



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
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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:

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

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A. Introduction

College History

Laney College is the largest of the four Peralta Community College District Community College District campuses, serving approximately 16,000 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. Fifty years ago, in September 1970, Laney College completed construction of its new buildings and opened its doors to students.

At the heart of Oakland, Laney College reflects and embraces the tremendous human and cultural variety that characterizes its location. Oakland is one of the most ethnically diverse major U.S. cities, ranking 4th in diversity. It has become a center for the African American population of Northern California although it has lost nearly 25% of the black community since 2000. Oakland also has the 3rd largest LGBTQA+ community among the 50 largest cities following San Francisco and Seattle. The Laney College service area also includes the adjacent cities of Alameda, Albany, Berkeley, Emeryville, Hayward, and Piedmont; it also draws from the Greater Bay Area because of its technical training and reputation for diversity.

<http://worldpopulationreview.com/us-cities/oakland-population/>

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.

Laney Athletics also is at a high point, with the 2019 win of the CCCAA State Championship. Since California has more community colleges playing football than the entire country combined, the winner of the CCCAA State Championship is also declared the national champions.

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

When it created the city's first public trade school on 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, was the OUSD's attempt to modernize its educational offerings. The OUSD Board created the Joseph C. Laney Trade and Technical Institute in 1953., to honor Joseph C. Laney (1880-1948), a journalist, businessman, and former president of the Oakland Unified School District (OUSD) Board of Education, who championed the city's vocational education programs.

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. 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.

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 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.

Laney College Demographics and Data

The Laney College service area includes the cities of Alameda, Albany, Berkeley, Emeryville, Oakland, and Piedmont. Like the residents of its main service areas, the students of Laney College are a broadly diverse group. At the heart of one of the most diverse cities in America, Laney College reflects and embraces the tremendous human and cultural variety that characterizes its location.

The largest single ethnic group on campus is made up of Asian and Asian Americans, who represent about 32 percent of the overall student population. African American students from the next-largest contingent, at 29 percent, while whites and Latinos make up 16 percent and 13 percent, respectively. (Around 10 percent decline to state.) Some 500 international students attend Laney College, and fewer than 30 different languages are spoken on campus every day. Women represent 56 percent Laney College student body, and the average Laney Student is about 31 years old. Only about 40 percent of Laney College students are said to be of “traditional college age” (16-24).

Laney College is ideally situated in downtown Oakland and the geographical center of the East Bay region. Laney College is the higher educational gateway in a city where persons under 18 years of age represent over 21% of the population and 80% are high school or higher graduates. Laney College’s students are diverse, reflecting East Bay demographics. The USA Today Diversity Index ranks Oakland as one of the two most diverse cities in the United States. Oakland’s population was 400,740 in 2012, up 2.6% since 2010, when the population in Oakland was 28% African American; 17% Asian; Hispanic/Latino 25%; White 25% and others 4%. Foreign Born parents represent 27.5% of the households; Language other than English spoken at home is 39.6%; with 19.6% living below the poverty line . (US Census Bureau).

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.

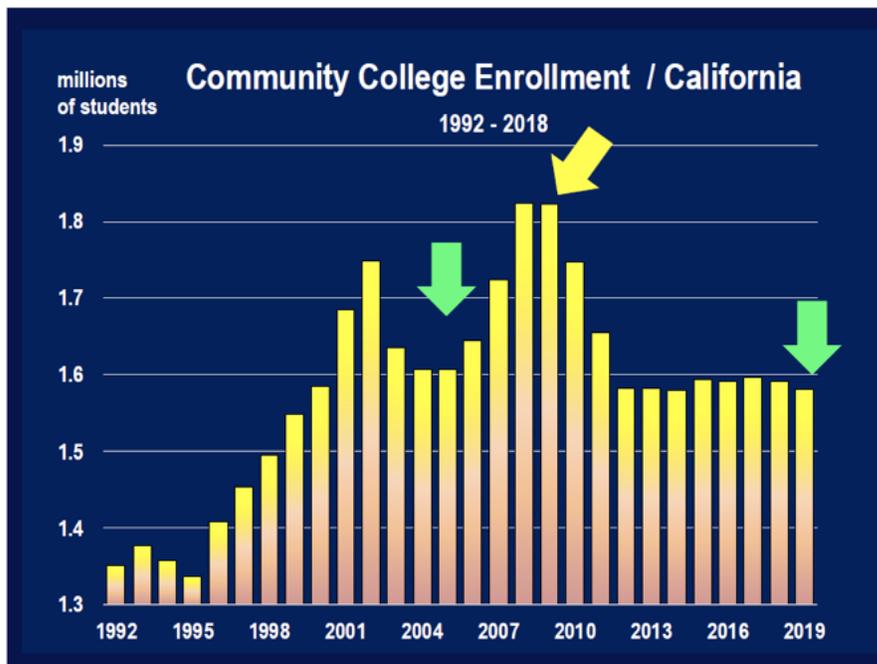
These eight goals are as follows:

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.

A Guided Pathways workgroup also was formed, 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, are working, and often 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 these 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 eight areas and branding them in an all-campus activity with the day netting several hashtags and 'brands' to describe 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 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. The initiatives 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
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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

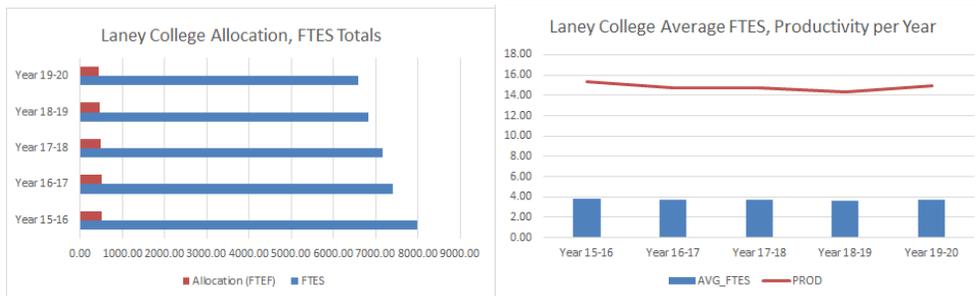
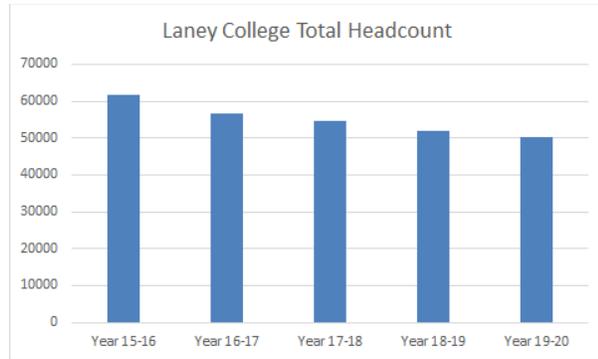
Shortly after the acceleration project began implementation, Assembly Bill 705 was passed. It required students the possibility to self-place into transfer math and English regardless of GPA or past coursework. Additionally, the colleges were allowed to establish required support courses as needed. Through 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.

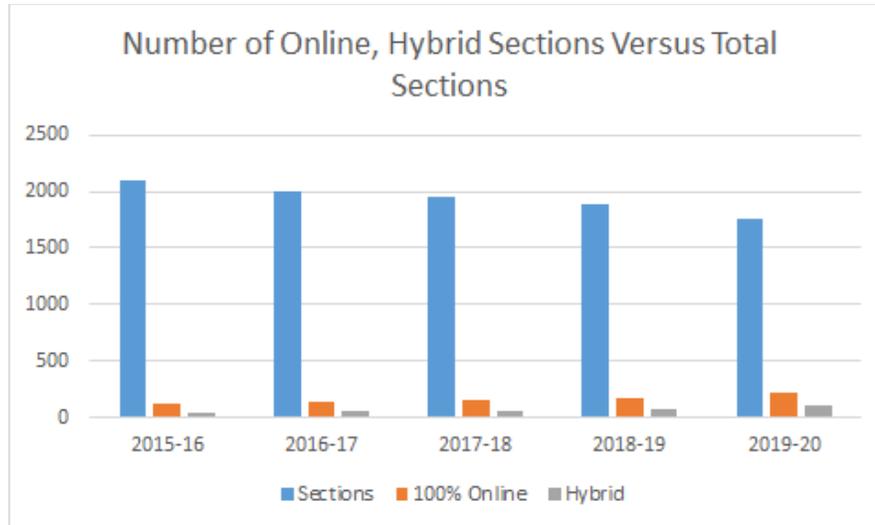
Student Enrollment Data

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.

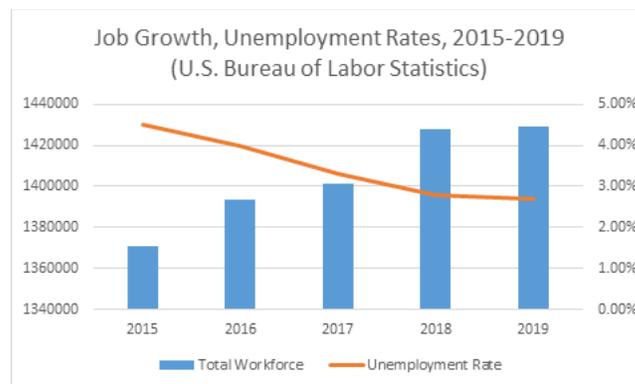
From 2018-29 to 2019-20, for instance, allocations from Fall to Fall decreased by 12.5%, in 2019-20, the college increased both its average FTES per course as well as its production and reached enrollment targets for both Summer 2019 and Fall 2019. One area that has served as an ally to the college has 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.



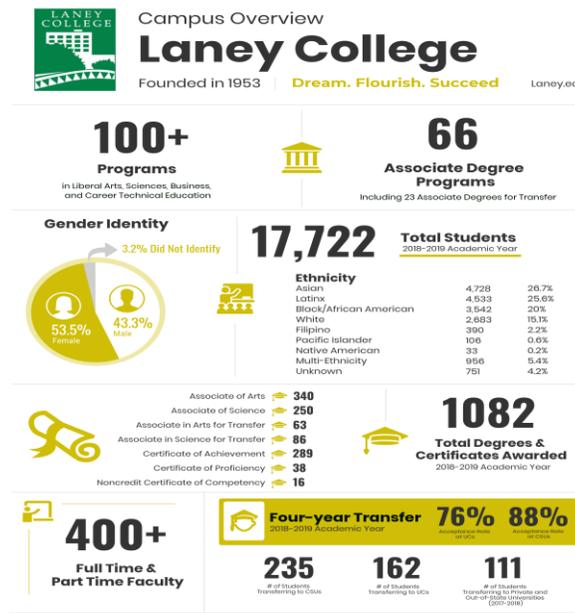
According to this same data, the leading employment fields are as follows.

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)

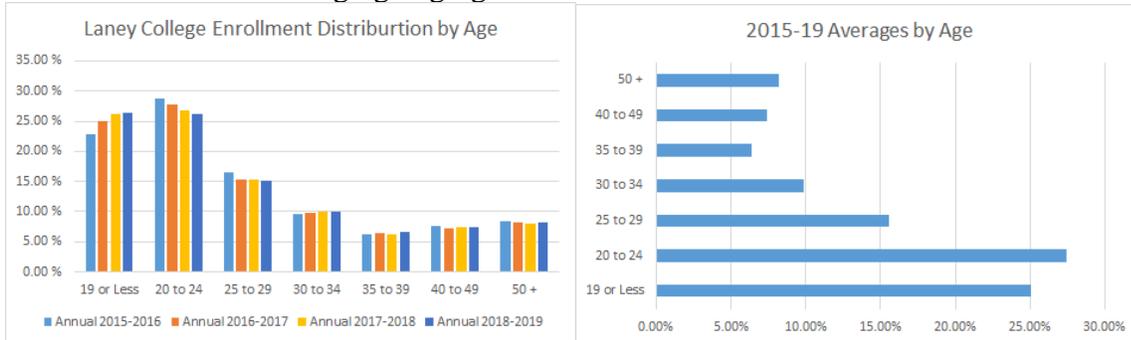
Demographic Data

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.



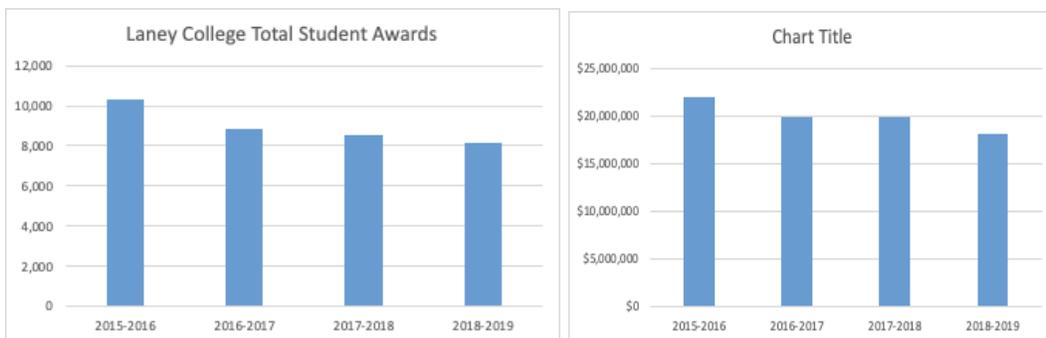
Socio-economic Data

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.

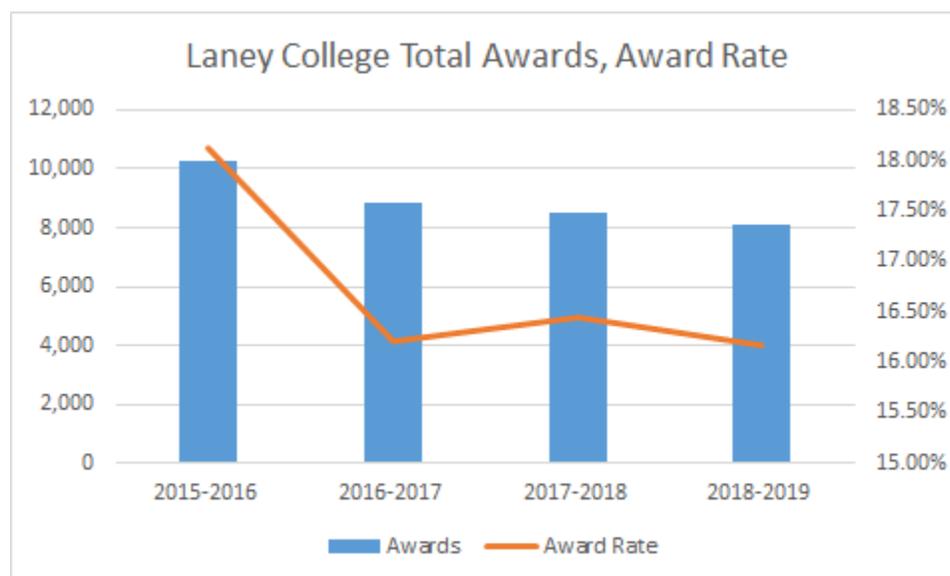
More than 55% of Laney students are over 24, and the data shows that educational attainment data to be lower for attainment of a high school diploma but a higher college-going rate. 80.5% have earned at least a high school diploma, roughly 3% lower than the 18-24 demographic, while 65.1% - or nearly 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 several 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

Needed from Clifton:

Tables on the following:

Metric	Institution-Set Standard	Baseline Year	Baseline Performance	2021-21 Vision Goal	Change	2024-25 Strategic Plan Goal
Course Success Rate						
Associate Degree Earners						
ADT Earners						
Students Transferring to UC/CSU						
UNITS PER DEGREE EARNER						
EMPLOYEED IN FIELD OF STUDY						

Metric	Institution-Set Standard	Baseline Year	Baseline Performance	2021-21 Vision Goal	Change	2024-25 Strategic Plan Goal
All Students Who Transferred to Any 4 Year Institution						
Vision Goal Completion (Degree, Certificate, and/or Transfer)						
Transfer Math & English Completion in First Year						
Students Who Enrolled in Fall						

and Subsequent Spring (Retention)						
Applicants Who Enrolled at RCC (State Chancellor's Office Access Metric)						

ADDITIONAL SUGGESTED TABLES:

Disaggregated Course Retention Rates: List Populations analyzed in VFS, Program Review

Disaggregated Course Completion Rates: List Populations analyzed in VFS, Program Review Populations

Tables (with narratives as needed by Chris/Rudy on Completion Awards, including gender, 6-year scorecard cohorts, Transfer Volume, CTE WORKFORCE GOAL/METrics, Licensure Exam Success Rates, Job Placement Rates

FROM ACCJC TEMPLATE:

[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 I.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)	2a 1-5; 7-13; 16: Curriculum Committee 2a6: Strategic Enrollment Management Committee 2a 14: CTE Advisory Committee 2a 15: Office of Instruction	Rudy Besikof
<u>2B. Library and Learning Support Services</u>	Distance Education Committee/Library Full-Time Faculty	2b1: Distance Education Committee, Library 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

The ACCJC September (exact day?) 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.

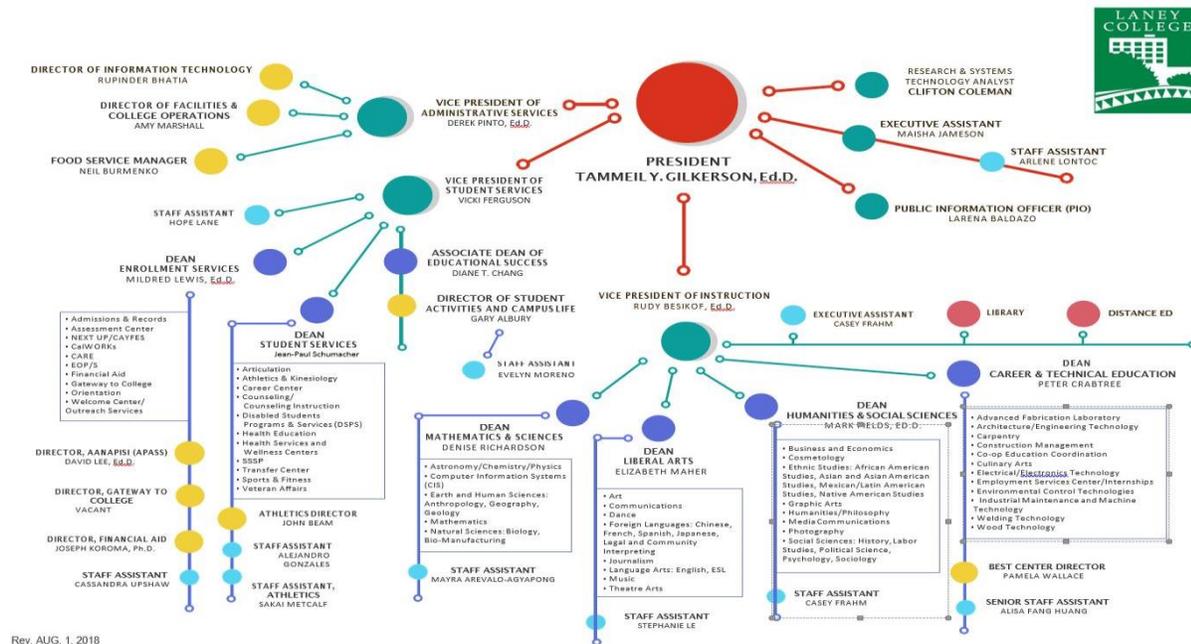
On February 15, the college received drafts of district portions of the ISER, with many touching on Standards III and IV. After updates to the ISER draft, a second version was disseminated for further revision toward a final 2019-20 read and first read at the College Council. Work and evidence gathering 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, certificates (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.

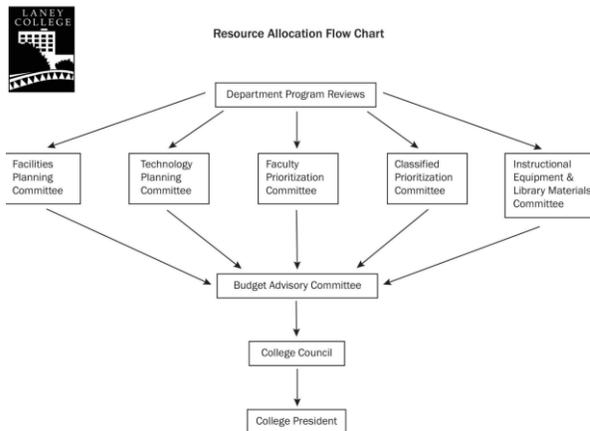
Within participatory governance, committees' charges and work are examined in two very visible forms:

- (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 Operationg Procedures – *Narrative Needed*
- Program Review Process – In addition to scoring rubrics for Program Review, the rubric used by Resource Allocation committees was also vetted through governance to ensure alignment with the Mission, Vision and Values of the college. For instance, the rubrics were approved by groups such as the college's Curriculum Committee on October 15, 2019.
- Self-Evaluation Surveys for Committees - *screenshot of self-eval as part of committees' processes in EVIDENCE folder: 1A3-PGCommittees processes -- self-eval.jpeg (College Council Agenda for 2/12/2020, item 5.3. College Council committee self-evaluation results shared)*
- Participatory Governance Operations Manual (Rev. May 2017)
- Planning Retreat Agendas, Slides Diane: per Rudy, April 2019 College-wide Planning Retreat. Mai would have slide?
- 2019-21 Strategic Enrollment Management Plan (link to website, where the plan can be downloaded as .pdf)

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

Conclusions on Standard I.A. Mission

Laney College's mission review process aligns with its Vision, Goals and Values. What is more, it directly guides the activities of governance as well as strategic planning, program review and resource allocation.

Laney's participation in the Strategic Enrollment Management Development Initiative, the California Guided Pathways Project, implementation of AB 705, and focus on closing student equity gaps have created an opportunity to ensure that the revised mission, vision, and values fully reflect the College's commitment to student learning and achievement for all students.

Improvement Plan(s)

While the strategic planning process has evolved into more structured, systematic, and robust activities (I.e. Program Review, Validation, Resource Allocation) that and ensure thoughtful planning and communication at multiple levels, specifically to attain the following:

- Greater use of Institution-level Outcomes Assessment data to inform goal setting in programs and their divisions

- Outreach to provide a “deepening of the bench” as it relates to greater faculty (beyond department chairs) involvement in constructing are program review reports
- Expansion of the process to refine the work of the five resource allocation committees.

Evidence List

Name of Evidence	Source
<u>Laney College Mission, Vision and Values</u>	<u>https://laney.edu/about/</u>
<u>with its approval at the March, 2018 College Council Meeting</u>	<u>https://laney.edu/college-council/wp-content/uploads/sites/190/2018/08/College-Council-Meeting-Minutes-3-21-2018-FINAL.pdf</u>
<u>May 16, 2018 College Council Meeting</u>	Link/document needed
<u>Standard Operating Procedure Document</u>	<u>https://laney.edu/business_office/adminsop/</u>
Comprehensive, Annual Program Review Rubrics (Separate out actual rubrics in next revision)	<u>https://laney.edu/institutionaleffectiveness/program-review/</u>
Resource Allocation Rubric	<u>https://laney.edu/institutionaleffectiveness/wp-content/uploads/sites/227/2019/11/Resource-Request-Ranking-Rubric-2019-20-FINAL.docx.pdf</u>
10/15/19 College Council Minutes.	Approval of the rubrics is noted on CC agenda October 16, 2019 item 4.1; minutes reporting Pres. Approval Oct. 30 minutes, item 2.1 (ask Mai about “draft” status of these minutes)
<u>Participatory Governance Operations Manual</u>	<u>https://laney.edu/sharedgovernance/wp-content/uploads/sites/114/2009/11/PGOM-20170409.pdf</u>

2019-21 Strategic Enrollment Management Plan	https://laney.edu/college-strategic-enrollment-management-plan/

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

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. ([Flex Day agendas and post-flex surveys](#)) Flex Days themselves are informed by extensive communication among faculty and classified professionals about what trainings, workshops, and other activities will most positively impact student learning and achievement. Student equity and continuous improvement of learning are at the heart of many of these campus-wide conversations. **Consider adding a link to PD cmte agenda / minutes.**

Also, add a note about post-workshop and post-Flex-Day assessment / surveys, Felipe will post the last three Survey Monkey assessment surveys on the PD website, and we can link to that for now.

Dialog also takes place throughout Laney's participatory governance committees, often culminating in institution-wide recommendations 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. The Learning Assessment Committee plays the largest role here, continually training faculty in various disciplines on how to write and assess SLO's and PLO's, analyze the data, and make improvement plans as departments.

Committees to provide evidence. -- Should THIS be where we post data collected through the LAC's use of QR coded surveys assessing ILO on Global Awareness? Or in the previous paragraph?

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 expanding evening hours for Counseling from two nights a week to four, Health Services introducing evening hours one night per week, and tutoring support also scaling up to four nights per week.

The impact of these discussions has taken two key forms. First, through collaboration with the Strategic Enrollment Management (SEM) Committee, pathways-based scheduling has become a key goal in the SEM 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. (Do we want a link to this?)

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. The META platform has multiple levels to include data for the course, program, and institutional level assessment. Prior to the launch of META in Fall 2017, data was collected using both the Taskstream platform and Excel Spreadsheets.

The committee provides resources for assessment that include steps for writing Student Learning Outcomes and the rubric for approval. To prepare faculty, the page also contains professional development resources that teach the basics of outcomes and Bloom's Taxonomy.

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.

Outcomes and Curriculum

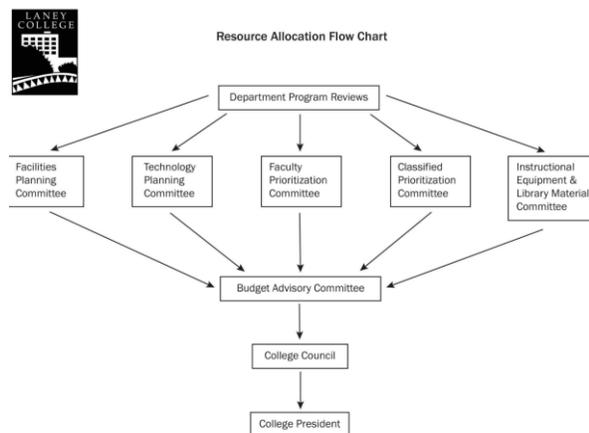
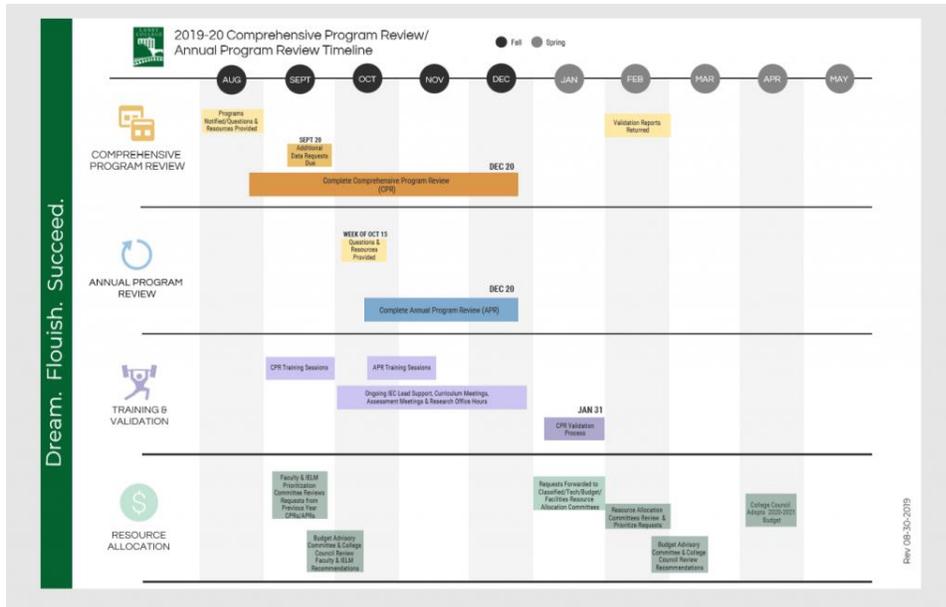
The outcomes that are determined by faculty authors are vetted and then approved as part of the Course Outline of Record (COR). The META (Curriquet) system also includes an outcome outline as well as reports of all SOLs AND PLOs.

As part of the process itself, when outcomes are submitted, the Assessment Coordinator approves outcomes for the COR. Doing so, this individual works with faculty to ensure outcomes employ Bloom's Taxonomy and are assessable by an appropriate methods.

Program Learning Outcomes appear on the degree and certificate pages in the catalog, and PLO assessments are posted on the LAC web page.

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. The cycle was first present at a Faculty Senate Retreat in August 2015. 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. This is not only an annual assessment of SLOs but also PLOs that culminate in the overall program assessment portion of the cycle, which occurs not during Comprehensive Program review but during its own year so that it can be the primary focus. (The same is done for curriculum review.)

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.](#)^[CW: Email or flyer?] Given the increased awareness as well as the consequences that now accompany incomplete or unsatisfactory assessment, the college is expecting continued improvement.

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

ADD a status report showing where departments stand.

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, workshop assignments, knowledge-based questionnaires and satisfaction 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, so that the students we serve are not only satisfied with services but 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 program's 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 more effectively engage in the classroom, pass their courses, and earn a certificate or degree in the program. **Include evidence regarding this example, especially if/where we can show that a workshop was changed in response to a survey, and then an improvement plan was developed and implemented, resulting in improved retention/completion.**

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

Also, Let's consider adding a status report showing where various service areas/programs stand with writing, assessing, analyzing SAO's, and writing and meeting around improvement plans.

We can use the upcoming Flex Day training session (with Cynthia and me) to show immediate improvement, and the work that gets done that day can be followed up on by the end of the Spring to get some “points on the board”!

Conclusion

Participation in the assessment process is improving at Laney College, and recent (2018-20) integration enhancements of assessment’s role in institutional planning and resource allocation has brought further meaning and value. The IEC, Department Chairs Academy, and Student Services program coordinators groups are expanding awareness of this integrated system and understanding of the nature and importance of assessment is expanding.

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. Within the META system, there are multiple reporting levels that enrich the process and allow for assessment from course all the way up to institution level. In fact, Levels 2-7 provide documentation of resource requests that departments can use in their CPR Resource Request.

To navigate META, there are regular workshops during Professional Development Days, and ongoing drop-in assessment workshops throughout the fall and spring terms. Completed reviews ([link in assessments for COSM 221, COSM 215, MATH 13s, CULIN from CPR, along with service, admin area assessments](#)) are evidence of the comprehensive training. ([Link to training resources.](#))

[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.

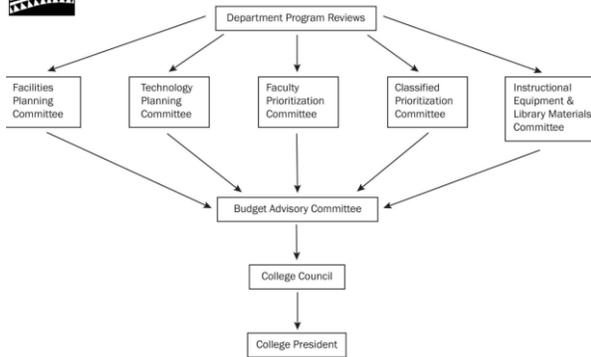
Central to the improvement efforts were a number of activities held to communicate not only the program review process but also the need to align this vital work to the mission of the college.

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

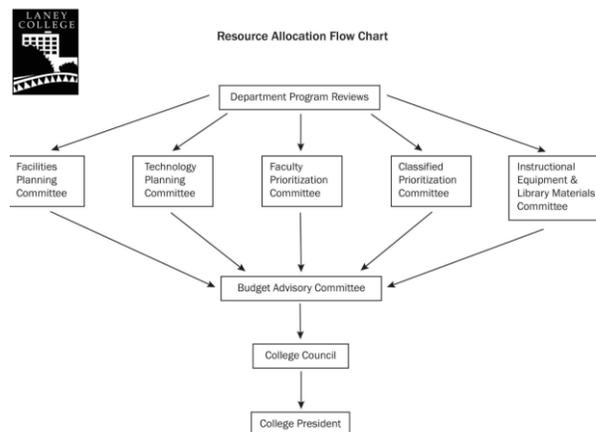
The College’s analysis of student learning and achievement data routinely includes disaggregated data; and analysis of this disaggregated data is central to Guided Pathways implementation as well as the Vision for Success goals that Laney provided to the state, most recently in Spring 2019. The framework 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 Perlata 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.**

7. **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**. Within the governance structure, the Learning Assessment Committee works with assessment and posts its results on the committee web page. In 2018-19, for instance, such evaluation activities were reported to the College Council and Strategic Enrollment Management Committees. **[Let's add minutes &/or agendas for both]** 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 **[What year?]** 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. **[Might add link to BI Tool, if this capability is truly still in place. -- Definitely add link to District Dashboards page, and mention its availability to the public. Here's that link: <https://web.peralta.edu/indev/fact-books/> -- Possible improvement: Put this link on Laney's "About" page! -- or somewhere more appropriate?**

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): the discipline to department/area through divisions to vice president plans to prioritization and resource allocation.

RUBRIC

Resource allocation narrative... Evidence: prioritized list, accompanying minutes. RESOURCE ALL. RUBRIC

IEC's evaluation of the process???????

Celebrate utilization of the rubric developed in 18-19 and 19-20, all tied to other plans and goals,

And mention current status of follow-up/'closing the loop', ie we need to move even further toward program review being part of an integrated system of quality planning, doing, assessing, evaluating, discussing, and making improvement plans & moves.

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

Laney College is constantly improving academic quality and institutional effectiveness by integrating academic and service area assessment into its planning processes. Plans are transparent and widely communicated, with institutional decisions that have broad, inclusive recommendations as their foundations. Each year, through continuous review, evaluation, and refinement, the processes become more effective.

The College regularly engages in data-informed discussions. Laney sets goals and measures, monitors, and reports on progress on an ongoing and systematic basis. Data is used to inform discussions about strategies to improve student outcomes and make decisions regarding the allocation of resources to support those strategies.

Improvement Plan

None

Evidence List

Name of Evidence	Source
Laney Flex Day Schedules, Evaluations	https://laney.edu/professionaldevelopment/august-16-2019-professional-development-day/
Vision for Success Goals	Link needed
Program Review training materials	https://laney.edu/assessment/training-materials/
monthly opportunities for assessment coaching provided by the coordinators.[CW: Email or flyer?]	Evidence needed
Calworks Information	Evidence needed
College Council Minutes	(1B3-College-Council-Meeting-Minutes-5-15-2019-FINAL.pdf
Laney College Strategic Enrollment Management Plan	1B3-SEM-Plan-March-13-2019.pdf
LINK TO: 1B-2019-2023-Comprehensive-Program-Review-Schedule	Evidence needed
Need IEC mtg minutes documenting the stronger 'wrap around' process	Evidence needed
Emails from Rebecca and Flex Day program flyers	Evidence needed
Ask Rebecca for dates of the platform improvements, as well as data on	Evidence needed

improved (HOPEFULLY!) faculty engagement.	
Fall IEC EVALS	Evidence needed
program review platform	https://web.peralta.edu/programreview/
List of participatory groups at Laney .	https://laney.edu/sharedgovernance/
Laney Participatory Governance & Organization Manual .	https://laney.edu/sharedgovernance/wp-content/uploads/sites/114/2019/09/PGOM-Sept2019-Revised-Final-as-of-9.9.19.pdf
District Public Data Page	https://web.peralta.edu/indev/fact-books/
Learning Assessment Committee website:	https://laney.edu/assessment/program-outcomes-and-assessment-results/ .
Mission, Vision and Values	http://laney.edu/about

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.

Laney College Annual Catalog and Mid-year Addendum

Most information appears in the college's catalog, which is updated by members of the Catalog Committee, comprised of the Vice President of Instruction, the Vice President of Student Services, the Curriculum Committee Chairs, the Curriculum Specialist, the Articulation Officer, Counselors, and the Public Information Officer, with other key college stakeholders contributing with area revisions (e.g. Admissions & Records, Veterans Services) as needed.

Committee members review and update information to ensure compliance with district and state requirements. The timeline and process include:

- (a) Updating the catalog with curriculum-approved content that has been approved and inventoried at the state chancellor's office.
- (b) Verifying non-curricular information with college stakeholders Catalog information.

The college catalog contains Laney's Mission Statement and Values; services available to students that are provided by the district and Laney College; transfer information; and current curriculum. The catalog also includes Board Policies and Administrative Procedures, which are provided by the Vice President of Student Services and the Curriculum Chair in collaboration with District Academic Affairs, Student Services, and the Public Information Officer. This material is scrutinized by the Catalog Committee to ensure currency and accuracy. The catalog is published in Spring with a follow-up addendum in the Fall to allow for new and added curriculum, deactivations, and *errata*.

Information concerning student support services is found in the front pages of the catalog and is updated and checked for accuracy every catalog year. The Student Support service section is written to help students to ease their way through the college experience.

Laney's catalog also includes information about its accreditation status through the Accrediting Commission for Community and Junior Colleges (*Page 5*). The website is updated with the College's accreditation status and information is also published in the College's catalog. Class schedules, catalogs, and addenda are made available in print form

and online on the Catalog website (<https://laney.edu/instruction/wp-content/uploads/sites/62/2019/06/Final-2019-2020-Laney-College-Catalog-FULL-POSTING.pdf>).

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.

Schedule, Course-Level Information

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 multiple opportunities for deans and chairs to review the entire list of class offerings for accuracy, known as Freeze Periods. The schedule is then sent to the district for uploading and publication in print form.

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).

Website

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.

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.

The college employs a development timeline that, after evaluation and assessment, provides three windows for revisions and updates. Working meetings are held in December, April and May, during which time members 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 are updated (**See section on Dream Act**), and even legislative changes (AB 705, **see the catalog for the sheet on 705**) are captured annually.

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.

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.

Recognizing the need to make such documents available in electronic format, the college began making the 2015-17 catalog available digitally 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. Every year, the catalog is checked for compliance with the ACCJC Accreditation standards (ER 20). We state specific codes of conduct of staff, faculty, administrators, and students in Boar Policies and Administrative Procedures. These are found either verbatim or referenced in the catalog. The public can access any Course Outline of Record (COR) or Program of Study (POS).

EVIDENCE – Links or Documents	File name (for final draft) - PAGE NUMBERS REFER TO THE COLLEGE CATALOG
Official name, addresses, telephone numbers etc of Laney College	Fly leaf
Mission statement	Page 4
Representation of accreditation status	Page 5
List of departments	Page 68
Course Legend	Page 69
Course, program, and degree offerings	Page 70-357
List	Page 65
PLO’s are listed with the programs	

Course Identification Numbering	Page 41
Academic calendars	Page 10-12
Academic freedom statement	??? I know its there, but where????
Available Student Financial Aid	Page 30-33
Available learning Resources	See student services section Page 16-20 and Learning communities page 20 for specific recourses. also, Tutoring is announced every semester and posted campus wide and online
Names and degrees of administrators and faculty	Page 4, page 391-397
Names of governing Board Members	Page 8
Admissions	Page 21-25
Student tuition, fees, and other financial Obligations	Page 27-29
Degrees, certificates, graduation, and transfer	Degrees and certificates: Page 65 Transfer page 36-40
Academic regulations	APs and BPs pager 358-390
Student Standards of conduct, discipline, procedures and due process; Student rights and grievance	Page 7
Nondiscrimination	Fly page and page 7
Acceptance and transfer of credits: Transfer Center Information Transfer information	Page 19, Page 36-37

EVIDENCE – Links or Documents	File name (for final draft)
transcripts	Page 21
Sexual Harassment	Page 6 & 361
Refund of fees	Page 23 & 27

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 several 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. The list of Degrees and Certificates can be found on **page 65** of the current catalog. This list is updated every semester. The list is ordered by department, giving each type of award by the department name. Courses and programs information is given on page 66. A legend is also included to facilitate navigating the course offering.

The course offering section is organized by department as well. Degrees and certificates are listed first, followed by the course inventory for that department. Degrees and certificates list a description of the award, the courses needed to complete the award, and program learning outcomes.

Curriculum is listed by department and includes current programs and course offerings as presented in COCI. The course information shows the title, course number, course type, hours and units, pre-requisites, co-requisites, advisories, and other enrollment limitations, description, top code, C-ID code (if appropriate), and articulation information to support student success and transfer. Programs are listed by type and course of study, and include Program Learning Outcomes (PLO). Student Learning Outcomes are also communicated clearly and included for students in course syllabi and are publicly available through course outlines of record (COR), 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).

Laney recognizes the connection between the COR and the course syllabus and in Spring 2020 began to implement a college policy of attaching sample course syllabi to each COR as it was originally presented as a best practice.

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. Annually, in October, Laney College submits the Certification Form to the State Chancellor's office. 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 program 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 courses and programs offered at the college. The committee also discusses issues within curriculum as well as legislation or other policies that emerge during each academic year. Meeting minutes are available to the Public at [web link here](#)

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. The committee has made a concerted effort to update a DE rubric that will ensure equity, quality, and integrity for on-line classes. The committee works closely with the departments that fall under grants and AB705 such that their curriculum is moved in a timely fashion per state regulations. In general, non-substantive changes can be effective in the addendum semester. Substantive changes are usually six months from the CIPD, Board approval date. This allows for the faculty and staff that monitor degrees and programs to institute updates and to ensure catalog rights are preserved.

However, this timeline does not allow for the changes that occur within the Career Education programs offered at Laney. CE programs need to be reviewed every 2 years. This is a daunting task for our CE faculty if an industry change does occur. Those changes need to be chaptered and instituted as soon as possible to have currency for the CE student. The problems with effective dates need to be addressed on a District level.

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.

CW: Asking Dean Lewis and Joseph for input on this one!

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. **See bookstore website for textbook costs. should discuss dream act, etc here** Moreover, the College Catalog and Schedule of Classes provides information about fees and refunds. 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.

EVIDENCE – Links or Documents	File name (for final draft)
Fees table	Page 29
Information about fees	Page 27-28
Financial aid	Page 30

- 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 questions or concerns, and said discussion 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 be 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 Policies](#) (BP 2710) and [Administrative Procedures](#) (AP 7110) as they relate to Conflict of Interest. 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

The body of evidence provided in this standard, from the Mission to its Strategic Goals through its process and high-quality instruction and services to students, shows its commitment to student learning. It aligns its goals to statewide standards such as the Vision for Success, as well as the Peralta Community College District's Strategic Goals.

Improvement Plan(s)

None

Evidence List

Evidence tables follow standards. Will need to merge them and link directly to pages of larger documents, I.e. the catalog

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 **AS-T, AA-T**(associate degrees for transfer), **AS and AA** associate degrees and certificate programs. Some certificate programs are terminal, others are stackable, and many can lead to an associate degree with more subsequent coursework.

The college awards degrees and certificates based on successful completion of a prescribed series of courses. The program outcomes indicate the most important skills the students will be able to demonstrate by the time they finish their degrees for certificates. Faculty in the discipline develop PLOs that are very closely aligned with course SLOs in the degree/certificate. The SLOs align with objectives and the graded assignments. The Curriculum Committee approves PLOs and recommends that they be directly linked to the more advanced, final courses of a program. If students do not achieve the PLO, they are unlikely to pass the classes for the degree/certificate. PLOs are aligned with ILOs, which are the subject of regular institutional dialogue.

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 maintaining currency and appropriateness in Laney's offerings, and all career and technical education courses are on a 2-year review cycle, with all others subject to a 4-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 a Distance Education Addendum, and the Curriculum and Distance Education committees provide guidance for faculty developing online curriculum following the State Chancellor’s Office Distance Education Guidelines, the [ACCJC Guide To Evaluating Distance And Correspondence Education](#), and our District’s own recommendations and resources.. 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 its mission and culminate in attainment of identified student learning outcomes and the achievement of certificates, degrees, employment, or transfer. Curriculum is vetted through the development process and reviewed/updated on a regular cycle to ensure continued alignment and identification of learning outcomes as well as appropriateness to the broader world of higher education.

Laney’s distance education courses and infrastructure have 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 of only 3-5%. **NOTE: Add evidence of decision to join the consortium, and success data reflecting the narrow differential just mentioned. --**

EVIDENCE – Links or Documents	File name (for final draft)
Awards list by department	Page 66
Course offerings	Begins on page 70

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 “Curricu-camps”, often in the hour that precedes their regular 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. **NOTE: Add evidence of Faculty Senate support and College Council support of this mandate.**

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 four 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, other activities 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, such as that offered by the DE and Professional Development committees. **NOTE: CW to provide past five years Flex Day documentation. (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 won acclaim both at the state and national level and is also being utilized in face-to-face classes.

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.

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 (LAC). In fact, identifying outcomes is a compulsory part of the process for Course Outlines of Record to be approved. Each semester, the outcomes are sent on a report to faculty so that they may fulfill the requirement of placing SLOs on syllabi.

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 well as assessment plans for same, as part of the curriculum development process detailed in the District’s [Program and Course Approval Handbook](#). **NOTE: PCAH also saved in Evidence folder**

As part of an increasingly integrated program review process, assessment reports are completed on a four-year cycle; currency regarding assessment is required in the Institutional Effectiveness Committee’s validation process; and validation is a qualification for any resource requests. 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. **What is referred to with “a report detailing program” above? -CW**

Students are made aware of PLOs in the College Catalog's program pages, and on many departments’ websites. SLOs from the Course Outlines of Record appear on each course’s syllabus, which is made available to all students, in print form if requested. Syllabi 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 outlines 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 have provided ample 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.

Areas with more experience conducting assessments and creating resulting improvement plans have shown 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 limited 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.

Pre-collegiate courses are identified as such by their numbering and by listed pre-requisites and descriptions within COR's.

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 are required to take a co-requisite 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)

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. But our College has made significant progress in the development and approval of new transfer degrees and certificate programs over the past five years.

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.

NOTE: Would this be a place to celebrate the development of AA-T's and AS-T's (as well as other programs) during the evaluation period? -- **Iolani to provide a 10-12 sentence narrative about the development/approval of ADTs from 2015-present.**

EVIDENCE– Links or Documents	File name (for final draft)
List of degrees	

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

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. Some degrees include 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.)** During the past three years, especially, the Office of Instruction has emphasized the value of building more streamlined design into the way we schedule course offerings to facilitate efficient completion in line with Guided Pathways concepts. Trainings and work sessions for this design work have been well-attended and productive as part of the “Chairs Academy” newly established by our Vice President of Instruction, working with the Guided Pathways coordinators. **--NOTE: Insert EVIDENCE: Flyers, email invitations, slideshows. - CW**

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, and data collected in student surveys and focus groups, 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 implementation of 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.

On the whole, Laney College has been undergoing a culture shift toward greater clarity and efficiency of our instructional programs' design, focused more and more on the shared goal of completion and success, and away from excessive accumulation of credits – especially where it is unintentional -- that do not count toward program completion.

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.

To best meet the needs of a diverse student population, Laney College uses a variety of delivery modes and teaching methodologies, including study abroad, online, and minimum duration courses. These various modes of delivery support the variety of learning styles and instructional delivery needs of the College's student population. The discipline faculty, department chair, and divisional dean determine which courses are appropriate for various modes of delivery through the schedule of classes planning process and CPR (comprehensive program review). The Curriculum Committee reviews and provides feasibility of a course being taught as online or hybrid, overseas, and during intersession. The committee gives faculty guidance concerning DE to make sure the courses meet ADA compliance for the appropriated dissemination of the course information.

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. (see comment) Moreover, the college is utilizing resources to provide services such as online tutoring and counseling. NOTE: This paragraph seems weak to me. Do we truly 'support students online before they decide to enroll'? We could say more about supporting DE students during their courses, and I think we need more clarity and evidence of these elements as well as online tutoring. -- *ALSO: This might be a point to interject regarding the need to strengthen our 'drop-in support' for students having difficulties with online coursework and/or online interfaces being used in their face-to-face classes – especially Canvas and Passport.*

Faculty are supported with districtwide recommendations regarding best practices for distance education as well as 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 coordinator through a counterpart at the district who supported as well. All college distance education 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 students.

In 2017 the district-wide Peralta Distance Education Committee (comprised of representatives of the four colleges) wrote its [Distance Education Plan](#). In this plan, the committee recommended refraining from growing our distance education offerings until we addressed the long-standing achievement gaps for disproportionately impacted students, which were exacerbated in online environments. Equity became a core focus and value of the DE plan not just at the district, but in [Laney's DE plan](#) as well, and an initiative was launched at Peralta which culminated in the creation of the [Peralta Equity Rubric](#), a research-based course (re)design evaluation instrument.

The rubric is structured to foster online learning environments that are inviting, inclusive, and meaningful for all students; additionally, the rubric is designed to support our students' entire online experience – both in distance education courses and also when seeking technical support or student services. [Two Laney faculty spearheaded this initiative and continue to champion and present on the rubric around the state.](#) The rubric itself has received an [Online Learning Consortium Effective Practice Award \(Fall 2019\)](#). We also received a [CVC-OEI CTE Pathways Grant which has allowed us to build a 5-week training](#) for CTE faculty on the rubric. Several Laney faculty have completed the training and now are experts in the application of the rubric. The district has also grown its team of official Online Equity Trainers, two of whom are Laney College faculty.

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. At Laney, we are prioritizing equity. We have implemented a rigorous Distance Education Addendum, which ensures that the courses we offer online are high-quality, equitable, and accessible. We have formally adopted the Online Education Initiative's Course Design Rubric as well as our own Peralta Equity Rubric, and numerous faculty are both leading and attending trainings with these tools.

We are also working collaboratively across the college to expand our student services online. In Spring 2020, we piloted Cranium Café with our counseling department and plan to have it fully implemented by 2021. NOTE: What else should we include here on the SS front? Equity has certainly been a priority for various SS programs, historically, but also more so recently. Consult with Diane, Cynthia, Mildred? -- CW

- 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

Recommend narrative of the transition from placement to multiple measures to guided self to default placement. Request narrative of English, Math, Chemistry, ESOL Chairs. Emailed chairs on March 31 and will hopefully have a response by 10 April.

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 degrees and certificates based on successful completion of a prescribed series of courses. The program outcomes indicate the most important skills the students will be able to demonstrate by the time they finish their degrees for certificates. Faculty in the discipline develop PLOs that are very closely aligned with course SLOs in the degree/certificate. The SLOs align with objectives and the graded assignments. The Curriculum Committee approves PLOs and recommends that they be directly linked to the more advanced, final courses of a program. If students do not achieve the PLO, they are unlikely to pass the classes for the degree/certificate. PLOs are aligned with ILOs, which are the subject of regular institutional. These steps allow the college to award 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 (ILOs): *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 Outcomes. 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 call for the development of procedures for the District Academic Senate and college Faculty Senates to have purview over the identification and development of learning outcomes for all curriculum.

BP 4020	
BP 4025	
Peralta Program and Course Approval Handbook	https://laney.edu/curriculum-committee/wp-content/uploads/sites/211/2019/02/Peralta-Program-and-Course-Approval-Handbook-4th-edition_-10-1-2018_Final-1.docx

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 catalog and schedules, the information is made available on the Counseling Department web page, and more specifically on the Articulation and Articulation or Transfer Agreements webpages.

The Catalog Committee ensures that an entire section is devoted to transfer to CSU and UC, as well as private colleges and universities, and every year the Articulation Officer updates those sections as needed, 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. *An updated list of courses correlated to the C-ID course can be found on page 41. For example, Art 5, History of Asian Art (Past to Present) correlates with ARTH 130.* 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 properly earned college credit and without 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/substitution, 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.

EVIDENCE – Links or Documents	File name (for final draft)
TRansfer information	Page 36
CID, UC, CSU	In each entry in the course offerings
AP form	https://web.peralta.edu/admissions/files/2015/01/AP-FORM-2-20-20151.pdf
Petition for Substitution form	https://web.peralta.edu/admissions/files/2018/03/Petition-for-Substitution-form-12-06-2017-rev-002.pdf
Petition for Pre-Req challenge form	https://web.peralta.edu/admissions/files/2011/06/Petition-for-Pre-Requisite-Challenge-form-11-6-142.pdf

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.

College programs 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 variously at the course level through development, inclusion, and assessment of Student Learning Outcomes and Program Learning Outcomes, and more globally across the College by aligning Institutional Learning Outcomes with the appropriate Student Learning Outcome or Outcomes during the curriculum **development** process. (COR example here.) Laney’s PLOs and SLOs directly relate to the ILOs.

The college’s ILOs very closely 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 Learning Assessment Committee, which publishes its reports on [its web page](#) and informs department chairs of their work.

NOTE: Screen shot program on meta showing mapping to ilo, and standalone to ilo

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 the College 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 are integrated through program review 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 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.**

The College’s requirements for an associate 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: The associate degree program general education, found on page 57, the Liberal Arts: CSU/GE Breadth CA, found on page 61, and the IGETC, found on page 63. The General Education CA has 5 areas of study: Natural Science, Social and Behavioral Sciences, Humanities, Language and Rational, and Ethnic Studies. The CSU/GE Breadth is divided into five major areas with associated sub levels, designated A-E: Communication in the English language, and Critical Thinking; Physical Universe and Its Life Forms, which includes mathematics; Arts and Humanities; Social Sciences; and Lifelong Understanding and Self-Development. The IGETC has similar categories to the CSU/GE Breadth. Completion requirements for these programs and Certificates of Achievement are updated annually by the Articulation Officer.

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 many different departments 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. *NOTE: This last sentence is repeated nearly verbatim from #12 above.*

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 courses and programs that fulfill the general education requirements. Curriculum and assessment is 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.

NOTE: This last sentence is repeated nearly verbatim from #12 above. -- CW

EVIDENCE – Links or Documents	File name (for final draft)
Catalog listing	Pages 57, 61, and 63

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.

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. For all new and updated CTE degree and certificates, the Laney College Curriculum Committee requires Advisory Board minutes approving the certificate or degree before submittal to the state. The Curriculum Committee also requires LMI data supporting the demand for the occupation the certificates or degrees address. The CTE faculty value this input and utilize it to make informed decisions about program structure and content. The advisory minutes are 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 shows 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. The Star Awards for 2018 as part of the state’s SWP efforts included Silver Star recognition for Welding for its increases in earnings (79%) and percentage of students attaining the regional living wage (74%). Similarly, Bronze Star recognition went to the following programs for increases in earnings or regional living wage attainment:

- Electronics and Electric Technology: 165% increase in earnings
- Machining and Machine Tools: 75% of students attained the regional living wage
- Accounting: 60% increase in earnings
- Banking and Finance: 84% increase in earnings
- Management Development and Supervision: 95% of students attained the regional living wage
- Architecture and Architectural Technology: 229% increase in earnings
- Environmental Control Technology: 52% increase in earnings
- Civil and Construction Management Technology: 80% of students attained the regional living wage
- Biotechnology and Biomedical Technology: 226% increase in earnings
- Culinary Arts: 83% increase in earnings

EVIDENCE – Links or Documents	File name (for final draft)

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 procedure outlines the steps necessary to follow for both possible consolidation and discontinuance. Any individual may officially initiate the processes and included within the steps of the process are the roles of stakeholders such as advisory bodies, department chairs or other potentially impacted faculty, the college’s Curriculum Committee, and the Faculty Senate.

Analysis and Evaluation

The college to date has not engaged in this process.

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.

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 completion deadlines and validation rubrics, 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 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 Curriculum Committee is developing a process by which courses are updated on a regular basis. Courses would be evaluated for compliance using the 4-year cycle review process. In this process out-of-date curriculum, or curriculum no longer in compliance would be the first items to be examined in the review process. Concerning learning, gaps identified as part of the assessment process result in Action Plans which aim to improve outcomes. These improvements may result in updates to the COR.

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 (CC) 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 and 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 discipline faculty 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

Laney College offers programs of instruction that align with its mission, regardless of means of delivery. In fact, maintaining instructional quality and student achievement across in-person, hybrid, and fully online learning is a priority whose points are laid out in the college’s distance education plan, as well as its pursuit of keeping with the standards outlined in the district’s Distance Education Equity Rubric. Outcome assessment is a priority that the college has invested in to the point of compensating part-time faculty to assess outcomes in their courses, and all of this leads to ensuring the breadth and depth of learning that takes place for degree and certificate completion, transfer, and attainment of skills to enter or advance in the workforce. All of these program and reward requirements are stated in public fashion in the college catalog as well as the schedules. With the college’s focus on areas of interest as well as its inquiry groups examining the needs of students, it is responding to their changing needs, resulting in an increase in average units per student in the past two years, along with an increase in awards.

Actionable Improvement Plan

The college, through the work of the Curriculum and Learning Assessment Committees, has collected data regarding course, program and institution-level outcomes. Moving forward, there is an effort to have institution-level outcome discussion mirror those of course and program-level conversations and resulting actions more closely and rigorously.

Standard	Improvement	Expected Outcomes	Timeline	Responsible Leads	College Planning Alignment
II.A.11	Expand dialog	Greater faculty and	Immediate implementati	Everyone at Laney, in	This critical improvement

	regarding ILO assessment beyond the outstanding work of the Learning Assessment Committee.	student awareness of ILOs and relevance to coursework, possibly resulting in greater program completion, transfer and workplace readiness rates.	on with annual assessment, discussion in events such as professional development, participatory governance venues.	cooperative leadership by the Curriculum and Learning Assessment Chairs collaboration with the Vice Presidents and Deans in Instruction and Student Services that work directly with instructional programs	plan aligns with all five of Laney College's Strategic Goals.
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Evidence List

Evidence tables follow many of the standards and will be merged into a table here during the summer revision.

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)**

Laney College supports its library, tutoring resources, writing center, computer laboratories, and learning technology. 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: The James Oliver Community Writing Center (Building B, Room B-260, (510) 464-3426) 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. The Math Lab (Building G, Room G-201, (510) 464-3448) 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.

[IELM Committee process]

EVIDENCE

Collection Development Policy

Materials Request Form

District Librarians LSP Email String sept 2018

District Librarians LSP Email String sept 2018

Distance Education

Most instructional technologies and student services for distance education are made available by the District. For example, the District maintains and pays for the Canvas LMS, funds online tutoring, and provides 24/7 phone support and Canvas webinar trainings for faculty and students. What the college provides versus what the district provides can be seen in the [delineation plan](#). Faculty, staff and students are supported virtually by the [The Peralta Helpdesk](#), the DE Coordinator and the IT Director and staff in the use of these tools and services.

Other resources for faculty and students that are provided by the district and the college include the following:

- [Starfish support \(cannot find evidence for Starfish-what happened to this?\)](#)

[Starfish is live at Laney College and counselors are using it. \(I want to confirm with Counselors about the support\)](#)

- [Zoom for conferencing](#)
- [Office 365](#)
- [NetTutor](#)
- [Turnitin for plagiarism control](#)
- [Voicethread for ESOL](#)
- [Chromebooks for the Tutoring Resource Center](#)

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](#).

Within our planning, we continue to leverage opportunities for our strategic goals. For example, once Laney becomes a part of the CVC-OEI Consortium, they will have access to support services maintained by the CVC-OEI such as Cranium Café and NetTutor. Laney was also [a recipient of the CVC-OEI CTE Pathways Grant from 2019-2020. With this grant,](#) we have been able to acquire materials to support our online classes such as green screens, microphones, and tripods.

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. **The Laney IT department is responsible for the maintenance and support of the lab computers. Technical support for labs is mentioned in detail in Standard 3C.1 for Technology Resources.** 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 and distance education, surveys and other assessments have periodically been conducted as well to determine needs.

Distance Education

Laney Distance Education is evaluated through program review and the Distance Education plan. The first program review was completed for the 2018-2019 academic year. The goals listed in the program review echo those of the college DE plan: 1) Increase online student retention and success rates, and reduce achievement gaps; 2) Provided resources, support and services that are specific to online students; and 3) Increase the number of online courses that meet guidelines for equity, quality, consistency, and accessibility.

DE Committee established. How it came to be? What necessitated? (look at draft of whole doc and add to history part)

To ensure we are meeting our goals, we have conducted surveys of online students and online instructors. The first survey was administered in Canvas in Spring 2019 and the results of the survey have informed our decisions regarding necessary professional development and validated our goal to increase access to student services online. The surveys also validated the need for us to continue to work to provide a more effective, inclusive learning environment online. We have also used the program review as a space to evaluate and reflect on our success and retention data for distance education classes and to request resources to help us reduce achievement gaps online.

What did we learn from the survey? What happened with the recommendations?

Lastly, we have participated in the California Community College Chancellor's Office Survey each year. In this survey, we reflect on our growth and share data about our enrollment, retention, use of the LMS, and available student services.

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. <[2B3Library_Assessment_Plan2017-2020](#)>

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 wants 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.

For example, as an assessment of Service Outcome 1 (The library is a resource for supporting student success), the Library conducted a survey of 371 students in fall 2016. The survey revealed dissatisfaction with library study space, particularly 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. The library requested new study furniture and, in 2018, the college approved funding. With the furniture purchase, the Library was able to address the major concerns that came up in the student survey, including greatly expanded charging, cushioned chair options, and a reconfiguration of study space to create a quiet area on the 4th floor and a collaborative area on the 3rd floor. Previously, students who needed to talk in groups were limited to four study on the 3rd floor. With the new arrangement, those discussions can take place anywhere on the 3rd floor.

Assessment is fully integrated into the work of the library. The library completes either a program review or annual program update every year. 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 the Library was able to implement:

- Develop an option in the orientation request form for faculty to request a series of orientations rather than a single orientation. (One-shot orientations are less effective than scaffolded orientations that build on knowledge.)
- Integrate a checklist in the orientation request form where faculty identify learning outcomes for each orientation request. The checklist is aligned with the library's instructional outcomes and uses faculty-friendly language.
- Reinstate the non-credit Library Information Studies course. (Ultimately, after discussions with other faculty, this non-credit course morphed into a new non-credit Research Skills certificate of competency.)

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.

EVIDENCE – Links or Documents	File name (for final draft)
https://peralta4-my.sharepoint.com/:b:/g/personal/cweidenbach	Laney Distance Education Plan 2018-2021

_peralta-edu/EY03fUsO0t1PgHTpEsFJhBMB7EIQj-c4Bvh3YCQ69yE9ttg?e=TRornP	
https://peralta4-my.sharepoint.com/:b:/g/personal/cweidenbach_peralta-edu/EY03fUsO0t1PgHTpEsFJhBMB7EIQj-c4Bvh3YCQ69yE9ttg?e=TRornP	Laney DE Annual Program Update 2018
https://web.peralta.edu/trustees/files/2013/12/AP-4105-Distance-Education-rev-1-11-14.pdf	Laney DE Annual Program Update 2019
https://peralta4-my.sharepoint.com/:b:/g/personal/cweidenbach_peralta-edu/EY03fUsO0t1PgHTpEsFJhBMB7EIQj-c4Bvh3YCQ69yE9ttg?e=TRornP	Teacher Comments Survey
https://peralta4-my.sharepoint.com/:b:/g/personal/cweidenbach_peralta-edu/EY03fUsO0t1PgHTpEsFJhBMB7EIQj-c4Bvh3YCQ69yE9ttg?e=TRornP	Student Survey
https://peralta4-my.sharepoint.com/:b:/g/personal/cweidenbach_peralta-edu/EVLx0mjQ6pJEpXu1q11SUalBeraFxo-zc520clAIWy6RYRA?e=WfIRgE	Chancellor's Survey 2017-2018
https://peralta4-my.sharepoint.com/:b:/g/personal/cweidenbach_peralta-edu/Ef5q-cUQVpNNiEHQupRWWKcBvoUCmRNkmhaGfqJWCjk3Ng?e=biAJFw	Chancellor's Survey 2014-2016

- 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 (7 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

Laney College's Library and Academic Support departments provide resources and services that align with the mission and goals of the college. With the emphasis shifting to a pathways model, maintaining such services to keep students on their educational pathway becomes critical. Toward the end of this evaluation period, our ability to deliver such services shifted out of necessity to a greater amount of remote support that will continue into the next assessment period. Regardless of the funding available each year, each area's needs are articulated as a result of assessment of student needs and the area's goals, which are then weighed in terms of overall college planning. Also informing our resource allocation is the need for the college to have Library and learning support services, collections, and equipment that is as comprehensive as possible in order to provide the quantity, currency, depth, and variety necessary to support all students regardless of location and mode of instruction.

Improvement Plan(s)

As the college and district move forward into the next accreditation cycle, they need to ensure that remote support and student services closely mirror what is provided on a classroom level. As of 2020, several platforms such as Starfish and Cranium Café were being established at the college to respectively provide comparable support in the areas of academic support and counseling, and the work needs to continue. (Please note that this improvement plan overlaps with some of the standards in 2C.)

Matrix for timeline corresponding with activities in Strategic Enrollment Management Plan. Also it should cite the SEM plan.

Evidence List

Evidence needs to be consolidated into one table. Given the volume of evidence, it can be done during summer revisions.

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 and Zoom products 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" (Last year, the Vice Chancellor of Student Services facilitated a discussion with the Financial Aid Supervisors regarding a need to serve students who are applying for financial aid with an online option for submitting documents. The State allocated technology funds to financial aid offices in order to update systems and provide innovative resources that will enhance services for students. The Vice Chancellor of Student Services provided a demo of Campus Logic to**

the Vice Presidents. As a result, the Vice Presidents of Student Services agreed to combine funds in order to purchase Campus Logic.)

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 (In St. 2 evidence folder)** 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 extend 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. The committee's charge is to identify and implement strategies to improve the success rates in English, ESOL, and math. The committee's membership includes passionate faculty involvement from all of the above areas, as well as Career and Technical Education, the Tutor Coordinator, Library, and administration.

Much of the assessment and decision making within the standard takes place within the committee concerning area outcomes. The committee has been taking a close look at avenues for supporting students that need extra reinforcement in basic skills since well before the passage of AB705. It was centrally involved in taking up the mantle of supporting students in accelerated math, English, and ESOL classes after the end of Laney's Basic Skills and Student Outcomes Transformation Grant (BSSOT), which defined goals of reducing the time it takes a student to complete transfer level classes in math and English, increases in course success, and increased access to academic counseling. Innovations funded by BSSOT were implementation of accelerated curriculum, in-class tutors and counselors in pre-transfer English and math classes, and Math Camp. It also supported research into the effectiveness of these strategies at achieving the goals of the grant. In Spring 2018 students in these classes were surveyed to find out which aspects of the tutoring and counseling they found most helpful. In Fall 2018 a series of focus groups were conducted which explored in greater detail student experiences in these classes. In Spring 2019, a statistical analysis was conducted which estimated the impact these services have had on student outcomes. The research is summarized here: [BSSOT Research Summary](#)

Based on the results of this research, and with the acceleration mandate of AB-705, the committee has stepped up to fund embedded tutoring and to advocate at the college and district level for an institutionalized budget for tutoring: [Peralta tutoring funding needs](#). The committee has also had input with the Tutor Coordinator for best practices for how to practically integrate embedded tutoring into classrooms: [Embedded tutoring development](#)

The committee's efforts have been centered recently on responding to AB705 and guiding the college in how to support students who were formerly placed in basic skills classes: [basic skills needs](#). Everything the committee has done has been centered on these students' needs: [2018-19 fsc accomplishments](#). The committee has also funded communities of practice into how to best support students who were formerly placed into basic skills classes. [FSC math COP funding](#)

This year, the committee is working on researching and evaluating the current academic supports for students in English, math, and ESOL under AB-705 and working with those departments to identify classes that need additional academic support, including embedded tutoring.

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.

Counseling

Welcome to the Laney College Counseling Department

Tower (Administration) Building, 3rd Floor
900 Fallon Street, Oakland, CA 94607
510-464-3152 and 510-464-3154

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Due to Coronavirus COVID-19 concerns, the Laney Counseling Department will offer phone and online appointments in addition to our in-person appointments. If you are experiencing symptoms or wish to minimize your exposure to illness, please consider this option.

In-Person Appointments: Schedule three different ways. (1) On our website through the [online scheduling tool](#). (2) by phone at 510.464.3152, or (3) in person at our office in T-301.

Online Appointments: Schedule BY PHONE ONLY. Please call 510.464.3152 to request a remote counseling appointment. If there is no answer, please leave a message and our staff will contact you as soon as possible. Online appointments will be conducted using Zoom with designated counselors. You will be emailed a Zoom invitation just before your appointment.

Phone Appointments: Schedule BY PHONE ONLY. Please call 510.464.3152 to request a counseling appointment over the phone or leave a voice message and our staff will return your call. For phone appointments, the counselor will call you at the designated appointment time.

Drop-ins, in-person are still available during our normal business hours (see below). However we strongly encourage phone appointments so you have 30 minutes to speak to a counselor; drop-in meetings by phone are also available and will be limited to 5-15 minutes.

A&R Transcript Request online:

Secure | <https://www.credentials-inc.com/cgi-bin/dvcg/tp.pgm?ALUMTRO001265%20%20.asp?Q=place%20the%20TranscriptsPlus.%20logo%20over%20the%20URL>

 Peralta Community College District
Oakland, CA

Transcript Ordering Services

Peralta Community College District

Information from Peralta Community College District

ATTENTION: Records prior to Fall 1970 may take up to 20 business days for processing.

Feather River College separated from the Peralta Community College District effective Fall 1988. To order transcripts of work completed AFTER Fall 1988, please contact Feather River College.

The Admissions and Records Office has no control of when grades and degrees are posted. You must make sure that your grades and degrees are posted on PASSPORT before ordering a transcript.

Note: One transcript will include all courses taken at all Peralta Community College District locations.

Listing of Peralta Community College District Schools and Campuses:

- Berkeley City College (formerly known as Vista college)
- College of Alameda
- Laney College
- Merritt College
- North Peralta College
- Grove Street
- Feather River College

Please choose one of the following options:

Order Electronic/PDF Transcript(s)

Order Paper Hard-Copy Transcript(s)

Do not use browser back or forward buttons
Your session will time out after 60 minutes of no activity

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 offers co-curricular programs and activities through student life and athletics.

The Office of Student Activities and Campus Life (SACL), in collaboration with the campus community, provides opportunities for the development of the whole student through “outside the classroom” activities by offering a variety of educational, wellness and social programs. Student Activities, which includes the Associated Students of Laney College, campus clubs and organizations cater to students' basic needs and provide campus-wide programming for campus life. It is an information and resource center as well as a hub for student leadership, community service, recreational and cultural programs.

The Office of Student Activities and Campus Life collaborates with various support offices such as Learning Communities, Counseling, Mental Health, Writing Center, Tutoring Services, and Learning Communities. These collaborations provide opportunities for the development of the whole student through outside the classroom activities. Through these partnerships SACL hosts a number of events such as: Black History Month, Women’s History Month, Chinese New Year Celebration, Fall and Spring Welcome Back Week, Latinx History Month, Laney Pride Day, Thanksgiving Feast, Mardi Gras Celebration, Teach-In Workshop Series, Poor People’s Campaign, Blood Drive, Health and Wellness Fair, and Undocumented Student Awareness Week.

Further, student leaders participate in a summer training that covers a variety of different topics including budget, shared governance, team building activities, goal setting, Robert's Rules of Order, and the Brown Act.

Laney College’s student-athlete experience takes place in a supportive and 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. Students must maintain a full, 12-unit class load, at minimum 9 academic, to maintain eligibility to participate in each sport, both for training or competition. The staff, coaches and administrators are required to complete annual California Community Colleges Athletic Association (CCCAA) training for the institution to remain in compliance. In addition, the coaches are required to attend a coaching meeting every semester where the Coaches Handbook is reviewed by the Athletic Director. Each coach must sign a confirmation statement that they have been updated on current and

new requirements set forth by the CCCAA. Coaches are also responsible for reviewing the Student-Athlete Handbook with their teams. The [Student-Athlete Handbook cover information related to eligibility](#), academic and support services and the code of conduct.

In addition to campus-wide tutoring, specific tutoring support is available to student-athletes offered every Friday. 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, meals, equipment, staffing, and additional contractual services such as, medical cost, officials and certification of equipment. The budget also covers conference dues, required conference and meeting fees, 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.

EVIDENCE – Links or Documents	File name (for final draft)
https://www.laneyathletics.com/	Laney Athletics Website
https://www.cccaasports.org/services/exam	CCCAA Compliance Exam web page
https://www.laneyathletics.com/facilities	Athletic Facilities
https://peralta4-my.sharepoint.com/personal/cweidenbach_peralta_edu/_layouts/15/onedrive.aspx?id=%2Fpersonal%2Fcweidenbach%5Fperalta%5Fedu%2FDocuments%2FNEW%20INDIV%2E%20ACCRED%2E%20STANDARDS%2FVPSS%2F2%2EC%2E4%20Evidence%2F2019%2D20%2BStudent%2DAthlete%2BHandbook%20%281%29%2Epdf&originalPath=aHR0cHM6Ly9wZXJhbHRhNC1teS5zaGFyZXBvaW50LmNvbS86ZjovZy9wZXJzb25hbC9jd2VpZGVuYmFjaF9wZXJhbHRhX2VkdS9FaE5WQWdHWkpxUkltTmtBbE5qaFo1UUJxSEhrMGsya3dUNFp3aW1fazQ1WWNnP3J0aW1PV9sMjQ1VWpFMTBn&parent=%2Fpersonal%2Fcweidenbach%5Fperalta%5Fedu%2FDocuments	Student-Athlete Handbook

<u>% 2FNEW% 20INDIV%2E%20ACCRED%2E%20STANDARDS% 2FVPSS%2F2%2EC%2E4% 20Evidence</u>	
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- 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, personal development, and career exploration. These offerings range from one to three units offered both face-to-face, hybrid and online. Students meet with counselors for academic, career, personal and transfer counseling and to develop education plans. Counselors advise students on general education and major requirements for certificates and local and transfer Associate degrees. They advise on transfer-level courses 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 and to petition for graduation. Counselors also play an integral role as the college moves toward Guided Pathways. From 2019-2020, their input was invaluable in the design and creation of program maps.

14 full-time general counselors advise students on their academic endeavors. Categorical programs also have counselors, including Puente (one full-time counselor), DSPPS (2.5 full-time counselors), EOPS/CARE/CalWORKs/Nextup (two full-time counselors), along with some counselors for programs such as Gateway to College, Umoja and APASS. **MIGHT BE MORE COUNSELORS IN THESE SPECIFIC PROGRAMS! FT & PT.**

Counselors attend professional development events to learn new changes and updates at UC and CSU four-year transfer institutions as well as private colleges. They have also attended events to stay updated 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 Counseling services and important deadlines. <https://laney.edu/transfer/>

Throughout instructional areas, counselors serve in a liaison role to specific departments.

EVIDENCE – Links or Documents	File name (for final draft)

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’s steps ([iEnroll](#)) provide new students as well as special admission and noncredit students with clear, succinct directions to enroll.

iEnroll@Laney
Steps for Student Success

- 1 Apply Online for Admission and Financial Aid**
 - For Admissions**
 - Complete application at web.peralta.edu/admissions/
 - Check your email for the 6-digit student ID number and password.
 - For Financial Aid**
 - Go to Laney.edu/financial_aid for information on applying for financial aid.
 - Or, fill out your FAFSA directly at fafsa.ed.gov. For the California Dream Act application, visit dream.ccsac.ca.gov. Laney's school code is 002056.
 - UNDOCUMENTED STUDENTS SUPPORT**
 - Non-US citizens and/or non-residents may be eligible for in-state tuition as well as some financial aid through the California Dream Act. To learn more, visit Laney.edu/AB540.
 - For assistance with applications or other information, visit the Welcome Center or Financial Aid Office.
- 2 Complete the Online Orientation**
 - Go to studentpathway.com/peralta/Laney
 - Print or save the Certificate of Completion and submit it to the Assessment Center.
 - English for Speakers of Other Languages (ESOL) students need to complete an in-person orientation. Contact the Laney Welcome Center for additional information at (925) 454-3540.
- 3 Explore Your Academic & Career Interests**
 - It takes 5 minutes to explore programs and careers that interest you.
 - Go to Laney.edu/explore
 - Sign up or create an account if asked. Laney's access code is Laneycollege-student88
 - Take the SuperStaring Interest Assessment and follow the instructions.
- 4 Complete Assessment for Placement**
 - Bring a copy of your high school or college transcript to help identify an accurate placement of your English and/or Math courses.
 - Schedule an Appointment for ESOL & Chemistry Assessments Only**
 - Online: Laney.edu/Assessment_center
 - Phone: (925) 454-3029
 - Email: laneyassessment@peralta.edu
- 5 See a Counselor**
 - Complete your Educational Plan in the Counseling Department and get your orientation hold removed.
 - Schedule an Appointment:**
 - Online: Laney.edu/counseling
 - Phone: (925) 454-3152
 - Walk-in: Check online for the most up-to-date drop-in hours. Counseling is located on the 3rd floor of the Tower Building.
- 6 Enroll in Classes**
 - Once you have completed Orientation, Assessment, and created an Educational Plan, you are ready to enroll in classes!
 - To enroll, go to passport2.peralta.edu or visit the Welcome Center.
- 7 Pay Your Fees**
 - Go to passport2.peralta.edu or visit the Cashier's Office in Building A, Room 205.
 - Please note that to avoid your classes from being dropped, pay fees within two weeks after the semester starts.
- 8 Student Identification Card**
 - Bring a valid picture ID and your current class schedule as proof of enrollment to the Welcome Center to get your student ID card.
 - Laney.edu**
Dream. Flourish. Succeed.

These steps specify any qualifications students must meet. For instance, students are directed to visit CCCAPPLY [within the instructions](#) and indicate Laney as their college of choice.

iEnroll for new and concurrent high school student; also for noncredit students

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 ensure 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.

Peralta District Office Role

Evidence of Meeting the Standard

The Peralta Colleges have a number of Board Policies (BPs) to ensure that Admissions and Placement practices are institutionalized with minimized bias. BP 5010 *Admissions, Special Admissions, and Enrollment* describes five categories of admissions requirements including; high school diploma or equivalent, age requirements, high school and other special admit students and apprenticeships. BP 5015 *Residence Determination* defines “residency” in alignment with California Education Code and states that a student’s residency classification shall be made at the time of application. BP 5052 *Open Enrollment* states that all courses/classes are open to enrollment by any admitted students unless exempted by statute. BP 5055 *Enrollment Priorities* states that the Chancellor shall detail enrollment priorities. BP 5055 assists to address equity issues and is detailed in the corresponding Administrative Procedure. (1)

Peralta's Administrative Procedures correspond with BPs and provide details on the practices and instruments to be adhered to throughout the District. AP 5010 *Admissions* describes in more detail who is admitted and states that the application and required forms must be submitted for proper admission. AP 5011 *Admission-Special Admission and Enrollment of HS and Other Students* extends BP and AP 5010 to provide details on legislation, high school students' admissions, limitations on enrollment and enrollment steps, elementary and middle school students admissions, college classes on each campus, state apportionment and CCAP (College and Career Access Pathways). Similarly, AP 5012 *International Students* extends the same BP and AP to detail steps to admission, F-1 transfer, eligibility, and fee requirements. To ensure compliance with State residency requirements, AP 5015 *Residence Determination* details the classifications, definitions and determinations of residency, the rules for determining residency, the appeal and reclassification procedure, and defines non-citizens and the length of time and procedure for obtaining residency. AP 5052 *Open Enrollment* describes the requirements and procedures for meeting prerequisites and co-requisites, and describes the advisories on recommended preparation. AP 5055 *Enrollment Priorities* describes groups for enrollment that are based on equity/access and Title V, the appeal process for priority enrollment, the unit load that students can take per term and states that students are ineligible to enroll in classes that have overlapping times. (2)

Peralta evaluates the BPs and APs on an ongoing basis primarily as the result of new or changing legislation. Dates where updates occurred are listed at the bottom of each BP and AP. For example, AP 5011 was updated June 17, 2019, to include AB 288 (CCAP) legislation, AP 5015 was updated December 6, 2019 to meet the January 1, 2020 implementation date of CA Education Code 68086, legislation that added additional exemptions to residency determination.

1. As described in AP 2410, the evaluation process occurs through the PBIM committee structure and District Academic Senate to ensure participatory governance; additionally, the evaluation process can be initiated by a committee, subcommittee or administrative lead. (4)

Evaluating admissions and placement instruments also involves technological improvements needed to ensure accuracy and to minimize bias for students. In March 2019, Peralta developed a Student Services Technology Plan (SSTP) that lists and describes a prioritized list of technological projects needed to improve the student experience with a focus on completion. (5) The projects include the development of: transfer credit evaluation, test table and equivalency model, degree audit, MyPath (a student onboarding tool that designed to help students navigate through their educational journey), password reset and verification, Financial Aid, transcripts and

Starfish items. As noted, within these projects are items impacting the Admissions and Placement process for students where the aim is to ease and inform the student experience. As Peralta waits to engage in a full upgrade of People Soft 9.2 which will streamline processes and result in a more student user friendly enrollment process, these customized projects have allowed Peralta to move forward in critical Student Service related areas. To date, the Transfer In and Degree Audit Projects have been completed (expected April/May 2020) (6) and go live Fall 2020 semester (add ppt from Dominique as evidence of the process, training etc.). (7) The Degree Audit and Transfer In project is aimed at integrating students' transfer course data into their Peralta transcripts and results in the automatic awarding of degrees and certificates. The expected results are that students will have more accurate Student Educational Plans (SEPs) that include courses taken at other districts and increased completion rates in addition to positively impacting the Student-Centered Funding Formula or "SCFF." Phase I of the MyPath project is partially completed, namely the configuration completion of College portals. Note, for example, Berkeley City Colleges' integration of MyPath has resulted in a customized enrollment process that includes guided self-placement for Math and English by allowing students to complete the most pertinent aspects of enrollment through one online system. Upon completion, this project will modernize the application process to include: career exploration, degree and program information, CCC Apply, To Do lists, Guided Placement, Financial Aid and other customizable titles to improve onboarding of students. (Add password reset update (ask VC Lam)

Perhaps one of the most transformative and challenging legislative items to implement was AB 705 which removed Placement tests for English and Math and requires students to complete college-level coursework in these areas within one year and in their first year. Prior to the mandated implementation (Fall 2019) the District Office coordinated a series of district-wide

meetings on this legislation to aid communication, decision making, data review and to standardize implementation where needed. (8)

Finally, FCMAT had ten recommendations related to district-wide and District Office areas of concern. These recommendations include evaluating data, making data projections, data in relation to SCFF revenues, addressing matters in Financial Aid, assessing Financial Aid outreach methods/effectiveness, and implementing all aspects of Guided Pathways legislation. Of these ten recommendations, six were completed by Fall 2019 and four are in progress. (This will need completion and progress and include the FCMAT Matrix that needs to be made into a link) (9)

Analysis and Evaluation

The PCCD has established sufficient and effective BPs and APs and has a participatory governance process for updating them in a timely manner that demonstrates command of state legislation and trends. The SSTP has assisted Peralta in prioritizing the technological improvements needed for more effectively serving the student Admissions and Placement experience, although the Plan resulted from a request from ACCJC as opposed to an internal, systematic and organized assessment of needs in this area. The letter from ACCJC dated December_2018 (10) listed eight items to be addressed in a Special Report and includes “Establishing a Student Services Technology Plan” (SSTP) Plan to comply with the Student-Centered Funding Formula.” The result was the integration of the SSTP into the Special Report submitted to ACCJC May 1, 2019. (11)

PCCD has moved effectively into and through AB705 mandates in part because the Colleges were participating in the initial process of establishing early guided self-placement, in addition to testing the effectiveness of credit (COA) and non-credit (BCC) support courses. Their efforts provided data and assessment of results that informed the district-wide planning process. (12) Notably, two of the four Colleges (Merritt and Berkeley City College) were acknowledged for effective implementation of AB 705 at the 2019 state wide *Strengthening Student Success* conference (13)

As noted above, PCCD has engaged in customized projects to address needed admission and placement initiatives because of the lack of a fully implemented 9.2 People Soft upgrade. These projects are thus “work arounds” to the ongoing delays of the upgrade where these and other projects could have been completed at a faster and more comprehensive rate.

In the most recent Audit Report, PCCD received a finding regarding the lack of proper documentation of AB 540 students. (15) Proper documentation is an important and mandated aspect of the Admissions process; the finding occurred at one of the four Colleges in the District.

The corrective measure (add link once ready) for this finding has been completed (plan to address this in Spring 2020) and ongoing training has been established (add documented plan here—training agenda and sign-in) (15).

Evidence List

- 1.) [BP5010 - Admissions, Special Admissions, and Enrollment](#) [BP 5015 - Residence Determination](#)
[BP 5052 - Open Enrollment](#)
[BP 5055 - Enrollment Priorities](#) 2.) **AP 5010 - Admissions**
[AP 5011 - Admission-Special Admission and Enrollment of HS and Other Students](#)
[AP 5012 - International Students](#) [AP 5015 - Residence Determination](#) [AP 5052 - Open Enrollment](#)
[AP 5055 - Enrollment Priorities](#)
- 3.) [CA EDC – Section 68086 Additional Exemptions to Residency Determination](#)
- 4.) [AP 2410 - Policy Development Process](#)
- 5.) [SSTP – Student Services Technology Plan](#)
- 6.) **STILL NEED TO INSERT** (*Evidence not expected until April/May 2020*)
- 7.) **STILL NEED TO INSERT** (PowerPoint from Dominique on Transfer In/Degree Audit) 8.)
AB 705 - STILL NEED TO Hyperlink
[AB 705 - District Wide Meetings](#)
- 9.) FCMAT - **STILL NEED TO Hyperlink** to recommendations, evidence of completion/progress/matrix
- 10.) ACCJC Letter – **STILL NEED TO Hyperlink**
- 11.) [SSTP – Student Services Technology Plan](#)
- 12.) [Data Comparison](#) – College of Alameda Math 13-213 [AB 705 – Assessment of Results](#)
- 13.) [Strengthening Student Success – Berkeley City College](#) 14.) [Annual Financial Report, June 30, 2019 PCCD](#)
- 15.) Corrective Action Plan (**STILL NEED TO INSERT** once completed)

- 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

Laney College offers students extensive student support services that range from meeting basic needs to providing counseling that lead toward degree, transfer, and career attainment and advancement. Its student services programs consistent with its student demographics and mission. Through the implementation and continuous evaluation of data reports provided by the Office of Research and through program review, the College regularly its services with the same depth and rigor of all college areas to align with strategic goals and institutional values that speak to ensuring equitable access to learning and the support of it. As with the College identifies and assesses outcomes for its administrative and instructional areas, it also evaluates student population and provides appropriate student support services and programs to achieve those outcomes. Counseling and advising orient students and support student development. Student records are maintained in accordance with board policy and all laws and regulations. Student support services are consistent with the college mission.

Improvement Plan(s)

As the college and district move forward into the next accreditation cycle, they need to ensure that remote support and student services closely mirror what is provided on a classroom level. As of 2020, several platforms such as Starfish and Cranium Café were being established at the college to respectively provide comparable support in the areas of academic support and counseling, and the work needs to continue. (As this improvement plan overlaps with some of the standards in 2B, it is written in duplicative fashion.)

Matrix for timeline corresponding with activities in Strategic Enrollment Management Plan. Also it should cite the SEM plan.

Evidence List

Evidence needs to be consolidated into one table. Given the volume of evidence, it can be done during summer revisions.

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).

Evidence of Meeting the Standard

GENERAL NOTE:

WHEN CITING PROJECTS THAT WILL BE COMPLETED IN THE NEAR FUTURE, E.G., MARCH 2020, EVIDENCE AND NARRATIVE NEEDS TO BE UPDATED AFTER PROJECT COMPLETION AND BEFORE THIS REPORT IS COMPLETED.

Peralta Community College District offers broad access to programs services for the communities of Albany, Berkeley, Piedmont, Oakland, Alameda, and Emeryville by offering courses and other services at four campuses, encompassing approximately 260 acres and over 1,657,000 gross square feet of buildings. The largest campus, Laney College, is in downtown Oakland. The three other campuses are also located in downtown Berkeley (Berkeley City College), on Alameda Island (College of Alameda), and in the Oakland hills (Merritt College). Laney and Berkeley City College are easily accessible by BART, and all four campuses are accessible by bus and private vehicles.

The District endeavors to provide safe and sufficient physical resources at all its locations to address the teaching and learning needs of students, faculty, and programs and to assure that the District's mission is achieved. Though separated by short distances, the four campuses are intended to operate as a single system to facilitate the ability of the District's Facilities Department and the Alameda County Sheriff's Department to maintain and provide security over all sites.

Human Resources. In 2016, the District began the process of decentralizing facilities services in order to better meet the needs of the Colleges. The goal was to house a Facilities Director at each of the Colleges, with a staff of engineers, groundskeepers and custodians reporting to this position. The idea was that a location-centric facilities staff would be better positioned to meet the day to day challenges at each College. The purchasing department would remain centralized at the District Office, so that the benefits of bulk purchasing would not be lost. The Facilities Directors would report to an elevated position, a Vice President of Administrative Services. This position would have operational oversight of facilities, among other duties (Evidence 1).

Physical Resources. Three of four Colleges were constructed in the early 1970's, with Berkeley City College constructed in 2007. While some scheduled maintenance has occurred, many parts of each campus are aging and are not properly maintained. Nonetheless, the District has enjoyed strong community support for its mission to provide critical physical resources to serve the needs of its student population. The District has endeavored to improve its facilities through a combination of voter-supported capital improvement bond funds and state maintenance allocations, as evidenced by the recent passage of the \$800 million Measure G bond in 2018. Measure G is the second capital improvement bond provided by the voters. Measure A, passed in 2006, providing capital improvement funding for each campus. Major campus projects completed between 2006 and January 2020 include (Evidence 2):

- Laney College Field House and Field Replacement
- Laney College BEST Center
- Merritt College Science Building
- College of Alameda New Center for Liberal Arts (expected completion June 2020)
- Berkeley City College property purchase (2118 Milvia Street, Berkeley, CA)

Measure G funding is intended to support the Peralta Community College District's *District Wide 2017 Facilities Technology Master Plan* (FTMP), which the Governing Board approved in March 2018. The

bond passed in November 2018. The FTMP anticipates building and space needs arising from the four colleges' 2016 Educational Master Plans. These educational, facilities, and technology plans provide information establishing the physical resource needed to enhance institutional effectiveness and contribute to overall student learning outcomes and success. (Evidence 3).

Finally, the District seeks additional State capital project resources to achieve their goals. The State assigns a Facilities Condition Index (FCI) to each building. Working with specialty consultants, the District's facilities are assigned a grade, and programs are evaluated for their growth potential. Funding requests to the State's FUSION space inventory database (Evidence 4).

Technology Resources. The District's technology plan is intended to meet the changing needs of the District's students, faculty and staff. With classroom technology changing quickly, teaching techniques are also evolving. These changes affect both classroom instruction and online course offerings. The District has a centralized IT group, tasked with maintaining the network systems that are centralized in the District Office. As with the facilities group, the Colleges also have a dedicated IT technician, reporting to the Director of Business Operations, or in the case of Laney College, a Director of IT, reporting to the Vice President of Administration (Evidence 1).

Financial Resources. The District has resources available for facilities capital improvements, including local bond funds. In addition to State scheduled maintenance funds, the District also was awarded Proposition 39 funding for energy saving projects (Evidence 5).

Operational funds for staff have been lacking however, as many positions in the central office have been frozen. The ability to create Purchase Orders and pay contracts in a timely manner, continue to challenge the District.

[insert response]

Analysis and Evaluation

Human Resources. The District created and committed to decentralizing services but failed to implement the plan. While the decentralized model may have been well intentioned, the lack of implementation created a disjointed service model, inconsistent positions across the District, and inconsistent procurement patterns, as the level of procurement knowledge was inconsistent across the four colleges. While Laney College was able to create, fund and fill the positions of Vice President of Administration and the Director of Facilities, none of the other Colleges were able to implement the decentralized model. **(THIS SECTION NEEDS ALIGNMENT WITH HR REPORT)**

In order to achieve consistency, the District is returning to the centralized model for the management of facilities. The centralized model will provide staffing flexibility, consistent purchasing and financial controls. One of the ongoing challenges is the inability for centrally dispatched engineering staff to work collaboratively with the on-site Directors. In the centralized model, Facilities Directors will directly manage the engineering, grounds and custodial staff and will have the authority to dispatch staff to address the highest priority campus issues (Evidence 6). The plan will be implemented in March 2020.

Physical Resources. The District received State Capital outlay funding two years ago but has been slow to spend it. The District hired a State funding specialist (Evidence 7) to assist with the process and has recently hired architects to design the five (5) projects. The projects must be in construction before June 30, 2021. State funds require matching local funds, which will be supplied by the Measure G bond. The five projects are:

- Laney College Learning Resource Center
- Laney College Theater Modernization
- Merritt College Child Development Center
- Merritt College Horticulture Building
- College of Alameda Diesel and Auto Technology Building

As Berkeley City College is relatively new, the District did not seek State capital project funds for that campus.

The listed projects are following the Board-approved FTMP, with a few minor revisions. The plan was appropriately vetted by the participatory governance process.

Technology Resources. Funding for Technology is included in the Measure G bond spending plan. The spending plan follows the Board-approved FTMP. (EVIDENCE)

Financial Resources. DGS and the Finance Department have struggled to properly budget for Board-approved contracts and are slow to pay for work completed. The processes for approving invoices are inadequate, and the business processes in One Peralta do not follow best practices. The Vice-Chancellor is expected to approve all invoices without sign-off from local area managers. Purchase Orders for multi-year contracts are reissued every fiscal year, leading to confusion amongst vendors when their invoices go unpaid because they did not change, or did not know that a new PO number was issued.

On the other hand, State Capital Outlay funds and Measure G Capital Outlay funds are available to improve and modernize the facilities. The Measure G Program **Manager was** hired on February 4, 2020 (Evidence 8). **They (THE MANAGER?)** are expected to provide the overall structure and procedures to execute the bond over the coming five years. State Outlay funds have not been spent in a timely manner, but the Facilities Department will be **reorganized by March 31, 2020,** and the new organizational structure will include a Facilities Project Manager (Evidence 9). (Update)

EVIDENCE LIST:

1. Laney College Org Chart: <https://web.peralta.edu/PCCDOrganizationalCharts/files/2017/10/Rev-March-2018-Laney-College-Org-Chart-2017-2018-organizational-chart.pdf> need to update link
2. Measure A Roadmap to the future: https://web.peralta.edu/measurea/files/2013/04/FINAL-6-23-09-Road_Map-to-the-Future-Capital-Bond-Program3.pdf
3. Measure G Facilities & Technology Plan: <https://web.peralta.edu/general-services/files/2019/02/BOT-March-13-FTMP-Update.pdf>
4. Merrill Cannon Contract: <https://go.boarddocs.com/ca/peralta/Board.nsf/Private?open&login#>
5. Funding Letter for Prop 39 funds: Need to add.
6. Organizational Chart (Centralized Model) for DGS: Need to add.
7. ALMA Strategies Contract: <https://go.boarddocs.com/ca/peralta/Board.nsf/Private?open&login#>
8. AECOM Contract: Feb 4 BOT. Need to add.
9. New Organizational Chart of DGS: Need to add.

Agenda and meeting minutes from Safety Committee).

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

The District maintains documented policies and procedures for faculty, staff, and management selection. Guidelines and procedures are publicly posted on the District Human Resources and Board of Trustees websites.

Each position requires a job description that states the class purpose, essential responsibilities, minimum qualification, desirable qualifications, and environmental demands. When a position is advertised, the job description along with these details are posted on the Human Resources Careers page.

Classified and management job descriptions are posted on the Human Resources website for public access.

The development of new job descriptions and updating of existing job descriptions are reviewed in collaboration with Human Resources, the classified bargaining unit, and the Academic Senate.

Analysis and Evaluation

Administrative Procedures for faculty, classified, and administrative personnel are posted on the [Board of Trustees](#) website (1). Human Resources Hiring Procedures for faculty, staff, and administrators are posted on the Procedures' page of the Human Resources department's website (2). The Human Resources Department supervises the recruitment and selection process. There are two permanent Human Resources Analysts assigned to recruitment who support the four Colleges and District Offices. Throughout the recruitment process, the HR Analyst prepares, advises, and provides support for screening committee members and hiring managers. This requires the Analyst to attend various off-site committee meetings and interviews. The HR Analyst is also responsible for the initial screening of applications to confirm applicants meet the minimum qualifications for the advertised position.

Each established position had a corresponding job description. The job description provides information about the essential functions, minimum and desirable qualifications, and the purpose of the position. Classified and management job descriptions are posted on the Human Resources website (3). Faculty job descriptions are not currently posted on the website. Human Resources

does receive requests for faculty job templates and will develop templates for Instructor (Non-Masters and Master's required), Counselor, and Librarian by the end of the current fiscal year.

The District and Colleges use a paper form to advertise vacancies and new positions. The paper request form routes for College and District approvals and signatures. Because the request to advertise process involves a paper form and requires numerous approvals, it takes an exorbitant amount of time to get requests approved.

When positions are advertised on the Peralta Career site, Human Resources utilizes a job posting and job description template that includes job summary, duties and responsibilities, minimum qualifications, and desirable qualifications (4).

Job descriptions are reviewed and updated when positions are advertised, during the reclassification process, and as requested by management. Human Resources advises hiring managers to review and update job descriptions when requesting to advertise new or vacant positions (5). This process provides the manager an opportunity to add and update any new functions, responsibilities, or qualifications relevant to the position and department needs. New job classifications and changes to existing classifications are reviewed by Human Resources and the bargaining unit. New management classifications are reviewed by Human Resources and the College or District Academic Senate.

The recruitment process is a participatory process that includes classified, staff, and management appointees. Together, screening committees develop screening criteria, interview questions, conduct first level interviews, and deliberate to identify the most qualified applicants to forward to the hiring manager for final interviews.

Human Resources reviews committee composition for balance in gender and ethnicity. Due to the required number of appointments for screening committees, Human Resources may experience delays in confirming appointments and with scheduling committee meetings---at times drawing out the hiring period beyond the planned timeline. Human Resources requests committee appointments from the leaders of the classified bargaining units and the College Academic Senate. There are times when Human Resources does not receive responses or appointment confirmations from the union representatives in a timely manner. If HR moves forward without committee appointments, the department risks complaints from the bargaining units about representation.

Desk audits or reclassifications are performed when an employee demonstrates that their job responsibilities are not reflected in their current job description and believe that there is evidence to support a change in classification. When an employee submits a reclassification request, the HR Analyst or Human Resources consultant reviews the information submitted by the employee and conducts interviews with the employee and manager to determine if positions and/or job descriptions needs to be updated.

Several classified job descriptions are outdated because the District cannot yet afford a District-wide compensation study. In addition, the Human Resources Department does not have adequate staffing to support compensation and classification functions.

Currently, the Senior Human Resources Analyst I is working as the Interim Director of Human Resources and the Analyst position is vacant. The other Senior Analyst spends a large percentage of his working time dedicated to maintenance and improvements for the Human Resources Information System. Multiple Human Resources staff members share the classification and compensation functions. To be more effective, the Human Resources Department needs a full-time staff member dedicated to these various functions.

The process to update and approve new job descriptions takes considerable time due to the high volume of outdated descriptions. Limited Human Resources staff and union representatives are available to complete the reviews. The District should strongly consider a District-wide classification study and consider funding an additional Human Resources position to update job descriptions and to review current skills sets for positions.

[AP 7121 – Faculty Hiring](#)

[AP 7122 - Hiring Procedures for Regular Academic Administrators and Classified Managers](#)

[AP 7123 Hiring Acting and Interim Academic and Non Academic Administrators](#) [AP 2431 Chancellor Selection](#)

[BP 3240 Equal Employment Opportunity](#) [AP 3410 Nondiscrimination](#)

[AP 7127 – Salary Placement for Regular Academic Administrators and Classified Managers](#)

1. HR Procedures for hiring [Administrators and Classified Staff](#) [HR Procedures for hiring regular faculty](#)

HR Procedures for hiring [part-time faculty](#)

2. [HR Job Descriptions page](#)
3. Job Posting Example – Peralta Career Site
4. <https://peraltaccd.peopleadmin.com/postings/search>
5. [Hiring Process: Management and Classified Positions \(Section 4\)](#) [Process Hiring Process: Regular Faculty Positions \(Section 4\)](#)
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

The District Human Resources Office follows the State Chancellor's *Handbook of Minimum Qualifications for Faculty and Administrators in California Community Colleges* as a guideline for all faculty hires. Desirable qualifications are included on job announcements and descriptions to exemplify the qualities and experience of ideal candidates. All faculty job descriptions include professional responsibilities that define the full scope of professional services and expectations. Faculty evaluations policies and procedures are also used to assess performance and skills related to knowledge, skills, and professional responsibility.

Analysis and Evaluation

The Human Resources Department screens all part-time and full-time faculty applications for minimum qualifications in accordance with the State Chancellor's *Handbook of Minimum Qualifications for Faculty and Administrators in California Community Colleges* and Peralta Administrative Procedure 7211 (1). Job descriptions and postings for faculty positions clearly state the minimum qualifications, desirable qualifications, and professional responsibilities for the position. Faculty advertisements provide specific examples of professional services included, but not limited to office hours, curriculum, development evaluation and revision, professional growth activities, maintenance of class records and rosters, and participation in meetings, and outreach (2,3).

Administrative Procedure 7121(4) and the Human Resources Hiring Process for Regular Faculty Position (5) outline the faculty hiring process. Administrative Procedure 7121 is posted on the Board of Trustees website and the Human Resources Procedures are posted on the department website.

As part of the faculty hiring process, selection committees review the minimum qualifications, desirable qualifications, and the duties outlined in the job description in order to develop paper-screening criteria and interview questions that are designed to evaluate each candidate's skills, knowledge and abilities essential to the position and discipline. The faculty interview process may also include a teaching demonstration (6). Selection committees consist of appointees with knowledge and experience related to the discipline and include at least three full-time regular faculty, with at least one from the discipline and the remaining faculty appointed by the College Academic Senate President. The Chair of the selection committee is selected from the advertised discipline or a related discipline (7).

Faculty evaluation policies and procedures also set standards of excellence for instructors. Objectives of faculty performance review include evaluation of the faculty member's effectiveness in relationship to good teaching; currency in the field; department/discipline responsibilities; and effectiveness of service to students, the departments/disciplines and the college. Both part-time and full-time faculty are subject to evaluations that consist of four categories for assessing performance. The categories include knowledge base, application of knowledge base, motivation and interpersonal skills, and professional responsibilities. In the

faculty evaluation handbook, professional responsibilities include participation in a variety of academic projects, keeping abreast of their discipline knowledge, and curriculum development

(8). **Anne, you can remove this paragraph and evidence number 8 if it does not fit here. LET'S LEAVE FOR NOW**

1. [AP 7211 Minimum Qualification and Equivalencies](#)
 2. Job announcements for faculty positions include the following duties [Job opportunities page](#)
 3. Sample Faculty Posting
 4. [AP 7121 Faculty Hiring](#)
 5. [HIRING PROCESS: REGULAR FACULTY POSITIONS](#)
 6. [Hiring Process: Regular Faculty Positions \(Section 10, page 8\)](#)
 7. [Hiring Process: Regular Faculty Positions \(Section 7\)](#)
 8. [PFT Faculty Evaluation Handbook Policies and Procedures \(pages 5-7\)](#)
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

The District's Administrative Procedure for hiring administrators consists of a thorough screening and interviewing process to identify qualified candidates that have the skills and experience to be effective leaders. The selection process is extensive and involves participation of existing managers, faculty, and staff.

The effectiveness of management performance is evaluated through performance reviews that include feedback from the first level manager, peers, and an employee self-evaluation. Performance goals and evaluation are correlated with the District's Strategic Goals.

Analysis and Evaluation

The District has established Board Administrative Procedures (1,2) and Human Resources procedures for management selection (3). The management recruitment process begins with the job announcement. The job announcement states the purpose of the position, essential responsibilities, and the minimum and desirable qualifications.

Executive level job descriptions also include a description of institutional needs, professional qualifications, and personal characteristics to demonstrate the model candidate (4,5). Job descriptions for management position are prepared in consultation with the hiring manager (College President or Chancellor) and Human Resources. New management job descriptions also require the review of the College or District Academic Senate.

With the assistance and supervision of Human Resources staff, an appointed screening committee consisting of administrators, faculty and classified staff develop screening criteria and

interview questions, and supplementary activities (i.e. writing samples), to identify the most qualified candidates.

Community forums are also conducted for College President, College Vice Presidents, and District Vice Chancellors positions. This allows faculty, staff, administrators, students, and the public an opportunity to ask the candidates questions and to provide the hiring manager with their feedback and thoughts about the candidate's qualifications. Feedback is provided on a forum evaluation form that is distributed and collected by Human Resources Staff at each forum.

Once a manager is hired, the District evaluates the competence and effectiveness of its managers through the management evaluation process (6). In collaboration with their managers, new managers establish goals and objectives within the first 60 days of hire. New managers are given their first evaluations after their first six months of employment. All other managers are evaluated on an annual basis in accordance with the timeline and procedures detailed in the Board's Administrative Procedures for Management Performance Evaluations.

Comprehensive evaluation for managers occurs every three years and include peer and staff feedback, self-evaluations, assessment of District and College goals, and establishment of new goals for the subsequent year. If a manager receives an unsatisfactorily evaluation, the evaluating manager has the option to perform a follow up, special evaluation. If the manager's performance does not improve, their supervisor has the option to request that the employee be terminated per the 90-day clause in their Contract. Or, if their Contract is to end by June 30th, they can receive a March 15th notice of non-renewal of contract. Management evaluations are not performed on a consistent basis and there are no consequences if managers do not complete evaluations. Some managers voice concerns about the confidentiality of the peer evaluation and are hesitant to complete it when selected.

Administrators are required to attend an annual management retreat hosted by the Employee Relation and Human Resources staff to review topics related to leadership, harassment awareness, discipline, and performance management (7). If department budgets allow, managers are also provided opportunities to attend professional workshops and conferences. One example of a conference is the Association of California Community College Administrators (ACCCA) Administration Transformational Leadership Program.

The District previously provided in house opportunities for leadership development through its Management Leadership Development Academy at Peralta (MLDAP). Cohorts for the Academy were tasked with developing, implementing and delivering transformational projects to help improve the District (8). The year-long program consisted of individual and team activities to help Academy participants either prepare for a new assignment or deepen their knowledge of their current work. The MLDAP program was discontinued in 2018.

It would benefit managers and employees if the District's IT, HR, and Finance Departments could work together to provide budget training and guidance related to budget and purchasing,

Human Resources, and security. Training offered throughout the academic year on at least a bi-annual basis would allow increased learning opportunities for new management and staff, and provide refreshers and updates for existing employees.

The District should also consider implementing a new in-house leadership training program for existing managers and current employees interested in leadership roles.

1. [AP 7122](#) – Hiring Procedures for Academic Administrators and Classified Managers
2. [AP 7123](#) – Hiring Acting and Interim Academic and Non-Academic Administrators
3. [HR Procedures](#) – Hiring Process for Management and Classified positions
4. COA - <https://web.peralta.edu/hr/files/2012/10/College-President-COA-JD1.pdf>
BCC - <https://web.peralta.edu/hr/files/2012/10/College-President-COA-JD1.pdf>
Laney - <https://web.peralta.edu/hr/files/2012/10/College-President-LC-JD1.pdf>
Merritt - <https://web.peralta.edu/hr/files/2012/10/College-President-MC-JD.pdf>
5. Vice Chancellor of Academic Affairs job description
https://web.peralta.edu/hr/files/2016/07/ViceChancellorAcademicAffairs_JD.pdf
6. [AP 7124](#) – Management Performance Evaluations
7. Management Retreat August 2018 Management Retreat Agenda
8. Chancellor's C-Direct memo regarding Management Leadership Development Academy

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

The District ensures degrees held by faculty, administrators, and other employees are from accredited institutions through its documented recruitment and equivalency processes.

Applicants for faculty and management positions are required to upload transcripts when submitting their employment applications through the District's career portal. The application procedures on job advertisements for faculty and management positions clearly state that copies of transcripts from fully accredited college or university institutions are required for application submissions.

The Office of Human Resources uses the Database of Accredited Postsecondary Institutions and Programs' website to confirm that degrees held by faculty, administrators and other employees are from institutions' recognized accrediting agencies.

Analysis and Evaluation

Degrees held by faculty, administrators, and specific classified staff are routinely reviewed through established Human Resources procedures to ensure they are from recognized United States' accredited agencies. Employment application instructions and transcript requirements are provided on the job advertisement. Instructions for this requirement are found in the "Application Procedures" section of job posting (1). The procedures list "copies of transcripts from fully accredited college or university institutions" as one of the required documents when submitting the employment application. The application procedures also state that copies of diplomas are not permitted as a substitute for transcripts and that if hired, the applicant will be required to submit official transcripts from a fully accredited college or university. The instructions further advise that transcripts must include the degree awarded and the confer date, and that transcripts without this information will be disqualified. Lastly, the application procedures note that a written evaluation by an official foreign credentials/transcripts evaluation and translation service must be submitted for foreign degrees by the application deadline date.

The PeopleAdmin system is the applicant tracking system used by District Human Resources for recruitments and applicant tracking. PeopleAdmin provides HR the ability to customize employment applications, screen candidates using job specific questions, and to receive required or supplemental employment documents from applicants.

EVIDENCE HERE. The Human Resources Analysts use features of the PeopleAdmin system to set requirements for transcript submission. Applicants are unable to successfully submit an application and receive a confirmation number unless the transcript is uploaded.

Human Resources uses documented processes to review and ensure receipt of eligible transcripts. Transcripts uploaded with employment applications for full-time positions are reviewed by the HR Analysts, and transcripts for part-time faculty positions are reviewed by the HR Generalists. Official transcripts are reviewed and collected by Human Resources staff members for faculty and managers selected for full-time positions. If there is ever uncertainty about the accreditation status of an institution from which a transcript was received, Human Resources uses the DAPIP (Database of Accredited Postsecondary Institutions and Programs) website to verify accreditation of educational institutions (2). This website allows users to search and confirm the accreditation status of United States educational institutions. The database contains information reported to the U.S. Department of Education directly by recognized accrediting agencies and state approval agencies

All faculty and management hires are required to meet with the Human Resources Generalist for an intake orientation appointment. When scheduling the intake appointment, the Generalist provides the new hire with a faculty or management employment checklist (3). The faculty checklist reiterates that official transcripts are to be submitted to the Office of Human Resources, that the transcripts must be sealed or sent via the E-transcript system, and that foreign degrees must be evaluated by an official foreign credential evaluation service. The same transcript requirements apply to management hires (4).

EVIDENCE NUMBERS MUST BE IN ORDER—5 is missing

The District also has an Administrative Procedures for Equivalencies that provides guidelines for the equivalency process. When an applicant seeks equivalency review, the

District Academic Senate President appoints an Equivalency Committee to evaluate the applicant's academic qualifications, pertinent experience, and relevant coursework in determining whether the applicant meets equivalency to the minimum qualifications. The administrative procedure details the committee composition of the Equivalency

Committee, specifies criteria for Master's required and Non-Master's degree disciplines, and the responsibility of the HR department in the equivalency process. The District Human Resources Office provides notification to the candidate or employee about the District Academic Senate's determination and places a copy of the letter in the employee's personnel file (6). Human Resources maintains a tracking log of equivalency files which are saved in the shared department drive. **EVIDENCE NEEDED HERE FOR PROCESS**

1. **Sample Management posting**
2. [DAPIP website](#)
3. [HR Faculty Checklist](#)
- 4.

HR Management Employee Checklist

5. [AP 7211 Minimum Qualifications and Equivalencies](#)
6. Sample Equivalency Determination Letter

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

The District has standard performance evaluations procedures for administrators, faculty, and staff. Classified and faculty evaluation procedures are detailed in the respective collective bargaining agreements. The Department of Human Resources coordinates the performance evaluation process for classified employees while the Office of Academic Affairs provides oversight of the faculty evaluation process. The Office of Employee Relations provides guidance and tracking for management evaluations. Each bargaining unit has a standardized evaluation form which has set performance factors and rating scales.

Classified evaluations forms are available on the Human Resources website (1). Faculty evaluation forms and procedures are available on the Academic Affairs website (2).

Analysis and Evaluation

Classified evaluation schedules are manually composed and distributed by the Office of Human Resources. The schedules include employee information and their annual evaluation date determined by guidelines set in the Local 39 and SEIU bargaining agreements (3). Classified employees are evaluated twice during their probationary period, and then annually. The annual evaluation schedule for the fiscal year is emailed to the administrators at the Colleges and to the District departments twice a year, and upon request. Second and fifth month probationary evaluation reminders are emailed to the first level manager prior to the end date of the evaluation period. These emails include general evaluation guidance for the manager and instructions if an employee does not meet performance expectations during the probationary period. The evaluation process for Confidential employees is identical to the SEIU and Local 39 processes.

Completed evaluations are submitted to Human Resources and tracked on a spreadsheet. The Human Resources Department also logs classified evaluation ratings, completion dates, and next evaluation dates on the Person Profile screen in PeopleSoft.

Policies and Procedures for faculty evaluations are detailed in the Peralta Federation of Teachers (PFT) Faculty Evaluation Handbook (4). The handbook includes procedures and timelines for all faculty including tenure track faculty, tenured and part-time faculty. The faculty evaluation handbook states the purpose of performance evaluations and defines the basis of “teaching excellence” which includes categories for assessing performance: knowledge base, application of knowledge base, motivation and interpersonal skills, and professional responsibility. In accordance with the Faculty Evaluation Handbook, each campus has an assigned College Evaluation Coordinator who monitors the evaluation process, trains faculty evaluators and evaluatees, and ensures compliance with guidelines and timelines.

Administrative Procedure 7124 (5) provides the guidelines for management performance evaluations. Management performance evaluations are performed to “demonstrate commitment to organizational excellence and align performance with the District-wide strategic goals and institutional objectives.” It is a comprehensive process that includes peer review, self-evaluation, and the manager’s evaluation. The management evaluation process also includes the establishment of goals and objectives that are aligned with the District’s Strategic Goals and Institutional Outcomes. Information regarding the evaluation cycle, competencies, procedures, and rating scale are provided on the administrative procedure. The Office of Employee Relations provides managers with evaluation guidance and tracks the completion of management evaluations. Forms, timelines, and evaluation forms are posted on the Human Resources website for reference and access and emailed to the managers (6).

The District’s evaluation processes are primarily manual and require constant follow up from staff members in the Human Resources and Employee Relations Department. It may benefit the District to implement an online platform for performance management where managers would not have to rely on emails for reminders, schedules, and evaluation history completion. Transition to an online evaluation platform would likely require negotiated agreements with the bargaining units.

While guidance for the evaluation process is provided in the collective bargaining agreements and in the evaluation emails, all managers should receive training regarding the evaluation process at the time of hire. The District continues to experience challenges with timely submission of performance evaluations and there are no consequences for managers when they do not conduct their employee evaluations.

1. Classified Evaluation Forms
2. Faculty Evaluation Forms
3. SEIU Collective Bargaining Agreement (Article 5.1 & Appendix pages 123-124)
4. SEIU Classified Evaluation Procedure
5. IUOE Local 39 Bargaining Agreement (Article 19)^{Evaluation Procedures}
6. PFT Faculty Evaluation Handbook
7. Administrative Procedure 7124 – Management Performance Evaluations
8. <https://web.peralta.edu/hr/hr-documents-forms/> (See Management Evaluation Forms)

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

Using program review and the District's planning and budgeting model, the District maintains enough qualified full-time to support its mission and purposes. Over the last three fiscal years, the District met its Faculty Obligation Number (FON).

