

Laney College



Institutional Self-Evaluation Resource Guide

Contents

Mission, Vision and Values	3
Accreditation Overview and Process	4
Possible ACCJC Actions Resulting from ISE and Visit	5
Laney's Accreditation Cycle	6
Laney's 2013-2015 Accreditation Planning and Timeline	7
Institutional Self-Evaluation Committee	8
Laney 2015	9
Institutional Self-Evaluation Report Highlights	9
Summary of Standards	10
Thematic Overview	24
Actionable Improvement Plans (AIPs)	34
Online Resources	36
Frequently Asked Questions About Accreditation (FAQs)	37
External Evaluation Visit Team Roster	39
Notes for Upcoming ACCJC Visit	43



Mission, Vision and Values

Our Mission

Laney College has a statement of mission that defines the institution's broad educational purposes, its intended student population, and its commitment to achieving student learning.

Our Vision

Laney College is a dynamic, diverse environment where all are encouraged to become responsible community members, leaders and world citizens.

Our Values

Respect

We demonstrate a commitment to the value of each individual through trust, cooperation, and teamwork. We recognize the worth of each individual and his or her ideas and treat each other and those we serve fairly, with compassion and with esteem.

Diversity

We are a multicultural and diverse organization, an enriching blend of people and ideas. This college is a place for all people, an environment devoted to fostering and embracing the diversity of our staff, faculty and student body.

Appreciation

We demonstrate recognition in the value of the work efforts put forth by all of our faculty, staff, administrators and students. We will foster employee growth and performance levels through professional and personal development opportunities.

Competence

We share a commitment to performing our work assignments with excellence and continuous improvement. We emphasize doing our best in teaching, learning, student achievement, administrative practices and delivery of support services.

Integrity

We are committed to nurturing campus trust by holding ourselves accountable to the highest standards of professionalism and ethics.

Accountability

We are individually and collectively responsible for achieving the highest levels of performance in fulfilling our mission. We continually evaluate ourselves in an effort to improve our effectiveness and efficiency in meeting the educational needs of our community.

Innovation

We encourage and support creativity, collaboration and risk-taking. We foster and promote innovation in the design, development, support, delivery and management of all programs and services.

Collaboration

We work cooperatively in a shared governance environment and value individual ability and diversity in thinking as essential to promote open communication, active participation, exchange of ideas and collaborative decision-making.

Accreditation Overview and Process

The Accrediting Commission for Community and Junior Colleges, Western Association of Schools and Colleges (ACCJC) accredits community colleges and other associate degree granting institutions in the Western region of the U.S. The ACCJC is one of seven regional accrediting commissions. The ACCJC is authorized to operate by the U.S. Department of Education through the Higher Education Opportunity Act of 2008.

Accreditation is a voluntary system of self regulation developed to evaluate overall educational quality and institutional effectiveness. The ACCJC accreditation process provides assurance to the public that the accredited member colleges meet the Standards; the education earned at the institutions is of value to the student who earned it; and employers, trade or profession-related licensing agencies, and other colleges and universities can accept a student's credential as legitimate.

The Standards

<p style="text-align: center;">Standard I Institutional Mission and Effectiveness</p> <p style="text-align: right;">I</p> <p>The institution has a statement of mission that defines the institution's broad educational purposes, its intended student population, and its commitment to achieving student learning.</p>	<p style="text-align: center;">Standard II Student Learning Programs and Services</p> <p style="text-align: right;">II</p> <p>A. Instructional Programs C. Library and B. Student Support Services Learning Support</p> <p>The institution offers high-quality instructional programs, student support services, and library and learning support services that facilitate and demonstrate the achievement of stated student learning outcomes. The institution provides an environment that supports learning, enhances student understanding and appreciation of diversity, and encourages personal and civic responsibility as well as intellectual, aesthetic, and personal development for all of its students.</p>
<p style="text-align: center;">Standard III Resources</p> <p style="text-align: right;">III</p> <p>A. Human Resources C. Technology Resources B. Physical Resources D. Financial Resources</p> <p>The institution effectively uses its human, physical, technology, and financial resources to achieve its broad educational purposes, including stated student learning outcomes, and to improve institutional effectiveness. Accredited colleges in multi-college systems may be organized such that responsibility for resources, allocation of resources and planning rests with the system. In such cases, the system is responsible for meeting standards on behalf of the accredited colleges.</p>	<p style="text-align: center;">Standard IV Leadership and Governance</p> <p style="text-align: right;">IV</p> <p>The institution recognizes and utilizes the contributions of leadership throughout the organization for continuous improvement of the institution. Governance roles 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 administrator.</p>

Possible ACCJC Actions Resulting from Institutional Self Evaluation (ISE) & Visit

- I. Re-affirmation of Accreditation
- II. Re-affirmation of Accreditation with a sanction*
- III. Loss of Accreditation

*Public Sanctions

- Warning
- Probation
- Show Cause
- Withdrawal
- Restoration
- Denial
- Appeal



Laney's Accreditation Cycle (Every 6 years)

March 2009: Laney's ISE Full Cycle Accreditation Visit

- » ACCJC recommendations were developed after 2009 visit
- » Result: ACCJC reaffirmed Laney College's accreditation status, and required the college to provide a follow-up report

March 15, 2010 Follow-up Report

- » ACCJC removed Laney specific recommendations and maintained the District specific recommendations after reviewing the 2010 report
- » Results: Laney College (and sister colleges) placed on warning

March 15, 2011 Follow-up Report

- » The 2011 report responded to recommendations made in 2009 and 2010
- » Result: ACCJC placed all Peralta Colleges on probation

March 2012 Mid-term Report

- » Result: Laney College removed from probation, and placed on warning

March 2013 Follow-up Report

- » July 3, 2013: ACCJC removed the status of "warning" from all Peralta Colleges

March 9-12, 2015: Next ISE Full Cycle Accreditation Visit



Laney's 2013-2015 Accreditation Planning and Timeline

Early Spring 2013	Basic timeline established
Early Fall 2013	Begin to identify ISE and Standard Co-chairs, and writing team members
September 2013	Steering committee bimonthly meetings begin
October 2013	District ISE Team begins monthly meetings, attended by ALO and ISE Co-chairs
October/ November 2013	Initial drafts or outlines submitted and reviewed by Steering Committee
Spring/Summer 2014	Additional drafts submitted by Standard Co-chairs and reviewed by ISE Co-chairs, editor begins reviewing drafts, begin to integrate district input into drafts
July 2014	ALO for remainder of ISE period and ACCJC visit hired
Early Fall 2014	District ISE meetings by standard begin, colleges share information and strategies for finishing drafts
October 8, 2014	Drafts made available to campus community for comment via Moodle (continued through January, 2015)
October/ Early November 2014	Campus community comments integrated into draft, facilitated by Project Manager
November 6, 2014	Complete draft submitted to Board of Trustees for first reading, to Faculty and Classified Senates for final review and approval
November 26, 2014	Draft submitted to Board of Trustees for approval
December 9, 2014	Approved by Board of Trustees
December 2014/ January 2015	Further updates based on feedback, addition of evidence, editing
January 12, 2015	ISE document turned in to ACCJC
January 26, 2015	Preliminary team leader visit
March 9 -12, 2015	ACCJC Team visit

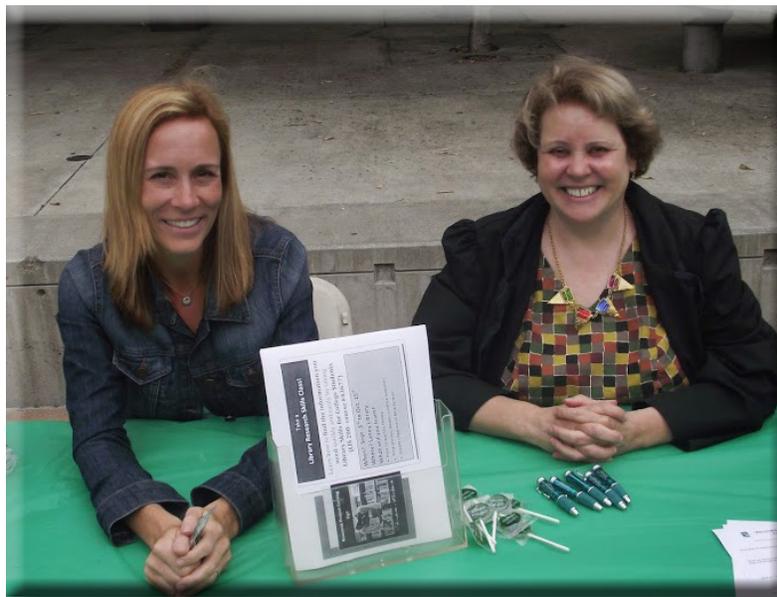
Institutional Self-Evaluation Committee

Self Evaluation Co-Chairs: Rebecca Bailey and Mark Rauzon

	Standards Co-Chairs		Recommended Writing Team Members		
	Faculty	Administrators	Faculty	Classified Staff	Students
I Institutional Mission and Effectiveness					
	Lisa Cook	Chuen-Rong Chan	Karen Talbot; Meryl Siegal; Nikki Ellman (Fall 13 only)		Carl Oliver
II Student Learning Programs and Services					
Instructional Programs	Cheli Fossum	Denise Richardson	Denise Richardson; Cheli Fossum; David Mitchell; Pinar Alscher; David Ross; Tony Watkins; Andrea Lee	LaShaune Fitch; James Cave	Erika Padilla-Morales
Student Support Services	Marion Martin	Tina Vasconcellos	Ann McMurdo; Elissa Jaw; Miriam Zamora-Kantor; M. Lewis	Blanca Montes de Oca; Catherine DuBois	
Library and Learning Support	Evelyn Lord	Phoumy Sayavong	Ann Buchalter; Phillippa Caldeira; Lisa Cook; Autumn Sullivan; Jose Luis Flores; Kim Bridges	Andrew Skinner-Demps; Shaunt Hamstra; Terrence Fisher; Karen Seneferu; Vu Pham; Pamela Crumpton; Alexandra Cipher	Kashetu Momodu
III Resources					
Human Resources	Tamika Brown	Mildred Lewis		Cassandra Upshaw	
Physical Resources	Kim Bretz	Peter Crabtree	Jim Cave; Karl Seelbach; Stephen Corlett		
Technology Resources	Karolyn van Putten	Antoine Mehoulley	Anna Beavers, Ann Buchalter; Don Petrilli; Vina Cera; Louis Quindlen; Karolyn van Putten	Kathy Tran; Rene Rivas	
Financial Resources		Phyllis Carter		Chungwai Chum; Kathy Tran	
IV Leadership and Governance					
Leadership and Governance	Suzan Tiemroth-Zavala	Trudy Walton-Keys	Jacqueline Burgess; Evelyn Lord	Roxanne Rios; Rogear Purnell	

Laney 2015 Institutional Self-Evaluation Report Highlights

- Summary of Standards
- Thematic Overview
- Actionable Improvement Plan Summary



Summary of Standards

STANDARD I: INSTITUTIONAL MISSION AND EFFECTIVENESS

Laney College is a diverse, urban community college committed to student learning; where all are encouraged to become responsible community members, leaders and world citizens.

The college educates an urban population of approximately 20,000 students annually; including: Asian (30%), African American (26%), White (15%), and Hispanic (12%). Women represent 52% of the Laney College student body, men, 43%, and 5% did not report gender. The average Laney student is about 30 years old; approximately 44% of our students are of “traditional college age” (16-24).

In order to be effective in our community, we embrace a host of key concepts that honors the human values that are at the core of our community. Our Values include:

Respect	Integrity
Diversity	Accountability
Appreciation	Innovation
Competence	Collaboration

Flowing from these values, Laney College has developed a statement of mission that defines the institution’s broad educational purposes, its intended student population, and its commitment to achieving student learning.

The Laney mission statement states that the college’s educational purposes are to:

- provide access to quality transfer education;
- provide access to quality career technical education;
- provide foundation skills;
- provide support services;
- respond to the cultural, economic, social and workforce needs of the greater Bay Area;
- increase community partnerships; and
- increase global awareness.

Laney College structures its ongoing, collegial, self-reflective dialogue about continuous improvement of student learning and institutional processes through shared governance committees, professional development activities, operational meetings, planning groups and college-wide forums. Central to this dialogue is a focus on our college goals and the resulting strategic initiatives to achieve them. The priorities of the college, 1) student success (2) accreditation (3) assessment and (4) resource management, have remained consistent since they were laid out in the 2010 Educational Master Plan,

A campus-wide retreat including administrators, faculty leaders, researchers, student leaders, and support staff from instructional and student services was held on May 30, 2014, just after the end of the spring term.² The overarching goal of the retreat was to review a three-year snapshot of college persistence, success, and completion, as well as student equity, access, and success dialogue and planning. The retreat began with a review of the 2013-2014 college goals enumerated above and accomplishments and updates on the measurable outcomes for each of them.

Summary of Standards

STANDARD II: STUDENT LEARNING PROGRAMS AND SERVICES

Standard II.A: Student Learning Programs and Services

Laney College has a strong and ongoing commitment to academic integrity and serving the needs of its community. The institution demonstrates that all instructional programs, regardless of location or means of delivery, address and meet the mission of the institution and uphold its integrity.

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

Once a program has met the exacting standards for approval, it undergoes continuous evaluation. Department chairs write annual program updates (APUs), which inform the curriculum and program reviews, produced every three years. The Institutional Effectiveness Committee maintains an ongoing review, using the department-level information, and every six years, Laney College carries out its comprehensive study including an external and internal scan of the demands of its greater community as part of the groundwork for the Educational Master Plan. Laney College continues to add transfer degrees and other high-demand programs. Distance education (DE) courses are increasingly sought and offered, allowing us to keep pace with the rising demand for online offerings as evidenced in new student enrollments.

During each year, the college leverages its own research and analytical work and that of the district to review trends and more, via student surveys and macro institutional data analysis. For example, during the 2011-2012 academic year, the college student equity plan was updated. It responded directly to the values statement portion of the college mission statement.

For Career Technical Education (CTE) programs, the review includes a labor market analysis and a review of job placements. CTE programs are also using the new tools being developed by the Community College Chancellor's Office, such as the Career Technical Education Outcome Survey and the CTE Launchboard, to make recommendations and establish priorities.

Laney's CTE program has demonstrated measurable success in meeting the learning needs and employment goals of CTE students as well as the workforce needs of industry partners.

The Faculty and Staff Campus Survey conducted in January 2014 indicated that we have been effective in disseminating the message that all curriculum efforts must be in alignment with our vision, mission, values and goals.

Laney College also administered a Student Accreditation Survey in spring 2014. The Student Accreditation Survey indicates that the college uses various delivery systems and modes of instruction that meet the objectives of the curriculum and the current and future needs of our students. Strict standards are ensured by the multi-level processes of curriculum review, program review, syllabus review, peer and student evaluations of instructors, and the broad oversight by department chairs and deans.

Summary of Standards

Standard II.B: Student Learning Programs and Services

The entire student pathway through the institutional experience is characterized by a concern for student access, progress, learning, and success. The institution systematically assesses student support services using student learning outcomes, faculty and staff input, and other appropriate measures in order to improve the effectiveness of these services.

Student pathways begin with Laney College outreach and recruitment programs. Given state budget reductions for categorical programs and constraints on the use of those funds, which eliminated the option to use them for outreach, traditional outreach services to unified school district and community based organizations have not been as rigorous as they had been prior to 2010, after the Great Recession caused many programs to be defunded. The accompanying chart reflects age demographics in the college service area and Laney College enrollment from 2009 through 2014 by age.

In addition to ensuring diversity in age, ethnicity, and race, the college focuses on serving veteran and foster youth students.

Table 2. Laney College Service Area Data

Race	2010 CY Headcount	2010 CY Percent	2009-2014 AY Headcount	2009-2014 AY Percent	Service Area (N)	Service Area Percent
Asian	7,389	29.2%	21,516	25.8%	83,170	22.3%
Black/African- American	7,487	29.6%	23,780	28.5%	72,250	19.4%
Hawaiian/ Pacific Islander	199	0.8%	655	0.8%	2,001	0.5%
Native American	240	0.9%	856	1.0%	2,606	0.7%
Some Other Race	2,478	9.8%	7,945	9.5%	37,486	10.1%
Two or More Races	1,314	5.2%	5,336	6.4%	16,577	4.4%
White	6,223	24.6%	23,270	27.9%	158,762	42.6%
Total	25,330	100.0%	83,358	100.0%	372,852	100.0%

Source: Laney College Student Equity Plan, 2014

Table 1. Laney College Comparison Data - Student Headcount & Service Area Data

Age Group	2009-2014 AY Headcount	2009-2014 AY Percent	Service Area (N)	Service Area Percent
15-17	5,017	4.7%	16,473	4.2%
18-19	13,514	12.6%	12,454	3.2%
20-21	17,733	16.5%	13,665	3.5%
22-24	18,836	17.5%	21,237	5.5%
25-29	18,889	17.6%	39,283	10.1%
30-34	11,602	10.8%	38,122	9.8%
35-44	11,308	10.5%	70,759	18.2%
45-54	6,251	5.8%	66,296	17.0%
55 & Above	4,207	3.9%	111,035	28.5%
Total	107,357	100.0%	389,325	100.0%

Source: Laney College Student Equity Plan, 2014

Summary of Standards

Laney College conducted the CCSSE in spring 2014. Among the notable findings: students who were surveyed felt the college supported their spending a significant amount of time studying; that the college supports students by providing support in succeeding in college; and that the college encourages contact amongst diverse students. Students felt that the college was only somewhat helpful in assisting them with coping with non-academic responsibilities and in providing support in surviving socially as a student. One notable finding is the low participation in student-centered college-wide events indicating a need to further survey students for interest and increase offerings and/or vary the times of student life events. On average, students felt welcomed and a sense of belonging when dealing with college administrators, instructors and staff. Surprisingly, students indicated they do not use counseling, the transfer center and tutoring except occasionally.

Institutional research such as the 2014 Student Equity Report, 2014 SSSP Plan, student learning outcome (SLO) assessment findings, and annual unit plans provide up-to-date information regarding Laney College's profile and its diversity of students, their learning needs and areas for growth. More importantly, these data provide a compass for negotiating the link between support services and the learning needs of Laney College's diverse student body. The future direction of student support services is predicated upon research-based priorities and implementation plans designed to ensure access, equity, and success for all Laney College students.

The student equity plan analyzes data regarding access, basic skills and ESL success in completing a degree-applicable course, course completion, degree and certificate attainment, and successful completion of transfer courses after transfer. Access indicators are presented in the beginning of this section. Other additional success data are presented in Standard II.A. As detailed in the plan, there are several goals and activities planned between 2015-2018 that will increase student success amongst all success indicators and provide greater equity amongst all demographics including:

- revitalizing the outreach committee;
- developing SSSP social justice informed orientation program empowering students to achieve their goals;
- developing re-entry student support program including specialized orientation and peer support;
- developing and implementing a SSSP high school transition team and program;

A major change effecting student services over the past two years includes the inception of SB1456 and the Student Success and Support Program (SSSP) and its replacement of Matriculation. The college underwent a year of planning in 2012 prior to launching an SSSP mandatory services pilot project in 2013. As of fall 2014, the SSSP program at Laney College is in full effect and all new students are required to partake in placement assessment, orientation, and counseling. Students may be eligible for exemptions if they meet Title 5 requirements of having prior college credit or degrees. The college continues to engage in ongoing evaluation and program adjustments to provide streamlined services for all new students in support of their success. The college utilized the following data in developing the Laney SSSP and scheduling core services for students:

Standard II.C: Library and Learning Support Services

The library has a collection of 90,864 books; 3,524 audiovisual materials; 5,866 e-books; and 108 current periodical subscriptions. Additionally, the library subscribes to 39 electronic databases, including a dynamic electronic book collection geared toward community colleges, which is updated annually.

Summary of Standards

Facility

- The library building, which opened in January 1971, is aging and no longer able to meet the needs of 21st-century college students. There are serious infrastructure issues relating to air circulation, plumbing, electricity, and the elevator. Study space is insufficient and inadequate. Although the library added some new study tables with built-in charging outlets in 2009, the current wiring infrastructure cannot support today's wide array of portable electronic devices. Lighting quality is poor in many areas. Demand for quiet study rooms far exceeds availability.
- Additionally, the current building has insufficient collaborative study space (group study rooms). Security features, such as glass-walled study rooms, are needed. The circulation service desks in the library also need to be reconfigured for improved service and efficiencies. The current building also lacks the space for an integrated library and learning resource center, where instructional support services come together under one roof. Consequently, these following support services are not centrally located:

James Oliver Community Writing Center

- The James Oliver Community Writing Center provides writing support to students across the curriculum. The Writing Center consists of four rooms in the B Building.

Math Lab

- As a tutoring center, the Math Lab assists students with mathematical concepts and provides study space, access to instructors who provide assistance and tutoring, learning tools, and work experience for student tutors. As a self-paced classroom, the Math Lab's main purposes are to provide a course section that is flexible in terms of pace and scheduling, and to provide an open-entry option for late-starting students.

Tutoring Resource Center

- Located on the third floor of the Student Center, the Tutoring Resource Center is a multidisciplinary tutoring/study space. One-on-one and small group tutoring is provided on a drop-in basis at tables in study areas organized by subject area. A schedule is published and distributed each semester listing subjects currently being offered.

Technology Center

- The Technology Center is one of the biggest labs on campus, providing computer access to both students and faculty. The center has 86 Windows desktops and 48 Mac workstations within four computer labs. It offers a dedicated open lab for students to complete class assignments. Faculty may reserve the high-tech classrooms for instruction. Each semester, about 4,000 students visit the open lab.

High Tech Center for Students with Learning Disabilities

- The High Tech Center provides instruction in the use of adaptive hardware and software. In addition, study skills software such as Kurzweil, Skills Bank, Ultimate Phonics, and Khan Academy are used to enhance reading, writing, and math skills. The lab has 24 computers available for student use. During the spring and fall 2013 semesters, the High Tech Center had 2,244 and 3,119 student visits respectively.

Summary of Standards

CIS Lab

- The CIS (Computer Information Systems) lab provides comprehensive and flexible services to all students. Services include CIS tutors for networking, programming, and applications courses. Four Raspberry Pi work stations are available for the Raspberry Pi Student Club. Students log in close to 20,000 hours at the lab each year.
- Although the college has plans to replace the current library with a new building located near the estuary on 7th Street, progress has been slow. Once complete, the new building will substantially improve instructional support resources for the campus. One floor of the new three-story building will be devoted to learning resource support. Tutoring support services which are currently dispersed throughout campus will come together. The new facility will incorporate a technological infrastructure that supports electronic access to resources. Study space, including much-needed study rooms, will be greatly expanded and enhanced. Services and efficiency will improve with a new circulation desk that combines reserve and general circulation, and a completely revamped Listening and Viewing Center. Construction of the new facility has been on hold since the state prioritized the project for matching money. The matching funds will not become available until they are approved in a statewide bond measure. Meanwhile, the library and learning resources on campus are increasingly constrained by the existing facilities. The college is pushing to at least start planning of the project so that construction can get started as soon as there is a solution to the funding issue.

STANDARD III: RESOURCES

Standard III.A: Human Resources

The institution employs qualified personnel to support student learning programs and services wherever offered and by whatever means delivered, and to improve institutional effectiveness.

Consistent with its mission, the institution demonstrates its commitment to the significant educational role played by persons of diverse backgrounds by making positive efforts to encourage such diversity. Human resource planning is integrated with institutional planning.

The institution's strong commitment to upholding and fostering ethical behavior throughout the campus community is demonstrated in a number of ways. First, the mission statement of the Peralta Community College District includes a commitment to encouraging a civil and ethical environment that values the perspective of all individuals. Secondly, Administrative Procedure 7380 Institutional Code of Ethics, Civility and Mutual Respect provides a definition and expectation of ethical and civil behavior that all employees are required to adhere to. The Office of Human Resources and the Department of Employee Relations are responsible for overseeing this procedure.

While Laney College continues to provide quality student learning programs and services, particular areas have been affected by fiscal exigencies, namely personnel who teach and support class offerings, and key programs and services at the college and district levels. In excess of \$9 million was cut from the base funding of the college over several years; most of the reductions occurred during 2010-2013, which affected both the discretionary and non-discretionary budgets. This sudden marked decrease in funding necessitated fiscal retrenchments that took the form of eliminating key faculty, staff, and administrative positions; delaying prioritized faculty and staff recruitments; the consolidation of administrative and staff positions; and much more. (By 2011-12, the number of faculty had declined by nearly 20% and classified staff by approximately 33%, and this was in addition to the elimination of 2 of 7 deans and 1 of 2 vice presidents.)

Summary of Standards

The college's Midterm Report of 2012 and Follow-Up Report of 2013 reveal just how Laney carried out its reductions in force among faculty, staff and administrators. They were done largely through retirements.

During the last two years, primarily due to a locally-approved parcel tax measure and the state-approved Proposition 30, the college recovered at least half of those reduced funds, including approximately 400 of the 700 FTES that were eliminated in July 2012, and attributed to the district's unfunded FTES in 2012. During fiscal years 2012-13 and 2013-14, these new funding sources enabled the college to recover more than 35 of the 70-plus positions that were lost. Now, in order to meet its staffing requirements per its 2010 Educational Master Plan, the college needs to fill or create a number of key faculty, classified staff, and administrative positions.

Standard III.B: Physical Resources

Physical resource planning, including facilities, equipment, land, and other assets is integrated with institutional planning and seeks to support student learning programs and services. Planning for major capital improvement projects is guided by the college's Educational and Facilities Master Plans. Both long and short-range planning is also informed by the district's Strategic Goals and its planning and budgeting process.

The Peralta District's Office of General Services (DGS) is directly responsible for maintenance of Laney College's buildings and grounds, and campus-based maintenance engineers report to a DGS supervisor. DGS secures and manages maintenance department staffing levels as well as budgets for maintenance and repairs at the college. In consultation with the college, DGS also directs the design and construction of new buildings and major renovations, and exercises final authority over project budgets as they move up for final approval by the Peralta Board of Trustees. DGS also has operational responsibility for campus security, including Peralta Police Services subcontracted to the Alameda County Sheriff's Department and weekend and holiday security provided by a private security firm. DGS also controls capital planning and management, real property leasing, energy management, and parking facilities as well as the fees and revenues they generate.

Laney College's Educational Master Plan (2010) is intended to guide the prioritization of capital improvement projects, informed by the Peralta Community College District Strategic Plan. Laney collaborates with the district to develop long-range facilities master plans based on educational master planning efforts at the college. In 2009-2010, the Laney College Facilities Planning Committee developed criteria to evaluate facilities requests identified in department program reviews. In addition to generating a comprehensive priority list, the committee developed a Facilities Master Plan that was embedded in the 2010 Education Master Plan. The Facilities Planning Committee continues to review facilities-related needs identified annually in departmental program review documents and unit plan updates.

In 2013, Laney completed a comprehensive, long-range facilities master plan that would substantially redesign and remodel the entire campus.

Summary of Standards

Since the 2009 Institutional Self Study, there have been a number of substantial, positive projects to improve Laney's facilities. These projects have helped upgrade the campus and improve its safety and effectiveness:

- Renovated the Student Welcome Center, Assessment Center, EOPS/CARE offices in the lower A Building, and Financial Aid, Cashier's, and Gateway to College offices in upper A Building.
- Upgraded the lighting in the main parking lot and in all interior stairwells (Jan 2012)
- Constructed the 18,000 square-foot Athletic Field House and photovoltaic- covered parking lot (completed June 2013). This new structure upgraded the athletic locker and team rooms for the football, baseball, and track and field teams, as well as athletic and team strength training facilities. We also added a large multipurpose room, offices, and a commercial-grade kitchen for catered events.

The Department of General Services (DGS) operates an annual budget for maintenance and operations at Laney College, including ongoing maintenance activities, work order fulfillment, emergency repairs, and work on non-routine "projects." The DGS estimates that the FY 2014 maintenance budget for Laney was \$240,000, excluding staff costs. In general, DGS prioritizes its activities based on health and safety concerns, regulatory compliance issues, workload demand, and the urgency of requested services. The work order fulfillment system is severely hampered by understaffing in the maintenance department. DGS estimates that the current staffing level assigned to Laney is about one-quarter the size needed for maintenance at Laney College.

In addition to maintenance department understaffing, Laney's facilities situation is made worse by a number of other factors, including the overall age of Laney's facilities increases the likelihood of further deterioration of systems of all categories. In addition, the volume of vitally needed scheduled (deferred) maintenance improvements continues to grow every year; its cost is now estimated by DGS at \$11,072,000. Yet the budget allocated to DGS for operations & maintenance (O & M) has been insufficient to address the needs of the college. In 2014 the chancellor made a decision to support the collaborative recommendation of leadership and governance groups to earmark 1.5 percent of the district's discretionary budget as a permanent line item of the budget to systematically address the maintenance needs of the colleges and district office (the chancellor's cabinet and the district Planning and Budgeting Council supported this recommendation of the district Facilities Planning Committee).

Consequently, this standard is only partially met.

In the 2013-2014 fiscal year, DGS had an annual budget of about \$2,594,300 for emergency repairs district-wide. This budget was approved by the board of trustees on March 11, 2014. An estimated 65 percent of this budget was earmarked for Laney College's emergency repairs.

In fall 2014, the district received State Instructional Equipment Library Materials (IELM) & Maintenance funding of \$2.4 million. The chancellor, with the consensus of his cabinet, allotted \$400K to IELM; and most of the balance, \$1.9 million, to address deferred maintenance issues.

Over \$1 million is being allocated to Laney College to address some of its priorities. This allows the district to address the priorities identified in the five-year facilities plan, which reflects collaborative planning between the district and the college.

Summary of Standards

With regard to long-range capital planning, the core concern at Laney College is the lack of financial investment to systematically address deferred maintenance matters. Deferred maintenance is a critical concern for a 40-year old facility. As noted earlier in this report, district practice regarding deferred maintenance, with few exceptions, has been to defer physical matters until an emergency or crisis level arises. The level of drama required to systematically address deferred maintenance issues is unacceptable and necessitates sound financial investments to address outstanding demands of and on the college. Any renovation work undertaken on campus should address associated deferred maintenance issues and avoid downplaying the urgency of the problems.

While the state provides a limited amount of funds to support the college's deferred maintenance costs, the district has not allocated a portion of general unrestricted funds to cover these escalating costs.

The District Facilities Committee (DFC) has begun addressing the issue of general unrestricted funding not allocated to support the increasing size of deferred maintenance. A resolution was submitted to and approved by the Planning and Budget Committee to establish an annual line item of 1.5 percent of the district-wide budget into the PBIM for infrastructure maintenance and repair projects, with a roll-over provision. The DFC estimates that the budget line item will raise \$2 million, and that it will be implemented in fiscal year 2015-16.

Standard III.C: Technological Resources

Technology resources that support student learning programs and services to improve institutional effectiveness are the shared responsibilities of the District Office of Information Technology (IT) and the college. The network, computer services, and information systems are centralized under the direction of the associate vice chancellor of IT at the District Office. District IT staff support the district-wide network infrastructure, telecommunications system, computers, servers, and computers. Each college manages their own network adhering to standards recommended by District IT. The college's network coordinator and campus-based technicians support faculty and staff at the college.

In recent years, there has been significant progress in the planning, support, and deployment of network bandwidth and availability, distance education, faculty and staff computing, and innovative teaching and learning design of classrooms. The District-wide Technology Committee prioritizes college priorities and aligns them with strategic goals. Technology planning is fully integrated into the district and college planning processes. Technology resources are used throughout the college to support and increase the effectiveness of student learning programs and services, communication, and the quality of services provided to students.

The overarching direction for all decisions about technology come from the college's educational master plan. 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 program review updates (unit plans) and comprehensive program reviews.

The Laney College Technology Planning Committee (TPC) meets monthly to assess technology needs and action planning. As a shared governance body, TPC members include faculty representatives from college divisions, IT staff, and administrators. The committee obtains its information on college-wide technology needs from its own representation, surveys, program reviews and annual unit plans, and from other shared college governance entities. It reviews and prioritizes these needs, and acts to request funding for its projects. The TPC sends two of its members to the District Technology Committee (DTC), where Laney's IT needs and priorities are shared

Summary of Standards

Assessing student performance and comprehension of the subjects studied is key to measuring student and teacher success. Each course taught has student-learning objectives (SLO's). Every instructor is required to assess student comprehension each semester by measuring how students understand the learning outcomes.

When reviewing assessment efforts, members of the Learning Assessment Committee perform an additional review of SLOs, and send them back for revision, if necessary. In order to be approved, most of the SLOs for college-level courses must involve higher-level thinking skills such as analysis, synthesis, and evaluation. SLOs are also checked to see if they are assessable, and if they demonstrate broad, overarching skills and/or knowledge. Beginning in 2008, instructors were encouraged to use TaskStream to compile their assessment results. Within the last few years, there have been many examples from across the college of instructors using assessment results to improve curriculum. This work ranges from increasing the emphasis on certain topics to giving new assignments, developing new/alternative manuals and texts, and completely overhauling programs. Many of these changes necessitated an update to the course outline. As begun in fall 2013, the Curriculum Review Checklist for departments includes noting when assessment has led to changes.

In January 2014, faculty were given a survey in which they were asked to respond to the following statement: "The college identifies and publishes student learning outcomes for courses, programs, certificates, and degrees; assesses student achievement of those outcomes; and uses assessment results to make improvements." Seventy percent of the respondents believed this statement about SLO assessment to be true, 15% disagreed with the statement, and 15% didn't know. The results indicate a relatively high degree of awareness of SLO assessment among faculty and staff.

Laney College has five Institutional Learning Outcomes (ILOs):

1. **Communication:** Students will effectively express and exchange ideas through various modes of communication.
2. **Critical Thinking and Problem Solving:** Students will be able to think critically and solve problems by identifying relevant information, evaluating alternatives, synthesizing findings and implementing effective solutions.
3. **Career Technical Education:** Students will demonstrate technical skills in keeping with the demands of their field of study.
4. **Global Awareness, Ethics and Civic Responsibility:** Students will be prepared to practice community engagement that addresses one or more of the following: environmental responsibility, social justice and cultural diversity.
5. **Personal and Professional Development:** Students will develop their knowledge, skills and abilities for personal and/or professional growth, health and well-being.

All of the courses taught at Laney map to at least one of these ILOs.

We assess one ILO per academic year, on a rotating basis with the overall objective to train students to be critical thinkers and to engage in comparative analysis.

Summary of Standards

with the district, and where Laney can be involved in and maintain currency with district-wide planning and implementation projects that pertain to district IT to the other three colleges.

The committee is currently working on revising its technology master plan and expects to have a new draft in place by the end of the spring 2015 semester.

Laney has instituted its own helpdesk system. Faculty and staff submit requests for help with their IT- related problems. These ‘tickets’ are guaranteed a 48-hour response, but in actuality, no ticket to date has taken over 24 hours to be successfully resolved.

District IT staff also support the administrative and voice network for the district. PeopleSoft runs on the administrative network. PeopleSoft is an Enterprise Resource Planning (ERP) application system that offers a suite of products designed to solve complex business problems. PeopleSoft typically offers their products to large corporations, government/ educational institutions, and organizations. PeopleSoft was upgraded from 8.9 to 9.0 in spring 2013. Additional upgrades are expected in 2014 mostly in the area of financial aid.

There are over 200 instructional classrooms. While there are many wireless access points most of them are outdated and obsolete. Unfortunately they do not provide adequate coverage, bandwidth nor density needed for instructional engagement; thus, the current effort to seek district support for the expansion of access.

Since Laney’s 2009 accreditation report, the college has gradually and steadily increased its distance education and hybrid offerings. In 2009, the college had 116 DE and no hybrid offerings. Since 2012, including the most recent academic year for which the evidence is available (AY 2013- 14), the college has offered a total of 269 distance education courses.

Those 269 courses served a total of 9,484 students. In a survey of student satisfaction specific to distance education classes at Laney College (“I am interested in distance or online classes at Laney College.”) a total of 65% of the respondents agreed with this statement. This suggests that there is considerable student demand for expanding the college’s DE and hybrid course offerings.

A variety of Moodle training opportunities are available for DE instructors. This includes workshops on district-wide faculty development days, online videos and manuals, and a certificate program in using Moodle for online teaching. Professional development training for faculty and staff is available both online, on the distance education web page, and through Merritt College’s Online Educational Technology Certificate program.

Laney College Technical Planning Committee (TPC) reviews technology upgrades requests from the college community. The TPC reviews the program and unit plans of every instructional department, the library, administrative units and classified staff. The Laney TPC aligns its meeting calendar with the District Technology Committee calendar.

College requests for new technology resources are channeled through the district-wide shared governance process of Planning and Budgeting Integration Model (PBIM). First, individual personnel submit requests to college program leads and/or department chairs who then submit requests to division managers and appropriate college committees and managers. Prioritized campus lists are then forwarded to the District.

Summary of Standards

Through the work of the Technology Planning Committee Laney has successfully initiated the following projects:
Turnitin: Purchase of a college-wide Turnitin (anti-plagiarism) software license, fall 2014.

Smart Classrooms: In 2011, the college installed 25 “smart classrooms” to upgrade instructional technology access. There are 205 instructional classrooms campus-wide, so the installation of only 25 such rooms was accompanied by enormous faculty and student pressure to have access to these rooms.

Instructional Multimedia Carts

To alleviate the shortage of technology-enhanced classrooms, the Technology Planning Committee recommended that the college purchase 25 instructional multimedia carts with essential equipment that can be implemented without major structural work—including a laptop computer, multimedia projector, stereo speaker monitors, a document camera and a DVD/Blu-Ray Disc player, and a multimedia equipment cart in which those items can be secured.

Standard III.D: Financial Resources

Financial resources are sufficient to support student learning programs and services and to improve institutional effectiveness. The distribution of resources supports the development, maintenance, 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 level of financial resources provides a reasonable expectation of both short-term and long-term financial solvency. Financial resources planning are integrated with institutional planning at both college and district/system levels in multi-college systems.

Laney College and the Peralta Community College District have an integrated planning and budgeting framework that relies upon the district’s mission and strategic goals as a foundation for financial planning. The framework aligns planning, resource allocation, and assessment/evaluation. The district mission statement was reviewed and reaffirmed by the board of trustees in June of 2014.

The district first implemented a strategic planning process in 2008-2009, with strategic planning on a six-year cycle. The process for updating the strategic plan recently began during the spring of 2014 with the review and revalidation of the PCCD Mission Statement (BP1200). An external scan was completed that summer which informed a review and revalidation of the district-wide strategic goals. The mission statement and strategic goals are posted online. The 2015 PCCD Strategic Plan is in the final stages of completion and includes new planning and resource allocation initiatives that focus upon student success, equity, and career/technical pathways programs.

Laney College program reviews provide an ongoing assessment of the use of financial resources. Each instructional, student service, and administrative unit evaluates its program to determine if it is meeting student needs and the mission of the college. If additional financial, human, physical, or technological resources are required, units justify their requests based on student success and access and the college’s strategic goals and mission. The college’s shared governance process allows for each segment of the campus community to contribute to the evaluation, ranking, and recommendation for college funding allocations. Each of the following committees meets monthly. They rank requests and recommend needs to the college president.

The Peralta Community College District Planning and Budgeting Council receives and reviews the college’s resource priorities from the Laney College president, making final recommendations to the chancellor each spring as part of the budget- building process for the following fiscal year. PCCD funds general operations primarily

Summary of Standards

through apportionment from the State of California. These unrestricted general revenues make up approximately 89 % of the total revenue received by PCCD; 22 % of total district revenue is allocated to Laney College.

In addition to unrestricted general revenue, Laney College receives general restricted revenue, auxiliary services revenues, bond construction funds; allocations from the Student Body Center Fee Trust Fund and Student Financial Aid Fund; other revenue (e.g., fee-based courses, contract education and bookstore commissions) and Measure B parcel tax money, a special measure approved by voters on June 5, 2012.

The Great Recession occurred during this Accreditation cycle. The Laney College funding gap resulting from the state budget crisis saw an unrestricted funding decline of \$4.1 million between FYs 2010-11 and 2011-12. From 2009 through 2013, the categorical fund reductions to the college budget were nearly \$1.258 million. The budget was further challenged by another approximately \$4 million reduction in discretionary dollars that were to address benefits.

Beginning in fiscal year 2013-14, a parcel tax relief provided support to fill the gap in the loss of state unrestricted general fund revenue. During 2014-15, Laney College recovered an allocated funding level of \$2.36 million, or 57 % in state general unrestricted funds disbursed by the Peralta District. As well, for FY 2015, the college has received \$1,511,063 in new categorical SSSP restricted funds with different yet complementary expectations as compared with those it had received previously to support particular areas of matriculation. This is helping to remedy some of the reductions in Student Services. The college looks forward to a full recovery of the balance of the approximately \$10 million reduction it experienced during FYs 2009-2013. Overall, the Peralta District is fiscally sound, thanks to a combination of prudent financial stewardship, strong community and voter support of general obligation bonds, a parcel tax measure, and securing a series of state and federal grants. The district has made great strides in increasing financial resources to provide short-term and long-term financial stability.

Placing high value on financial integrity and responsible use of resources, Laney College and the district have various internal control tools and processes in place. Additionally, the institution disseminates dependable and timely information for sound financial decision making. The district-wide Planning and Budgeting Council meets monthly to review and discuss financial documents. The district Finance Department must approve all inter-fund transfers and budget transfers affecting staffing costs. The college Business Office must approve budget transfers impacting discretionary spending only. The district's Internal Auditor performs regular audits of procurement as well as routine checks on processes that involve cash-handling. For additional assurance, an external auditor annually audits internal controls to ascertain compliance with generally accepted accounting principles.

The district utilizes the dynamic PeopleSoft/PROMT system that integrates data from student services, human resources, payroll, finance and financial aid modules. This system is used to record and update transactions continually, and thus provides accurate up-to-date accounting information .

There is room to enhance inter-departmental coordination of the timing and flow of financial information between the Laney Business Office and district units such as the PCCD district Finance and Human Resources Department. These enhancements can improve data integrity in PeopleSoft Financial and Human Resources modules, which have had problems with accurate reporting since its implementation. To address data integrity, district Shared Services Offices of Finance, Human Resources, and Purchasing are planning a system upgrade project to correct these issues in the near future.

Summary of Standards

In addition, Laney College wants to work with the district in creating standard operating procedures that explain the different roles and responsibilities of district and college personnel in order to positively impact the way budget changes are made.

The Peralta Community College District values stewardship and transparency in the conduct of all financial audits. As such, institutional responses to external audit findings are comprehensive, timely, and broadly disseminated throughout the district. Audit findings are first reviewed in an exit conference attended by the audit firm; the district vice chancellor of finance and administration; accounting and finance staff; and, depending on the significance of audit findings in any college operational area, the appropriate college staff. The complete audit report is presented to the governing board annually, as soon as they are available. The annual audit report was presented to the board of trustees by the independent auditor on January 21, 2014, and subsequently placed on the district website for information and access by all employees and the public.

Key financial information is disseminated to the Laney College community throughout the year in a timely manner using a variety of communication methods.

At Laney College, the business director and the Business Office staff have broad oversight of the college's entire budget and other fiscal data. College administrators serve as budget managers and they have access to PeopleSoft through PROMT.

The entire Laney College budget is reviewed in detail by the college's Budget Advisory Council (BAC) in order to provide clarity, transparency, and independent fiscal oversight at the college level. The BAC is comprised of a cross-section of the college community, including faculty, staff, students, and administrators. The BAC meets periodically to review and discuss budget vs. actual results, and to identify any major fluctuations that require the committee to bring it to the immediate attention by the college president. In addition, other shared governance committees receive summary budget vs. actual fiscal information at their regularly scheduled meetings to review a summary financial status of the college. These committees include the college's Budget Advisory Council (BAC), Executive Council, Administrative Leadership Council (ALC), Augmented Administrative Leadership Council (AALC), and College Council.



Thematic Overview

In this thematic overview, we highlight Laney College’s continuous improvement in 11 major areas, from strengthening foundation skills education to updating our technology and training, making success ever more accessible to our students. The common goal is to increase the college’s effectiveness. In drafting the Institutional Self-Evaluation response to the ACCJC’s standards, the college community engaged in open dialogue; self-reflection; analyses of the college’s instructional and student support services; and assessments of its human, physical, technological, and fiscal resources. They are all interwoven, informing the culture and leadership of the college. In this overview, we identify key efforts to ensure that we adhere to the mission, vision, and values of the college; the work that defines our goals and direction; and the commitments made by faculty, classified staff; and administrators.

Institutional Commitments

In its ongoing processes of college planning, sound use of resources to achieve student success outcomes, and institutional evaluation, Laney College annually reviews and revises its guiding mission, vision, values and goals statements, along with its operational objectives. As such, the college has devoted special attention to following areas:

- Foundation skills education;
- Career and technical education (CTE);
- Transfer education;
- Community partnerships and outreach services;
- Facilities improvements;
- Faculty, classified staff, and administrative hiring;
- Improving communication;
- Securing Laney College’s “fair share” of district allocations;
- Student learning outcomes (SLOs) and assessment;
- Student success; and
- Technology enhancements.

Foundation Skills Education

Laney is committed to building robust foundation skills programming that is integrated throughout all of its educational programs and services. The college restructured its ESL program, and is in the planning stages for an “accelerated” foundational skills programs.

As a result of the dialogue among Laney faculty and the Peralta ESL Advisory Council, we restructured the entire ESL program in order to address grammar, better speaking and listening skills, and creating contextualization for specific subject-area study. Most importantly, this restructuring created an accelerated pathway for ESL students, allowing them to integrate more quickly into college-level classes including career and technical classes of their choice. Preliminary results show improved student performance in reading comprehension and writing. The ESL Pathways Cohort provides a supportive learning community and tutoring workshops to improve their foundation skills and ensure student success.

Thematic Overview

As mandated by SB1456 in 2012, Laney College implemented Student Success and Support Programs (SSSP) for ESL, English and math. The college provides holistic placement assessment, a comprehensive orientation, and counseling year-round in order to support student success. Library orientations support foundation skills courses in English and ESL. Tutoring is available through the James Oliver Community Writing Center, the Math Lab, the Tutoring Resource Center, the Technology Center, and the High Tech Center for students with learning disabilities.

More students are enrolling at Laney College who are in need of better preparation. The Foundation Skills Pathway Program, formerly Project Bridge, is a multi-disciplinary education program in math, English, and counseling to help students transition to college-level curricula, to transfer to accredited four-year colleges and universities, and to pursue careers successfully. The college has revitalized its program for basic skills and at-risk students, and is strengthening its efforts with research-based strategies to increase course success rates among students in foundational skills courses.

Career and Technical Education

Laney College is deeply committed to providing career and technical education training that meets industry standards through 20 programs ranging from industrial maintenance, the construction trades, biomanufacturing, culinary arts, and cosmetology to electronics, media communications, and welding. Our graduates are succeeding in the workplace, as evidenced by dramatic increases in their hourly wages after completing their studies here. In order to promote even more opportunities for our students, Laney proposes to offer a bachelor of applied science degree in sustainable facilities and management and operations.

Laney has pursued the financial, technical, and human resources necessary to ensure that the college is the epicenter of career and technical education. CTE faculty engaged in professional development, invested in state-of-the-art technologies, and welcomed industry partners to help strengthen the curricula. New state-approved CTE programs include an apprenticeship in electricity.

The department uses tools such as the Career Technical Education Outcome Survey and CTE Launchboard to help establish priorities and make recommendations. Respondents to the survey reported an 11.81% increase in their hourly wage after completing their studies at Laney College. This indicates that CTE programs effectively prepare students to succeed in the workplace.

This generation is highly concerned about restoring and maintaining the environment so that it will sustain many future generations. This includes conditions in the workplace. In December 2014, Laney submitted a proposal to the California Community Colleges Chancellor's Office to offer a bachelor of applied science degree in sustainable facilities management and operations. In the "Need" section of the proposal, we stated that this bachelor's degree would fulfill an unmet need in the workplace to develop qualified people to manage facilities in an environmentally sustainable way.

Transfer Education

Prominent among our offerings and aligned with the Foundation Skills Education and Career and Technical Education is sound preparation for transfer education. During the last six years, the college witnessed significant increases in the number of students who transferred to four-year colleges and universities. This results from an aggressive online (via email) and on-campus campaign encouraging student to complete their educational requirements to graduate and transfer. It was an intentional "Completion Campaign" that was formalized more

Thematic Overview

recently. It entailed ensuring that (a) greater numbers of students with 45 units or more were made aware that they could be within a semester or two of a college certificate and degree, (b) students' continued progress to achieve bachelors and even higher degrees was also within reach; and (c) achieving educational goals could help improve students' lot in life more immediately and in sustainable ways. Towards these ends, the college successfully developed AA-T degrees with ten (10) approved by the State Chancellor's Office.

Community Partnerships and Outreach Services

Due to its prominence in the community and in response to the imperative to prepare a segment of the future workforce in the local area, Laney College has developed and cultivated relationships and partnerships that connect the college and its students to opportunities. These partnerships have afforded the college many benefits, including collaborations with emerging industries, local employers, high schools, four-year institutions, municipalities, and community-based organizations.

Laney College has comprehensive and multifaceted educational programs that continuously reach out to high school students, business partners, and our diverse constituency; and make the college a center of educational and civic responsibility.

Ongoing outreach activities include breakfasts and advisory sessions with high school counselors and teachers concerning a diverse range of topics including the concurrent admission process, unique partnering opportunities and career and technical education (CTE) programs. Recruitment of students from diverse communities includes high school liaison relationships through the Laney College Counseling Department, outreach services of the learning communities (TRiO, APASS, Gateway to College), and Extended Opportunity Program and Services (EOPS). The Welcome Center coordinates high school visit programs, brings prospective students to campus, and supervises the Laney College outreach student ambassador program. The CTE Advisory Committee launched a tradition several years ago with the annual spring college-wide CTE Fair for youth from unified school districts, their parents, teachers and many business partners. It is a day filled with technical demonstrations and access to all CTE laboratories. Concurrent enrollment partnerships with UC Berkeley, