies (including: Planning and Budget Committee (PBC), and the Participatory Governance Committee (PGC)) as well as the Board of Trustees. A tentative budget is adopted in June and the final budget adopted in September.

Evidence

- Include principles of sound fiscal management – budget book
- PERS/STRS assumptions
- OPEB structuring

Analysis and Evaluation

[insert response]

12. The institution plans for and allocates appropriate resources for the payment of liabilities and future obligations, including Other Post-Employment Benefits (OPEB), compensated absences, and other employee related obligations. The actuarial plan to determine Other Post-Employment Benefits (OPEB) is current and prepared as required by appropriate accounting standards.

Evidence of Meeting the Standard

[insert response]

Analysis and Evaluation

[insert response]

13. On an annual basis, the institution assesses and allocates resources for the repayment of any locally incurred debt instruments that can affect the financial condition of the institution.

Evidence of Meeting the Standard

[insert response]

Analysis and Evaluation

[insert response]

14. All financial resources, including short- and long-term debt instruments (such as bonds and Certificates of Participation), auxiliary activities, fund-raising efforts, and grants, are used with integrity in a manner consistent with the intended purpose of the funding source.

Evidence of Meeting the Standard

[insert response]

Analysis and Evaluation

[insert response]

15. The institution monitors and manages student loan default rates, revenue streams, and assets to ensure compliance with federal requirements, including Title IV of the Higher Education Act, and comes into compliance when the federal government identifies deficiencies.

Evidence of Meeting the Standard

[insert response]

Analysis and Evaluation

[insert response]

Contractual Agreements

16. Contractual agreements with external entities are consistent with the mission and goals of the institution, governed by institutional policies, and contain appropriate provisions to maintain the integrity of the institution and the quality of its programs, services, and operations.

Contracts must align with the mission and goals of the district and Laney. Contract agreements must comply with the appropriate Board policies and procedures and must maintain the integrity of programs, services and operations.

Contracts are reviewed by the appropriate administrator, the Laney Business Office, Vice President of Administrative Services and the Laney President. Where necessary, the contract will be forwarded to the appropriate PCCD office/department for review. The PCCD legal agent will ensure that liability risk has been mitigated prior to authorization.

Laney contracts must align with the strategic plan for the college, and must have the following components: start and end dates for the services to be provided provisions for indemnity and liability (including an appropriate level of insurance), for a termination clause with reasonable limits to allow each party to exit the contract if necessary and for compliance with state and federal laws.

PCCD maintains Board and Administrative policies that establish dollar thresholds, that are aligned with Education and Public Contract Codes. PCCD also maintains bid-limits and enforces applicable laws for public bid processes and Board of Trustee Approval requirements.

Evidence

- Board policies and procedures related to contracts
- Samples of current contract agreements - I.e. leak remediation, blue phones, opening doors technology
- Ed code 81641
- Public Contract Code 20650

Analysis and Evaluation

[insert response]

Conclusions on Standard III.D. Financial Resources

[insert response]

Improvement Plan(s)

[insert response if applicable]

Evidence List

[insert list]

Standard IV: Leadership and Governance

The institution recognizes and uses the contributions of leadership throughout the organization for promoting student success, sustaining academic quality, integrity, fiscal stability, and continuous improvement of the institution. Governance roles are defined in policy and are designed to facilitate decisions that support student learning programs and services and improve institutional effectiveness, while acknowledging the designated responsibilities of the governing board and the chief executive officer. Through established governance structures, processes, and practices, the governing board, administrators, faculty, staff, and students work together for the good of the institution. In multi-college districts or systems, the roles within the district/system are clearly delineated. The multi-college district or system has policies for allocation of resources to adequately support and sustain the colleges.

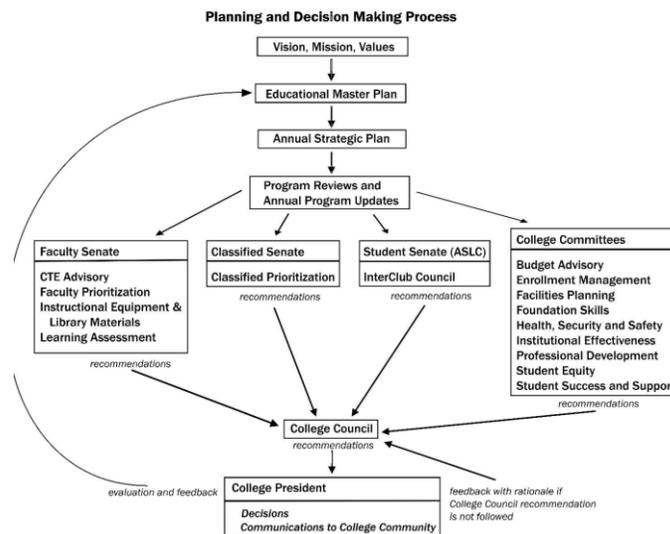
A. Decision-Making Roles and Processes

1. Institutional leaders create and encourage innovation leading to institutional excellence. They support administrators, faculty, staff, and students, no matter what their official titles, in taking initiative for improving the practices, programs, and services in which they are involved. When ideas for improvement have policy or significant institution-wide implications, systematic participative processes are used to assure effective planning and implementation.

Evidence of Meeting the Standard

Laney College has been an institution to encourage innovation through participatory governance toward fulfillment of its Mission, Vision, and Values. The innovation toward bettering the institution has the opportunity to be explored through Systematic processes that are used for effective planning and implementation.

The Laney College participatory governance model is just that, an opportunity for any member of the campus community to participate. All – classified professionals, faculty, students, and administrators – have representation on committees that are held as open events. These committees are shown in the graphic below (page Participatory Governance and Organization Manual.), a chart that details Laney’s Planning and Decision-Making Processes.



As shown in the above figure, the participatory governance structure consists of a central, overarching group that meets monthly to coordinate strategic planning, the College Council. It serves as the final approving body for recommendations that go to the College President.

Before recommendations are considered by the College Council, they are first considered and vetted in one of the nine college committees that have representation of all four constituent groups. As a rule, the committees are directed by an administrative and a faculty co-chair who

works in coordination. All four constituent groups participate in decision-making as voting members if they are appointed.

The goal of this structure is to gather input from all of the College's stakeholders and to invite/discuss ideas and initiatives from all participants. Once formally approved, whether recommendations or plans, they go to the College Council for two reads and if approved, they go to the president for decision, which is communicated to the college community, with one avenue being the President's report at a subsequent meeting of the College Council.

The College also encourages stakeholders who are not formally part of this structure to attend summits, retreats, and meetings that are geared toward getting more members of the College aware of and involved in the strategic planning process. This allows for individuals, who may have innovative ideas for institutional improvement, to lend their voice and to bring ideas to the planning process that may not have been considered through the formal mechanisms. For example, each Spring, the college hosts a planning retreat and welcomes the entire campus community. While part of the agenda is a report-back of all committees and their work to date, there is also room for general discussion that invites participation.

Analysis and Evaluation

The college has excelled in many aspects of the standard. Since the senior leadership transition in 2017, the participatory governance process has constantly been reviewed and updated, with those changes going through those very processes. This has included meetings of the committee chairs on regular basis that has resulted in the updating of changes in the college's Participatory Governance & Operations Manual, a document that has been widely updated to the campus community.

Coming into 2019-20, it became regular and understood practice for the work of the various committees to go through the participatory governance process. For instance, the just-formed Strategic Enrollment Management Committee took on the immediate task of creating a Strategic Enrollment Management 2-year plan. The document was vetted in its own committee but also shared as information to the faculty senate and then went before the College Council, which recommended approval to the president. This is a remarkable example in that the plan went through the same process twice, once to address its original charge in Spring 2019 but a second time in Fall of the same year to address enrollment management recommendations made by the Collaborative Brain Trust and the state Fiscal Crisis Management & Assistance Team.

Moving forward, the committee members and chairs will be engaging in the next steps toward continuous improvement by doing more widespread reporting of committee items and discussion to constituent groups that they represent. Also, as committee transitioned to using BoardDocs in 2019-20, they also work to keep committee web pages updated.

2. The institution establishes and implements policy and procedures authorizing administrator, faculty, and staff participation in decision-making processes. The policy makes provisions for student participation and consideration of student views in those matters in which students have a direct and reasonable interest. Policy specifies the way individuals bring forward ideas and work together on appropriate policy, planning, and special-purpose committees.

Laney College establishes and implements policy and procedures allowing for individuals from all four constituency groups to participate in decision-making processes. In most cases, committee members serve terms, allowing for greater opportunities for different individuals to serve. The following individuals appoint members from their constituent groups:

Vacancy	Appointed by
Student	ASLC President
Classified Professional	Classified Senate President
Faculty Member	Faculty Senate President
Administrator	College President

Laney encourages participation of students on committees, and has taken steps to further foster attendance at meetings. For instance, the College Council approved to have increased student representation in _____ (minutes as evidence). Moreover, the President’s Cabinet was created to allow for the student, faculty and classified senate lead voices to be included even before College Council considers items.

The Professional Development Committee has been an ally in promoting increased participation. At College ‘Flex Day’ plenaries as well as workshops, Professional Development Committee members have fostered broad understanding of the responsibilities of and opportunities available to faculty and classified professionals, as well as administrators, with emphasis on the way committee, senate and College Council structures enable all participants to express their concerns and issue suggestions for improvements in the ways College personnel serve each other, and how we all serve students. to presentations of the PGM and clarifications of the functional aspects of participatory governance.

Analysis and Evaluation

Technology has proven to be an ally to committees in understanding the manner in which individuals bring forward ideas. In 2019-20, the college invested in BoardDocs, which brings all committee agendas, minutes and work to potentially the same place virtually. Also benefiting those who serve on committees is that the meeting templates call for submitters to confirm the process through which the idea had arrived at the specific agenda. Whether it is technological help such as this or broad communications about Laney’s committees through our website or social media, the understanding of decision-making processes has grown at Laney College.

With increased seats for students and many 8 other committees besides College Council, the college needs to work toward have student representation on 100% of its participatory governance groups.

3. Administrators and faculty, through policy and procedures, have a substantive and clearly defined role in institutional governance and exercise a substantial voice in institutional policies, planning, and budget that relate to their areas of responsibility and expertise.

Several Peralta District board policies and academic procedures (BP/AP) inform the roles that administrators and faculty members play in institutional decision-making. As mentioned above, BP/AP 2510: Participation in Local Decision Making articulates the roles of the stakeholder groups in shared governance. In BP 3250: Institutional Planning, the District creates the foundation for a district wide planning process in which “The Chancellor shall ensure that the District has and implements a broad-based comprehensive, systematic and integrated system of planning that involves appropriate segments of the college community and is supported by institutional effectiveness research.” The District offers its statement regarding the role of the Academic Senate in shared governance in AP2511: Role of Academic Senates in District and College Governance.” The policy draws on Title 5, with special emphasis placed on §53200’s “10+1,” which delineates the Academic Senate’s purview regarding “academic and professional matters” and states that on all 11 items, the District relies primarily.

The College affirms the District’s commitment to giving faculty and administration a “substantive voice” by having representatives of the two groups work as co-chairs on several shared governance committees. The college vice presidents co-chair several councils and committees with faculty members:

- The Vice President of Instruction co-chairs the Institutional Effectiveness Committee and the Faculty Prioritization Committee with the Faculty Senate President. As such, they are able to provide collaborative leadership and college support to both the program review and one aspect of the Resource Allocation Processes.
- The Vice President of Administrative Services co-chairs the Budget Advisory Committee with a faculty senate-appointed chair.
- The Vice President of Student Services and the Vice President of Instruction co-chair the Strategic Enrollment Management committee, a decision that had the full support of the Laney Faculty Senate President.
- The Vice President of Student Services co-chairs the Success and Equity Committee with a faculty senate-appointed co-chair.

Evidence of Meeting the Standard

CW: In August 2018, a dozen Laney College Faculty Senators engaged in a district-wide retreat involving the four Colleges’ Faculty Senates and the District Academic Senate (DAS), with a focus on delineating the purview of the Faculty Senate’s “10+1” areas of responsibility in relation to the purview of the Faculty union (Peralta Community College District Federation of Teachers), and the relationship of the colleges’ faculty senates and the DAS. This retreat galvanized the senators’ sense of empowerment

and their knowledge base regarding participatory governance functions, governing board policies and District administrative procedures.

CW: add the Fall 2018 DAS/Faculty Senates' retreat agenda and program documents.

Analysis and Evaluation

The College clearly describes the substantive participation of administrators and faculty in our institutional governance and policy, planning, and budgeting processes in the Participatory Governance & Organization Manual, as well as the committee charges. The College also ensures that the connection between these respective groups and their relation to the Academic Senate's role under Title 5 is clearly expressed.

A renewed sense of purpose and responsibility has colored the activities and attitudes of the College's Faculty Senate and College Council over the past several years...(Evidence: Number and nature of resolutions passed, attendance at College Council meetings)

4. Faculty and academic administrators, through policy and procedures, and through well-defined structures, have responsibility for recommendations about curriculum and student learning programs and services.

Evidence of Meeting the Standard

Laney's faculty and academic administrators have responsibility for recommendations about curriculum, as well as student learning programs and services. Administrators join faculty colleagues and having voting membership on the curriculum (Dean, Vpi) and learning assessment committees (VPI, VPSS). Beyond the attendance at meetings, however, there is an increased sense of accountability for institutional planning that sits with academic administrators. Just as the chairs are required to submit program reviews, the same is required of all academic managers, In 2019-20, the Vice President of Instruction submitted a Comprehensive Program Review for the area. Also, as with all program reviews, his had the resource of a CPR Coach (member of the Institutional Effectiveness Committee) who also served in the role of one of two validators.

Analysis and Evaluation

Laney College has a leadership model in which faculty and administrators support each other. There is a sense of understanding purview but also collaborating on a high level, as took place between the Vice President of Instruction and the Faculty Senate President during the Program Review process of training, collecting submissions, coaching validators on the rubric, and overseeing validation work and follow-up. Other instances that further show such joint yet defined efforts.ined effor

- All administrative units are now doing program review.
- Deans validate all program reviews, which are to include information about curriculum and assessment, which is faculty purview
- Department Chairs and deans/VPs play a major and pivotal role in schedule development
- The VPSS & VPI Co-chair the SEM Committee, which has substantive faculty membership. Decisions about strategic scheduling and the offering of services are discussed and developed in this committee consultatively.

5. Through its system of board and institutional governance, the institution ensures the appropriate consideration of relevant perspectives; decision-making aligned with expertise and responsibility; and timely action on institutional plans, policies, curricular change, and other key considerations.

Evidence of Meeting the Standard

The foundation for the District’s strategic planning is articulated in BP/AP 3250: Institutional Planning, and clarifies that the planning process should involve a “broad-based comprehensive, systematic and integrated system of planning.” At the College, this process involves all stakeholders and ensures that input from all affected populations is considered. The college’s governance structure promotes participation, falling directly in line with the institutional values of Respect, Diversity, and Innovation. It also aligns with Goal #s of the 2018-23 Strategic Goals and Objectives: **Promote a collaborative institutional culture for communication, governance and decision-making.**

- All major decisions, policies, curriculum changes and College Plans are developed through the College’s participatory governance structure. All appropriate constituent voices are sought out for inclusion and feedback. As feedback is received, updates are made accordingly.
- The membership composition as published in the Participatory Governance and Organizational Manual of each of the college committees is strategically developed in order to consider the appropriate perspectives for the charge at-hand. Committee members is changed when deficiencies in existing committee composition is identified. (Example needed for evidence.)
- Depending on the proposed decision or policy, the appropriate college committee is involved in the review and feedback, and the majority of formal recommendations to the College Council and further (District governance bodies, up to the Board, is appropriate) are initiated at the College committee or Senate level.

Analysis and Evaluation

The process of decision making allows for a great range of perspectives. for example, Equity Plan first is developed by the administrator /Equity Committee then through the three Senates (Faculty, Classified, Student) and then up through the College Council for recommendation to the College President, who then approves it for submittal to the District Board of Trustees. The college’s strategic plan followed a similar trajectory.

6. The processes for decision-making and the resulting decisions are documented and widely communicated across the institution.

Evidence of Meeting the Standard

The College's overarching decision-making process is detailed within the Laney College Participatory Governance Organization Manual (PGOM). This manual includes the College's overall commitment to participatory governance, diagrams that provide a picture of the decision-making process, and the following details for each committee that makes up the College's participatory governance structure:

- Charge
- Responsibilities
- Membership Composition
- Committee's reporting structure
- Website URL
- Standing meeting day/time/location
- Absence Policy (if applicable)
- Term Limit Policy (if applicable)

The final decisions on recommendations that are brought through College Council are announced at the beginning of each College Council meeting and included within the minutes. These minutes and agendas are posted on the College's website. The ultimate policies are **usually** announced via the College's Faculty and Staff email distribution list. A mid-year report and End-of –the-Year Report is developed and also shared with the Council and on the College website to list all decisions that come through the Council.

Additionally, Board Policy 2510 provides and overview of the District's commitment to participatory governance.

Analysis and Evaluation

The College Strategic Plan and the structure articulated in the Laney Participatory Governance and Organizational Manual clearly articulates the procedures that establish institutional decision-making and the roles of participants. The agendas for meetings of the College Council, governance committees, the Faculty Senate, and other strategic planning bodies are sent to College stakeholders through college email and are posted on the college website. Meeting minutes for these groups are also posted on their respective websites. Upcoming decisions, retreats, and conferences are communicated through email and are advertised during college Flex Days.

For critical information, additional communications went out for meetings or broader dissemination of the following:

- Budget updates

- Reduced Scheduling Allocation for 2020-21
- Rubrics for resource prioritization
- Program Review process
- Board Policy 2510 (Role of the faculty senate)

Moving forward, the college is committed to also doing the following to align more closely with this and other standards within 4A:

- Listing final decisions made through College Council (to add to the College events) that go out in the weekly newsletters from the PIO.
- Formal archiving of final documents approved through the College Council

7. Leadership roles and the institution's governance and decision-making policies, procedures, and processes are regularly evaluated to assure their integrity and effectiveness. The institution widely communicates the results of these evaluations and uses them as the basis for improvement.

Evidence of Meeting the Standard

Laney college's commitment to institutional continuous quality improvement is at the heart of its governance processes. Committees set goals at the beginning of each year and at the midway point and then the end, assess the work done to measure if goals were accomplished and any improvements moving forward. In fact, there is communication of a regular cycle of evaluation for governance sent from the president's office to committee members. Moreover, this is reviewed as an action item during Meetings of the Shared Governance Committee Chairs.

The College Council is one example, as minutes demonstrate the mid and end-of-year discussions. Further evidence can be found in the same evaluative instruments and introspection found in online surveys and meeting minutes, respectively.

Analysis and Evaluation

The College is meeting this standard and is improving annually. The College has adopted the practice of annual (and in some instances bi-annual) assessment of the College's shared governance bodies (committees, senates, councils, etc). This assessment includes a survey of how the College is setting goals, assessing those goals, and then developing subsequent goals to ensure continuous improvement.

The College President now meets with the Chairs of the College's shared governance committees twice a year to discuss, among other things, ways to make the College's participatory governance structure, bodies and practices more efficient.

The College continues to assess and update its Participatory Governance Organization Manual in order to ensure that it is current and appropriate for the institution as it currently is. Recommendations for updates have went through the College's shared governance process for approval through the College Council, for ultimate placement in the manual. The manual is sent out via Laney-FAS as well as posted on the College's website.

Conclusions on Standard IV.A. Decision Making Roles and Processes

[insert response]

Improvement Plan(s)

[insert response if applicable]

Evidence List

[insert list]

B. Chief Executive Officer

1. The institutional chief executive officer (CEO) has primary responsibility for the quality of the institution. The CEO provides effective leadership in planning, organizing, budgeting, selecting and developing personnel, and assessing institutional effectiveness.

Evidence of Meeting the Standard

Though there is no Board Policy or Administrative Procedure that speaks to the college C.E.O., the Laney college President Job Description (2007) calls for the Chief Executive Officer to have primary responsibility for the college. Specifically, it states that the president “plans, organizes, and administers the college, develops and recommends goals and objectives and oversees recommendations for the selection of personnel” while also developing and administering the college budget. The Laney college president has taken on these roles, and to the institution it seems this role is played from the direction set at each college opening day the Friday before the start of the semester (evidence) and later with planning retreats and College Council meetings that she chairs. Within the latter, her president’s report contains decisions on recommendations made by the council, often with the mission and strategic planning at the heart of rationale provided (evidence). One further example is the Travel Policy that was developed by the Business Office and then shared at President’s Cabinet once it was ready to be considered by the Collee Council.

Driven by the Educational Master Plan as well as the Mission and Vision (governance chart) is the college’s planning process, specifically as it relates to program review. The college president reshaped the process to bring further import to the reviews, their validations, and the areas that were authoring them. Because curriculum, assessment, and resource requests were tied together, this became a clear example of integrated planning process. Also, in the second year of the process, more attention was given to demystifying it, as training and help sessions on both the review platform and the rubrics were offered. (Tammeil you may have a better narrative on this than I do.)

Beyond planning, the president uses the governance process to have consultation regarding recommendations. When a professional sports team brought forward a proposal to build a stadium on part of the campus..... The president through the governance process, took a recommendation from the faculty senate and then the College Council prior to making a decision and communicating it.

The Laney President also makes directional decisions about the college. During times of budget reduction, she worked with the CBO’s numbers and data to provide the communication process for recommendations for reductions to be brought forward. Also during this time, while facing falling enrollments, she called for the college to receive technical assistance as part of the IEP Strategic Enrollment Management Project, in addition to investing in professional development as well as faculty release time to begin the college’s entry into Guided Pathways and has continued to support it with collaboration.

The college president also leads the college in its partnership and development efforts. She led the establishment of collaboration with several external partners. Moreover, she has taken on the “living logo” aspect of fundraising, beginning to cultivate relationships toward bringing in potential donors to the college.

Analysis and Evaluation

The college satisfies the standard, as the college president has taken primary ability for the quality of the institution. She fosters a culture of continuous quality improvement, with committees evaluating themselves and presenting their work at mid and end-of-year meetings of the College Council as well as planning retreats.

She has also made the program review and governance processes more meaningful. Moreover, the College’s Strategic plan is now at the core of planning processes.

That said, there needs to be further guidance for the undertakings of this standard, beginning with Board Policy language. Also, there may be with this authorship an opportunity for the district to have a leadership academy for new incoming CEOs.

The Peralta District’s Board and Administrative procedure language speak directly to having a required organizational structure (BP3100). Other language (BP 3250) speaks to Institutional Planning that the Chancellor must ensure at the district and the colleges, and BP 7250 speaks to the responsibilities and working conditions of administrators in general. However, there is not any Board Policy or Administrative Procedure that discusses the role of the college Chief Executive Officer specifically.

On the college level, new planning processes need continued evaluation (short-term improvement that can continue to and through Fall 2020. Training and assistance for program review was an improvement in 2019-20, but moving forward the need for a handbook or other guide is apparent.

Also, given the competitive nature of hiring faculty and other college employees, another process that needs to be shortened is that which takes place from vacancy to hire.

Include **the hiring chart (without names) here.**

2. The CEO plans, oversees, and evaluates an administrative structure organized and staffed to reflect the institution's purposes, size, and complexity. The CEO delegates authority to administrators and others consistent with their responsibilities, as appropriate.

Evidence of Meeting the Standard

Board Policy does not speak to the role of the president relative to this standard. The president empowers and holds accountable the senior-level administrators. The senior level administrative authority includes the Vice Presidents of Instruction, Student Services, and Administrative Services. The senior-level administrators then hold all levels of management accountable for their areas of assignment.

Analysis and Evaluation

The College meets the standard and is in a better position to manage critical areas of the college given an updated governance meeting structure, and additional positions that were added to the Colleges' staff.

The College President meets weekly with the College's Vice Presidents as the Executive Council, monthly with the College's entire management team as Management Council, monthly with the College's constituency leadership as the President's Cabinet, and then individually with the college's Senate leads and each of her executive level staff. Tasks are regularly delegated through these meetings.

The College's business unit used to be under the responsibility of a Business Manager, then this position was upgraded to a Director of Business & Administrative Services, and in January 2018, the position was upgraded further to a Vice President of Administrative Services, which is most appropriate for the College's size. Additionally in 2018, the College added the Director of Facilities and College Operations and Director of Technology positions in order to provide high level management for these vital areas of the College, and also added the Associate Dean of Educational Success to provide critical leadership in the College's effort to improve student success. In 2019, the College prioritized through its program review process and recruited to hire the position of Staff Assistant to the Office of Student Activities and Campus Life. This added classified is critical to providing support to improve the student life experience on campus. (EXAMPLES, HIRING DIRECTOR OF information TECHNOLOGY services, INCLUDING PROCESS AND HAVING MINUTES)

Hiring grid might be better placed here, as most had been interims.

3. Through established policies and procedures, the CEO guides institutional improvement of the teaching and learning environment by:
 - establishing a collegial process that sets values, goals, and priorities;
 - ensuring the college sets institutional performance standards for student achievement;
 - ensuring that evaluation and planning rely on high quality research and analysis of external and internal conditions;
 - ensuring that educational planning is integrated with resource planning and allocation to support student achievement and learning;
 - ensuring that the allocation of resources supports and improves learning and achievement; and
 - establishing procedures to evaluate overall institutional planning and implementation efforts to achieve the mission of the institution.

Evidence of Meeting the Standard

The president sets the tone and agenda for institutional improvements in all aspects of the teaching and learning environment, including establishing the process that sets the values, goals, and priorities of the College. The president participates in all levels of institutional planning as outlined in BP 3250: Institutional Planning within the College and in the District as appropriate. The strategic planning structure promotes a culture of dialogue and shared responsibility from the president to all levels of the organization to strengthen institutional effectiveness. The president is responsible for monitoring progress, considers changes, makes modifications to structures, and acts on information generated.

Evidence supporting this response is bountiful and includes the following:

- **Ensuring high-quality research** – work with the research analyst, the CEO has ensured that college planning and evaluation rely on high-quality research. The college has effectively provided the entire district with data on student swirl, a key to discussing issues accompanying oversaturation of scheduling in some collective areas of the schedule and unmet need others. (I have some swirl data/presentation slides to add as evidence) Inside the campus, her emphasis on a culture of continuous improvement has led to the Snapshot analysis, a report that shows faculty individually not only their student achievement data in a gross number but also in disaggregated form to show how disproportionately impacted students are being served by the classes they take. (Use the April College Planning retreat as evidence.)
- **Ensuring educational planning is integrated with resource planning and allocation** - Each year the college undertakes the process of institutional planning “from the bottom up” as departments, service areas, and administrative units submit program reviews. Working toward continuous improvement, the review process is geared for immediate handoff of resource requests to allocation committees for ranking and then submission through governance. Some improvements in the program review process itself, though, include

Training for entire program reviews to authors – This was identified as a need after evaluation of the 2018-19 process. Subsequently, one session per month was held during Fall semester, including during two department chairs and coordinators meetings.

Mandating validated submissions of program reviews for resource request considerations – Results of the validations were disseminated to the college’s five resources committees, which included faculty prioritization, classified staffing, facilities, technology and instructional equipment/library materials. In each case, only programs submitting validated reviews were eligible to receive these resources.

Norming, training of validators- In October, a session was held to disseminate the rubrics for program review not only to the authors but also the managers and Institutional Effective Committee members who would be reading and scoring the reports. Assessment of student achievement data analysis was one topic within these help sessions.

4. The CEO has the primary leadership role for accreditation, ensuring that the institution meets or exceeds Eligibility Requirements, Accreditation Standards, and Commission policies at all times. Faculty, staff, and administrative leaders of the institution also have responsibility for assuring compliance with accreditation requirements.

Evidence of Meeting the Standard

[insert response]

Analysis and Evaluation

[insert response]

5. The CEO assures the implementation of statutes, regulations, and governing board policies and assures that institutional practices are consistent with institutional mission and policies, including effective control of budget and expenditures.

Evidence of Meeting the Standard

[insert response]

Analysis and Evaluation

[insert response]

6. The CEO works and communicates effectively with the communities served by the institution.

Evidence of Meeting the Standard

CW: Over the past two years, Laney College’s President and her office’s support staff have led the college in terms of communication, and ushered in a renewed sense of respect for participatory governance. In addition to clear, timely communications regarding the meetings, agendas, and reporting (minutes) of the College Council, the President has met frequently with chairs of governance committees, shared status reports in email communications and professional day addresses, issued timely announcements and invitations regarding governance issues, and invited students, faculty and classified professionals and other administrators to her monthly “Tuesdays with Tammeil” forums.

CW: The President’s primary staff assistant, Maisha Jameson, has been an integral participant in driving committee leaders’ communications, and leads by example in documenting planning processes, decisions by the College Council, posting minutes of College Council meetings on the Council’s website, and maintaining and revising the Participatory Governance Manual with information regarding committee charges, membership, and meeting times and locations.

Analysis and Evaluation

[insert response]

Conclusions on Standard IV.B. CEO

[insert response]

Improvement Plan(s)

[insert response if applicable]

Evidence List

[insert list]

C. Governing Board

1. The institution has a governing board that has authority over and responsibility for policies to assure the academic quality, integrity, and effectiveness of the student learning programs and services and the financial stability of the institution. (ER 7)

District has primary responsibilities according to the “Functional Map”

2. The governing board acts as a collective entity. Once the board reaches a decision, all board members act in support of the decision.

District has primary responsibilities according to the “Functional Map”

3. The governing board adheres to a clearly defined policy for selecting and evaluating the CEO of the college and/or the district/system.

District has primary responsibilities according to the “Functional Map”

4. The governing board is an independent, policy-making body that reflects the public interest in the institution’s educational quality. It advocates for and defends the institution and protects it from undue influence or political pressure. (ER 7)

District has primary responsibilities according to the “Functional Map”

5. The governing board establishes policies consistent with the college/district/system mission to ensure the quality, integrity, and improvement of student learning programs and services and the resources necessary to support them. The governing board has ultimate responsibility for educational quality, legal matters, and financial integrity and stability.

District has primary responsibilities according to the “Functional Map”

6. The institution or the governing board publishes the board bylaws and policies specifying the board’s size, duties, responsibilities, structure, and operating procedures.

District has primary responsibilities according to the “Functional Map”

7. The governing board acts in a manner consistent with its policies and bylaws. The board regularly assesses its policies and bylaws for their effectiveness in fulfilling the college/district/system mission and revises them as necessary.

District has primary responsibilities according to the “Functional Map”

8. To ensure the institution is accomplishing its goals for student success, the governing board regularly reviews key indicators of student learning and achievement and institutional plans for improving academic quality.

District has primary responsibilities according to the “Functional Map”

9. The governing board has an ongoing training program for board development, including new member orientation. It has a mechanism for providing for continuity of board membership and staggered terms of office.

District has primary responsibilities according to the “Functional Map”

10. Board policies and/or bylaws clearly establish a process for board evaluation. The evaluation assesses the board’s effectiveness in promoting and sustaining academic quality and institutional effectiveness. The governing board regularly evaluates its practices and performance, including full participation in board training, and makes public the results. The results are used to improve board performance, academic quality, and institutional effectiveness.

District has primary responsibilities according to the “Functional Map”

11. The governing board upholds a code of ethics and conflict of interest policy, and individual board members adhere to the code. The board has a clearly defined policy for dealing with behavior that violates its code and implements it when necessary. A majority of the board members have no employment, family, ownership, or other personal financial interest in the institution. Board member interests are disclosed and do not interfere with the impartiality of governing body members or outweigh the greater duty to secure and ensure the academic and fiscal integrity of the institution. (ER 7)

District has primary responsibilities according to the “Functional Map”

12. The governing board delegates full responsibility and authority to the CEO to implement and administer board policies without board interference and holds the CEO accountable for the operation of the district/system or college, respectively.

District has primary responsibilities according to the “Functional Map”

13. The governing board is informed about the Eligibility Requirements, the Accreditation Standards, Commission policies, accreditation processes, and the college’s accredited status, and supports through policy the college’s efforts to improve and excel. The board participates in evaluation of governing board roles and functions in the accreditation process.

District has primary responsibilities according to the “Functional Map”

Conclusions on Standard IV.C. Governing Board

[insert response]

Improvement Plan(s)

[insert response if applicable]

Evidence List

[insert list]

D. Multi-College Districts or Systems

1. In multi-college districts or systems, the district/system CEO provides leadership in setting and communicating expectations of educational excellence and integrity throughout the district/system and assures support for the effective operation of the colleges. Working with the colleges, the district/system CEO establishes clearly defined roles, authority and responsibility between the colleges and the district/system.

District has primary responsibilities according to the “Functional Map”

2. The district/system CEO clearly delineates, documents, and communicates the operational responsibilities and functions of the district/system from those of the colleges and consistently adheres to this delineation in practice. The district/system CEO ensures that the colleges receive effective and adequate district/system provided services to support the colleges in achieving their missions. Where a district/system has responsibility for resources, allocation of resources, and planning, it is evaluated against the Standards, and its performance is reflected in the accredited status of the institution.

District has primary responsibilities according to the “Functional Map”

3. The district/system has a policy for allocation and reallocation of resources that are adequate to support the effective operations and sustainability of the colleges and district/system. The district/system CEO ensures effective control of expenditures.

District has primary responsibilities according to the “Functional Map”

4. The CEO of the district or system delegates full responsibility and authority to the CEOs of the colleges to implement and administer delegated district/system policies without interference and holds college CEO’s accountable for the operation of the colleges.

District has primary responsibilities according to the “Functional Map”

5. District/system planning and evaluation are integrated with college planning and evaluation to improve student learning and achievement and institutional effectiveness.

District has primary responsibilities according to the “Functional Map”

6. Communication between colleges and districts/systems ensures effective operations of the colleges and should be timely, accurate, and complete in order for the colleges to make decisions effectively.

District has primary responsibilities according to the “Functional Map”

7. The district/system CEO regularly evaluates district/system and college role delineations, governance and decision-making processes to assure their integrity and effectiveness in assisting the colleges in meeting educational goals for student achievement and learning. The district/system widely communicates the results of these evaluations and uses them as the basis for improvement.

District has primary responsibilities according to the “Functional Map”

Conclusions on Standard IV.D. Multi-College Districts or Systems

[insert response]

Improvement Plan(s)

[insert response if applicable]

Evidence List

[insert list]

H. Quality Focus Essay

Introduction of Projects

[insert response]

Anticipated Impact on Student Learning and Achievement

[insert response]

Outcome Measures

[insert response]

Action Plan(s)

[insert plan for each project]

Activity	Responsible Party	Resources	Timeline