The District also has negotiated agreements with the Peralta Federation of Teachers (PFT) that aide the Colleges in maintaining a healthy pool of part-time faculty. In accordance with Articles 30 and 30.H, the District maintains an eligibility list of all temporary part-time faculty, and has an established part-time faculty rehire preference pool.

Analysis and Evaluation

The District maintains enough full-time faculty to fulfill its institutional goals and to serve its students (1) and has met the FON number for consecutive years. However, it has been noted that the even though the District has experienced a declining enrollment in recent years, the FTEF have not been adjusted to account for the decrease in FTES. According to the report completed by the Fiscal Crisis and Management Assistance Team (FCMAT) for Peralta Community College in June 2019, "The District lacks a coordinated and effective process for establishing mutually agreed upon annual FTES productivity targets". FCMAT suggests that productivity targets and the corresponding budgets must be evaluated, and revisions must be made to the practice used for establishing annual FTES productivity targets. The funding measurement metrics and opportunities to improve performance should be carefully considered in all future productivity target discussions since the District is not earning the revenue possible with the new funding formula (2).

The District maintains a preferred pool for part-time faculty as part of a negotiated agreement with PFT and through ongoing Temporary Pools advertised on the Peralta Career site. The preferred hiring pool gives preference in assignment to part-time faculty that meet the eligibility guidelines set forth in the bargaining agreement (3). Colleges are required to offer assignments to

preferred part-time faculty before they recruit externally. The electronic list of the pool is compiled in collaboration with Institutional Research, Academic Affairs, and Human Resources. The list is publicly posted on the Peralta Institutional Research Reports website each semester, by College (4).

The District also maintains a non-preferred hiring pool in accordance with the bargaining agreement. This list includes part-time faculty that are currently employed by the District, but not preferred, and who meet state minimum qualifications. If part-time faculty positions are open but there are no available qualified individuals in the discipline from the Preferred Hiring Pool, the Division Dean or designee considers faculty members currently employed in the Department discipline or at another College within the District who are not in the Preferred Hiring Pool. The Dean or designee may also contact the Office of Human Resources regarding qualified candidates who are currently in the central District database.

The Office of Human Resources maintains ongoing temporary pool announcements for part-time faculty, by discipline, on its Human Resources Career site (5). College departments may contact Human Resources to request applications from the pool. The Human Resources staff screens applicants in the pool to ensure only qualified applicants are considered.

1. Fall_2017_FTF_Final_Report (2).pdf
2. Fall_2018_FTF_Final_Report (1).pdf
3. Fall_2016_FTF_Final Report (1).pdf
4. Page 7 of Fiscal Crisis and Management Assistance Team (FCMAT) Report for Peralta Community College, June 28, 2019
5. FCMAT Report page 7.pdf
6. [Article 30. D & H of PFT CBA](#)
7. [Part-time faculty preferred hiring pool list](#)
8. [Peralta Job Opportunities](#)

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

The District has policies, procedures, and negotiated agreements that provide oversight, evaluation, and inclusion of part-time faculty in the District community. Human Resources has an established orientation procedure for part-time faculty which include a required intake appointment with a Human Resources staff member. Part-time faculty are included in

professional development activities. The PFT Contract includes specific procedures for part-time faculty performance evaluation.

Analysis and Evaluation

Upon hire, new part-time faculty are scheduled for an intake appointment with a Human Resources Generalist. During that appointment, the new hire and the HR Generalist complete and review required new hire documents, discuss salary placement procedures and retirement options, and answer HR related questions. Intake appointments are scheduled on specific days and times of the week as part of an agreement with the Peralta of Federation of Teachers (PFT). Representative from PFT are notified of the intake appointments and invited to meet with new hires to discuss union membership.

An overview of the new hire process for part-time faculty is posted on the Human Resources website for public reference (1). The PCCD Guide for Hiring Part-time faculty is also published on the Human Resources website to assist hiring managers and department chairs with the hiring process. This guide is used for training and as a reference for the Colleges. This document helps maintain a streamlined consistent hiring process for part-time faculty.

Human Resources also utilizes a faculty checklist to prepare new hires for the intake appointment. This form is available on the HR website (2).

While the District meets this standard, Human Resources and the Staff Development Officer are seeking to identify how the onboarding and orientation processes can be improved by distributing an onboarding and orientation survey to employees hired within the 2019-20 academic year. This survey will help District Human Resources and the Colleges work together to improve the onboarding experience for new hires. It will also help develop an understanding between the District and the Colleges about who is responsible for providing certain information to new hires (3). For example, HR provides information about salary placement, payroll, email access, benefits, and Human Resources policies. At this time, Human Resources does not have a clear understanding about how information related to systems access, directives about schedule and job responsibilities, ID badge, keys, etc. are provided to new hires at each of the Colleges.

Once Human Resources has an understanding of how Colleges provide the information, the Human Resources Department will revise the new hire checklist so new employees have a better of understanding about who to contact for specific requests within the first weeks of hire.

AGAIN IF COLLEGES SHOULD BE RESPONSIBLE, ARE YOU HAVING DIALOGUES WITH THE COLLEGES TO SUGGEST THIS? IF SO, PROVIDE EVIDENCE.

The evaluation process for part-time faculty is documented in Part Two of the PFT Faculty Evaluations Policies and Procedures Handbook (4). Evaluation of part-time faculty is a four-part process involving self-evaluation, faculty/classroom observation/evaluation, administrative evaluation, and student evaluation. Part-time faculty are evaluated within the first year of

employment. Thereafter, evaluations are performed once every six regular semesters, unless a summary rating of “Does not consistently meet requirements” or “Does not meet requirements” is received. When a part-time faculty member receives a summary rating of “Does not consistently meet requirements” or “Does not meet requirements”, an evaluation will take place during the next semester that the faculty member has an assignment. For part-time faculty, the second evaluation will be used to determine eligibility to enter or remain in the Rehire Preference Pool.

Article 30 (5) of the PFT bargaining agreement details specific agreements for part-time faculty relating to assignments and benefits, including the Part-time faculty rehire preference pool which provides assignment preference to part-time instructors that meet the eligibility guidelines.

All faculty, including part-time instructors, are required to participate in Flex day activities. This requirement is documented in Professional Days’ Agreement under Appendix A.5.B of the PFT Contract (6). Part-time temporary faculty participate in Flex-day activities on the same basis as their weekly teaching assignments. For example, if the instructor has an assignment of teaching three hours in-class and Professional Days are on that day, he/she shall participate and report three hours of flex activities

The Staff Development Office also offers professional development outside of Flex days and throughout the academic year. Part-time faculty are welcome and encouraged to participate in these activities as well. The Staff Development Officer has its own website (7) and regularly sends out announcements regarding professional development opportunities. The Staff Development Office also hosts [online office hours](#) through Zoom and delivers a monthly newsletter that include upcoming learning opportunities (8).

1. [PCCD Guide for Hiring Part-time faculty – section 3](#)
 2. [HR Faculty Checklist](#)
 3. **2020 Onboarding Survey (evidence will be included at a later date)**
 4. [Faculty Evaluations Policies and Procedures Handbook”](#) (See Part Two of handbook)
 5. [PFT CBA – Article 30](#)
 6. PFT Appendix A.5.D
 7. Professional Days Agreement.pdf
 8. [Staff Development website](#)
 9. [Staff Development Office newsletter](#)
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

Through Program Review and the use of the District Staffing Plan, departments are able to plan for personnel needs.

Analysis and Evaluation

The District's Staffing Plan provides guidance for workforce planning. The District utilizes the Planning Budgeting Integration model and annual program review to assess and analyze staffing needs (1). The District and the Colleges identify needed positions through the use of Program Reviews and annual program updates.

Per the 2019 Peralta FCMAT report, a review of the total number of Finance, Payroll, and Purchasing positions found the District staffing is comparable to similar sized Districts. However, the Report contains recommendations for organizational changes to build capacity within these departments. The District should prioritize department needs and begin filling vacant positions, training staff for their positions, utilizing software appropriately, and inserting controls within current practices (2).

To ensure staffing needs are met for core functions, the request to fill vacant budgeted positions should be completed as soon as an incumbent submits documentation for separation to maintain sufficient staffing for departments to function. Since the process to request to advertise positions involves a paper process that requires College and District approvals, the District would benefit from an electronic position request form. The current form is inefficient and cannot be tracked since it must be passed from department to department for signatures.

Increased benefits' costs make it difficult for departments to hire permanent full-time and part-time classified positions. Classified bargaining contracts are negotiated so that permanent part-time classified employees are eligible for the same health benefits as full-time employees (3). With the high cost of benefits, and no proration of the costs for other than full-time employees the Colleges and District departments lack the ability to hire permanent part-time staff.

It should be noted that as part of the Five Year Integrated Financial Plan, the Fiscal Crisis and Management Assistance Team will analyze the organization and staffing levels of the employees responsible for District finances in the District Office and make recommendations, which may include changes in the organization and staffing, to enable the District to function effectively and efficiently. As Part of the CBT recommendations, the District will examine centralized and decentralized services to streamline, encourage collaboration, eliminate duplication, and align staff assignments with District and College priorities (4).

1. District Staffing Plan

2. [FCMAT Report page 51-57](#)

3. [SEIU Collective Bargaining Agreement Article 11.4 \(page 33\). Section "All employees hired at any time"](#) [Local 39 Collective Bargaining Agreement Article 24 \(page 49\). Section "All employees hired at any time."](#)

4. [CBT Phase II](#)

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

The District has an adequate amount of budgeted management positions at the Colleges and District Administrative Center. However, management turnover is high. Reports show increased overturn of management positions over the last three fiscal years (1). Due to unanticipated turnover, there were a number of administrative positions that were vacant or filled on an interim basis. With a lack of available data, the District does not have a clear understanding about the cause for management turnover.

Analysis and Evaluation

The Peralta District Office has six Vice Chancellor positions. The 2019 Peralta FCMAT study recommends decreasing the number of administrators at the District Office. FCMAT indicates that similar sized Districts operate with less Vice Chancellors (2). The study by the Collective Brain Trust had a similar finding and recommends the District consider reorganizing the District Office, streamlining the vice chancellor structure, and analyzing all positions as first tier (core-critical), second tier, or third tier. CBT also recommends the District analyze services to determine which systems and processes are centralized vs. decentralized: clarify roles, responsibilities, and accountabilities of those involved and revise job descriptions as needed.

Furthermore, CBT recommends that the District determine appropriate protocol for communication and collaboration between the District Office and Colleges' operating procedures, including those services that are centralized vs. decentralized.

As part of the District's Five Year Integrated Plan (3), the District conducted a turnover analysis and developed the following recommendations and actions to retain Executive level staff at the District office.

- Establish a Meet and Confer process for management.
- Provide clarity of job descriptions. Specifically, within one month of hire, and annually, managers are required to meet with their Supervisor to analyze job descriptions, to determine if they are in line with actual work performed or expected.
- Institute and define professional development opportunities for management.
- Consult with an outside, third party agency to establish a Leadership Academy for managers.
- Cease the overuse of Interim appointments.

- Establish organized coaching and training sessions between Managers and their direct reports.
- Review the current Management Evaluation process and consider disallowing Managers to choose their own evaluators.

Managers require more support and training upon onboarding. Administrators often seek out assistance on their own to learn processes, procedures, and systems. Staff members in the Finance, Human Resources, and Information Technology Departments are inundated with day-to-day work, and do not have the staff or resources to support training and development. The use of interim appointments for vacant management position impedes administrators ability to adapt to their role, so there is a lack of long-term, experienced leaders that have time and opportunity to understand, analyze, and improve their functional areas.

Additional actions cited in the Five Year Plan to decrease administrative overturn include:

- Board Training Sessions. The Board recognizes the need to create an environment that enhances the retention of personnel. The Board has engaged in several training sessions on the topics of Board stewardship and strengthening leadership through the lens of equity.
- Contract Extensions for Administrators. Several top-level executives, especially the College presidents, have been awarded long-term contracts based on their performance. While PCCD may not be able to enhance the pay of the administrators, the long-term security that the District offers is designed to increase longevity. For example, since May 2016, the District has not experienced turnover of its College Presidents, resulting in more stability for the Colleges and the opportunity to engage in better planning and coordinating with the District.

(YOU WILL HAVE TO RESTATE AS BCC LOST ITS PRESIDENT, RIGHT??) IT'S TWO PRESIDENTS NOW

- Analysis of Administrative Turnover. A Participatory Governance workgroup has been formed and has suggested some preliminary recommendations for addressing the turnover.

1. Management turnover rates for last three fiscal years **(YOU WILL NEED TO UPDATE WITH 19/20 DATA)**

2. FY 2018-19 turnover rate 40%

FY 2017-18 turnover rate 33%

FY 2016-17 turnover rate 33%

3. [Peralta FCMAT Report – page 8](#)

4. [Peralta Five-Year Integrated Financial Plan 2019-2024 – Chapter
6Financial-Plan](#)

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

The District has established Board and Administrative Policies and Procedures that provide personnel guidelines and policies. Board policies and Administrative procedures are publically accessible and available for viewing on the Peralta Board of Trustees page (1). Board Policies and Administrative Procedure specific to personnel are found in section 7000 for Human Resources. When Board policies or procedures are updated, the Chancellor's Office sends a notice of the changes through the District email announcement service.

The Offices of Human Resources and Employee Relations work in collaboration with bargaining unit representatives to discuss and resolve any personnel actions of concern.

Analysis and Evaluation

Over the past two years, Human Resources made efforts to document and publish Human Resources' related procedures. The procedures include guidelines for recruitment, reclassification, working out-of-class, leave of absence reporting, submission of electronic personnel action requires, and student employment. Procedures are posted on the Human Resources page and available to the public (2). The Human Resources website also includes a training page which provide process references for specific personnel transactions (2). These documents are easily accessible and contain detailed instructions and workflow information. The training documents help maintain consistent and standardized process guidelines throughout the District.

Human Resources staff members are directed and trained to follow established procedures. Exceptions are only made when directives are received from Executive Leadership. For example, during the 2019 Chancellor Search, HR received a directive to move forward with the recruitment process even though the selection committee only recommended two finalists. The Board Policy for Chancellor Selection Section (3) states that the selection Committee is to

recommend five finalists. The Board of Trustees placed an item on the September 10, 2019 to consider a temporary waiver of Board policy 2431(4). **FOR FUTURE REVIEW**

There are instances when policies and procedures related to personnel are changed without consultation with Human Resources. The HR department is not informed about the changes until after a decision is made, and new procedures are expected to be implemented immediately.

Human Resources does not have an opportunity to provide input for their own processes, or to discuss the impacts of process change. Also, there are times when leadership in the Chancellor's Cabinet discuss new personnel policies and procedures, but the changes are not communicated to other managers and staff throughout the District.

1. Board Policies and District Administrative Procedures [Homepage](#)
2. Human Resources website [Procedures](#), [HR Training](#), [Leaves](#),
3. [Board Policy 2431 – Chancellor Selection](#)

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

The District is a representation of the community it serves and reflects this representation through its commitment to diversity. This commitment is demonstrated through Policies and Procedures, and recognized in Board Policy 7100 (1) and supports equal employment opportunity with the adoption of its Equal Employment Opportunity Plan required by Board Policy (3420 (2)).

Analysis and Evaluation

The Equal Employment Opportunity (EEO) Plan is a district-wide written plan that implements the District's EEO Program, includes the definitions contained in Title 5 Section 53001, and complies with all legal requirements as listed in Title 5. Administrative Procedure 3420 (3) specifies the requirements of the EEO plan. The Plan is approved by the Board of Trustees and posted on the Human Resources website (4). The Plan also provides District-wide demographics by employee category.

As part of the requirement of AP 3420 and AP 7102 (5), the District has in place a Faculty Diversity Internship Program (FDIP). The Faculty Diversity Internship Program aims to select and train a diverse pool of potential faculty to effectively teach and serve the wide-range of students in the Peralta Community College District, address gaps in equity, and develop a faculty body that reflects the diversity of our student population. A FDIP Coordinator (current faculty member) provides oversight for the program under the guidance of the Vice Chancellor of Academic Services. Information, application procedures, and frequently asked questions are posted on the FDIP Program page (5). Graduates of the FDIP Program are eligible for the PFT Rehire Preference pool per Article 30.H.1.a of the bargaining agreement.

Human Resources participates in diversity activities by offering diversity workshops (6) and participating in local diversity career fairs (7). HR procedures incorporate equal employment opportunity guidelines through its oversight of the District's hiring procedures (8). HR also

utilizes advertising services to assist with job posting and ad placement on specialized job boards. This service also helps HR accommodate College requests to advertise on websites aimed to attract diverse applicants.

- 1.[Board Policy 7100 Commitment to Diversity](#)
- 2.[Board Policy 3420 Equal Employment Opportunity](#)
- 3.[Administrative Procedure 3420 Equal Employment Opportunity](#)
- 4.[EEO Plan 2019-2022 – HR Website](#)
- 5.[Faculty Diversity Internship Program – AP 7102](#)
6. [Summer Newsletter.p](#) (diversity training announcement in newsletter)
- 7.[City Career Fair 9/11/19 – Peralta listed as a participant](#)
- 8.[AP 7121 – Faculty Hiring](#)
9. [AP 7122 - Hiring Procedures for Regular Academic Administrators and Classified Managers](#)

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

Evidence of Meeting the Standard

Respect is one of the core values of the District (1). The District has a documented code of ethics and standards of practice that applies to all personnel and Board members (2). The policies state the expectation that all Peralta Community members are treated with civility and respect (3,4).

Board policies for Discipline and Dismissal for Academic and Classified employees detail the consequences for unprofessional conduct (5,6).

Analysis and Evaluation (INSERT NUMBERS 7 AND 8 WITHIN TEXT)

The District upholds expectations for respect and civility. Board members, administrators, faculty, staff, students, and Peralta visitors are subject to these expectations. Unacceptable behaviors are clearly defined in District’s Administrative Procedure for Ethics, Civility, and Respect. The District’s Administrative Procedure outlines the formal and informal complaint process for those that experience harassment, discrimination, or retaliation. The Procedure for Prohibition of Unlawful Harassment (7) clearly defines different forms of harassment (7) and Administrative Procedure 3435 (8) outlines the process for reporting complaints and investigations. Individuals may submit complaints to the College Vice Presidents, and Administrator, and to the Vice Chancellor of Human Resources and Employee Relations.

Investigations of complaints are conducted by the Office of Employee Relations. The District has a Board policy and Administrative Procedure (9) to encourage the reporting of unlawful activities. Employees that report incidents in good faith are protected from retaliation.

All administrators and supervisors are currently required to complete two hours of classroom training and education regarding sexual harassment prevention. The District has recently

acquired an online training platform through the Alliance of Schools for Cooperative Insurance Programs. Per Assembly Bill 1825, the State of California mandates statewide harassment and discrimination training for any employee who performs supervisory functions within a company of 50 employees or more. Previously, the District held such trainings in person. With the addition of the online platform, employees will have continued and immediate access to the required information. In-person refresher courses will continue to be provided by the Department of Human Resources.

Additionally, the online training satisfies State Bill 1343, which requires State of California employers with five or more employees to provide nonsupervisory employees with at least one hour of sexual harassment training every two years, in addition to the requirements of AB 1825.

Evidence List

- 1.[Peralta Mission and values](#)
- 2.[Board Policy 2715 – Code of Ethics and Standards of Practice](#)
- 3.[Board Policy 7380 – Ethics, Civility, and Mutual Respect](#)
- 4.[Administrative Procedure 7380 – Ethics, Civility, and Mutual Respect](#)
- 5.[Board Policy 7365 – Discipline and Dismissal- Classified Employees](#)
- 6.[Board Policy 7360 - Academic Employees](#)
- 7.[AP 3430 – Prohibition of Unlawful Harassment](#)
- 8.[Administrative Procedure 3435 – Discrimination and Harassment
Complaints and Investigations](#)
- 9.[AP 7700 Whistleblower Protection](#)

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

Consistent with its mission and values, the District promotes employee development for all employees (1). The District provides opportunities for professional development and encourages employee participation. Per Board policy 7160, the goal of professional development is to enhance employee performance and service to students and to assist employees to meet the changing needs in education (2). Local 39 and Peralta Federation of Teachers (PFT) have negotiated agreements that promote professional development and learning. The District occasionally provides classified staff and managers with opportunities for professional growth through workshops and classes. The District Offices, including Risk Management, Academic Affairs, and Human Resources provide training opportunities for employees. The Staff Development Office focuses on support and development opportunities for faculty, but often tries to invite other employee groups to participate.

Analysis and Evaluation

The PFT bargaining agreement contains negotiated requirements for professional development of full-time and part-time faculty (3). Per the Contract, the District is required to allocate \$120,000 each year for faculty professional development. A Professional Development Committee established at each College makes advisory recommendations for the disbursement of professional development funds for faculty (4). The Committees meet regularly, oversee the sabbatical leaves process, and plans and develops professional Flex day activities for the Colleges. The PFT Contract also negotiated an 11-month faculty assignment for a District Staff Development Officer (SDO). The SDO meets with the College Professional Development Committees on a regular basis. The District Officer also communicate, on a regular basis, with all employees of the District to keep them informed about Professional Development activities, opportunities, issues, and funds. The SDO also prepares reports for the state and coordinates District-wide flex activities. The SDO maintains the District Staff Development Office website and composes a monthly newsletter (5).

The Appendix of the PFT Contract contain a Professional Days Agreement that outlines faculty obligations for Flex days (6). The total Flex day obligation for the academic year shall equal the total teaching obligation (or equated load assignment) from which the instructor is released. Part-time temporary faculty shall participate in Flex-day activities on the same basis as their weekly teaching assignments.

By Contract, faculty have the option of Professional Development Leave (Sabbatical) and Research/Work Experience Leave (7). Academic Administrators are also eligible for Sabbatical leave as outlined in Administrative Procedure 7347 (8).

The Local 39 contract has negotiated agreements that support employee development (9). Local 39 are eligible to receive up to three Professional Pay stipends per year as part of a contractual agreement for certification and licensing opportunities (10). The Office of Risk Management develops, prepares, and advertises an annual calendar of Local 39 trainings and workshops (11). They track attendance to confirm program completion and stipend eligibility.

The District waives class fees for all active employees for classes taken at any of the Peralta Colleges. The Fee Waiver is available on the Human Resources website (12). If funds are available and with manager approval, employees may also attend work related conferences and workshops offered outside of the District.

Although the District offers some opportunities for development, managers and staff throughout the District do inquire about trainings and would like to see more offerings for professional development. The recent FCMAT report recommends that the District provide job related training on a more regular basis, set and clarify expectations of continued professional education for each staff member, and purposefully determine staff development activities based on a careful assessment of staff member needs (13). A study conducted by the Collaborative Brain Trust recommended the establishment of Professional Development or a Professional Development Office with full-time staffing to address onboarding and ongoing professional development needs of all employees. The study has a recommendation similar to the FCMAT report encouraging training and development for managers and classified staff in addition to Flex activities, especially for high priority core functions such as information technology and finance (14).

1. [Peralta Mission and Values](#)
2. [Board policy 7160](#)
3. [PFT CBA – See Article 25 for Professional Development](#)
4. [Professional Development Advisory Committee Meeting Agendas](#)
5. [Staff Development Office page](#)
6. [PFT Appendix A5 Professional Days Agreement](#)
7. [Articles 26.M and 26.R of the PFT contract](#)
8. [AP 7347](#)
9. [Local 39 CBA Article 10.7](#)
10. [Local 39 CBA 26.10 Stipends](#)
11. Risk Management 2019 Training Calendar
12. [Enrollment Fee Waiver](#)
13. [FCMAT Report pages 47-48](#)
14. [CBT Summary of Recommendations page 7-8](#)

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

The District maintains standards to protect the confidentiality of employee information. Personnel records are housed in secure locations in the District Office of Human Resources. All collective bargaining agreements include language regarding employees' right to access personnel files and provide procedures for employee review of their personnel files. Employment verification is limited to general employment information unless Human Resources receives an authorized document signed by the employee. The District incorporates Administrative Procedures for Public Records Access and Record Retention that reflect compliance with the California Public Records Act and federal and state record retention laws.

Analysis and Evaluation

Personnel files are stored in locked files in the District Human Resources Department. The high-density cabinets where the files are primarily stored can only be accessed with a secure passcode issued to HR staff members only. Overflow personnel files for temporary staff and I-9 forms are stored in keyed file cabinets. All files and cabinets are locked at the end of the business day. The PFT, SEIU, and Local 39 collective bargaining agreements outline procedures for employees to access their files (1,2,3). All employees have the right to inspect their personnel file during the District Office business hours. The Human Resources Department has an assigned staff member to accommodate personnel file review requests. Upon an employee request, the HR Assistant confirms a time and day for the employee to review their personnel file. At the time of appointment, the employee is required to provide identification. The Assistant remains with the employee during their file inspection and employees can make copies of documents in their personnel files.

Personnel records are retained in accordance with Administrative Procedures 3310 (4), which specifies requirements in line with federal and state laws.

Because the Human Resources Department still has many paper processes, space will eventually become an issue for the maintenance of personnel files and confidential documents. The District does utilize services for off-site services, but this can cause delays in the retrieval of documents. Also, there are older personnel records that are retained on microfiche files. Soon, the District should consider the transfer of these files to an electronic system. An electronic data and records management system would increase the efficiency in retrieving older documents, decrease the need for additional physical space in the HR Department, and provide electronic back up of paper files in case of disaster.

When Human Resources receives employment verification requests, HR staff members only verify employee title, start date, end date, full-time equivalent, and active or inactive status. Additional information such as salary or accrued leave hours is provided only with written authorization from the employee. Each employee has an eight-digit employee ID number to protect personal information. The District follows Administrative Procedure 3300 when members of the public request copies of public records. The Administrative Procedure is compliant with the California Public Records Act (5).

1. [Article 13 of PFT CBA](#)
2. [Article 4.1 of SEIU CBA](#)
3. [Article 19.3 of Local 39 CBA](#)
4. [Administrative Procedure 3310](#)
5. [Administrative Procedure 3300](#)

Conclusions on Standard III.A. Human Resources

WHAT ABOUT CBT AND FCMAT RECOMMENDATIONS??

The District has established policies and procedures that are documented and utilized by Human Resources staff in their daily operations and support of the Colleges and District Administrative Center.

Procedures for classified, faculty, and management hiring consist of job announcements that specifically state responsibilities and qualifications for each position, a hiring process that includes faculty, staff, and managers who develop appropriate and applicable screening criteria to identify qualified and skilled candidates, and Human Resources oversight to ensure hiring procedures are fair, equitable, and followed in accordance with Board policy. Recruitments can be prolonged due to paper requests to advertise processes, and the number of appointments for screening committees.

Policies and procedures for equivalency, equal employment opportunity, performance evaluation, and professional ethics are also documented and published on the Board of Trustees and Human Resources website, in the collective bargaining agreements, and on job announcements.

Many of the Human Resources and District processes are manual. The Human Resources still has paper processes for many functions and deficiencies in technology have not been addressed by the District. This causes delays and backlogs within the department. The PeopleSoft system not only needs to be upgraded, but additional modules to support Human Resources should be implemented. The continual use of paper process will cause problems with document retention, increased need for physical space, and inefficient document retrieval.

The District maintains enough qualified faculty through recruitments for full-time faculty and the part-time faculty rehire preference pool.

Although job descriptions are reviewed before positions are announced and during reclassification requests, a District-wide classification study would greatly benefit the District. With limited Human Resources staff dedicated to classification and compensation functions, a

classified study by an outside professional team could help to provide a review of job descriptions on a high-volume basis.

The District does experience high overturn of administrators. Additional training and ongoing support to help administrators provide effective and long-term leadership is needed. Critical and vacant management positions should be recruited and filled on an efficient basis.

While the Office of Risk Management and the classified groups provide opportunities for classified staff, there is room for improvement in the areas of professional development tracking and resources. The District may want to consider a position dedicated to professional development that could help organize and track professional development and help identify and promote learning opportunities across all employee groups.

Improvement Plan(s)

- The District will use the new online platform to provide more professional development opportunities for employees. Managers will be the first group to receive access to the platform beginning March 2020
- In collaboration with the Staff Development Office, Human Resources will survey current administrator to identify specific areas of support and training needed by managers. The Director of Human Resources and Staff Development Office have been and will continue to meet on a regular basis to discuss and share survey feedback, and to provide administration information about viable online professional development platforms. **(DO YOU HAVE MEETING NOTES?) I will get them, to be included at a future date**
- Information Technology will provide PeopleSoft training to Human Resources, Finance, and Payroll management and staff during Spring 2020. Training are scheduled throughout February to May 2020
- Consider District-wide compensation study and identify potential funding **(pending discussions with SEIU, Local 39, and the Chancellor)**
- Consider establishment and staffing of a Professional Development Office in the District office to address training and development needs of all employees **(pending funding and approval of the Chancellor and Finance)**
- Fill management positions that are vacant or filled on an interim basis and limit the use of interim managers
- Conduct exit interviews for management to obtain data to completed a turnover analysis
- Analyze internal operations at District Office and four Colleges.

Evidence List

- As of December 2019, only 6 interim managers and 14 vacant management positions posted. (THIS INFO WILL NEED TO BE UPDATED IN MAY).
 - [Electronic exit interview survey created](#)
 - Peralta Fiscal improvement plan
 - [Five-Year Integrated Financial Plan \(2019-2024\)](#)
 - [CBT Phase II Schedule for 2019-2020](#)
 - 14 management positions posted as of January 2020 (THIS INFO WILL NEED TO BE UPDATED IN MAY)
 - 6 managers hired for FY 19-20 (THIS INFO WILL NEED TO BE UPDATED IN MAY)
-

B. Physical Resources

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

Access

The District is committed to maintaining access to all programs, courses, and services at all its locations. There is evidence that the District planned to address ADA concerns through the Measure A capital improvement bond (Evidence 1: Link to Measure A spending plan). One project example funded by Measure A is the Laney College Locker Room Modernization. This project will address inequitable access issues for students under Title IX. Specifically, the locker room does not provide equal access for men and women athletes both in numbers and features. An architect was hired to provide the “criteria” upon which “Design-Build Entities” (DBEs) will compete for the opportunity to complete the design and construct the work (Evidence 2: Taylor Design contract). In addition, a Construction Management firm was hired to manage the project (Evidence 3: Swinerton contract).

At Laney College, work related to an ADA accessibility lawsuit is nearing completion. The District was sued by a student due to lack of a chair lift in a music room and swimming pool, lack of properly functioning and blocked doors throughout the campus (related to door hardware and multiple nonfunctioning HVAC units), and lack of access to the Theater due to the availability of keys to operate the access lift. The District created an “ADA Strike Team” which included internal and external staff and a Construction Manager (Evidence 4: Kitchell contract) to complete the project. The project is due to be complete on March 31, 2020. UPDATE IN APRIL

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 areas on campus. Also, the same had been done for using ONUMA, but there are reporting responsibilities for it, as the system sends.

Modernization projects include the women’s locker room upgrade and modernization, as well as elevator repairs. The Facilities 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

Access. As evidenced by the two Americans with Disabilities Act (ADA) related lawsuits, the District must fundamentally change its monitoring of access challenges and perform corrective action in a timely manner. Each of the three facilities projects described in the “Evidence of Meeting the Standard” section were projects that languished far too long without action.

In the case of the Laney Locker Room, the Office of Civil Rights (OCR) complaint was originally filed in 2015, preceding the current Chancellor, President and Vice Chancellor. Little to no action was taken until the current College President began advocating for project timelines and an architect was hired to perform the design work. Shortly thereafter, a construction manager was hired to put together a plan and though the project is now on track, it will not open until December 2021, three years beyond the original deadline from OCR.

In the second example, a student filed a complaint with the Court on August 4, 2016, seeking corrective action on a classroom space that was inaccessible. Subsequently, the Court issued a Consent Decree and Order for Injunctive Relief on March 29, 2018. On May 31, 2019, the Court asked the President of the Board, the Acting Chancellor and the newly appointed Interim Vice Chancellor of DGS to attend a court hearing along with the District’s Defense Counsel. The Federal Judge informed the District that it was “technically” in contempt of court. However, the Judge stated that a contempt finding would not be useful, given that the new leadership was not responsible for the lack of progress. The Judge asked that District leadership negotiate a mutually agreeable plan with the plaintiff and execute the plan without further delay.

Working with defense counsel, DGS convened a “ADA Strike Team” and the Governing Board immediately supported a resolution making it easier to procure services to complete the work (Evidence 17: Graydon Resolution; Evidence 18: Kitchell “strike team” Contract). As of this writing (January 2020), all but a door replacement project is complete, as this project was hampered by a severe construction labor shortage in the Bay Area. Moreover, the door issue was related to a poorly maintained HVAC system, which required a different set of contractors to resolve the issue. Thus, despite the District’s initial lack of responsiveness, the current Executive Team has demonstrated its commitment to ensuring access to all facilities and effectively resolving all of the issues raised by the end of February 2020 (Evidence 19, ACCO contract; Evidence 20, Steve Ngo report). Though progress has been steady, the District will be assessed a penalty for having to replace more doors and mechanical equipment than originally anticipated. This work will be completed by March 31, 2020 (Evidence 21: *Payne v. Peralta* Court Filing).

The ADA Strike Team was asked to simultaneously address a separate ADA lawsuit at Berkeley City College (BCC). The District’s Defense Attorney was able to settle the case by demonstrating immediate action that included the BCC President and DGS. BCC’s President revised BCC’s Administrative Procedures (APs) to accommodate new signage and directed internal staff to move the furniture to meet current code (Evidence 22, BCC APs). This work was completed by December 31, 2019, as required by the legal settlement (Evidence 23, Written Acknowledgement from Kitchell). The Strike Team bid the first phase of work and the Contract was approved by the Board on January 21, 2020 (Evidence 24, Board Approval). Two additional phases of work will be completed before the end of September 2020. [Evidence here](#)

Going forward, Alliance Schools for Co-Op Insurance (ASCIP), the District's insurance carrier, agreed to help fund a comprehensive ADA transition plan, which will be managed by the newly hired measure G program manager (Evidence 25, AECOM contract). By March 31, 2020, the District will issue a Request for Proposal (RFP) for these services. **UPDATE IN APRIL** This program will provide a complete assessment of each of the District's four campuses, with a comprehensive list of mitigation measures to bring each campus into full compliance. In addition, each new capital project will be designed to current ADA code, thus addressing many site and internal issues with the old buildings being replaced. Though just beginning, the "bond spending plan" contemplates an aggressive schedule, with anticipated completion in five to six years (Evidence 26, BSP v.5).

Though the District has suffered from a lack of action and a sense of urgency previously, the new Administration is working diligently to ensure equitable access to Peralta's facilities.

Safety and Security. While the District has established a digital work order system, it has struggled to properly maintain the facilities for a variety of reasons. One issue is a lack of hiring for critical positions, including the Facilities Director, the Chief Engineer, the Director of Capital Projects, and Sustainability Manager. Moreover, the Vice Chancellor of Finance position is vacant and Vice Chancellor of DGS is interim (as are many members of the Executive team). Consequently, the lack of leadership, staffing and funding has contributed to a culture of inaction, limiting the District's effectiveness. (Evidence 27, DW Facilities Committee Meeting Minutes).

Under the leadership of the new Chancellor and Interim Vice Chancellor DGS, significant progress has been made towards resolving many longstanding safety issues, including the following:

- Elevators: The Governing Board approved a three-year "gold star" (highest service level) maintenance contract [Evidence 28: KONE contract] for an elevator vendor and immediately developed a comprehensive maintenance and elevator upgrade plan for each campus and submitted to DGS. The completed work is described below:
 - o Berkeley City College: Though the campus is only thirteen years old, two elevators were out of service for an extended period, including one that affected ADA access to the building. Both were repaired in June 2019. Of the three main elevators, one was recently shut down and damaged by the Berkeley Fire Department, but parts have been ordered and expected completion is March 31, 2020 (Evidence KONE contract 29). **UPDATE**
 - o Laney College: Two elevators required the replacement of hydraulic jacks. The elevator hydraulic jacks were replaced for the start of Spring Semester 2020 (Evidence 30, Kitchell meeting notes).
 - o Laney Tower: An existing elevator project was not completed in a timely manner, but DGS has restarted the project. A vendor had been selected and ordered parts, but the project was on hold due to an overdue past due payment, lack of appropriate approval by the required agency (DSA), and lack of administrative oversight. While the District recently hired a Construction Manager (Evidence 31: Kitchell contract) to restart the project, previous

contracts had expired, so the process of hiring architects and engineers will start by February 28, 2020. **UPDATE**

- o Merritt College: Two elevators require a hydraulic jack replacement, and the contracting process **began February 28, 2020**. The construction will begin on an upgrade to the elevators by June 1, 2020 (Evidence 32: KONE maintenance project list and proposal).
- o College of Alameda (COA): COA's elevators are included in the maintenance report with projects expected to be completed by the end of this calendar year. These projects were deemed less critical, so will be addressed during winter break, December 2020.
- **Fire Alarm system**: The Oakland Fire Department placed Laney College campus on "fire watch" due to a broken fire alarm system campus wide. In addition, five (5) buildings at Merritt College were also placed on fire watch. Though the District has demanded action from their fire alarm vendor, the vendor was slow to perform. After multiple attempts to gain a response from the appropriate level in the vendor's organizational hierarchy, the District recently began working with the vendor's Regional Manager and an organizational chart was prepared by the vendor (Evidence 33, Org chart). The Fire Department and District expect a specific plan to mitigate each problem.
- **Emergency Blue light phones**: Blue light phones are "emergency" devices that call the Sheriff's dispatch at the touch of a button. They are placed in areas of the campuses that are perceived as isolated. The first phase of the replacement project is nearing completion, with final electrical connectivity issues being resolved at Merritt College (Evidence 34: SMC meeting notes). The phase 2 design process is expected to begin by March 31, 2020. **Update**
- **Exterior parking lot lighting at Laney College**: The entire lighting grid for the main student parking lot at Laney College parking lot stopped working in December 2019. The problem was diagnosed as a damaged underground conduit, which was replaced. The Construction Manager is now replacing burned out bulbs and upgrading the lights where possible (Evidence 35: SMC meeting notes). This project will be completed by March 31, 2020. **Update**
- **Security Camera Upgrade**: Over 30% of the cameras in the District's security camera network on each College were not working and entailed full replacement of the "head end," the servers that are the "brains" of the system. The District completed this phase, and is now diagnosing whether specific cameras are in service (Evidence 36: Email from Antoine to me).

Additionally, to improve the safety and security of the District, College specific issues being addressed include the following:

- **College of Alameda (COA)**: Beginning in November 2019, bathrooms were vandalized and drug paraphernalia was found. COA viewed this issue as an opportunity to renovate the bathrooms and an architect is being hired. The private security company is now monitoring these areas, as the vandal seems to track the Sheriff's hours. A renovated security camera system returned to service in January 2020 (as noted separately), which will result in more effective monitoring of these spaces. (Evidence 37: could be a work order or similar document noting date of project completion.)

- Merritt College: The interim Vice Chancellor approved overtime hours for ACSO to provide crowd control services on July 4th in parking lot B, a popular gathering place to watch fireworks. The local HOA requested this service and are quite pleased by the high level of service provided by ACSO and the responsiveness by the District (Evidence 38: HOA email to Chancellor).
- Laney College: The Building Efficiency for a Sustainable Tomorrow (BEST) Center on 10th Avenue is in the close out phase at the Department of the State Architect (DSA) and remains unoccupied. The building has been vandalized repeatedly, to include broken windows and doors, as well as graffiti. The District is now installing a fence around the project to discourage future acts of vandalism and is working with the architect to close out the project so that the building may be occupied (Evidence 39: FLAD contract).
- Berkeley City College: Though this campus (a single five story high rise) is only thirteen years old, the front doors have worn out due to the high level of use of this urban building. The doors will be replaced, and the design is complete (Evidence 40: Taylor Architects contract). The project will be submitted to the Department of the State Architect for review by March 1, 2020-- UPDATE and the project will go out to bid by July 2020.

Security. Both ACSO and A-1 are under contract through June 30, 2020. In the case of ACSO, the one- year contract will expire, so it is imperative that the ACSO contract be extended. However, the Board requested that ACSO meet certain conditions before a long term (3 year) contract would be approved. The areas in need of improvement include:

- cultural competency training;
- listening sessions with PCCD students on all four campuses;
- utilization of trained social service workers as an additional resource, modelled on a program in Eugene, Oregon; and,
- demonstration that officers understand the needs of the students of PCCD.

ACSO has completed all but the cultural competency training. By June 2020, assuming all of requirements have been completed, staff will recommend a three-year contract for ACSO.

The District's Safety and Risk Manager, the Vice Chancellor of DGS, and the Business Managers of each of the four Colleges meet monthly (in two separate sessions) to discuss security and safety issues (Evidence 41: agendas and minutes from Safety meetings). These meetings provide the opportunity for the campus business managers, ACSO and A-1, to exchange information, hear concerns, report on campus-based challenges, and determine key actions to address these issues.

DGS has historically been slow to respond to issues. In order to increase responsiveness and accountability, DGS is being reorganized. The goal is to enhance accountability by creating a centralized system with a clear chain of command. The centralized model was presented to the Chancellor for input, and implementation will begin before February 28, 2020 (Evidence 42: Org Chart). The new organizational structure should position the District to better react to the many facility challenges that exist. For example, under the previous organizational structure, the

facility engineers and groundskeepers did not report to the campus-based Facility Directors. The Campus Facility Directors were required to reach out to central services, rather than speak directly to a campus engineer or groundskeeper to address a problem.

Health.

The Risk Management team is part of the Human Resources organization and procure the appropriate insurance and self-insurance programs for the District. They have developed and implemented systems, policies and procedures for the identification, collection and analysis-of-risk related information.

Additionally, the Risk Management team works closely with the District's insurance carrier to develop programs to educate and train the leadership, staff and business associates in various risk management programs, and their respective responsibilities in carrying out the risk management program on a regular basis (Evidence 43: sign in sheets for various training sessions). As the new Capital Projects Bond program begins, they will also be responsible for seeking a self-insurance program, and will assist in leading, facilitating, and advising DGS in designing their own departmental risk management program.

Moreover, the Risk Management team also collects, evaluates, and maintains data concerning patient injuries, claims, worker's compensation, and other risk-related data and investigate and analyze root causes, patterns, or trends that could result in compensatory or sentinel events. They identify and implement corrective action where appropriate and serve as the organization's liaison to the insurance carrier (Evidence 44: Standardized form?).

The Risk Management team is also tasked with working with the General Counsel to coordinate the investigation, processing, and defense of claims against the organization, and actively participate in or facilitate committee work related to risk management, safety, and quality improvement (Evidence 45: Agenda and meeting minutes from Safety Committee).

EVIDENCE

1. Measure A Bond Spending Plan (pages 27, 30 and 33):
2. Taylor Design contract – Laney Locker Room contract
3. Swinerton Management and Consulting contract
4. Kitchell contract – strike team contract
5. WLC contract – BCC ADA mitigation contract
6. Kitchell contract – strike team contract
7. Student Safety Aides – Registration form (proof that it's a Faculty run program)
8. ACSO contract renewal
9. A-1 Protective Services contract

10. Safety and Security Committee – Meeting agenda and notes
11. Safety and Security Committee – Meeting agenda and notes
12. Clery report
13. Link to Safety report on campus website
14. Evidence 14: <https://web.peralta.edu/risk-management/>
15. Evidence 15: https://web.peralta.edu/risk-management/files/2011/08/Peralta_CCD_IIPP_Feb_2009.pdf
16. Evidence 16: <https://web.peralta.edu/risk-management/files/2014/11/PCCD-Hazard-Communications-Program-2014.pdf>
17. Evidence 17: Graydon Resolution;
18. Evidence 18: Kitchell “strike team” Contract
19. Evidence 19, ACCO contract;
20. Evidence 20, Steve Ngo report
21. Evidence 21: *Payne v. Peralta* Court Filing
22. Evidence 22, BCC APs
23. Evidence 23, Written Acknowledgement from Kitchell
24. Evidence 24, Board Approval
25. Evidence 25, AECOM contract
26. Evidence 26, BSP v.5
27. Evidence 27, DW Facilities Committee Meeting Minutes
28. Evidence 28: KONE contract
29. Evidence KONE contract 29
30. Evidence 30, Kitchell meeting notes
31. Evidence 31: Kitchell contract
32. Evidence 32: KONE maintenance project list and proposal
33. Evidence 33, Org chart DGS
34. Evidence 34: SMC meeting notes
35. Evidence 35: SMC meeting notes
36. Evidence 36: Email from Antoine to me
37. Evidence 37: could be a work order or similar document noting date of project completion.)
38. Evidence 38: HOA email to Chancellor
39. Evidence 39: FLAD contract

40. Evidence 40: Taylor Architects contract
 41. Evidence 41: agendas and minutes from Safety meetings
 42. Evidence 42: Org Chart
 43. Evidence 43: sign in sheets for various training sessions
 44. Evidence 44: Standardized form?
 45. Evidence 45: Agenda and meeting minutes from Safety Committee
- 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

Planning for the provision of safe and sufficient physical resources to support programs and services is encompassed within the four Colleges' *Education Master Plans* (EMP's), which were developed in 2016. A revision is forthcoming in 2021, and the District has started work on a new Strategic Plan (Evidence 46: Contract with Dian). The document defines the goals and objectives for the District and provides guiding principles for facilities planning. For example, the Laney College five-year goal includes goal 3, "make all facilities clean, safe, functioning, well-equipped and attractive" (Evidence 47: link to Laney website [Linking to a Website is not necessary and generally takes up too much "space" to send electronically.](#)

[Instead, you need to cite specific evidence to support your statement. The ACCJC team will go to any of our websites for additional information if they need it. https://laney.edu/educational-master-plan/wp-content/uploads/sites/196/2016/04/LC-EMP-Final-002.pdf](#)). In the past, this issue was challenging, but with the passage of measure G, the District's \$800M Capital Project Improvement Bond, there are funds available to significantly improve the campuses.

The 2017 *Facilities Technology Master Plan* (FTMP), which the Governing Board approved on March 13, 2018, articulates a set of Facilities and Technology projects needed to meet the goals set forth in the Educational Master Plans created by the Colleges. (Evidence 48: Link to FTMP) The goal is to ensure that programs, services, and learning facilities are adequately provided for and maintained. Key drivers for this Plan include:

- needs arising from each College's 2016 Educational Master Plan;
- the need to increase student success, retention, transfer and completion;
- the need to address 21st Century teaching and learning pedagogies;
- the need to increase the recruitment and retention of faculty;
- facilities improvement needs arising out of the existing facilities condition assessments at all District sites; and,
- the need for new and improved spaces such as libraries, classroom lecture and laboratory spaces that meet the latest in teaching methodologies at the Colleges.

The FTMP serves as a framework for the growth and transformation necessary for the institution for the long term, and contemplates the replacement of older, end of life, facilities. As teaching has evolved, new

facilities will provide for innovative technologies and learning environments will prepare the students and workers of tomorrow. The plan is aligned with the salient priorities of the region in terms of workforce needs and the new State of California energy standards. (Evidence 49: FTMP and Ed plan links) Updates to both the EMP and FMP are tied to instructional needs, as demonstrated by facilities projects affecting nearly every discipline and at each campus.

Despite significant turnover of the Executive Administration in the District office, the 2017 *Facilities Technology Master Plan* was developed through a governance process that included input from key stakeholders and was adequately vetted by the District's Facilities Committee. Stakeholder participation and involvement occurred throughout the process and included input from students, faculty, staff, Facilities & Maintenance, Administration, and the Chancellor (Evidence 50: meeting minutes of DFC).

Moreover, in terms of facility planning, the District engages in two levels of facilities planning: long-term planning which results in updates to the *Facility Master Plan*, and short-term planning, which occurs on a continuous basis and identifies new needs that require near-term action. DGS regularly meets with the construction management teams (Evidence 51: CM meeting notes) and reports to and regularly meets with the Chancellor to ensure that projects are on time and on budget (Evidence 52: Teams website link). As Measure G plans develop, regular meetings will be established between the leadership of each campus and appropriate staff at DGS. The Chancellor provides a weekly update to the Board, which includes DGS items (Evidence 53: is "Peralta Gems").

As required per Proposition 39, the District has a Citizen's Bond Oversight Committee (CBOC) that has just been convened for Measure G (Evidence 54: Board approval of new members). The CBOC will meet quarterly to receive updates on projects and will review the expenditure of bond funds. Project status of various facility improvements will be shared with the CBOC during meetings, and other areas of interest will be shared. As is required by Proposition 39, the CBOC will be expected to provide the Board of Trustees with an annual report.

In addition to the FTMP, the 5-year *Capital Outlay Plan* identifies and is used to prioritize projects that may be eligible for additional State funding (Evidence 55: Link to 5-year Cap Outlay plan). The plan is correlated with the static FTMP and is presented to the District's Facilities Committee for input. The projects identified in the Capital Outlay Plan require the preparation of a two-step proposal process in order to move forward. These proposals are known as the "Initial Project Plan" (IPP) and the "Final Project Plan" (FPP) and are submitted annually to the State. Peralta has been quite successful in receiving additional State funds (Evidence 56: 5 project letters) and has hired two specialty consultants to assist in preparing proposals (Evidence 57: ALMA contract; Evidence 58: Merrill Cannon's contract)

Shorter term operational and tactical "ground-level" projects which assist in continuing the daily functionality of campus facilities, are based on a rolling five-year Scheduled Maintenance & Special Repairs (SMSR) Plan identified by the campus-based Facility Directors. Funding is provided by the State, and additional funds (known as "infrastructure improvement projects") have been earmarked from Measure G (Evidence 59: Bond Spending Plan v.5). Both the 5-year Capital Outlay Plan and the 5-year SMSR are informed primarily by the Campus Facility Directors and data from the College's maintenance work order system.

In addition to the plans, the District's overall mechanical and electrical infrastructure need replacement. Through a combination of scheduled maintenance, redevelopment and Bond funds, the electrical power and heating, ventilation and air conditioning (HVAC) systems have been and continue to be replaced or improved. (Evidence 60: ACCO contract; Evidence 61: Rosendin contract).

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. (need to evidence link and to expand on this – 59% is average FCI for buildings)

Repair records are kept through the Maintenance Connection district work order system, with the DOF having access to the system. (need evidence link)

Analysis and Evaluation

The planning process generated a FTMP that was adequate for creating a basis for the passage of Measure G. However, the plan needs updating and would benefit from data regarding the size and utilization of facility spaces. To assist with that task, a consultant has been hired to perform a data driven space utilization study (Evidence 62: ALMA contract) at Berkeley City College. The District's newly hired Measure G Program Management Team will manage a study to ensure that classrooms and laboratories are adequately utilized. The study will also evaluate whether technical spaces that require specialty teaching equipment, such as Science labs, are prioritized and replaced in a timely manner (Evidence 63: AECOM contract). Other planning efforts managed by AECOM will include the creation of a Districtwide sustainability plan, which was started, but not brought to completion. The goal is to lower energy costs by leveraging capital improvement funds. Measure G funding will provide solar photovoltaics, grey water systems, underground geothermal heat exchange systems, and other infrastructure that will lower the cost of utilities to the District. (Evidence 64: AECOM contract).

The next step in the implementation of the Measure G Bond is to create a Bond Spending Plan (BSP) that will be presented and approved by the Governing Board. The emphasis will be placed on health and safety projects, energy projects, infrastructure upgrades, and building replacement projects. The draft BSP has been presented to a number of committees to date, including the Districtwide Facilities Committee, the Laney and Berkeley City College Councils, and the Citizens' Bond Oversight Committee (Evidence 65: Minutes if available from colleges, DGS doesn't take minutes of meetings they don't set the agenda for). Additionally, the overall program schedule has been reviewed by the District's newly hired Program Manager and the schedule and cash flow document has been presented to the Financial Advisors that are assisting the District with the bond sale (Evidence 66: Schedules and Cash Flow documents presented to Vincent and team).

In addition to the BSP, other planning documents will be created, revised and updated by the Program Manager by June 30, 2020. Those documents include:

- Accessibility Transition Plan (see Accessibility section of this report for date);
- Sustainability Guidelines (Program Manager will begin development process once PO is dispatched in mid-February 2020)
- District Standards (WLC Architects currently in progress);
- Infrastructure capacity and condition assessments;
- Signage and Wayfinding Master Plan;
- Security and Technology Standards (revision); and,
- Work Order Ticketing.

In the area of sustainability, funding was established from Proposition 39 over five years ago as an incentive for California Community Colleges to lower their energy use. Due to organizational challenges and leadership turnover at the District, Peralta did not spend the \$1.5M allocated to it before the end of

the program in FY 2018-19. Instead of taking the unused funds, the State Chancellor's Office will allow the District to spend the funding before September 30, 2020. The task was assigned to a construction manager (Evidence 67: KCEM contract), and working with the Statewide Coordinator of PGE's CCC-IOU program and other facility leaders in the Community College District, a "quick-start" program has been conceived of, so that the District may take advantage of the funding (Evidence 68: Contract for GonLED assessment phase).

Community members' feedback has been positive around creating and implementing a comprehensive sustainability master plan. In 2017, the District initiated the development of a Sustainability and Resiliency Master Plan with the overarching goal of improving the District's capacity to provide sustainability education, lowering operating costs, provide a healthy environment, and educating a generation of environmentally conscious citizens. However, the Plan was never approved or implemented (Evidence 69: previous Sust. Plan). https://web.peralta.edu/files/2017/09/Sustainability-Webinar_9_4_17.pdf. The new Program Manager for Measure G will be tasked with reviewing and revising the existing plan, as well as guide its approval and implementation (Evidence 70: AECOM contract). Individual (one off) sustainability projects have been completed, however. For example, pool covers were recently installed at Laney College (Evidence 71: Contract with Kitchell for installation). A wireless HVAC control system is being piloted at College of Alameda's Aviation Center (Evidence 72: Email from Curtis Tod). If successful, a simple control unit would be available to every HVAC unit in the District, providing additional control and savings in energy use.

The District has initiated discussion at the District Facilities Committee around the construction of photovoltaic solar fields. In addition to energy savings, the photovoltaics would reduce energy costs for each campus, provide shade for cars during the day, and significantly improve night lighting under the new parking canopies. VC DGS presented the idea to the Chancellor's Executive Cabinet on January 13, 2020, and the issues were discussed and well received. The Cabinet supported the construction of photovoltaic solar fields in existing parking lots at the Colleges, specifically parking lot B at Laney, parking lot B at Merritt, and parking lots A, B and/or C, at COA (Evidence 72: Chancellor's Cabinet Meeting Notes from Jan 13, 2020).

Regarding ongoing preventative maintenance, the District has engaged in the following:

At Laney College, the Building B Transformer exploded in April 2019, and was completely replaced by November 2019 (Evidence 73: Rosendin contract). Additional electrical work was completed in January 2020, fully replacing the underground wires that feed the main student and faculty parking lot, to the south of the campus (Evidence 74: Rosendin contract). The procurement of temporary generators allowed both projects to be managed in a manner that prevented class time from being lost.

Laney College also has a popular lap pool, and the filtering system was partially replaced, but not completed. This project was started and stopped due to turn over in the management, but another vendor was recently hired to manage the completion of this project and is in the process of hiring a design and construction team. This project should be complete by August 2020 (Evidence 75: Kitchell and pool vendor contracts). As part of the *Payne v. Peralta* settlement mentioned in the "Access" section, exterior doors were difficult to open. They were impacted by severely dirty air vents, which caused the HVAC units to strain, thus creating a vacuum effect. Part of the solution was to clean and tune up the HVAC systems, which will also improve indoor air quality.

At the College of Alameda, a break in the main electrical wiring feeding the campus was discovered in August 2019, just before the start of class. A generator was leased so that classes would begin on time, and the issue was diagnosed. The work was completed by December 2019 (Evidence: Rosendin contract).

The HVAC system at 860 Atlantic (an adjunct teaching site, near the College of Alameda) will be replaced in the coming months. The District has hired a construction manager and a contractor and design work is currently underway. (Update)(Evidence: Roebbelen and A&B Mech contracts).

At Merritt College, the main transformer is located below ground in an electrical vault. However, this vault has shown signs of water intrusion, and the District plans to relocate the transformer in the coming year with the help of Bond (Measure G) funds. Additionally, a fire clearance project is currently underway, with brush removal and removal of dry trees. Large trees were removed that posed a fire threat to the campus and surrounding community, and an underbrush clearance project is underway (Evidence: Elite Tree contract evidence contract).

EVIDENCE:

1. Evidence 46: Contract with Dian
2. Evidence 47: <https://laney.edu/educational-master-plan/wp-content/uploads/sites/196/2016/04/LC-EMP-Final-002.pdf>
3. Evidence 48: Link to FTMP
4. Evidence 49: FTMP and Ed plan links
5. Evidence 50: meeting minutes of DFC
6. Evidence 51: CM meeting notes
7. Evidence 52: Teams website link
8. Evidence 53: is “Peralta Gems”
9. Evidence 54: Board approval of new members
10. Evidence 55: Link to 5-year Cap Outlay plan
11. Evidence 56: 5 project letters
12. Evidence 57: ALMA contract
13. Evidence 58: Merrill Cannon’s contract
14. Evidence 59: Bond Spending Plan v.5
15. Evidence 60: ACCO contract
16. Evidence 61: Rosendin contract
17. Evidence 62: ALMA contract
18. Evidence 63: AECOM contract
19. Evidence 64: AECOM contract
20. Evidence 65: Minutes if available from colleges, DGS doesn’t take minutes of meetings they don’t set the agenda for
21. Evidence 66: Schedules and Cash Flow documents presented to Vincent and team
22. Evidence 67: KCEM contract

23. Evidence 68: Contract for GonLED assessment phase
24. Evidence 69: https://web.peralta.edu/files/2017/09/Sustainability-Webinar_9_4_17.pdf
25. Evidence 70: AECOM contract
26. Evidence 71: Contract with Kitchell for installation
27. Evidence 72: Chancellor's Cabinet Meeting Notes
28. Evidence 73: Rosendin contract
29. Evidence 74: Rosendin contract
30. Evidence 75: Kitchell and pool vendor contracts

- 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

(The following sentence needs to be rewritten as it is not clear to the reader as to the intent...esp. “high level of Executive leadership”)

The Peralta Community College District has struggled to engage in comprehensive master planning due to a high level of Executive level leadership and an ineffective re- organization that created more challenges than it resolved. The organizational chart was not clear, and the lack of clarity led to confusion about leadership and accountability (Evidence 76, existing Org Chart). The Vice-Chancellor and Chancellor are in the process of reorganizing DGS, specifically to centralize services, which will have the benefit of clear reporting lines, consistent processes, and cost efficiency and less redundancy in the number of staff positions required. Once this reorganization is completed, the Facilities and Technology Master Plans may be updated and steps taken to implement them. Ideally, these Plans will guide the acquisition, construction, and renovation of District facilities on an ongoing basis. District and College leadership, working with DGS, will be able to respond to new programming opportunities, external mandates, and unforeseen challenges or concerns. (EVIDENCE NEEDED HERE)

Taking space utilization data and projected programmatic needs into account, the Five-Year Capital Outlay Plan outlines plans for new and replacement buildings, including state-funded projects and those funded by local bonds, Measures A and G. All building plans include numerous assessments analyzing and planning for impacts on noise, traffic, and other considerations (Evidence 77: CEQA documentation).

As mentioned earlier in this report, the District will complete a comprehensive *ADA Transition Plan*, a document that identifies repairs and upgrades needed to clear paths of travel for ADA compliance at each campus. Once a vendor is selected, the assessment, mitigation, identification and the creation of a “live” database will provide the District with an ADA project tracking database. In addition, site areas immediately surrounding all newly constructed bond projects are upgraded to ADA standards as a part of each project. (I am not sure I understand how this works)

A multi-year Scheduled Maintenance plan will be developed by a newly hired Director of Facilities. The Director will work with the newly hired measure G program manager in defining capital projects that will improve the maintenance and operation of each building. This activity is one of the program manager’s start up activities (Evidence 78, AECOM Contract). The plan will identify the repair and maintenance needs for roofs, utilities, mechanical, and exterior features on all campuses. The Report will list eligible categories and includes hazardous material removal such as lead, asbestos, and chemicals, with additional funding from the state. The College will submit this plan every year through FUSION to secure maintenance and repair funds from the Chancellor’s Office (Evidence 79: the most recently submitted plan, and/or Scheduled Maintenance Funds). This program will interface with the existing work order system to ensure the regular and timely scheduling of routine maintenance. As an aside, the District is exploring alternative work order systems that are common in the Community Colleges in California. It should be noted, however, that for the past three years, the District has been ineffective in spending scheduled maintenance funds from the State and is now at risk of losing future funding. DGS is now working with the Finance Team to identify unspent funds and new projects are being identified.

The District has been quite successful in obtaining State Capital outlay funding for three of four campuses. Berkeley City College, being only thirteen years old, does not readily qualify for State capital improvement funding. However, greatly needed funding has been obtained for five projects across the District (Evidence 80, Award letter from State). The projects are as follows:

- Laney College Learning Resource Center (\$74.883M): A new state of the art Learning Resource Center that will replace the existing Library;
- Laney College Theater Modernization (\$26.152M): A much needed ADA and back of house modernization that will significantly improve the access throughout the building;
- Merritt College Child Development Center (\$19.726M): The CDC features learning laboratories for students interested in teaching and caring for young children, as well as a daycare for employees and members of the community;
- Merritt College Horticulture Center (\$22.256M): A full replacement project for a popular program, both with students and with the community; and,
- College of Alameda Auto and Diesel Technology Center (\$33.294M): Replacement of two separated programs, bringing them both under one roof, and creating a state-of-the-art facility to teach students new auto and diesel technology and repair.

In addition, the District expects to receive funding for the College of Alameda Aviation Center (\$28.800M), a highly impacted program, with a course wait list (Evidence 81: Waiting list from COA) The project also received a Federal grant in the amount of \$3M (Evidence 82, Grant award). The new teaching site will expand the existing Aviation maintenance facility at the Oakland Airport. The District also has first stage submittals for an additional project at Merritt College, a Gymnasium Replacement, and is considering additional applications for the College of Alameda Student Center and Laney College's Science program (Evidence 83, three IPP submittals)

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

Though regular inspections of the facilities are not occurring, it is anticipated that post re-organization, the District will be better positioned to proactively assess and correct facility deficits. A new asset tagging system will be implemented in the Warehouse, by the recently hired Director of Purchasing (Evidence 84, Board approval of new staff). The Purchasing Department has been without a leader for over a year, with the expected decline in regular and proper reporting.

Facilities Program Reviews will be established once the re-organization is complete and will be the responsibility of the Director of Facilities. Site Managers will be tasked with reviewing their Engineering, Grounds, Custodial and Security staff to ascertain the level of service that may be provided. The number of maintenance crews will be compared to APPA standards, a common metric in facilities management.

Current staffing levels suggest that the District is falling short in staffing and can only provide service quality near the bottom of the rating system, considered rating level 5, or “crisis response” (Evidence 85: is web link to APPA ratings). While the reorganization is budget neutral, the District plans to increase funds for maintenance and operations in the coming years. The goal is improved staffing levels to mid-APPA rating level 3, or “managed care,” a standard commonly found in Community Colleges in California. Current staffing levels are approximately 67% of APPA level 3 (Evidence 86: Sharon’s spreadsheet).

EVIDENCE:

1. Evidence 76, existing Org Chart
2. Evidence 77: CEQA documentation
3. Evidence 78, AECOM Contract
4. Evidence 79: the most recently submitted plan, and/or Scheduled Maintenance Funds
5. Evidence 80, Award letter from State
6. Evidence 81: Waiting list from COA
7. Evidence 82, Grant award
8. Evidence 83, three IPP submittals
9. Evidence 84, Board approval of new staff
10. Evidence 85: is web link to APPA ratings
11. Evidence 86, Sharon’s spreadsheet

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 passage of three facilities bonds in the last few decades, have supported the construction of new facilities at three of the four campus sites. Under Measure E, projects included a new downtown campus (a single building high rise) for Berkeley City College. Under Measure A, **the Field House and BEST center were constructed at Laney**, Building S (Science), was constructed at Merritt College, and the new Center for Liberal Arts (NCLA) is currently in construction at the College of Alameda (Evidence 87: photos of projects?). The challenge for the District is in the ongoing maintenance of each new project, especially when enrollment is declining, and new funding is not available to maintain the buildings. As such, it is crucial for the Colleges to understand and budget for its facility operations.

The reorganization of DGS is the first step towards better positioning staff to properly maintain each building. In addition, the District neglected to recognize and address the true cost of operating its buildings. For example, when Merritt College's Building S was completed, Building D should have been demolished to keep the overall square footage on campus the same. Instead, Building D was rented to two charter schools, and the ongoing maintenance includes an elevator, roof and HVAC equipment replacement. Funds are not available to address those issues. The Board-approved rental rates cover custodial, grounds and general support services, but due to the age and condition of the buildings, the rate is not sufficient to cover the replacement of roofs, elevators and other major infrastructure repair (Evidence 88: KONE proposal).

In 2016 the District developed Total Cost of Ownership (TCO) Guidelines, which were developed in consultation with each of the four Colleges, reviewed by the PBIM District Facilities Committee (DFC) on May 2, 2016 and by the PBC on May 27, 2016. These TCO Guidelines were a revision of the 2015 PCCD TCO Action Plan. Throughout Summer 2016, the draft was revised and refined, and a final draft version presented at the August 2016 Flex Day. The District Facilities Committee (DFC) adopted this plan at its September 2016 meeting. [Evidence 89: from Flex presentation document & minutes of September 2016 DFC meeting.]

The Total Cost of Ownership Guidelines established the fundamentals for estimating the TCO for existing and new facilities and equipment at each College and the District Administrative Center (DAC), including:

1. a common methodology to evaluate maintenance and operations' needs for existing and proposed facilities and equipment.
2. utilization of data from District/College Facility Condition Assessment (FCA) drawn from the State Community College Chancellor's Office reporting system known as FUSION (Facilities Utilization, Space Inventory Options Net).
3. the continued development of processes for the ongoing evaluation of the status of facilities and instructional equipment.
4. consciously attending to and effectively implementing the overarching goal of "assuring safe and sufficient physical resources for students, faculty, and staff;" and,
5. close collaboration between the District's Service Centers (District General Services, Information Technology, and Finance and Administration), with the Colleges.

In 2017, the District developed a plan to ensure that long-range capital plans support institutional improvement goals and reflect projections of the total cost of ownership of new facilities and equipment (Evidence 90: Rec. 3 2017 Plan). Action items and timelines in this plan included the following: **One question is whether or not the following list was implemented as scheduled... was everything accomplished as planned. For example, could you document the College Forums (number 6 below) if asked to do so**

1. College Facilities' Committees continue to work with DGS to develop lists of facilities scheduled maintenance needs (Timeline February 2017 through May 2018);
2. Continue to revise Total Cost of Ownership (TCO) Guidelines (Timeline January 2017 – November 2017);
3. Design and implement a survey and/or convene focus groups to evaluate Maintenance Connection software with “end users;” Implement revisions to improve present system, if needed. (Timeline June 2017 – September 2017);
4. Continue to provide Safety Training for Campus Safety Aides, Engineering Staff, Grounds Staff, Custodial Staff, examine resources needed to achieve level of safety, including “Mass Notification Emergency Alert System” using Black Board Connect; examine relevant suggestions to improve training. (Timeline Fall 2016, Spring 2017, Fall 2017);
5. Design and implement survey to assess if College Business Offices are in receipt of Instructional Improvement Funds in a manner that facilitates planning; examine need to include optional resources for Instructional Equipment acquisition; create and implement a plan to refine the process, if needed. (Timeline June 2017 – September 2017);
6. Ensure collaboration between Colleges and District regarding the design and implementation of the new Integrated Educational Facilities & Technology Master Plan (IEFTMP); Host College Forums to discuss the IEFTMP progress (Q&A sessions); conduct surveys, etc. (as needed) to ensure broad dialogue and alignment of College/District Strategic Goals & Objectives; Integrate the new IEFTMP Plan with the Sustainability Master Plans. (January 2017 – December 2018); and,
7. DGS, in collaboration with the DFC, will continue to utilize the recommendations from the 2016 Facilities Condition Assessment (FCA) as a guideline for data-driven decision (Timeline January 2017 – May 2018).

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

The Total Cost of Ownership guidelines provided a basis for creating a data driven approach to facilities, and the 2017 plan (based on the guidelines) provided goals and an implementation schedule. The schedule called for the continued development of the guidelines, suggested multiple surveys to gain constituent input, and sought additional collaboration between DGS and the four colleges. Unfortunately, only two (2) of the seven (7) goals were implemented, and none of the scheduled milestones was met. Status of the goals is as follows:

1. There is no evidence that further development of the College Facilities' Committee project lists for scheduled maintenance was created. Furthermore, funding from the State Scheduled Maintenance Funds were received annually between 2017 and 2019 and were unspent;
2. There is no evidence that DGS or the Colleges furthered the Total Cost of Ownership (TCO) Guidelines;
3. There is no evidence that DGS or the Colleges designed or implemented a survey (or convened focus groups) to evaluate Maintenance Connection software with the "end users," or implemented revisions to improve the present system; There was a Survey and responses to the Survey...Rosemary V. should have the evidence and/or DGS Minutes
4. There is evidence that the District continues to provide appropriate training. Merritt College's Justice Program faculty continue to provide twice yearly safety training for the students in the Campus Safety Aide program (Evidence 91: training documents from faculty member Margaret Dixon). There is evidence that Risk Management continued to train Engineering Staff, Grounds Staff, and Custodial Staff in various trainings to improve safety (Evidence 92: Training sign in sheets). Furthermore, IT and Risk Management were able to implement the "Mass Notification Emergency Alert System" using Black Board Connect (Evidence 93: District website link encouraging students to sign up and app store link);
5. There is no evidence that the District designed or implemented a survey to assess if College Business Offices were in receipt of Instructional Improvement Funds in a manner that facilitates planning. However, there is evidence that the District received those funds (Evidence 94: letter from State). Furthermore, there is no evidence that the District actively examined optional sources for Instructional Equipment acquisition, though Measure G will fulfill some of the needs. Finally, there is no evidence that the District created and implemented a plan to refine the process.
6. There is evidence that DGS is collaborating with the Colleges on the development and implementation of the Educational Facilities and Technology Master Plan (FTMP). The Bond Spending Plan (BSP) is directly linked to the FTMP (Evidence 95: BSP v.5). The BSP has been developed in consultation with the District Facilities Committee and presented to the College Council

at BCC and Laney College, as well as at the Flex Day presentation at Laney College (Evidence 96: Meeting notes from College Council and Flex Day). DGS is currently scheduling a set of College Forums to discuss FTMP progress (Q&A sessions) and will conduct surveys as needed to ensure a broad dialogue and alignment of College/District Strategic Goals & Objectives (Evidence 97: Meeting notes from post Cabinet meeting on Feb 10). Once the new FTMP plan begins implementation, it will be linked with the Sustainability Master Plan, which will be written by the Program Management team (Evidence 98: AECOM contract). In all cases, the deadlines of January 2017 – December 2018 was not met, but the presentation activities will be completed by March 31, 2020 and the Sustainability plans will be completed by June 2020. Update after March

7. There is no evidence that DGS collaborated with the DFC to create a comprehensive facilities assessment, nor was the 2016 Facilities Condition Assessment (Evidence 99: Rec. 3 2017 Plan) used as a guideline for data-driven decision making, as was suggested in the plan.

Going forward, the Chancellor has directed DGS to work with the Program Management team to revise the existing Total Cost of Ownership goals and schedule, anticipating that the District's new leadership will execute. Additionally, DGS has hired a consultant (Evidence 99a: ALMA Strategies contract) to provide a facilities utilization study for each campus, to increase the validity of the projects through a data-based set of recommendations. The purpose of this study is to provide staff with accurate information needed to determine whether the benefits of maintaining end of life buildings outweigh the deficits in funding, or whether the buildings should simply be torn down. Though PCCD has submitted TCO plans to ACCJC in the past, the new leadership is committed to following through on the plans this time around.

District standards for design and construction are being developed. It is hoped that the new standards will consider various factors associated with TCO. Factors such as efficiency, lifespan, versatility, safety, and personnel requirements should be considered. Efficiencies in expediting the FTMP should be considered in order to decrease the "escalation" costs that whittle away at the buying power of the District. While appropriate bidding procedures will be followed, the District will make use of statewide purchasing programs when possible. The CCCCO "College Buys" program is a good example, which combine the purchasing power of all institutions in the CCC system. Another time saving vehicle is delivering capital projects using the "Design-Build" project delivery method. This delivery method saves time and combines the design team with the contractor, so that issues may be addressed before field work begins.

To project the personnel needs associated with current and planned facilities, the College will implement standards developed by the APPA (Association of Physical Plant Administrators) when setting staffing levels. APPA provides formula-backed recommendations for the staffing necessary to maintain a given area, considering such factors as square footage of building and surrounding landscape (Evidence 100: link to APPA Webpage). Current staffing levels demonstrate that the District is falling short in staffing and can only provide service quality of 4.5. The bottom of the rating system is a 5, considered a style characterized as a "crisis response." It is anticipated that with DGS' reorganization and requests for additional funding, staffing levels can be returned to the mid-APPA rating level 3, or "managed care" (Evidence 101: Sharon's spreadsheet), a standard commonly found in Community Colleges in the State. Current staffing levels are approximately 67% of APPA level 3. This was already stated previously.

EVIDENCE:

87. Evidence 87: photos of projects?
88. Evidence 88: KONE proposal

89. Evidence 89: flex presentation document & minutes of September 2016 DFC meeting.
90. Evidence 90: Rec. 3 2017 Plan
91. Evidence 91: training documents from faculty member Margaret Dixon
92. Evidence 92: Training sign in sheets
93. Evidence 93: District website link encouraging students to sign up and app store link
94. Evidence 94: letter from State
95. Evidence 95: BSP v.5
96. Evidence 96: Meeting notes from College Council and Flex Day
97. Evidence 97: Meeting notes from post Cabinet meeting on Feb 10
98. Evidence 98: AECOM contract
99. Evidence 99: Rec. 3 2017 Plan
100. Evidence 100: link to APPA Webpage
101. Evidence 101: Sharon's spreadsheet

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

Laney College provides safe, secure, and sufficient physical resources in support of its diverse programs and services, providing both a positive learning and healthy working environment in alignment with its mission, vision, and values. Major new initiatives include the Learning and Resource Center (which will contain the library), STEM Building, Student Services Center, and Art Building. These are included as part of the Facilities Master Plan, including ongoing creation of Total Cost of Ownership for buildings on the Laney Campus.

As the District transitions its management of facilities away from the college Administrative Services Office to District General Services, it will work with Laney College to ensure its processes are responsive to the college's needs. This is will not only be critical as the college embarks on several major projects but will also be essential as it upgrades facilities and conduct routine maintenance. That the district and the colleges are using the Total Cost of Ownership approach in its maintenance efforts is encouraging.

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 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.

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.

Technology Services:

The network, some computer services, and computer applications are centralized under the direction of the District IT. The campus and District network IT teams meet weekly to collaborate on projects. The District-wide [Helpdesk](#) was created to respond to IT issues related to student email, Passport, PeopleSoft, phones, and voicemails etc.

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.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 the colleges. The system extended to serve other departments such as Admissions, IR, Business Intelligence, District General Services etc. The helpdesk is a one-stop portal for submitting service requests for the District and the colleges.

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.

Hardware and Software:

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 operations, programs and services:

- **Single Sign On for all Peralta students and employees**
- **PeopleSoft Student Information System (known as "Passport" for students)**
- **Migrated PeopleSoft and the data center to the Azure cloud platform**

- **Enterprise Resource Planning (PeopleSoft – known as Promt**
- **PeopleSoft “OnePeralta” -Finance system Accounts Payable, Purchasing, Commitment Control and General Ledger[14]**
- **Learning Management System- Canvas for Distance Education**
- **Student and staff portal – Office 365 for accessing Email and other applications**
- **Starfish: a student success tool to connect students with appropriate student service resources**
- **Centralized IT help desk system- SolarWinds for IT ticket tracking**
- **SARS for online counseling appointments**
- **Anti-virus software- Trend Micro software**
- **Preferred name functionality in PeopleSoft as requested by California State Law (AB 1266) for students and scaffolded systems for all Peralta employees[13]**

Some other technology functions are not implemented due to the lack of internal expertise or fiscal resources. District IT is addressing the business process modernization and technology implementation, which will be vetted through institutional shared governance committees [15].

The overarching direction for Laney’s technology projects comes from the college’s [technology master plan 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.](#)

Laney College IT staff lead by the Director of IT (College Services) support the college's network infrastructure, computers, local servers, smart classroom Audio/Visual technology as well as campus-wide printers. The 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. 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
- [PC Reservation system and GoPrint system](#)
- [Fortres 101 and Clean Slate \(Library\)](#)
- [Sketchup, AutoCAD \(Architecture\)](#)

Facilities:

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.

Laney Smart Classrooms upgrades

In a 2017 stakeholder survey done as part of the [Facilities and Tech Master plan \(Page 32\)](#), 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. The District worked with the colleges and TeeCom, an A/V consulting company to design and simplify the audio-visual standards. These are defined in the Facilities and Technology Master plan as standard classroom layouts [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, document cameras and educational lecterns. In 2019, Phase 2 of the project was completed to equip an additional 70 locations that include the Theater, Bistro and the Forum. All classrooms have the capability to wirelessly collaborate via mobile devices. These enhancements have been vital to the teaching and learning environment at Laney.

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

Conclusions:

1. To streamline technology services and implement the college’s technology initiatives, the college established the position of the Director of IT- College Services reporting 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, creating a need to centralize the IT staffing resources in order to better manage user requests. This work is in progress with District HR and the Union to centralize Laney’s IT staffing resources.

Since PeopleSoft “ONE Peralta” implementation has caused challenges in some business areas, CBT recommended 1) develop an operational plan to organize and sequence already agreed-upon priorities for the District; 2) develop a comprehensive Technology Master Plan for the District through a participatory process that would align with Peralta’s educational, enrollment, and facilities plans. Referring to the evidence listed, the District is working

toward sustained enhancements and improvements to align with the availability of human and fiscal resources.

Sources:

1. Helpdesk support (<https://helpdesk.Peralta Community College District.edu>)
2. Master Technology Plan (Laney) (https://laney.edu/laney-it-group/wp-content/uploads/sites/257/2020/02/MTP_Laney_approved.pdf)
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 CollegeDistrict4.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. S/W maintenance,: <https://web.Peralta Community College District.edu/it/it-maintenances/>
10. Hardware standards: <https://web.Peralta Community College District.edu/it/files/2018/09/Lenovo-Standards-Peralta Community College District.pdf>
11. <http://Cdwg.com/Peralta Community College District>
12. District IT Network and Wireless Infrastructure Standards 2018
13. Preferred name
14. BOT PeopleSoft-Modemization-Project Finance pillar Page 16
15. Joint committee DTC/DFC meeting minutes

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 and update the Master Technology Plan for the college. The committee makes recommendations to the Laney College Council that reports to the President and further to the District PGC.

The TPC committee also works cohesively with the District Technology Committee (DTC) and ensures alignment with District's technology initiatives. Although the District has not had a long term technology plan since 2012, but it does have a 3-year strategic plan for the years 2018-2020 and a 2017 District Facilities and Technology master plan.

In 2018, the TPC 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.

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 updated and repurposed to other areas with older equipment. Eventually, the very old equipment is obsoleted as e-waste.

Analysis and Evaluation

In 2016, the Laney college network infrastructure was refreshed with new 10G core switches, building network switches, fiber optic cabling between buildings and wifi upgrades providing enhanced student access as well as instructional and business support.

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 created a media lab 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 Apple computers for the media lab which were installed in Spring 2020.

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 approved by the College Council. These projects will 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 and refreshing the computers for staff, faculty and computer labs for students.

Suggestions for Improvement

More work needs to be done in the area of tracking equipment accurately. 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. 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 preventive maintenance contracts in order to keep equipment in good condition.

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

1. Access:

Technology resources at all college locations assure reliable access to academic and enterprise systems for all students, faculty and staff.

- In December, 2017, designed and implemented the web-based Peralta Community College District Portal, a [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. Safety:

Technology resources at all locations assure safety

- The Peralta District implemented Cisco Emergency Response ([CER, pages 4-9-10](#)) District-wide to send 911 calls directly to the Public Safety Answering Point, with simultaneous notification to Peralta Police Services (PPS); provide 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 came into effect February 16, 2020 that requires private telephone systems allow callers to reach emergency services (911) **without** the need to dial a prefix for an outside number first (Kari's Law). 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. Additionally, a security camera project is underway to replace the head end equipment and upgrade the existing cameras at all sites. Also, a project to install electronic [door locks](#) at Laney has begun, with 80 completed to date.

3. Security:

The following technology projects ensure the security of the college's systems:

The District 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 devices.
- At the end of FY17/18, over 11,000 student workers were removed from the HR system as part of a Student Worker Account Clean Up project.
- Though the District does not have a comprehensive disaster recovery plan, Laney has a shared drives backup solution through a service provided by Barracuda.
- In 2017, the Laney leadership took the decision to host the college website (laney.edu) in the cloud. Since the District website is hosted locally, students may not get to resources such as Canvas in the event of an outage. Canvas access from the Laney website has helped Faculty and students tremendously in case the District’s website is offline.

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.
- **Need new computers with Windows 10 to support applications**
- **Library server needs to be updated with more capacity to load profiles, log-in domain, and run new programs.**

EVIDENCE – Links or Documents	File name (for final draft)
https://web.peralta.edu/accreditation/files/2019/11/BOT_Single-sign-on_12Dec17_Page-8.pdf	<u>Single sign on</u> (BOT minutes, 12-12-17 meeting, P8)
Rackspace.com Laney.edu	Laney Website host vendor Laney Website
https://web.peralta.edu/accreditation/files/2016/09/DR0.8-PCCD-Governing-Board-Agenda-Excerpt-Sept.-13-2016.pdf	<u>Implemented Cisco Emergency Response (CER)</u>

https://web.peralta.edu/trustees/files/2011/04/02-27-18-Board-Meeting-Minutes.pdf	Door locks
Need link from Antoine	Student Worker Account Clean Up
Barracuda.com	Shared drives backup solution
Need link from Antoine	Cenic

- 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

Training for Canvas, our LMS, is available both online and on-site. The Distance Education Coordinator offers [one-on-one, and group training to Distance Education Faculty on the use of Canvas](#) online and face-to-face classes. Canvas training resources are also available online for all faculty and students. First we have [free Canvas webinar trainings, which are live, online Canvas training sessions conducted using videoconference tools. These training webinars](#) help Peralta faculty learn how to use Canvas features to build online courses, and enhance hybrid and face-to-face courses. Faculty and staff can also call [24/7 Canvas phone support if they have immediate technical](#) questions about Canvas. In the [Faculty Resources Site, faculty are referred to](#) are [free and facilitated courses through @ONE](#) about how to use Canvas.

In terms of training with LTI's, the Laney IT Director and DE Coordinator have collaborated to host trainings on both [Turnitin and VoiceThread. Recordings for these trainings have been published on the Faculty Resource Site. For faculty and staff who](#) need assistance with LTI's, the LMS, Peoplesoft or other district technologies, are referred to our [help ticketing system, which directs them to the appropriate](#) contact. Faculty and staff can expect to receive responses to their requests typically within 24 hours.

[Flex Days are held twice in the Fall and Spring terms.](#) The agenda for these events is coordinated by the Laney Professional Development Committee. [IT training is](#) consistently offered at these events. In Fall 2019, the Director of IT launched Tech Tuesdays, which is a series of monthly technology trainings on a variety of topics, including Office 365, Excel and the Peralta Portal and more. These tech trainings occurred in [Fall 2019 and Spring 2020.](#)

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 [online 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.](#)

It is important for IT staff to get trained on the systems that they are required to maintain. Several technical vendor trainings were organized such as 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](#) as well as help guides for them on how to get help and reset passwords. Labs also have a several [technical resources printed out.](#) Lab managers and instructional

assistants have also been [trained in the use of Canvas to help students complete their online assignments.](#)

[Curricunet trainings are held regularly by](#) Curriculum Committee members. The Learning Assessment Committee also developed [extensive Meta trainings for faculty](#) and staff, which include video tutorials, written instructions, and a Canvas training module.

Analysis

The college meets this standard. As elaborated above, many training opportunities are offered for all students, faculty and staff both online and in person. Several printed and online resources are also available on our website.

We’d especially like to highlight the willingness of our different committee and department leads to collaborate to ensure cross-functional technology support is available for all faculty and staff. For example, the Professional Development Committee at Laney often works closely with the District’s Staff Development Committee as well as Laney’s IT Department to plan flex days. Trainings span a variety of topics depending on faculty needs. The DE Coordinator and IT team has also collaborated to support all faculty with their technology needs. While our college was undergoing the transition to Canvas, IT and DE worked in concert to provide Canvas training across the service areas at the college: to student groups, welcome center, instructional labs, departments. In general, IT is incredibly responsive to faculty needs, and will offer “walk-in” sessions on Flex Days, so that any faculty member can seek on-site help with systems. They also provide email, phone, and in-person support during the semester.

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 currently no training for new staff members.

EVIDENCE – Links or Documents	File name (for final draft)
https://peralta4-my.sharepoint.com/:w:/g/personal/cweidenbach_peralta_edu/EQ1Bocu0WTdOmbmvmePCL38BuPeBH5NbDNayP205mWheYw?e=v71m2b	3C4_TechTuesday2020
https://peralta4-my.sharepoint.com/:b:/g/personal/cweidenbach_peralta_edu/EUJZCXjZuOhJn8jJ4PDDJyMBcW-zMHbca9djYOE-N9rJqw?e=hLHVyH	EC4_TechTuesday2019
https://peralta4-my.sharepoint.com/:b:/g/personal/cweidenbach_p	3C4_BoardDocs Training Schedule - 9.18-19.2019 - Final

eralta_edu/Efwv34UP1hxCni5JgugC1o0BgQFPMnn0p60VGlaQ6sz9RA?e=hzhjEI	

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

PCCD has policies and procedures that guide the appropriate use of technology in the teaching and learning process.

Board Policy 3720 Information Technology Use outlines the rules and responsibilities of students and staff who use Peralta’s network, computers, learning management systems and other technology resources.

Administrative Procedure 3720 Telephone, Computer and Network Use outlines the rules and responsibilities regarding the usage of all telephone and communication systems, computer and computer communication facilities owned, leased, operated, or contracted by the District. This includes, but is not limited to, telephones, personal computers, laptops, workstations, tablets, servers, network devices, mobile devices, and associated peripherals, printers, fax machines, software and information resources, regardless of whether used for administration, research, teaching or other purposes.

Board Policy 3725 Information Security Standard states that PCCD adheres to the current California Community Colleges’ Information Security Standard. The Information Security Advisory Committee (ISAC) is a systemwide committee focused on information security. Its focus is creating policy and templates that can be used by all of the California Community Colleges.

At Laney college, sets of laptops for student use have been purchased for classrooms. Laney’s IT department has collaborated with faculty to develop policies and related forms to clarify responsible use guidelines for students. Students sign a “Device Contract” at the beginning of the term in which they will be using laptops or tablets, and instructors sign a facilitator’s contract, making a commitment to helping the College manage these very valuable resources.

Analysis and Evaluation

The District is currently collaborating to enhance and improve administrative policies by aligning them with state policies. Security is an institutional responsibility that requires the District to outline enforcement and accountability measures appropriate for students, faculty, staff and administration aligned with their designation. Currently, Human Resources provides AP 3720, the Administrative Procedure detailing Telephone, Computer and Network Use, to all new on-boarded employees.

Per the Collaborative Brain Trust recommendations, an employee onboarding procedure needs to be created, engaging the necessary departments to ensure the process has been completed prior to the first day of employment. New staff should receive training on District policies during their onboarding with Human Resources and students should receive Peralta policy information during their orientation to the Colleges.

District IT should more formally collaborate with Human Resources and the District’s professional development committee to provide both the policy and guidance for experiential learning.

EVIDENCE – Links or Documents	File name (for final draft)
Library Computer and Internet Use Policy	
https://web.peralta.edu/trustees/files/2011/04/BP-3720-Information-Technology-Use.pdf	BP 3720
https://web.peralta.edu/trustees/files/2013/12/AP-3720-Telephone-Computer-and-Network-Use.pdf	AP 3720
https://web.peralta.edu/trustees/files/2019/08/BP-3725-Information-Communications-Technology-Accessibility-Acceptable-Use.pdf	BP 3725
https://web.peralta.edu/trustees/files/2019/11/AP-3725-Information-and-Communications-Technology-Accessibility.pdf	AP 3725
Device Contract	
Facilitator Contract	
Lab use, Tech center, CTE	

Conclusions on Standard III.C. Technology Resources

Laney College ensures that technology services are appropriate and adequate to support the institutions management and operational functions, academic programs, teaching and learning, and support services. During this period, the work has included transitioning all classroom to have SMART capability and providing staff members in IT with ongoing technology professional development so that campus needs may be served.

The college fastidiously and regularly assesses the state of technology utilization, and its planning committee has created a detailed plan that it follows for 2019-21. College planning also allows for stakeholders who comprise the TPC to review and make recommendations for resources as part of the resource allocation process.

Improvement Plan(s)

Moving forward, the college's technology areas will continue to assess personnel resources to provide efficient campus support while modernizing the infrastructure of the technology area as a whole, which has included and will continue to include training staff and users to increase bandwidth of team members within technology services as well as faculty and staff.

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

Laney's mission and goals provide the foundation for financial planning and this financial planning is integrated with and supports all institutional planning. In cooperation/coordination with PCCD, Laney's instructional programs, student support and administrative services units complete a comprehensive program review or annual program review process on a yearly basis. Program reviews serve as the basis for resource requests, which are prioritized and then funded in part through a budget allocation process.

Laney manages all expenses, revenues and payables with the support of PCCD's Finance & Administration team, and in alignment with PCCD Board/Administrative policies and practices to ensure sound financial practices and financial stability. Employees can access business forms and procedures through the Business and Administrative department website, or through PCCD's Finance & Administration website.

Appropriate financial information is shared/disseminated on a frequent, timely basis throughout the year in order to assure that cost center managers have the information necessary to monitor and make critical resource allocation decisions related to their budgets.

Analysis and Evaluation

At the outset of fiscal year, a timeline is constructed and publicized for the completion of the program review process. Program reviews are validated and prioritized by several committees to include the following: Classified, Technology, Facilities and Budget Advisory. Other committees that participate in prioritization include Faculty and the Institutional Effectiveness Committee. Once prioritization is concluded, recommendations are made to College Council and in turn, the Laney President.

Laney practices a budget allocation model, which permits discretionary budgets to be loaded at 90% of the allocation from the district. With the completion of the prioritization process, the 10% pool of funds are then re-allocated based on the highest priorities.

Laney College disseminates timely information on the budget in several ways. All Cost Center managers have access to the budget can conduct queries/monitor spending and check available balances on a daily basis. Monthly fiscal reports on encumbrances, pre-encumbrances, general unrestricted funds, grants and categorical monies are provided to the Cost Center managers. Budgets and position control are further reviewed with Cost Center managers in more formal meetings that take place on a quarterly basis.

In January, post the release of the Governor’s budget, a budget calendar is approved by the Board Budget decisions are made

EVIDENCE – Links or Documents	File name (for final draft)
	Monthly budget reports
	ONE.Peralta budget overview
Kevin's Folder\ACCJC\2021 ACCJC\3.D.2	District Budget Calendar
Kevin's Folder\ACCJC\2021 ACCJC\3.D.2	Laney Budget Calendar

Plans for Future Action

EVIDENCE – Links or Documents	File name (for final draft)
	Laney program review page
	Laney administrative services forms page
	Laney Budget development calendar
	District budget development calendar
	District Finance and Administration page

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.

Standard 3.D.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

Financial Planning and the budget development process are contained in standards 3.D.1 and 3.D.2. The participatory governance committee work including that of the Institutional Effectiveness Committee (program review), the Budget Advisory Committee and College Council is both public and accessible on the Laney College website.

Analysis and Evaluation

The program review process details resources requested by instructional departments, student support and administrative service units. Program reviews are validated by the Institutional Effectiveness Committee prior to being prioritized by several committees: Classified, Facilities, Technology and the Budget Advisory Committee. Requests for prioritization are also completed by the Faculty & Instructional Equipment and Library Materials Committees. Recommendations are presented by the Budget Advisory Committee to College Council and in turn recommended to the College President. These recommendations are used in the formulation of the Laney College budget. The budget is presented to and approved by district participatory governance bodies: Planning and Budgeting Council and Participatory Governance Committee, for recommendation to the Chancellor and on to the Board of Trustees.

Additional Assessment of Strong Workforce Project

The Strong Workforce Local and Regional Budget Allocations are developed through the District Career Education Committee, where all Colleges are equally represented and are able to participate. (1) Since late 2017, the District Strong Workforce Director, in consultation with District Finance and the College Business Directors, developed a clear process for planning, tracking, and developing the budget for all rounds of Strong Workforce funding, with each round differentiated by account line (2). Additionally, in response to the FCMAT recommendations for budget development and monitoring, an internal planning and budget development calendar has been developed through the District CE Committee and reflected in Outlook Calendar for all funds that are pertinent to CE Programs, namely Strong Workforce Local and Regional, Perkins, and the CVC-OEI Online CTE Pathways grants. The calendar was developed to further assure

effectiveness and efficiency in planning and to align to District and College purchasing and fiscal deadlines. (3)

The District Strong Workforce Director works closely with the District Finance Grants Coordinator to provide regular and direct support with fiscal grant reporting. A District-wide example is the reporting for the CVC-OEI Improving Online CTE Pathways Grants. The District hosted a kick-off meeting (4) as the grant was initiated, when award letters were first distributed to go over all grant guidelines and expectations. The Strong Workforce Director and District Grants Coordinator then held district-wide quarterly follow-up meetings, which were primarily working meetings to support the Colleges in the development of their quarterly reports. (4) Fiscal expenditure reports and invoices were also prepared for each of the Colleges (5)

Despite developing clear guidelines and a process for budgeting and tracking expenditures, the majority of CE Deans, administrators, staff, and faculty chairs have difficulty tracking their own budget due to a variety of reasons, mainly inadequate knowledge regarding budgets and finance, restricted access to Peoplesoft, and limited bandwidth or capacity. While the District can continue to provide fiscal monitoring support, as noted in the above example, the model may or may not prove to be sustainable given the complex fiscal needs of each College and the number of grant funds that are specific to CE.

The District Strong Workforce Director provides leadership and awareness to College-level CE Committees (through training and workshops) regarding the impact of CE Programs on new funding formula as well as other CE Funding sources, including Strong Workforce and Perkins, in an effort to engage College CE Faculty in financial planning and budget development (6).

Plans for Future Action

EVIDENCE – Links or Documents	File name (for final draft)
	Program review page
	Budget Advisory Committee page
	College Council page
	Budget Development calendar (Laney)

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

Cost Center managers participate on committees alongside faculty, staff and administrators that are critical in institutional planning. Further, they serve as members of the management team, president’s cabinet, or the executive cabinet where they receive additional budget information and related presentations. In addition, they have access to current budget information in the ONEPeralta finance system. Cost Center managers are also required to initiate/approve requisitions, budget journals and transfers in their cost center. They are provided with monthly budget reports and participate in quarterly budget meetings.

Analysis and Evaluations

EVIDENCE – Links or Documents	File name (for final draft)
	Budget Development Timeline
https://www.cccco.edu/About-Us/Chancellors-Office/Divisions/College-Finance-and-Facilities-Planning	College Finance and Facilities Planning Division
https://www.ccleague.org/advocacy/legislative-updates/league-review-governors-proposed-2019-20-state-budget	CCLC
	Sample Budget Presentation

Plans for Future Action

EVIDENCE – Links or Documents	File name (for final draft)
	ONEPeralta sample report
	Fund Report
	Grants and Categoricals report
	Sample Budget Presentation

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

TEXT STILL NEEDED!!!!!!

EVIDENCE – Links or Documents	File name (for final draft)
https://web.peralta.edu/pbi/planning-and-budgeting-council/budget-allocation-model-task-force/	BAM model as in PCCD budget book
Kevin's Folder\ACCJC\2021 ACCJC\3.D.5	Laney College Tentative Budget Calendar
Kevin's Folder\ACCJC\2021 ACCJC\3.D.5	2020-21 Budget Development Calendar - Board Approved 1-21-20
https://www.cccco.edu/-/media/CCCCO-Website/Files/Finance-and-Facilities/budget-and-accounting-manual-2012-edition-ada.ashx?la=en&hash=8D0B20749805F8DFEA3C3AFD2FDF0096A5361EB2	BUDGET AND ACCOUNTING MANUAL

1. **Purchasing:** <https://web.peralta.edu/purchasing/>
2. **Internal Control:** Bursar
3. **PCCD annual financial reports** <https://web.peralta.edu/business/annual-financial-reports/>
4. **CC:** <https://laney.edu/college-council/agendas-and-meetings/> (April)
5. **Participatory Gov Manual**
6. **Pinto: Budget reports to management council**
7. **Quarterly department financial updates**

Analysis and Evaluations

EVIDENCE – Links or Documents	File name (for final draft)

	Screenshots of ONE.Peralta Purchasing/Requisitions
	Budget Open Forum Presentation

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

EVIDENCE – Links or Documents	File name (for final draft)
Kevin's Folder\ACCJC\2021 ACCJC\3.D.6	Laney College Tentative Budget Calendar
Kevin's Folder\ACCJC\2021 ACCJC\3.D.6	2020-21 Budget Development Calendar - Board Approved 1-21-20
https://web.peralta.edu/business/annual-adopted-budget/	PCCD Annual Adopted Budget
https://web.peralta.edu/business/annual-financial-reports/	PCCD Financial Reports
https://web.peralta.edu/business/311-reports/	PCCD 311 Reports

Analysis and Evaluations

EVIDENCE – Links or Documents	File name (for final draft)
https://web.peralta.edu/business/annual-adopted-budget/	PCCD Annual Adopted Budget
https://web.peralta.edu/business/annual-financial-reports/	PCCD Financial Reports
https://web.peralta.edu/business/311-reports/	PCCD 311 Reports
https://web.peralta.edu/business/annual-financial-reports/corrective-action-matrix/	PCCD Corrective Action Matrix Plan

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

Evidence of Meeting the Standard

EVIDENCE – Links or Documents	File name (for final draft)
https://web.peralta.edu/business/annual-financial-reports/	PCCD Financial Reports
https://web.peralta.edu/business/311-reports/	PCCD 311 Reports
https://web.peralta.edu/business/annual-financial-reports/corrective-action-matrix/	PCCD Corrective Action Matrix Plan

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

Laney College regularly reviews its financial management process through effective and regularly required state and federal annual audits. These audits include any special or categorical funds as well as unrestricted funds. The audit reports are presented to the PCCD BOT at their public December meeting and the reports are posted on the publicly-accessible Business Services website (III.D.8-1; III.D.8-2). Standard III.D. Financial Resources | Page 126 As we describe in greater detail in our response to Standard III.B, the voters passed two local bonds, Measure G in 2002 and Measure J in 2016 under the “Smaller Classes, Safer Schools and Financial Accountability Act” (Proposition 39) that require performance audits and citizen oversight committees (III.D.8-3). Reports for the Measure G and J bonds are also posted on the Business Services website (III.D.8-4). In program review each unit evaluates the impact and effectiveness of resource allocations from the previous year as well as trend data from previous years in their justifications for resource requests in the coming year (III.D.8-5). The Program Review Committee (PRC) analyzes the reports, notes common themes and makes recommendations about our processes in its annual report to College Council (III.D.8-6). Another evaluation of our system is the Strategic Direction initiatives reporting in the spring by committees, administrators, and other work groups in a process coordinated by the Assessment & Institutional Quality (AIQ) Committee. AIQ analyzes these assessments, notes common themes and makes recommendations in its annual report to College Council (III.D.8-7). Analysis and Evaluation The audit reports show that our financial management practices are sound and executed with integrity. The audits show that expenditures from restricted and unrestricted and bond funds are consistent with all legal and regulatory requirements. Evaluations of our systems as part of program review and Strategic Directions initiatives reporting enables us to respond to any deficiencies. In addition to these evaluation instruments, PCCD subscribes to EthicsPoint to mitigate fraud. Reports of ethical misconduct are made through EthicsPoint from the “Report Misconduct” link at the bottom of every page on the BC website, and are investigated promptly (III.D.8-8). The BC Vice-President of Finance and Administrative Services, the District Director of Accounting Services, and the PCCD Chief Financial Officer meet regularly to review current fiscal issues at the colleges and the District operations: weekly teleconference meetings to discuss financial matters and monthly face-to-face meetings to review issues in more depth.

EVIDENCE – Links or Documents	File name (for final draft)
https://web.peralta.edu/business/annual-financial-reports/	PCCD Financial Reports
https://web.peralta.edu/bond-reports/citizens-parcel-tax-oversight-committee/	Citizens’ Parcel Tax Oversight Committee

https://web.peralta.edu/business/annual-financial-reports/corrective-action-matrix/	PCCD Corrective Action Matrix Plan
	Program Review Web Page/Process
	College Council Web Page

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

Evidence of Meeting the Standard

PCCD Board Policy states that the budget will be managed in accordance with Title 5 and the California Colleges Budget Accounting Manual, and that the district will maintain “a minimum 10% of unrestricted fund balance for every fiscal year. When the unrestricted ending fund balance falls below 10%, the District shall adopt a plan to replenish it to 10% within one year.” The 10% level was adopted by the Board in October 2014, and most recently approved by the Board April 23, 2019.

With the completion of each fiscal year, the ending balance is carried over to the subsequent fiscal year. PCCD’s unrestricted adopted reserve budget along with the beginning and ending fund balances are shown below (cut and paste table page 19 adopted budget book):

Analysis and Evaluations

PCCD’s reserves have fluctuated from 2017-18 to present, but the adopted budget reserves have remained above the required 10% (insert bar chart showing growth of reserves)

- PCCD’ property and liability insurance?
- Level of coverage designed to mitigate risk, requires insurance certifications, and indemnification commensurate with the risk associated with their service
- What about debt repayment
- What about future debt?
- What about scheduled maintenance and facilities projects?
- What about cash flow?
- What about our plans for the change in the state funding formula which is no longer based solely on FTES enrollment, but now includes proportions for low-income enrollment and program completion?

Evidence of the Standard

EVIDENCE – Links or Documents	File name (for final draft)
	BP 6300 Fiscal Management and Accounting
	BP 6305 Debt
	AP 6250 Budget Management

	AP 6300 General Accounting
	AP 6305 Debt Issuance

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.

EVIDENCE – Links or Documents	File name (for final draft)
Board Policy Financial Aid BP 5130	Board Policy Financial Aid BP 5130
Administrative Policy Financial Aid 5130	Administrative Policy Financial Aid AP 5130
PCCD Financial Aid Policies & Procedures Manual	PCCD Financial Aid Policies & Procedures Manual
Board Policy Grants BP 3280	Board Policy Grants BP 3280
PCCD Grant Manual Spring 2012	PCCD Grant Manual
	Board Policy Bids & Contracts BP 6340 Board Policy Approval of Special Contracts & Contract Extensions BP 6345 Administrative Policy Bids & Contracts AP 6340 Administrative Policy Construction Contracts AP 6350 Administrative Policy – Accessibility of Information Technology AP 6365

Analysis and Evaluation

As part of PCCD, Laney College has well-established financial policies and procedures that ensure we remain in compliance with relevant state/federal regulations, to include those governing Federal Title IV financial aid.

- Our program review evaluation and audits reveal any problems in our processes that we then fix. (true?)
- Board policy sets thresholds on contracts for work to be done, services to be performed, and goods, equipment or supplies that require approval by the BOT. In 2019-20, the amounts for construction are \$45,000 and for non-construction items \$90,200 (evidence to be provided).
- PCCD uses the Board Action approval system in BoardDocs to ensure that all levels of management have reviewed and approved or ratified contracts according to the threshold limits.
- Board Policy X governs investments. District investments are primarily associated with future debt payment
- The investments are managed by external investment firms, which give regular updates on the status of the investments to the BOT Finance Committee and the full Board.

- Board Policy X governs the PCCD Foundation as an auxiliary organization. PCCD provides financial services and guidance for this organization as well as helping to ensure compliance with auxiliary contracts between PCCD and the auxiliary organization.
- The PCCD Foundation uses X software programs to keep its finances separate from the college. Each year the Foundation is audited by an independent outside firm for compliance with state and federal mandates

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

TO BE COMPLETED, ONCE ALL STANDARDS HAVE BEEN COMPLETED BY DISTRICT WITH INPUT NEEDED FROM BAC.

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.

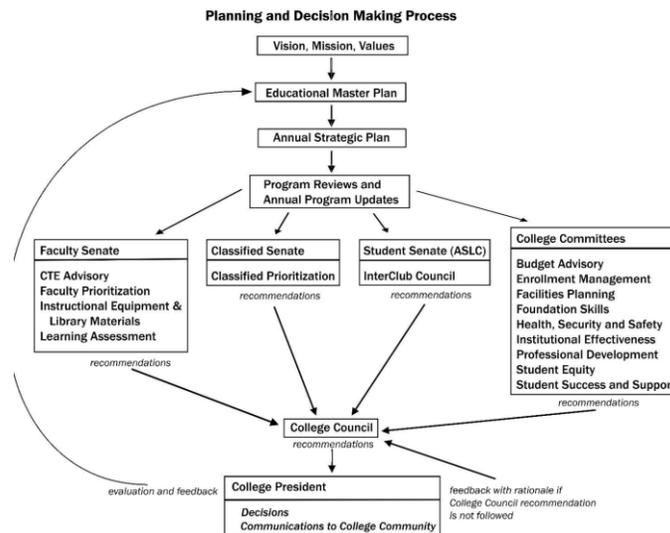
A. Decision-Making Roles and Processes

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 [ADD LINK](#), 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. [ADD LINK](#) 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.

EVIDENCE – Links or Documents	File name (for final draft)
https://laney.edu/college-council/wp-content/uploads/sites/190/2019/02/Laney-College-Council-Minutes-11-21-18-FINAL.pdf	(DRAFT NAME - Nov. 21, 2018 College Council Meeting Minutes - Resolution to support Transgender Students – Example of Faculty Senate idea that was submitted and approved through the Council)

<p>https://laney.edu/college-council/wp-content/uploads/sites/190/2018/08/College-Council-Meeting-Minutes-11-15-2017-FINAL-1.pdf</p>	<p>(DRAFT NAME - Nov. 15, 2017 College Council Meeting Minutes - Example of Faculty Senate idea that show's Concern about A's Stadium being built on District Land: Lead to Principles/Guidelines for Developing College Partnerships</p>
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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 way 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 can 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

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.

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, he 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.

- 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 colleges 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 an 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 mid way 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

Laney College has created an inclusive approach to institutional decision-making and governance that integrates its processes with the Mission, Vision, and Values fo the college. Through its committee structure, it clearly delineates the roles that relevant stakeholders play, while providing both professional development for Program Review along with regular assessment of committees and the committee structure. Through its established policies, procedures, and practices, the College demonstrates its commitment to promoting student success, sustaining academic quality, integrity, and fiscal stability.

Improvement Plan(s)

As the college moves forward with its governance, integrated planning, and resource allocation processes, it needs to develop its feedback and timeline portions so that resource allocation ranking exercises can be further refined as program review has since 2018-2019.

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)

Evidence of Meeting the Standard

The Peralta Community College Board of Trustees is the policy making body for the District and provides oversight and direction to the District as stated in Board Policy 2200 (1). All Board Policies are posted/published online (2) and they “establish policies that define the institutional mission and set prudent, ethical and legal standards for college operations” (3). All policies are adopted, amended, and revised according to the process outlined in [Board Policy 2410](#) (4). The Board of Trustees appoints the Chancellor, who serves as the District’s Chief Executive Officer (CEO) and has the delegated authority to implement and enforce Board Policies and establish District Administrative Procedures (5) and authorize employment subject to Board approval per [Board Policy 7110](#) (6).

[Board Policy 2200](#), Board Duties and Responsibilities establishes the authority of the Board of Trustees (BOT) over nine key areas of district/college functioning. This includes, “monitoring institutional performance and educational quality, establishing policies that standards for the colleges, assuring fiscal health and stability, and hiring and delegating authority to the Chancellor.” (1) Additional governing policies affecting institutional integrity include conduct of Board elections ([BP2100](#)), [code of ethics and standards of practice for managing conflicts of interest](#), [appropriate Board meeting conduct](#), [maintaining confidentiality in closed sessions](#), [exercising authority as trustees and handling of administrative matters](#).

The District serves the residents of the cities of Oakland, Berkeley, Alameda, Piedmont, Emeryville, and Albany with four community colleges: Berkeley City College, College of Alameda, Laney College and Merritt College. The Board of Trustees consist of 7 locally elected members and two non-voting student Trustees who are elected by representatives of the students at each of the four Colleges. Locally elected Board members serve a term of four years and are elected by Trustee area in staggered terms. ([BP 2100](#))

As noted in the Board of Trustees calendar of required topics that are covered throughout the year, the Board of Trustees receives updates that include student success presentations, budget related items and enrollment updates. (2) The calendar serves as a basis for required agenda items and as a means of keeping the Board abreast of the quality of institutional performance, including student learning programs and services and financial stability. At meetings, the Board of Trustees receives updates that include presentations about student success, specific programs designed to aid students, documentation about curriculum updates and innovation, budget presentations, revenue and audit reports, enrollment reports and reports from the College Presidents that highlight effective programs. (3)

The Board ensures academic quality and effectiveness of student learning and support programs and services by adopting a strategic plan with a shared vision, mission, principles and values. In (include a year here) the Board adopted five strategic priorities to align with California Community Colleges' Vision for Success – 1) Advance Student Access, Equity and Success; 2) Engage and Leverage Partners; 3) Build Programs of Distinction; 4) Strengthen Accountability, innovation and Collaboration; 5) Develop and Manage Resources to Advance Our Mission. [\(Strategic Plan Home\)](#). New evidence? If so, number.

The Board has adopted a set of metrics that correspond with the California Community Colleges data-mart scorecard and published them on the Districts website (add link) to allow for regular monitoring, review, planning and public access. The Board receives updates on the progress of the metrics. [\(Board Presentation\)](#) More new evidence? If so, number.

To assure the overall financial stability of the institution the Board sets the overall District annual budget, receives quarterly financial statements and reports, provides monthly approval for budget transfers, and receives reports from District leaders on issues impact the fiscal integrity of the District. Independent, external audits are performed to assess whether the District's internal processes and controls, guidelines and policies are consistent with accepted standards for higher education. The annual audit is presented to the Board annually in a public session. [\(Board Packet January 21, 2019\)](#) Will this be updated to include January 2020?

IN PARAGRAPH BELOW, THERE IS NO EVIDENCE 1 identified.....you list tasks done by CBT and FCMAT, but begin with number 2.

In January 2019, the Board invited the College Brain Trust (CBT) and the Financial Crisis Management Assistance Team (FCMAT) to conduct a management assistance study and provide professional development training for the Peralta Community College District. FCMAT prepared an analysis using their Fiscal Health Risk Analysis (2019 version) and identified Peralta's specific risk rating for fiscal insolvency; 2) Provided training on financial health for the Board of Trustees, the District administration and others identified by the District Chancellor. The training focused on managing finances in a community college district, including efforts to improve fiscal

accountability and competency; 3) Analyzed the organization and staffing levels of the employees responsible for District finances at the Peralta district office and made recommendations; 4) Provided recommendations on best practices for communication between the District administration and the Board of Trustees on issues related to the District's financial health; 5) Developed a corrective action plan to address audit findings for Peralta for the most current (2017-18) and prior four years and conducted an internal control review of Peralta's reporting and monitoring of financial transactions, including an evaluation of policies, procedures, and transactions performed by the District; 6) Evaluated spending patterns, including other postemployment benefit (OPEB) liabilities; 7) Projected funding for Peralta under the Student Centered Funding Formula and made recommendations for actions the District can take to maximize funding. [\(FCMAT Report\) ACJC 5-Year Fiscal Sustainability Plan](#) (EVIDENCE NEEDED HERE) With the delivery of the CBT and FCMAT recommendations, ACCJC requested a 5-Year Financial Sustainability Plan. (EVIDENCE HERE) The Colleges developed and executed the plan, presenting a progress report to ACCJC on December 2, 2019 and presenting before the Commission on January 16, 2020. (EVIDENCE)

The District hired a consultant to provide leadership in addressing the FCMAT and CBT recommendations. (EVIDENCE) To date all the recommendations are either in progress or completed. (EVIDENCE) The District also used the standards of the FCMAT assessment to change the practices such that the next assessment would demonstrate that the District's practices have shifted all of the negative standard statements to an affirmative. (FCMAT – CBT Status Matrix) (EVIDENCE)

Analysis and Evaluation

(EVIDENCE MUST BE NUMBERED TO CORRESPOND WITH NARRATIVE NUMBERS)

The Colleges meets the standard. The Board of Trustees through [BP 2200](#) and during Board meetings can monitor the programs, services for students and be aware of key budget related items.

Evidence List

(will need to be numbered to correspond to narrative numbers)

[Board Policy 2100 Board Elections](#)

[Board Policy 2200 Board Duties and Responsibilities](#)

[Board Policy 2410 Board Policy and Administrative Procedure](#) [BP2715 Code of Ethics and](#)

[Standards of Practice](#)

[Board Policy 7110 Delegation of Authority for Human Resources](#) [Board of Trustees Annual](#)

[Meetings Schedule](#)

[Strategic Plan Home](#) [Board of Trustees Agendas](#)

[Board Presentation \(need to find this\)](#) Board Packet January 21, 2020

[PCCD 5-Yr ACCJC Financial Sustainability Plan](#) FCMAT Report and Recommendations

CBT Report and Recommendations FCMAT/CBT Status Matrix.

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

Evidence of Meeting the Standard

(YOU NEED TO NUMBER)

The Board considers business matters in public Board meetings allowing full and open discussion. After full discussion of the issues, the Board considers the recommended motions and takes a roll-call vote. Confidential matters are considered in closed session. Any actions taken in closed session are reported out to the public. [\(BP 2315\)](#). Board Policy [2715 Code of Ethics and Standards](#) defines that legal and effective functioning is determined by the Board as a whole since District matters are not governed by individual actions of Board members. The Board acts and speaks on behalf of the District when acting as a whole. The Board acts by majority vote except as noted in [BP 2330 Quorum and Voting](#). The Board conducts an annual self- evaluation that reflects the Board’s opinion about whether members act as a collective unit.

Analysis and Evaluation

The Colleges meet this Standard. Adopted policies provide a framework for collective decision making and effectively guides Board processes of open discussions, voting and actions. Board meeting agendas, closed session and open meeting operations adhere to Board Policy and corresponding California Education Code. The Board comes to collective decisions on all matters and supports those decisions once reached.

Evidence List

[BP 2315 Closed Session](#)

[BP 2330 Quorum and Voting](#)

[Board Policy 2715 Code of Ethics and Standards](#)

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

Evidence of Meeting the Standard

[BP 2431](#) establishes the process for selecting the hiring of a new Chancellor. (1) The policy describes the process, committee composition and public forums. As stated in the policy, the District does a national search, holds one or more open forums, organizes a selection committee with parameters that include the numbers of each constituent group. (2) The Board recently executed the CEO selection process. In so doing, the Board determined that a legal statement was needed to allow for the forwarding of two (2) finalists as opposed to the five (5) required by the BP. The legal statement thus allowed the Board of Trustees to hire a new Chancellor (3) the

Board took a position to waive the policy requiring five finalists and proceeded to consider the two finalists forwarded by the screening committee.

In the 2019 Chancellor search, the Board engaged a consultant to execute the search process.

EVIDENCE The approach was designed to be inclusive and transparent. While the process only required one public forum, the Board requested five public forums to increase the opportunity for public input and engagement. The Board requested that the search consultant interview College and District governance leaders (with more than 25 leaders being interviewed) to prepare the draft position description. **EVIDENCE** The search consultant conducted forums including more than 100 students, faculty, staff and community members. **EVIDENCE** To ensure continued stakeholder involvement, at the Board's request, the search consultant developed a calendar for candidate interviews to be held at the beginning of the fall term. ([Communication to Employees](#))

Board Policy 2435 requires the Board to review and evaluate the performance of the Chancellor at least once every year. The CEO evaluation is designed to foster open communication and to clarify expectations, roles and responsibilities. The Board adheres to BP 2435 in evaluating the CEO. The Board and the Chancellor mutually agree upon the process and tool that incorporates the District's goals, objectives and expectations. The evaluation is to be based upon the

Chancellor's job description, implementation of Board policy, performance in attain goals, objectives and expectations that were developed in accordance with BP 2430, Delegation of Authority to the Chancellor.

Analysis and Evaluation

The Colleges meet this standard. The Board adhered to [Board Policy 2431](#) in conducting the recent search for the Chancellor. The board adheres to [Board Policy 2435](#) and conducts an annual evaluation of the Chancellor. The Board evaluates the CEO with a focus on how their performance and priorities contribute to the effectiveness of the educational program and services for students and the community including how well the institution is fulfilling its mission. The expected outcomes of the evaluation process are clear expectations, realistic goals, strengthened communications, role/responsibility clarification, and clarification of the District's agenda.

Evidence List

[Board Policy 2431 Chancellor's Search](#) [Board Policy 2435 Chancellor Evaluation](#) [Legal Statement](#)

[Communication to Employees](#)

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)

Evidence of Meeting the Standard

On behalf of the citizens of the Peralta Community College District, The Board of Trustees functions as an independent policy-making body that reflects the educational interests of the community it serves and, at the same time, protects and defends the institution from undue influence or political pressure. The Board does so in accordance with the authority granted and duties defined in Education Code Section 70902. ([Board Policy 2200](#))

The Board's commitment to reflecting public interest is exercised by regular and formal communications with the public regarding Board activities and decisions through its public meetings. The Board provides an opportunity for the public to speak at the Board meeting at the beginning of closed session, at the beginning of open session and during the consideration of public agenda items. The Board posts all Board meeting agendas, minutes of meetings and policies and procedures on the District website. **Evidence**

[Board Policy 2345](#) provides for members of the general public to participate in the business of the Board. Public members are asked to submit a written request, provide their name and organizational affiliation, if any. The public may bring District related matters to the Board by addressing the Board before a vote is called on the item as allowed by the Brown Act. Members of the public may place items on the prepared agenda in accordance with BP 2340 titled Agendas.

The Board abides by a conflict of interest policy to ensure the Board reflects the public interest. According to [BP 2710](#), "Board members and employees shall not be financially interested in any contract made by them in their official capacity or in any body or board of which they are members. Board members shall avoid conflicts of interest, or its appearance, between their obligations to the District and private business or personal commitments and relationships."

Analysis and Evaluation

The Colleges meet this Standard. When the Board faces challenges from the community that may not agree at times with their actions, the Board strives to listen and respond to the public while maintaining the overall well-being of the institutions as a priority. The Board has clear policies and practices that provide for public input and avoidance of conflict of interest.

Evidence List

[Board Policy 2710](#) Conflict of Interest [Board Policy 2345](#) Public Participation

[Board Policy 2200](#) Board Duties and Responsibilities

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.

Evidence of Meeting the Standard

[PCCD Board Policies](#) cover a range of topics related to educational policy, legal matters, and financial integrity and stability. They are organized into seven (7) categories; District, Board of Trustees, General Institution, Academic Affairs, Student Services, Business and Fiscal Affairs, and Human Resources. Board Policy 2410 establishes rules for adopting and/or changing Board policies. The Board ensures appropriate members of the District have a means to participate in the development of recommended policies. It further intends that no policies shall be construed to interfere with governing laws related to employment or educational acts and that Peralta participatory governance bodies shall be allowed to consult on policies. This policy also establishes that all Administrative Procedures are under the authority of the Chancellor.

[Board Policy 2200](#) defines the responsibilities of the Board to include establishing policies that define the institutional mission and set prudent, ethical and legal standards for College operations and that monitor institutional performance and educational quality.

The Board regularly reviews the Mission Statement. The Planning Budget Integration Model (PBIM) Committee held a Summit in Fall 2018 and launched the Mission Statement review process. A taskforce was formed and one of the College executive administrators was assigned to lead the process. Using the local and District governance processes, presentations were made in governance committees, the current District and College statements were reviewed, ACCJC Standard I was reviewed, a “polleverywhere” survey assessing the current PCCD mission statement was administered. Sample multi-college district statements were reviewed.

Stakeholders broke into multiple groups and drafted a Mission statement. The draft statements were put to the entire District for a vote. The votes were counted and a recommendation was taken to the District Participatory Governance Council to make a recommendation to the Chancellor. (need to add minutes of pgc or other governance meetings? Announcements asking for votes, etc)

The District subscribes to the Community College League of California’s (CCLC) Board Policy and Administrative Procedure Service and typically sends representatives to the CCLC policy conference each year. This service is utilized by the California Community College system to identify policies required by law and accreditation, policies for good practice, and also policies on new and emerging areas of consideration. These policies are compliant with state regulations and align with educational quality, academic integrity, and student support programs and services standards in California ([CCLC Policy Subscription Services](#))

The Board has several policies focused on ensuring the quality, integrity, and improvement of student learning programs and services and the resources necessary to support them. [Board Policy 4020 – Program Curriculum and Course Development](#) -- establishes that programs and curricula of the District shall be of high quality, relevant to the multicultural East Bay community and student needs, reflective of the District's and Colleges' Mission, Vision and Values, and evaluated regularly through Program Review and Annual Unit Plan updates to ensure quality and currency. [Board Policy 4025](#) establishes the criteria for the Associate Degree and General Education. Additional policies that impact academic integrity include BP 4030 Academic Freedom, 4040 Library Services, 4050 Articulation, 4100 Graduation Requirements,

4210 Student Learning Outcomes, 4260 Prerequisites and Co-requisites, 5050 Student Success and Support Programs, 5110 Counseling, 5120 Transfer and 5300 Student Equity.

Analysis and Evaluation

The Colleges meet this Standard. Board policies are developed consistent with the Mission.

EVIDENCE The policies ensure the overall quality, integrity and improvement in student learning. The Chancellor and staff advise the Board on all legal, financial, and educational issues. The Board ultimately exercises authority to provide oversight for all District and College operations, especially educational quality, legal matters, and financial integrity and stability.

Evidence List

[Board Policy 2200 Board Duties and Responsibilities](#)

[Board Policy 4025 Philosophy and Criteria for Associate Degree and General Education Board Policy 4030 Academic Freedom](#)

[Board Policy 4040 Library Services](#) [Board Policy 4050 Articulation](#)

[Board Policy 4100 Graduation Requirements](#) [Board Policy 4210 Student Learning Outcomes](#)
[Board Policy 4260 Prerequisites and Co-requisites](#)

[Board Policy 5050 Student Success and Support Programs](#) [Board Policy 5110 Counseling](#)

[Board Policy 5120 Transfer](#) [Board Policy 5300 Student Equity](#)

[Policy and Procedure Subscription Service Description](#) [Login to Policy and Procedure](#)

[Subscription Service](#)

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

Evidence of Meeting the Standard

The PCCD Board of Trustees has established policies to define its composition and operating procedures. All Board Policies are posted on the Peralta Community College District website and are accessible to all, including the public.

- [Board Policy 2010](#) outlines the membership of the Board.
- [Board Policy 2100](#) and [Board Policy 2110](#) describe the board makeup, elections, terms of office and filling of vacancies for the Board.

- [Board Policy 2015](#) outlines the selection, duties, term of office and compensation for the student trustee.
- [Board Policy 2200](#) establishes the duties and responsibilities of the Board.
- [Board Policy 2210 Board Membership](#)
- [Board Policy 2310](#) establishes the location of meetings and manner for publishing meeting agendas, (PCCD Board Policy 2310)
- [Board Policy 2315](#) defines the topics to be discussed in Closed Session
- [Board Policy 2340](#) describes the agenda development and posting process including the process for “emergency meetings” (PCCD Board Policy 2340)
- [Board Policy 2350](#) establishes a policy for public speaker and the decorum required
- [Board Policy 2360](#) describes the mandate for minutes and recording of meetings.
- [Board Policy 2725](#) describes the compensation and benefits of the Board
- [Board Policy 2715](#) describes how Board members are expected to conduct themselves as members of the Board

Analysis and Evaluation

The Board of Trustees has numerous policies in place that define **and FINISH SENTENCE AND OVERALL ANALYSIS**

[insert response]

Evidence List

PCCD Board Policies

Board Policy 2100 Board Elections

Board Policy 2110 Vacancies on the Board Board Policy 2210 Board Membership

Board Policy 2010 Board Membership Board Policy 2015 Student Trustee

Board Policy 2200 Board Duties and Responsibilities Board Policy 2310 Regular Meetings of the Board Board Policy 2315 Closed Session

Board Policy 2340 Agenda Development and Posting Board Policy 2350 Speakers and Recording

Board Policy 2360 Minutes and Decorum

Board Policy 2715 Board Member Code of Ethics and Standards of Practice Board Policy 2725 Board Member Compensation

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.

Evidence of Meeting the Standard

The Board of Trustees is subject to the California Educational Code Section 70902 and is thus required to establish policies and adhere to both law and policy to support the Mission of the District. [Board Policy 2410](#) establishes the authority of the Board and the requirement to establish policies consistent with the law. This policy also gives executive responsibility for executing Administrative Policies to the Chancellor and assures that all APs are in alignment with Board Policy.

The Board regularly assesses its policies through a participatory governance process outlined in the [Planning and Budgeting Integration Model Manual](#). As part of the policy formulation and review process, the Board has also outlined in Board Policy 2510 Participation in Local Decision Making, the role of the constituency governance groups in policy matters. Various committees including the District Academic Senate, Planning and Budgeting Committee and Participatory Governance Council provide input into the BPs and APs that are selected for revision, and ultimate authority over changes to BPs are reviewed and voted on by the Board at regular meetings. **EVIDENCE**

The District subscribes to the Community College League of California's (CCLC) Board Policy and Administrative Procedure Service and typically sends representatives to the CCLC policy conference each year. This service is utilized by the California Community College system to identify policies required by law and accreditation, policies for good practice, and also policies on new and emerging areas of consideration. These policies are compliant with state regulations and align with educational quality, academic integrity, and student support programs and services standards in California ([CCLC Policy Subscription Services](#))

Analysis and Evaluation

The Colleges meet this Standard. The Board acts in a manner consistent with its policies and regularly assesses its policies.

Evidence List

[Board Policy 2410](#)

[CCLC Policy Subscription Services](#) [PBIM Manual](#)

[Education Code 70902](#)

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.

Evidence of Meeting the Standard

Board Policy 2200 establishes the Board of Trustees as committed to fulfilling the responsibilities of monitoring institutional performance and educational quality, including the review of programs for students, enrollment and student success. To comply with this Policy and to ensure Board members are abreast of College functions related to student success. This **(WHAT IS?)** student success informational presentation is noted on the annual Governing Board Meeting Schedule where presentations on Student Success occur at a minimum three (3) times per year. These presentations are from the executive leadership and can include faculty and staff who work directly in the many programs that focus on the success of students.

The Board received an annual presentation on the [Scorecard Report](#). Metrics examined in the scorecard include Degree, Certificate and/or Transfer Related completion rates, Persistence, 30 Unit Completion, CTE completion Math & English metrics, Basic Skills and ESL metrics and Transfer Level Achievement.

Analysis and Evaluation

The Colleges meet this Standard. The Board regularly reviews and discusses student performance data.

Evidence List

[Board Policy 2200 Board Duties and Responsibilities](#) [Scorecard Report](#)

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.

Evidence of Meeting the Standard

[Board Policy 2100](#) provides for the election of seven Trustees to be staggered so that, as nearly as practical, one-half of the trustees are elected at each consolidated general election falling on an even numbered year. The Board membership has been very stable. One Board member was first elected in 2002 and has 18 years of Board experience.

Two Board members were elected in 2004 and have 16 years of Board experience. One Board member was elected in 2009 and has 11 years of Board experience. One Board member was elected in 2012 and has eight years of Board experience. One Board member was elected in 2016 and has four years of Board experience and one Board member was elected in 2018 and has two years of Board experience. The PCCD Board of Trustees has collectively 79 years of Board experience among them. ([PCCD Board](#))

New Board members attend the Community College League of California (CCLC) training for new community college trustees. The training is held at the CCLC conferences. New Board members learn about trustee roles and responsibilities. Trustees maintain access to online presentations and materials used to orient a new trustee. Trustees attend the annual Effective Trustee workshop sponsored by CCLC. CCLC provides a Trustee handbook with a section highlighting governing board responsibilities and effective trusteeship. ([CCLC Learning Guide for New Community College Trustees](#))

Training has been provided to the Board members on a consistent schedule including: (reorder to be chronological)

- Governance Workshop - January 30, 2018 Board Retreat
- Governance Training – Provided March 13, and 27th 2018 at the regular meetings of the Board of Trustees
- Board Handbook – Presented and adopted at the March 27th 2018 regular meeting of the Board of Trustees
- November 17, 2017 – At the request of members of the Board of Trustees, a budget training presentation was prepared. The presentation was provided at the statewide CCLC Annual Conference of Trustees by VC of ----- and a Trustee. (no proper names can

be used)– Key Concepts, Guidelines and Best Practices Regarding Fiscal Stewardship for Trustees.

- The presentation on Key Concepts, Guidelines and Best Practices Regarding Fiscal Stewardship for Trustees was subsequently presented by VC of Williams at the Peralta Board Retreat on November 28, 2017. This Retreat on November 28, 2017 was particularly notable because it educated the Board members on maintaining fiscal stability and processes and penalties. The Vice Chancellor of Finance discussed the fiscal health of the District and evaluated the District's stability. At that time the recommendation was made to re-evaluate salary savings, reduce hiring and to build the District's reserves to 13-15% by using 8 million of the 14 million in salary savings. The suggestion was made to address potential declining enrollment through enrollment management. The presentation was 1.5 hours and included concerns about the District's 86% salary and benefits cost. The training consisted of the state regulatory guidelines and explained how the development of an annual proposed budget was governed by the State Chancellor's Office selected Budget Work Group. Apportionment funding based on Full Time Equivalent Students (FTES) was covered and questions allowed.
- Board Workshop - Accreditation & Leadership and Governance December 9, 2014 Board Retreat
- Excellence in Trusteeship Program Certificate of Accomplishment – Two members of the Board have earned the CCLC Certificate of Accomplishment for the successful completion of the Excellence in Trusteeship Program. (Include the year)
- Community College League of California (CCLC) Professional Development Training – Peralta Trustees regularly attend the Annual Trustee Conferences to receive professional development. Members of the Board of Trustees report on the professional development that they received during Board Meetings.

EVIDENCE NEEDED

CCLC professional development for Trustees provides training on eight (8) areas of competencies with subtopics to complete the knowledge and skills learning to support strong leadership. Participants attend sessions in each of the eight (8) competencies which define the roles and responsibilities of governance boards and provide tools that keep efforts focused on student learning.

A certificate of participation in governance leadership from the League can be earned with completion of the program. Participants must complete the program within 24 months of the start date. Competencies Taught in CCLC Trustee Professional Development include:

- **Accreditation:** An in-depth study of accreditation as a regional peer-review process that looks at the entire campus/district, and provides an opportunity for continuous self-improvement, grounded with data-driven evidence. Standard IV.B requires the governing board acts as a unit, support and evaluate the CEO, and monitor student success and institutional effectiveness.
- **Board/CEO Relationship:** Address roles, goals, and expectations, including how to develop and maintain a strong Board/CEO relationship to ensure the Board/CEO partnership functions effectively.
- **Board Evaluation:** The objective is to examine the role of the Board and its limits; how to run effective meetings; the Board self-evaluation and its evaluation of the CEO.
- **Brown Act Training:** This module covers the Open and Public Meetings law (Government Code 54950-54961) that provides the primary set of statutes for governing community legislative bodies of local agencies, to include how to set agendas, provide for public comment, run Board meetings and when to hold closed sessions.
- **Ethics Training:** AB1234 requires certain public officials to undergo ethics training every two years. Boards have adopted the position to comply with AB1234 as good practice. The Western Association's Accrediting Commission for Junior and Community Colleges require Boards of Trustees to have a code of ethics including a process to handle violations (Accreditation Standard IV.C.11). The objective is to safeguard both ethical and legal concerns as a foundation of governance.
- **Fiscal Responsibilities:** This module covers the skills and knowledge needed to make fiscal policy decisions and set guidelines for fiscal and asset management practices that support college goals and student success, to include learning about state and local revenue sources, fiscal accountability to the state, local fiscal operations and how to advocate for state funding
- **Governance:** This module covers the Governing Board's policy-making function, and its role in the participatory governance process, to include how to identify policy issues, set a process for developing sound policies and keep them current; understand the conditions and constraints defined in AB 1725 (participatory governance), and the Board's relationship with internal constituencies.

- **Student Success & Equity:** This module covers topics from the Student Success Act of 2012, Senate Bill 1456, including utilizing student services in individual education planning, monitoring student progress, and improving completion and transfer rates. Other sessions cover assessing institutional effectiveness using various reports and community advocacy with stakeholders. **(EVIDENCE HERE)**

Analysis and Evaluation

The Colleges meet this Standard. The Board policy provides for staggered terms, receives regular training and new Board members are provided with an orientation.

Evidence List

Board Policy 2100 Board Elections

CCLC Learning Guide for New Community College Trustees Meet the PCCD Board

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.

Evidence of Meeting the Standard

The Board is committed to assessing its own performance as a Board in order to identify its strengths and areas in which it may improve its functioning. [Board Policy 2745 provides for the Board to conduct a formal self-evaluation on an annual basis during the months of June and July.](#) The goal of the self-evaluation is to share views, values, concerns, priorities, and recommendations among the Trustees. The results of this process are used to identify accomplishments in the past year and goals for the following year.

The Board engaged a consultant to oversee the process, administer the evaluation tool, and collect the results. The evaluation process gives the Board an opportunity to consider its effectiveness in carrying out its roles and responsibilities, its practices, and its participation in training as a Board. The 2019 Board evaluation was not completed on time. A process has been put in place to ensure timely completion each year consistent with Board policy. **(Need evidence to document the process)**

Analysis and Evaluation

The Colleges meet this standard. The Board engages in an annual self-evaluation.

Evidence List

Board Policy 2745 Board Self Evaluation **Public results**

Process for annual evaluation

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)

Evidence of Meeting the Standard

Board policy 2715 outlines the Code of Ethics and Code of Conduct for Board members. The Code of Ethics embodies the Board's commitment to maintaining high standards of ethical conduct for its members. The Code of Ethics includes specific tenants on acting as a whole, managing conflicts of interest, handling special interest groups, maintaining confidentiality of closed session and defines the legal and effective functioning of the Board as a whole, maintaining appropriate conduct at Board meetings, exercising authority as Trustees, and handling administrative matters. The Code of Conduct outlines the process for addressing any violation of the Code of Conduct.

Board policy 2710 prescribes the conditions of conflict of interest. The policy addresses the Board's obligation to avoid conflicts of interest or the appearance of conflict of interest between their obligations to the District and private business or personal commitments and relationships. The policy prescribes conditions of disclosure and recusal for Board members who have, may have or appear to have a conflict of interest in matters being considered by the Board.

The Board members annually file statements of economic interest with the Fair Political Practices Commission (FPPC Form 700) as a public statement for review.

Analysis and Evaluation

The Colleges meet this Standard. The PCCD Board has a published Code of Ethics policy that is adhered to by the Board. Furthermore, the PCCD Board adheres to conflict of interest policies. During this evaluation period, there have been no violations of these Board policies and administrative procedures.

Evidence List

[Board Policy 2710 Conflict of Interest](#) [Board Policy 2715 Code of Ethics](#)

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.

Evidence of Meeting the Standard

Board Policy 2200 delegates the power and authority to the Chancellor to effectively lead the District. The Board respects the authority of the Chancellor by providing policy, direction, and

guidance only to the Chancellor who is responsible for the management of the District and its employees. The Board delegates the authority to the Chancellor to issue regulations, and directives to the employees of the District.

The Board and Chancellor have leveraged this new relationship to maximize its effectiveness as a Board and CEO. The Board and the Chancellor have a common understanding and commitment to the effective delineation of responsibilities for policy setting at the Board level and managing the operations of the District at the CEO level. The Board understands and respects the distinction between policy and operations. The Chancellor and the Board have a healthy and supportive relationship and can navigate issues that may be less clear.

The staff of the District have all been briefed on the Board's commitment and delegation of authority and have a specific protocol for supporting the Board and Chancellor in adhering to it.

The CEO provides the Board members with weekly updates on various issues in the District, including questions members may have posed that require information from the Executive staff. In so doing, the Board can get information and rest with some confidence that their concerns are being addressed without interacting or reaching into the operations of the District.

There has been a historical practice of faculty and staff at all levels of the District and Colleges to escalate issues immediately to the Board. The Board is consistent with referring the issue to the CEO and redirecting the faculty and/or staff member to the appropriate operational staff.

Analysis and Evaluation

The Colleges meet this Standard. The Board delegates full responsibility and authority to the CEO to implement Board policy without interference. The Board holds the CEO accountable through CEO goal setting and evaluation.

Evidence List

[Board Policy 2200 Board Duties and Responsibilities](#)

Cabinet Team Site – Discussion of Executive Staff Interaction with Board Members

Chancellor's Board Update

CEO Goals, need to finalize with board

Board retreat (include goals, board evaluation)

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.

Evidence of Meeting the Standard

The Board of Trustees is apprised of, and regularly updated on, accreditation issues such as Eligibility Requirements, Accreditation Standards, and Commission policies, both on a regional and national basis, as well as accreditation efforts taking place at the Colleges. [Board Policy 3200](#) outlines the responsibilities of the Board and the Chancellor regarding accreditation.

On September 24, 2019, the Board received training by the ACCJC Vice President. The training included: 1) Recent Changes at ACCJC; 2) Accreditation 101; 3) Accreditation's Purposes, Processes and Standards; and 4) The Roles and Responsibilities of the Governing Board
EVIDENCE NEEDED

Analysis and Evaluation

The Colleges meet this Standard. The Board of Trustees stays informed and updated about issues surrounding the accreditation process. Board members discuss accreditation issues at their meetings and retreats and receive regular updates from staff regarding the process.

Evidence List

[Board Policy 3200 Accreditation](#)

[Board Agenda and Minutes September 24, 2019](#) [Board Agenda and Minutes January 8, 2019](#)

[Board Agenda and Minutes December 11, 2018](#) [Board Agenda February 27, 2018](#)

[Board Agenda and Minutes September 12, 2017](#) [Board Agenda and Minutes September 13, 2016](#)

[Board Agenda and Minutes July 12, 2016](#) [Board Agenda May 10, 2016](#)

Conclusions on Standard IV.C. Governing Board

Acting as a collective, the PCCD Board adheres establishes and adheres to policies ensuring the quality, integrity and improvement of student learning programs and services. The Board makes policies, agendas, and meetings available to the public. The Board has ongoing training and development to ensure effective engagement with duties and responsibilities as a Board and as individual Board members. The Board regularly evaluates its performance and uses the evaluation to achieve continuous improvement. The Board adheres to a clearly defined Code of Conduct and Code of Ethics. **EVIDENCE**

The Board delegates through the adoption of an extensive set of Board Policies and Procedures. The Board of Trustees freely engages in discussions on issues, initiatives, and efforts of the Colleges and District. The Board has clearly defined policies for the selection and evaluation of the Chancellor. The Board ensures transparency by posting these policies and discussion on the District Board website. Assessment of Board Policies and Procedures to ensure compliance and relevance occurs regularly during DPGC **(SPELL OUT)** meetings and delegates full responsibility and authority to the CEO to implement Board policies without interference. The Board stays abreast of Eligibility Requirements, Accreditation Standards, Commission policies, accreditation processes and the Colleges' accredited status. **(EVIDENCE)**

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.

Evidence of Meeting the Standard

The Peralta Community College District Chancellor, appointed by the Board of Trustees, serves as the Chief Executive Officer (CEO) of the District and has the delegated authority to implement and enforce Board Policies and establish District Administrative Procedures in Board [Policy 2430](#) and authorize employment subject to Board approval per [Board Policy 7110](#). The Chancellor has the principal responsibility to provide leadership of the educational enterprise and may delegate any powers and duties entrusted to him/her by the Board including the

administration of the Colleges, but will be specifically responsible to the Board for the execution of the delegated powers and duties. ([Board Policy 2430](#))

The Board delegates to the Chancellor the executive responsibility for administering the policies adopted by the Board and executing all decisions of the Board requiring administrative action.

The Chancellor may delegate any powers and duties entrusted to him/her by the Board including the administration of the Colleges but will be specifically responsible to the Board for the execution of such delegated powers and duties. The Chancellor serves as the liaison between the four Colleges and the Board of Trustees. The Chancellor delineates “the lines of management and supervisory responsibility and the general duties for employees within the District” (7). At the College level, authority and responsibility for incorporating Board policies and District administrative procedures, as well as the Chancellor’s directives, rest with each College President as delineated in the Presidents’ job descriptions.

The Chancellor communicates expectations of educational excellence and integrity by working with the administrative leadership at both the District and College levels. The Chancellor works directly with a leadership team consisting of the four College Presidents, the Vice Chancellor of Academic Affairs, Vice Chancellor of Human Resources and Employee Relations, Vice Chancellor of Finance, Vice Chancellor of District General Services, Vice Chancellor of Technology and the Director of Marketing, Communications and Public Relations.

- **Executive Leadership Team:** The Chancellor’s Executive Leadership Team (ELT) (aka Cabinet) meets weekly to assure effective operation of the Colleges and District by providing guidance and ongoing oversight of academic programs and services, College and District operations and physical, fiscal and human resources. ELT uses “Teams”, a collaboration tool that is integrated with Microsoft Office 365, Skype, and SharePoint. The Executive Leadership Team is able to use the shared workspace, collaborate and coordinate between themselves and across the District. Additionally, ELT is able to work from a common understanding using the same documents and information housed on the site.

The Chancellor works with the ELT to set clear priorities as framed by the Mission, Vision and Values of PCCD. Administrative priorities and goals are set and the entire team is expected to translate the set priorities into collegewide communications and actionable information.

- **Weekly or Bi-weekly Meetings with Presidents:** The Chancellor also communicates expectations of educational excellence and integrity directly with each ELT member by meeting weekly or bi-weekly to address area specific priorities, challenges, opportunities and strengths. These meetings are also hosted on the “Teams” site.

In both ELT meetings and one-on-one items of interest, challenges, and opportunities in which the District can support the Colleges are addressed. (9) Examples of agenda items include District-wide topics, actionable items that support the Colleges, review of data to discuss the

effectiveness of services to students, state-wide initiatives, College issues that impact District functioning, fiscal integrity, Board and administrative policies, districtwide enrollment management, program and service coordination, community relations, strategic planning and integrated planning and more (will create team site for accreditation team give chair access to cabinet)

- **Executive Staff:** The Chancellor meets with the Vice Chancellor of District General Services, Human Resources and Employee Relations and Educational and Academic Support Services weekly. The Chancellor meets with each of the College Presidents and the Director of Marketing, Communications and Public Relations every two weeks. The weekly and bi-weekly meetings are focused on strategic, governance and operational issues. Additionally, the Participatory Governance Council meets monthly to make recommendations to the Chancellor and articulate areas of concerns and/or needs of District services. **EVIDENCE FOR ALL**

Analysis and Evaluation

The College meets this standard. During the past recent years, the District leadership has been challenged to function as a high performing team. Tensions between and amongst the Executive leadership have resulted from and been exacerbated by a stressful culture of division, engagement of the Board with the staff and a difficult work environment fueled by a culture that reflects the customary tensions commonly found between faculty, staff and administration that are exponentially high in PCCD.

The inability of the ELT to function as a cohesive team lessened the leadership impact of the Cabinet’s leadership “team.” At times the lack of cohesion became evident to faculty and staff engaged in the District governance processes. As well, the challenges were well documented in the Financial Crisis Management Assistance Team (FCMAT) and College Brain Trust (CBT) recommendations **EVIDENCE**

With the retiring of the CEO, the PCCD Board of Trustees held a nationwide search to find a CEO with a strong, documented leadership and management framework. The Board searched for a candidate with a strong set of core values based on ethical principles that value integrity, honesty, candor, fairness, humility and flexibility. These qualifications directly addressed the challenges identified in both the FCMAT and CBT analysis and recommendations. In October, 2019 the Board of Trustees appointed a [CEO](#) that they felt met the criteria, qualifications and needs of the District. Immediately, the Chancellor laid out a strategy transforming the ELT and administration across the District into a high performance, cohesive and unified team. The Chancellor began addressing the executive level challenges and has implemented Committed Actions to build the team as stated in the updated (December 2, 2019) [PCCD Five-Year Integrated Financial Plan](#) (p 70) (14);

Committed Actions include:

- Redefining the Cabinet into an Executive Level Leadership Team with full expectations of participants engaging with executive acumen and professionalism. The Chancellor clarified the organizational structure and relationship of the executive level positions, removing any misconceptions of hierarchy between the Vice Chancellors and the College Presidents.
- Creating a common collaboration and coordination space and tools to facilitate clear communication and common understanding of issues impacting the District.
- Providing clear directives to the executive staff that they are not expected to interface directly with Board members. Staff were directed to honor the Board and Chancellor’s agreement and understanding that the Board has a single employee, the Chancellor, and that the Chancellor will administer the operations and priorities of the District.
- Assessing the ELT for the “Five Dysfunctions of a Team” and engaging an Executive Coach to support developing a high performing cohesive goal focused team.
- Convening the districtwide leadership team in a facilitated Retreat to create the PCCD Leadership Standards of Excellence. At the Retreat, every administrator across the District unanimously voted to adopt the standards. The Standards of Excellence were then integrated in every subsequent administrative job announcement and administrator evaluation.
- Engaging multiple formats to address the culture of hostility including,
 - revising email permissions to remove the opportunity for any staff member at any level in any part of the District or Colleges to be able to send out emails to every employee in the entire District – leading to an environment of either hostility, solicitation or misinformation.
 - Raising the discussion and consciousness on the tense racial dynamics often involved in the tensions of the District and calling on the District, all constituents to be committed to increasing cultural fluency and racial literacy to avoid the trauma associated with microaggressions, whether through intent or benign neglect.
 - Calling on members of the governance committees who experience a normalcy in articulating disparaging remarks about administrative colleagues sitting in the room to avoid the use of ad hominem and make their points and positions known on the strength of the ideas.
- Developing and implementing a plan to retain executive level administrators so that they may exercise their leaderships with few disruptions, (EVIDENCE NEEDED FOR ABOVE STATEMENTS)

December 2019 Update- The Chancellor identified strategies for retaining executive level administration and strengthening the current leadership for PCCD as follows:

- Minimize stress related to role confusion. Create efficient administrative organizational structure and clarify the scope of responsibilities for executive level staff,^{[[L]]}_{[[SEP]]}
 - Hire sufficient personnel to carry out the necessary functions of the respective executive offices,
 - Retain communication and decision-making protocols to increase executive level efficiency and minimize redundancies,^{[[L]]}_{[[SEP]]}
 - Minimize the anti-district/anti-administration culture often displayed in College and district-wide communications, presentations, and committee meetings,^{[[L]]}_{[[SEP]]}
 - Establish administrative standards of excellence to manage expectations and improve inter-constituent trust and relationships,^{[[L]]}_{[[SEP]]}
 - Create award and recognition for executive leadership. (Chancellor's excellence and leadership award),^{[[L]]}_{[[SEP]]}
 - Collaborate with leadership team to identify and implement job enrichment strategies,^{[[L]]}_{[[SEP]]}
 - Provide leadership development and support resources such as executive coaching and mentorship,
 - Build an understanding of executive leadership expectations and alignment focusing on leadership development, effectiveness, and collaboration within the Executive team,^{[[L]]}_{[[SEP]]}
 - Facilitate more effective collaboration in support of key strategic initiatives including resource development, and
- Build trust, collaboration and leadership capabilities amongst the Executive team with coaching and professional development (reference goes here—page 70 (Five-Year Integrated Plan) A

Evidence List

[Board Policy 2200 Board Duties and Responsibilities](#) [Board Policies](#)

[Board Policy 2410 Board Policy and Administration Procedure](#) [Board Policy 2430 Delegation of Authority to the Chancellor](#) [Board Policy 7110 Delegation of Authority for Human Resources](#)
[Board Policy 3100 Organizational Structure](#)

[BCC College President Job Description](#) [Laney College President Job Description](#) [College of Alameda President Job Description](#) [Merritt College President Job Description](#)

1.) Chancellor Docs Hyperlink needed 10.) Add team site from brandon

11.) [FCMAT Report - Page 8](#) 12.) FCMAT Matrix-Page. 21 13.) [CBT Report – Page 8](#)

14.) [PCCD Five-Year Integrated Financial Plan - Page 70](#)

15.) [Organizational Charts](#)

16.) [Planning and Budget Integration Model](#) 17.) **FCMAT Report pg. 221**

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.

Evidence of Meeting the Standard

Consistent with [Board Policy 7110](#) and [Board Policy 2430](#), the Chancellor delineates operational responsibilities and functions of those of the District from those of the Colleges. The Board delegates authority to the Chancellor to implement and enforce board policies, set administrative procedures. Further, authority is delegated to the Chancellor in matters of employment, job responsibilities, and personnel.

The District works to provide adequate services to support the four College and their missions, which includes human resources, fiscal affairs, facilities, research and planning, as well as information technology. At the College level, authority and responsibility for incorporating Board policies and District administrative procedures, as well as Chancellor directives, is the responsibility of each College President. The College Presidents implement policies and procedures at the College level. (3).

Analysis and Evaluation

The Colleges meet this Standard. Historically, there has been an inconsistent allocation of resources and central services in the District. The allocation of resources has been primarily applied through a participatory governance model that in the past allowed the ultimate decisions on allocations to be made by committee. The result has been an inconsistency in the resources allocated to the Colleges and District and a fiscally unsustainable resource allocation model. The model has not provided for key central services resulting in the inability of the District to pay for basic services such as utilities in a timely manner. The committee voted to allocate resources to the Department of General Services (facilities and maintenance) each January instead of at the beginning of the fiscal year using salary savings from vacant positions. This process has resulted in needed services not being available to the Colleges, Colleges developing workarounds and services being centralized for some Colleges and decentralized for others.

Additionally, the District has several vacancies, particularly in management and staff positions, resulting in the lack of capacity to provide basic central services, such as processing payments and documents for hiring. This resulted in growing frustration from the faculty, staff and administration at the colleges. The resulting challenges were lack of communication, lack of cooperation and coordination between and among the Colleges and District.

Building upon the recommendation of the Collaborative Brain Trust, FCMAT and previous work done at a PBIM Summit, the Chancellor took the following steps:

- Engaged in a reorganization of the District and District Services. The Chancellor convened a PBIM Workgroup to 1) Make recommendations of design principles for consideration of centralized, decentralized, and shared services and 2) Make recommendations on the improvement of the PBIM Structure.
- Informed the Planning Budget Committee Chair and the Planning Governance Committee member that the Finance staff were asked to immediately fund the Department of General Services. (use gender free language)
- Advised the Budget Allocation Model Task Force to come forward with an allocation model that fully recognizes all of the services required and that incorporates the drivers of the Student Success Funding Formula (SCFF)
- Convened the ELT in organizational structure planning exercise using the PBIM Workgroup recommended design principles:
 - Be in service of the colleges
 - Provide clarity and accountability
 - Support a unified, mission-driven focus
 - Support a Students-First framework
 - Result in an economy of scale
- Reorganized the District structure to clearly reflect centralized and decentralized services consistently across the District.
- Aggressively implemented the screening and selection processes to fill key vacant positions including:
 - Director of Purchasing
 - Internal Auditor
 - Vice Chancellor of Financial Services
 - Financial Aid Directors at the four colleges
 - Vice President of Student Services at Merritt College
 - President at Berkeley City College
 - President at Merritt College
 - General Counsel and Chief of Staff in the Chancellor's Office
 - Vice Chancellor of Human Resources and Employee Relations
 - Vice Chancellor of General Services
 - Director of Marketing, Communications and Public Relations
 - Dean of Allied Health xxx at Merritt College
 - Dean of xxx at Merritt College
 - Dean of xxx at Merritt College
 - Executive Director of Budget and Finance

- Established a [districtwide weekly newsletter](#) that provides communication about the various efforts at the district and college levels. Submissions are provided from Academic Affairs, Human Resources, Technology, Financial Services, the Department of General Services and Marketing, Communications and Public Relations. Information about the committee work, as well as changes coming from the District in service of the colleges is included.
- Asked the Budget Allocation Model Taskforce to recommend an allocation model that fully addresses all services at the district level. The Chancellor re-established the recommending role of governance committees indicating a willingness to consider recommendations that fully address the organizational structure of centralized/decentralized services. The group continues to work on a recommendation.
- Engaged the PBIM Workgroup to update the governance structure to address the CBT recommendations. The intent is to streamline the District level governance structure and place the opportunities for input to be closer to the College level of implementation.

Evidence List

(updated with hyperlinks and new numbering)

- 1.) [Board Policy 2430 Delegation of Authority to the Chancellor](#) 2.) [Board Policy 7110](#)

[Berkeley City College President Job Descriptions](#) [Laney College President Job Descriptions](#)
[College of Alameda President Job Descriptions](#) [Merritt College President Job Descriptions](#)

- 3.) [PBIM](#)

- 4.) [District Wide Strategic Goals](#)

- 5.) [District Planning and Budgeting Council](#) [Budget Allocation Model](#)

- 6.) [CBT Phase II: Focus on Centralized vs Decentralized Services](#) 7.) [2019 Summit Agenda](#)

[Delineation of Functions](#)

- 8.) [Five Year Integrated Fiscal Plan](#)

9.) Financial Review and Fiscal Health Risk Analysis pg 38 **Need Link 10.)** **Fiscal Improvement Plan Services: Phase I (Page 13) need a link 11.)** Dec. 2, 2019 updated matrix FCMAT recommendations **Need Link**

NUMBERS ARE OFF

- 13.) [August 2019 PBIM Retreat](#)

- 14.) [PBIM Workgroup Article](#)

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.

Evidence of Meeting the Standard

The District has a resource allocation process to support the effective operations and sustainability of the colleges and District. Under the leadership of the Chancellor, the District and Colleges work collaboratively to ensure effective control of expenditures and financial stability of the District.

For several years, PCCD has had a Planning and Budgeting Integration Model process (PBIM) for district-wide planning. The PBIM utilizes a participatory governance model for operational planning and resource allocation that integrates districtwide the four key elements of the strategic planning cycle: Planning, Budgeting, Resource Allocation, and Evaluation. PBIM was designed to rely upon its strategic planning processes as the foundation for integrated planning and budgeting. (4) Strategic Planning includes the District Strategic Plan, and planning for Academic Affairs, Student Services, Facilities, Information Technology, Human Resources, Enrollment Management, and Fiscal Resources. **EVIDENCE**

In August 2010, the [District Planning and Budgeting Council](#) took up the task of developing a [Budget Allocation Model](#) (BAM) to recommend to the Chancellor (6)

- Specifying a reserve in accordance with Board policy,
- Providing clear accountability,
- Allowing for periodic review and revision,
- Utilizing conservative revenue projections,
- Maintaining autonomous decision-making at the college level,
- Supporting necessary centralized services, and
- Being responsive to the District's and Colleges' planning processes.

BAM, a revenue-based funding model, allocates resources to the four Colleges in a similar manner as received by the District. Overall, the District relies primarily on the general unrestricted fund revenues, which are distributed to the four Colleges, the District Office, and centralized services. College allocations are adjusted up or down based on increases/decreases in their three-year rolling average numbers of FTES.

The taskforce is currently considering a new allocation model to be recommended to the Chancellor. **(EVIDENCE HERE)**

The College Presidents are responsible for maintaining expenditures within the College Budget.

Annually the College President works with appropriate College personnel, particularly the Director of Business Services to annually set Institutional Objectives to address the Strategic Goal to Develop and Manage Resources to Advance its Mission.

Analysis and Evaluation

The Colleges meet this Standard. The BAM continues to be an item with multiple conflicting opinions. Concerns include the lack of adherence to all aspects of BAM, the fact that the District budget is not built into BAM, and the need to rework the BAM to align with the Student-Centered Funding Formula are priorities to address. During the August 2019 PBIM Retreat, revising the BAM was one of two major agenda items to address during the fall semester. During the Fall 2019 semester, the Chancellor and the PBC reestablished the BAM task force to examine ideas for revision. (evidence)

The committee driven resource allocation model and overall governance structure and resulting administrative practices have resulted in inadequate, unsustainable allocation of resources impacting the effective operations and sustainability of the Colleges. Budget allocation and prioritization by committee has resulted in the inability of Colleges and District units to effectively carry some of its normal functions. The workarounds created at both levels challenge normal fiscal practices, expenditure controls and checks and balances as documented in the FCMAT Report and the CBT Report.

Additionally, the lack of consistent leadership (executive turnover) in the District and the Finance Department has had a negative impact on the fiscal integrity of the District. The FCMAT Report identified serious concerns as follows:

- High executive turnover
- Several vacant positions impairing checks and balances and exposing the District to fraud.
- Nonadherence to policies and procedures
- Difficulty in getting consistent information
- FTES decline over five-year period (12% Districtwide) while increasing fulltime faculty resulting in 48 additional fulltime faculty, 70 faculty over the faculty obligation number (FON) and plummeting productivity
- Poor communication from the District
- Distrust and confrontational environment
- Lack of accountability at multiple levels
- Poor position control
- Too many administrative positions at the Vice Chancellor level
- Vacancies
- “Broken” district operations
- A culture of isolation, lack of clarity and lack of transparency perpetuated by the failure of the district administration model teamwork and maintain sight of the District’s mission as it connects to the colleges.
- Inadequate technology infrastructure to carry out position control and management of leave balances.

Many of the FCMAT and CBT recommendations are completed or in-progress. (evidence)

The District leadership has taken the report and recommendations at face value and launched an aggressive approach to making corrections. A matrix of responsibility has been developed for all FCMAT and CBT recommendations. The task, timeline, people accountable and status of recommendations are included. (Matrix as evidence)

- A consultant was engaged to look at the areas identified in both reports and correct or improve the procedures.
- Vacant positions were advertised resulting in the appointment of a Purchasing Director, an Internal Auditor and a Vice Chancellor of Finance
- The Finance unit was reorganized resulting moving Purchasing to Finance to better serve checks and balances. Additionally, establishing an Executive Director of Budget position and eliminating two overlapping positions.

The District developed and submitted a 5-Year Financial Sustainability Plan to ACCJC. The District immediately began filling vacant positions, training staff for their positions and implementing controls within practices to build capacity. The technology systems access became a priority with the Chancellor inviting in a team to support the development of a Technology Plan to fill out the remaining PeopleSoft Technology modules, aligns with the Strategic Plan, modernizes the technology infrastructure to have a positive impact on workload, employee productivity and overall return on investment. Developing a comprehensive Technology Plan also gives the District an opportunity to consider total cost of ownership, cost optimization, security and risk factors and general infrastructure and operations issues.

The Board adopted a [Board Policy 6250 requiring the District to maintain a minimum 10% of unrestricted fund balance for every fiscal year.](#)

The District is working with a team of financial advisors, investors, Bond counsel and OPEB attorneys to address the complex OPEB debt structure. The District considered multiple options for budgeting and conversion of the OPEB Bond. PCCD has a complex debt service structure with four series of Convertible Auction Rate Securities. The team has identified a way forward that will smooth out the structure, remarket the debt and result in a more predictable manageable payout that is less detrimental to the financial health of the District.

The Board received multiple presentations to increase their knowledge and ability to carry out their financial oversight responsibilities as it relates to the OPEB debt structure. Consistent with the FCMAT recommendations, a workshop to provide prudent basis and understanding of OPEB annual actuary study, supplemental report (utilizing higher alternative discount rate), OPEB funding goal, and general fund OPEB contributions was conducted for the board and the Chancellor. The workshop addressed the use of Trust Fund I (Fund 94), a one-time source of funds for bond debt service, although used the past few years. The District was advised to move away from frequent use of this fund, acknowledging that the fund can only be drawn down for bond principal repayment or in full in the case of a bond default. The workshop resulted in the District agreeing to annually increase the general fund obligation to the OPEB debt structure by

one million dollars per year for the next eight years. Additionally, the workshop provided a prudent basis and understanding of the supplemental report and the need for the adoption of a discount rate. (evidence)

Board members also participated in a workshop to provide enhanced understanding and training related to responsibilities of Board members in the issuance of securities (i.e. municipal bonds or debt obligations), as promulgated by the Securities Exchange Commission (SEC). EVIDENCE

On October 30, November 4, and November 6, 2019, sub-groups of the Board participated in workshops to provide training and enhance understanding of the District's OPEB liabilities, relationship to & responsibilities of the Retirement Board, related GASB reporting rules, status of District's outstanding OPEB bonds, OPEB bond law, and considerations for future actions. In addition to individual Board members; District management staff, Bond counsel, retirement board counsel, general counsel, and financial advisor participated in the workshops.

EVIDENCE

On July 23, 2019 the District's financial advisors made a presentation on OPEB Bond Budgeting to the Board of Trustees, as part of a regular public meeting. The presentation provided a summary of the existing OPEB bond program, current and near term budget considerations, flow of funds & sources of funds for debt repayment, emerging issues, and preliminary outline for follow-up workshops. EVIDENCE

Evidence List

[Board Policy 6300 Fiscal Management and Accounting](#)

[Board Policy 6250 Budget Management](#)

[Administrative Procedure 6100 Delegation of Authority for Business and Fiscal Affairs Annual Integrated Planning Calendar](#)

[Five-Year Integrated Financial Plan](#)

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.

Evidence of Meeting the Standard

The College Presidents report to the Chancellor and have full administrative responsibility and authority for their respective College. Each President is charged with ensuring that programs and operations are administered in compliance with rules, regulations, policies, and legal requirements as specified in Administrative Procedure 7113. (1) Further, AP 2430 states the following for the College Presidents: "Administer compliance of all their assigned college personnel with all Board Policies and Administrative Procedures. The Presidents shall provide leadership to their campus community shared governance process in a systematic review of

Board of Trustees Policies, District Administrative Procedures, and college operating procedures with the expectation that recommendations for improvement will be made.” (2) The Chancellor meets weekly with the four College Presidents in Chancellor’s Cabinet and has individual meetings bi-weekly. (3)

The College Presidents are charged with oversight responsibilities for College operations and ensuring the implementation of Board Policies and District administrative procedures. The President has specific responsibilities for institutional leadership. The President is expected to lead exercising dynamic, institutional, and academic leadership to advance the college mission and internal and external relationships. The Presidents provide leadership to all segments of the College community to promote effective and productive relationships within the District. The Presidents work closely with their Director of Business Services to promote oversight, responsibility, and fiscal integrity for development, implementation, and management of the college budget.

The President creates a climate of mutual partnership, accountability, and active participation with constituents in participatory governance groups, such as the College Roundtable or College Council. [4] The College Presidents also provide faculty, staff, students and community perspectives to the Chancellor and the Board of Trustees. The College Presidents regularly file College reports with the Board of Trustees. (5) With regard to community relations, the College Presidents promote and maintain close contact between the College and the local community.

Annually the Colleges set Institutional Objectives in keeping with the District Strategic Objectives. (6)

Analysis and Evaluation

The Colleges meets this Standard. The College President is delegated full responsibility by the Chancellor for the operation and function of the College. As a member of the Chancellor’s Cabinet, the College Presidents meet weekly with the Chancellor and District service centers Vice Chancellors in an effort to focus on planning and the specific needs of the Colleges and the students.

Evidence List

1. AP 7133 (needs to be written and approved in early Spring 2020)
2. [Administrative Procedure 2430 Delegation of Authority to the Chancellor’s Staff](#)
3. Those on the site visit can meet with the Chancellor to see Chancellor’s Cabinet documents.
4. [BCC College Roundtable for Planning and Budgeting](#)

5. Add board docs examples

5. Need links to College goals and objectives

5. District/system planning and evaluation are integrated with college planning and evaluation to improve student learning and achievement and institutional

effectiveness.

Evidence of Meeting the Standard

District planning is integrated with College planning through the District and College strategic plans. The annual Strategic Planning process includes administrators, faculty and classified staff. Broad district goals are developed first to ensure broad Institutional Objectives for the entire District. All of the five district-wide Strategic Goals focus on improving student learning and achievement. These Strategic Goals were formed in 2008 and since then the District and Colleges have set annual Institutional Objectives. Currently, the 2015-2016 five Strategic Goals continue to serve as the basis for establishing objectives. The goals are; A. Advance Student Access, Equity and Success; B. Engage and Leverage Our Partners; C. Build Programs of Distinction; D. Strengthen Accountability, Innovation and Collaboration; and E. Develop and Manage Resources to Advance our Mission. (1) Each August, the District holds a summit to assess the goals (2) and presentations to the Board of Trustees occur that demonstrate progress in achieving these goals. (3) The most recent update to the goal development process occurred Fall 2018 and were approved May 28, 2019. These goals align with the State Vision for Success (4)

WERE GOALS ASSESSED IN FALL 2019???? No but in process for spring 2020 with consultant working on strategic plan

District policies and procedures guide institutional effectiveness processes to develop, adopt, and publicly post goals that address a. accreditation status, b. fiscal viability, c. student performance and outcomes, and d. programmatic compliance with state and federal guidelines. (5) Board Policy 3250, Institutional Planning and Administrative Procedures 3250 states the numerous plans that are require at the colleges, including an Educational Master Plan, Student Equity Plan, Student Success and Support Program Plan, Transfer Center Plan, EOPS Plan, and an Enrollment Management Plan. (6) District wide plans include the 2019 Strategic Enrollment Management Plan which is an integration of the college plans. (7)

Annual college resource requests occur in the college and district Program Review or Annual Program Update process. (8) The requests begin at the Department Chair (faculty) level and thus reflect a focus on student learning. The culmination of the requests are integrated into college-wide planning and resource requests that are also presented as informational items each spring term at a Planning and Budget Council meeting in alignment with the Planning and Budgeting Calendar. Each college president presents recourse requests that include personnel, technology, professional development, supplies and equipment and facilities. (9)

Analysis and Evaluation

The Colleges meets this Standard. The District uses the strategic planning process to guide decision-making focused on student success. This is done through annual planning summits, integration of College plans and the annual Program Review and Annual Program Update process. Where improvement is needed is in two key areas: (1) the need for updating the District Strategic Goals. Although PCCD has established goals (2015-2016), these goals should be updated to reflect the current focus and changes in state-wide initiatives. In addition, a more thorough assessment of progress in achieving the goals that circles back to the next years' goals

will more effectively impact **overall** decision making. The Presidents ensure the goals are aligned with institutional allocation of resources and college strategic priorities that are aligned with the District Strategic Plan.

The original framework of PCCD Strategic Plan was developed in 2008, evaluated and updated in 2010 – 2011, 2011 – 2012, 2012 – 2013 and 2014. In 2014 -2015, the PCCD Mission Statement was reviewed by all constituents utilizing a participatory governance and decision-making process. The Strategic Planning and Budgeting Integration Model (PBIM) process is used to review and update the existing Strategic Plan 2015. Using environmental scans (internal and external), numerous individual interviews and meetings of key district and college leadership, and constituent groups, the District developed a collaborative planning process.

Along with a shared vision of the future, the strategic plan presented strategic goals, institutional objectives, and a framework to address both student and community needs. **EVIDENCE**

After review of the Mission by all constituents, there were no recommended changes to the District's Mission Statement; the Board revalidated the District's Mission Statement in June 2014. The next step in the process included the review and, if necessary, revision of the District's Strategic Goals. The study occurred over several meetings during the summer of 2014. Several strategic goals were revised, e.g., Strategic Goal D went from "Create a Culture of Innovation and Collaboration" to "Strengthen Accountability, Innovation and Collaboration" (PCCD Strategic Plan, 2015). All constituents agreed to a mutual set of Institutional Objectives at the annual Planning and Budgeting Integration Model (PBIM) Summit in August 2014.

EVIDENCE

Fall 2019, the district launched the process to update the Strategic Plan. A consultant supported the efforts to execute an engaging, inclusive Collaborative Strategic Planning (CSP) process.

The process included a review and analysis of the existing mission statement, external scans, internal scans, strategic goals and objectives. **EVIDENCE**

Administrative Procedure 3250 – Institutional Planning Procedure describes the central principles and features of Peralta's Planning and Budgeting Integration Model (PBIM). "The objective of the PBIM is to establish an effective district-wide committee structure and to streamline and clarify the district-wide process for developing recommendations leading to decision-making. The institutional planning process also fulfills the Strategic Plan vision of enhanced coordination and collaboration." **EVIDENCE---why quotation??** The Participatory Governance Council received a presentation and discussion on the implementation of the process including the timeline for draft creation and Board approval.

Evidence List

1. [PCCD Strategic Planning Home Page](#)
2. Strategic planning process and timeline

3. PGC Minutes January 31, 2020 Strategic Planning Presentation [PBIM Summit 2019](#)

Make links to agendas for 2016, 2017 and 2018 Summits (see Strategic Planning site)

1. Evidence Needed; BOT report on Goals (Siri PPT)
 2. [PCCD Aligned Goals 2019](#)
 3. [BP 3225 Institutional Effectiveness](#) [AP 3225 Institutional Effectiveness](#)
 4. [BP 3250 Institutional Planning](#)
 5. [AP 3250 Institutional Planning](#)
 6. [Strategic Enrollment Management Plan](#) [Add PBC Meeting Minutes](#)
 7. [PCCD Program Review Home Page](#)
 8. PBC minutes from March 2019 and 2020 **add link**
-
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.

Evidence of Meeting the Standard

The District values strong communication between the District Office and the four Colleges. To ensure effectiveness, communication is two-way. The District Office uses various methods to ensure that strong two-way communication exists to allow for information to be shared easily.

Methods include:

- The District has in place an Institutional Planning Process (as noted in IV.D.5). (1) One of the goals of the planning process is to “streamline decision making among the Colleges and District Service Centers by providing a transparent process of collaboration leading to effective decisions and recommendations. The District-wide planning committees include: The Participatory Governance Council; the Planning and Budgeting Council; the District Facilities Committee; District Technology Committee and the District Academic Affairs and Student Services Committee.” (2) Appropriate District office personnel and College administration, faculty, classified staff and student representatives are on appointed to these Committees and regular meetings are held. Members on these Committees from the Colleges are requested to take back information to the Colleges in an effort to keep everyone informed about what is discussed and decided at the District-level. Each of these Committees is co-chaired by a Vice Chancellor and a Faculty member and the Participatory Governance Council is co-chaired by the Chancellor and the District Academic Senate President. (3)

- Peralta Gems, a weekly newsletter is published to provide district wide communication. Employees receive information related to the various district units including Finance, Human Resources, Marketing Communication and Human Relations, Technology, General Services and the Chancellor's Office. Information highlighting services across the district is shared. Spotlights on college and district initiatives are shared. Information related to the governance discussions at the district level is shared.
- **Add information about Peralta Radio and Peralta TV**
- The Chancellor's Cabinet meets weekly to discuss the business of the District Service Centers and the business of the Colleges. The College Presidents take back information to the Colleges in order to generate discussion of College needs which may need to be addressed at Chancellor's Cabinet.
- The Vice Presidents of Instructions meet monthly to engage in district-wide coordination and standardization of practices. Areas addressed include enrollment management FTES goals, productivity, degrees and certificates offered, Guided Pathways strategies, block scheduling, instructional research needs, learning communities, student equity plan implementation and professional development needs for deans and department chairs,
- The Vice Presidents of Student Services meet monthly to address student service areas including serving AB540 students, Starfish implementation, Mypath implementation, career exploration, counseling, technology customization of student facing module for PeopleSoft, health services including mental health services.
- The Vice Presidents and Deans meet twice a semester to communicate updates in Admissions and Records, related Administrative Procedures, new laws and regulations, changes in technology, Institutional research and presentation of data.
- The Vice Presidents and Vice Chancellors meet to address Student Centered Funding Formula drivers.
- The Career education faculty meet monthly as a subcommittee of the District Academic Services Committee to coordinate and collaborate on career education initiatives and industry partnerships

3. There are other means to bring the Colleges together for effective operations. There is a district-level Curriculum Committee, a District Academic Senate and a District Classified Senate all of which meet bi-monthly or monthly. (5)

Analysis and Evaluation

Communication is essential to the operation of the District and the Colleges. Through formal and informal channels, the District and the Colleges gather, process and share information and effectively communicate matters in a timely and appropriate manner. As a result of the FCMAT report that recommended improvement to communication (discussed above in IV. D. 1), the

District has worked to engage multiple constituency groups in the communication process and utilizes these representative groups as an additional process to gather and disseminate information. To address this need, the Chancellor now sends a Chancellor's Report to all PCCD personnel and a weekly update to the Board of Trustees. The newsletters include updates on initiatives, successful programs and challenges the District faces and serve as another tool of communication; the Board of Trustees updates provides critical items related to Board purview. (6)

Evidence List

1. [AP 3250 Institutional Planning](#)
 2. [2019 PBIM Manual](#)
 3. PBIM evidence needed
 4. [PBIM Meeting Schedule 2019-2020 2019 PBIM Manual](#)
 5. [CIPD Membership](#)
 6. [District Academic Senate Membership](#)
 7. Chancellor report example links from Mark Johnson
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.

Evidence of Meeting the Standard

The District

The District participates in a District Services Program Review. **Add this information**

Beginning Spring 2018 the Chancellor and the College Presidents began a process of revising the Delineation of Functions, District/Colleges to serve as the basis of considerations for restructuring. This PCCD Delineation of Functions Map was then vetted through the Presidents College Council and Academic Senates (4) and distributed as a result of a collaborative process among the four Colleges and the District Office. PCCD/College Function Map is based on the Policy and Procedures for the Evaluation of Institutions in Multi-College/Multi-Unit Districts or Systems of ACCJC/WASC.

The Function Map served as the first step in considerations for restructuring. In order for PCCD to choose appropriate steps forward, two teams of experts assisted the District in not only developing a viable restructuring plan, but also operationalizing the plan with expected positive outcomes. The two teams provided services to PCCD from different perspectives but complemented each other. The two teams are:

As part of this process, PCCD has engaged in discussions with CBT about Decentralization/Centralization. CBT helped to guide the initial phases of the

Decentralization/Centralization process which began in earnest at the beginning of Fall 2019 semester. CBT initiated an overview of the process (5) and assisted in facilitating needed discussions to ensure input was obtained by impacted units and the participatory governance process. The PCCD Board of Trustees approved the District unit timeline and Chancellor's Office reorganization at the September 10, 2019 meeting. (6) The timeline indicated a completion of the District Office reorganization by December 10, 2019 and College reorganization by May, 2019, but was extended to ____ **FILL IN FINAL DATE HERE.**

Participatory Governance Committees, along with many PCCD faculty, staff and administration, was asked to respond to surveys, discussions and/or engaged in other collaborative activities throughout the process and communications was sent district-wide about decisions made. (7)

Central to this process is improving the student experience and increasing student success, reflected in the PCCD Philosophy Ethics on Restructuring established by a short term PBIM working group October-December, 2019. (8)

The PBIM workgroup built upon the prior work of the PBIM Summit and developed design principles for the Executive Administration to use in reorganizing the District services and functions. The principles were presented to the Participatory Governance Committee and recommended to the Chancellor. The Executive leadership engaged in multiple exercises/meetings to develop the organizational structure. As a result, services including facilities, maintenance and operations were centralized. Financial Aid was decentralized, and Admissions and Records is slated to be decentralized once the college infrastructures are prepared to provide the services to students without a disruption in service. The Legal Department was reconstituted, and the Finance Department was reorganized to be consistent with the FCMAT and CBT recommendations.

The governance structure at the District level remains cumbersome. The PBIM workgroup was tasked with making recommendations to address the governance structure issues raised in the CBT report. CBT recommended that the District "re-examine, analyze, realign, and clarify governance structures (e.g. PBIM, BAM, etc.) with decisions on centralization and decentralization. *Fiscal Improvement Plan Services: Phase I* (3). The changes implemented include, removing the budget approval role from the Planning and Budget Committee. The role of the committee is redefined to be responsible for providing recommendation on the creation of the budget assumptions, calendar, allocation model and annual budget. The Facilities Committee will be emphasized at the campus level. The modification of the governance structure is ongoing work and will be evaluated regularly for updates.

[NOTE: WE WILL UPDATE THIS SECTION PRIOR TO COMPLETING THE SELF STUDY REPORT. WE WILL NEED TO PUBLISH, FOR EXAMPLE, THE RESULTS OF THE SURVEYS, COMMUNICATION DECISIONS, ETC.]

Analysis and Evaluation

The College meets this standard. The Chancellor evaluates the district and college roles and delineation of function, governance and decision-making processes. The District engages in unit program review and communicates the results to the colleges.

The lack of historical consistency in the evaluation and communication of the results, is addressed through engaging technical assistance groups in evaluation of process and structure including the FCMAT team and the College Brain Trust.

Evidence List

1. [BRJ Report 2018](#)
 2. [FCMAT Comparative Staffing Recommendations](#)
 3. CBT Report (pg 13) Need Link
 4. [PCCD/College Function Map](#)
 5. Add Presidents College Council Meeting Agendas
 6. [CBT Phase II: Centralized vs Decentralized](#)
 7. [Board of Trustees Meeting Agenda September 2019](#) (**need to make 1 page link to Decentralization topic only**)
 8. Need evidence of Decentralization/Reorganization communication and doc (Brandon)
 9. **Add PCCD Philosophy? Ethics on Restructuring link**
-
- 10. Add Five Year Plan pg. 74 link**

Conclusions on Standard IV.D. Multi-College Districts or Systems

The District Chancellor provides leadership, sets clear expectations of educational excellence and high performance of the team. The Chancellor clearly defines roles and delegates the authority to the College Presidents. The Chancellor delineates, documents and communicates operational responsibilities and functions of the district.

The district policy for resource allocation has not served the district or the colleges well. The Chancellor charged the Budget Allocation Model Task Force with making a recommendation of a model that is sustainable and works in the interest of the Colleges and District.

The Chancellor has full responsibility and authority to administer the District and System policies without interference. The Chancellor keeps the Board apprised of issues through weekly updates.

Communication between the District and Colleges has been enhanced through district-wide meetings, updates and newsletters.

The District has engaged a number of assessments of its effectiveness, received more than a hundred recommendations and has diligently worked to address the issues raised.

Improvement Plan(s)

Implement the CBT and FCMAT recommendations such as filling vacant positions, reorganizing the District structure, clarifying the centralization and decentralization of function, updating the

technology infrastructure, providing training for district staff, increase the communication across the district, decrease the cumbersome governance structure, improving the finance and human resources processes, update and follow board policies and administrative procedures and develop processes and procedures to ensure fiscal integrity, accountability and checks and balances.

Evidence List

[insert list]

H. Quality Focus Essay

Introduction of Projects

As Laney College embarks on its next seven years, it is part of a district and working within the framework of the state Chancellor's Office's Vision for Success, but will nonetheless be moving forward within its own context and in many ways on its own terms. It will be doing so because of the pains it has taken to know and understand its students from 2017-19. It has done a great deal of analysis about who its students are and come to the realization that while many pursue the goals of transfer and/or career attainment and advancement, its demographics, namely 2 of 3 falling beyond the 18-22 "traditional" student profile. To move forward with now more-informed steps and a community of employees whose collaboration is a trademark of Laney, it will be pursuing three initiatives toward student success.

Project 1: Implementation of 2017-19 Guided Pathways Planning Efforts

Institution-wide pathways focus

In 2017-18, Laney College actively began the questions of how to promote identification, clarification, support and attainment of student pathway goals and doing so in a manner that ensures learning. Specifically, the challenges came in identifying the needs of students and clustering together the needed "meta majors." As we move forward, it is now a matter of implementing the ideation and planning goals that have been identified and doing so in a manner that has a high engagement level from the campus community.

Before doing any work, the college sought to ask its students about what their needs were. During this inquiry phase, we had particular questions about Pell grant students, age 25+ students, first year students, part time students, full time students and undeclared students. We wanted to know what their needs were and what barriers they faced. In order to find out this

information, we conducted cross-functional inquiry groups that utilized surveys, focus groups and data gathering for an inquiry process into these student groups. We incentivized and recruited students to participate and received over 500 pages of data that we summarized for our college community. We also collected videos of student interviews and recordings of focus group interviews. Ultimately, our students – 2 in 3 over 24, working and attending part-time – shared with us that they needed a college design that did not closely resemble the more traditional student profile associated with being 18-22 and attending fulltime.

As we began to follow up on this inquiry process, we had questions about how students accessed all of our offerings/programs/degrees/certificates and how those offerings were communicated and marketed to them. This question was rooted in the "Clarify the Path" pillar. We went on the "quad" (the middle of our campus) and interviewed students, asking them if they 1) knew what a catalog was 2) had ever used one and 3) were aware of all the programs and degrees we offer. We thought this was an important question to ask because our campus community made a lot of assumptions about the frequency that students used the catalog, their ability to understand it and their ability to use the catalog as a resource for clarifying their path and entering a path. Students unanimously told us that although some of them knew what a catalog was, none of them had used one. They told us the catalog wasn't a student-friendly source of information that allowed them to access all their options. This "clicked" for us and we knew our campus had to do a better job of communicating this information to students. We made an iMovie of these Q&As entitled "Our Students Tell Us" and showed it to our Guided Pathways Working Group. The students explaining their difficulties was an entry point for not only members of our working group to better understand how to shape our Guided Pathways work moving forward, but also as a tool to inform the greater college community about the needs of students -- assumptions aside!

With this data in hand, steps in pathway map creation, the college did a pilot project to create specific maps for three areas: business, the social sciences degree, and Media Arts (?). Later, in Spring 2020, the Guided Pathways workgroup created eight Areas of Interest for Laney College to best inform our planning and implementation of Guided Pathways efforts. The areas are as follows:

- Science, engineering and math
- Language and Communication
- Human Services
- Culture and Society
- Visual and Performing Arts
- Building and Skilled Trades
- Business, Entrepreneurship and Management
- Computers, Information & Technology

Our project is a major step in clarifying the path for students. Our college community understands that this project was rooted in student need for clearer pathways, more communication and their ability to enter the path.

Our GP Working Group (cross-functional) then decided to do an activity at mid-semester Fall FLEX to have attendees take ownership in these new Areas of Interest. Our activity was called “What’s the Tweet?” and we asked groups of attendees, each led by a working group member, to create no more than 140 characters of a student-centered description for an area of Interest. We had two groups compete against each other with a Starbucks gift card as an incentive for the “winner”. We had the audience applaud for the “Tweet” they liked best, and that group was named the winner. In our Spring 2020 Department Chair Retreat, department chairs participated

in a categorization activity and were able to select which Area of Interest they felt their program or area belonged to. For example, ESOL chose the "Language and Communication" area.

Next, our workgroup edited the Tweets to become the official description of the specific Areas of Interest. We created graphics and hashtags for each area and hope to push our Areas of Interest out on our website -- as well as social media -- where students told us they want to see and easily access this information.

We would consider our Areas of Interest a success because this important step has served as a prime example of how student voices served as a catalyst for change and informed one of our major efforts.

At the time this report was submitted, the college was part of the third wave of the Guided Pathways statewide mapping project that involved investment on the college's part along with matching funding from the state. Fall 2020 features a redesign of the college's website to include pathway maps for students, but this enhancement only begins to show where the college is headed in its efforts relative to pathways-based learning. substantial progress in mapping programs of study.

Program maps include a degree profile description, suggested course sequencing by term, course rotation information, milestones, career opportunities, and transfer guidance.

How we move forward

Our efforts are tied back to the state Chancellor's Vision For Success, as well as our mission, vision and especially our Strategic Goals because they will ultimately help students choose a path and be supported toward completion. As they engage in our Laney Pathway efforts toward their interests and career goals, this will also hopefully reduce the number of excess units many of our students take. The work of our pathway efforts therefore need to resonate in the following areas to ensure student success:

A) The effort ties directly into the college's **strategic enrollment management** efforts.

Pathways-based scheduling is part of the goals articulated in the plan, especially its key areas for focus, which include *Scheduling, Curriculum and Program Pathways, Support and Services, and Marketing and Outreach*, found in the 2019-21 Strategic Enrollment Management Plan. MORE
DETAIL WILL BE NEEDED HERE TO ALIGN WITH GUIDED PATHWAYS PLAN AND
EFFORTS TO DATE.

B) Crucial to the effort will also be **student success in transfer-level math and English**. When the initiative was first discussed within the pathways workgroup and discipline discussions, the rate of students attaining both math and English at the transfer level was a single-digit percentage. (Eleni?) 2019-20 was the first year of true implementation of default placement to transfer math and English, and the number of students enrolling in the "705" showed enrollment increases in both areas, particularly in math. DATA

C) In addition to creating a schedule that is informed by our students and their needs, we are continuing our work to support them through **academic support and student services**. Embedded tutors and counselors in math, English and other disciplines are but one characteristic, but having a campus that better supports the need of our evening, dual-enrolled, and online students to have support that mirrors what our daytime students have access to.

Measuring the Results of our Work

As the next four years will represent the implementation of hopefully well-laid plans, the opportunity will come to see visible returns on the work the college is doing as it takes these next bold steps. Our goals will be as follows: CLIFTON TO INPUT DATA, GOALS TO BE

FILLED IN TO ALIGN WITH WHAT IS IN OUR PLANNING, VFS REPORT TO THE STATE.

Goal	2017-18	2018-19	2019-20	2020-21 Goal	2021-22 Goal	2022-23 Goal	2023-24 Goal
Units per student for AA degree							
Average semester units per student							
Degrees awarded							
Certificates awarded							
Employment attained							
Transfer Volume							

Project #2: Increased Student Achievement Rates for Distance Education Students Enrolled in Applicable Career and Technical Education Disciplines

Laney College’s need to meet distance education demand and do so in a manner that promotes student success was happening long before the 2020 COVID-19 crisis that forced colleges to move instruction remotely on a mass scale. With collaboration between college and district distance education stakeholders, distance education at Laney is a priority.

In support of Laney College goals (aligned with the goals of the PCCD District Plan), the college’s [Distance Education Plan](#) calls for the college to increase online student retention and success rates through research-based strategies while providing resources, support and services for online students – especially to close achievement gaps – and meeting guidelines for quality, consistency and accessibility. More specifically, it outlines projects that Laney College will complete:

- Set up and implement early alert initiative for online learners
- Prepare Laney College students for online courses and online learning activities
- Identify and address gaps in support for online learners
- Confirm and adopt guidelines for online course review
- Create and facilitate professional development to address disparate success rates, student support, and course redesign
- Work with Peralta staff and committees to avoid duplicating efforts and share Laney data collection results
- Develop distance education policies and procedures
- Provide additional resources to support distance education initiatives at Laney College.

The college has seized opportunity with its award of the CVC-OEI grant. At first, it began with outreach to students enrolled in English to Speakers of Other Languages courses, who likely have been exposed to hybrid learning, to consider careers in Legal and Community Interpreting, Business, and Construction Management, all of which were using grant resources to implement online curriculum. As the scope of the grant increased,

Preparing and supporting faculty to deliver online instruction has been another great focus.

@one.....

Next Steps

As Laney prepares and supports CE students on their path, the activities will need to include the following:

- Having a clear understanding of the needs of online students in Career Education Programs that resembles the work of the Guided Pathways Inquiry Groups
- Having an effective menu of CE courses that will allow students to earn awards online. This includes not only approving courses for DE, but reviewing them every two years per our processes,
- Having an early alert program that is both visible and effective as an intervention tool for students
- Increasing instructor bandwidth to use Canvas or other online platforms through professional development
- Providing counselor support for students taking CE courses, including online students
- Providing visible, clear and effective online academic support for CE students
- Assessing the quality of online learning and related support for CE students
- Based on assessment data, making improvements.

Laney’s yardsticks for measuring success among distance education students will be the same as those reported for Pathways implementation, but among students who have enrolled in more than 10 units of fully online or hybrid instruction as of 2019-20:

Goal	2017-18	2018-19	2019-20	2020-21 Goal	2021-22 Goal	2022-23 Goal	2023-24 Goal
Units per student for AA degree							
Average semester units per student							
Degrees awarded							
Certificates awarded							
Employment attained							
Transfer Volume							

Project #3: Addressing Students’ Basic Needs

The new reality in community college is that Financial Aid may not be aiding students enough because of associated costs for education, including books, housing, food, parking, student fees, and the like. The impact of this is keenly felt within the Peralta District and at Laney, as demonstrated by a survey conducted in 2017 that will be mentioned later in this portion of the QFE. From our president to many stakeholders at the college, assisting the total needs of students, including basic needs, has been a priority, and in December 2019, Laney College took leadership on the issue in part by hosting the statewide [#RealCollegeCalifornia Basic Needs Summit](#) conference, which was attended by approximately _____ colleges. its

The problem is one that could be intuitively identified and shared anecdotally, but there is also data. The issue of Food and Housing Insecurity was quantified for both Peralta and Laney in a [student survey that involved a sample of roughly 200 Laney College students in 2017](#). Roughly 6 in 10 students reported some type of food insecurity, while only 37% reported being able to make full rent or other dwelling payments.

As the table below shows, the consequences of financial insecurities go beyond food and housing. Students with housing and food insecurities miss classes, study sessions, do not become involved in campus life through extracurricular activities, and do not buy required textbooks (7 in 10). This leads to at least one in two students not completing their classes or nearly 9 in 10 reporting that the insecurities led to what they believe was a lower grade than they could have achieved.

Table 3
Educational Impact of Food and Housing Needs on Insecure Students, Last 12 months

"Yes" response	Food insecure respondents ^a (n = 302)		housing insecure respondents ^b (n = 471)	
	n	%	n	%
Have hunger or housing problems had an impact on your education? ^c	197	65.2%	238	50.5%
Have hunger or housing problems caused you to: ^d				
Done any of the following:	191	97.9%	227	97.0%
Miss a class	134	68.7%	151	64.5%
Miss a study session	139	71.6%	160	68.7%
Opt not to join an extracurricular activity	148	77.1%	173	74.9%
Not buy a required book	141	72.7%	162	69.5%
Drop a class	110	57.0%	127	54.7%
Not perform as well in your academics as you otherwise could have	172	88.7%	202	86.7%

Note. These questions refer to respondents' educational experience in general, within the indicated timeframe, and are not necessarily specific to their experience as a student at the Peralta Community College District. Missing data not included in frequencies and percentages in this table. Totals for those who reported doing any of the following are indicated in boldface. This table displays district-wide frequencies and percentages for each item among food insecure respondents and housing insecure respondents (i.e. each column).

(2017 Peralta Study on Housing Insecurity, page 4)

Combating Food and Housing Insecurity

As Laney moves forward, it will continue the leadership it provides in addressing these student issues. In addition to addressing needs with the [college's food pantry](#), [weekly produce is available to students at no charge](#), and these efforts are so central to the college's efforts that full pages advertising these resources to students are found in the printed version of college schedules. For instance, the back cover of the Spring 2020 schedule **PDF LINK NEEDED** featured a full-page graphic advertising the weekly produce giveaway to students.

Laney has also innovated to find other means to support students. For instance, the President's Office launched a [Solo Mio campaign](#) calling for donations and efforts to pack toiletry kits for students in need, along with a President's Emergency fund to provide general assistance to students.

Measuring Success

As support continues to be provided to students, the college will use data to show its impact. Specifically, student data will be disaggregated in the same key Student Achievement measures as the analysis for both Guided Pathways Implementation and Increased Student Achievement for Distance Education Students in Career Education Programs:

Goal	2017-18	2018-19	2019-20	2020-21 Goal	2021-22 Goal	2022-23 Goal	2023-24 Goal
Units per student for AA degree							
Average semester							

units per student							
Degrees awarded							
Certificates awarded							
Employment attained							
Transfer Volume							

Conclusion

The 2021-27 period will be a time on leveraging our solidified processes and infrastructure and bringing the already-existing advocacy for students that has always been a trademark of Laney College. We look forward to continuing to have an institution that serves our students while meeting the standards of the Commission, and our 2024 report will share what has sprung from the seeds we have planted in the areas of Guided Pathways, Career Education Student Achievement in Online Learning, and addressing the Basic Needs of our students.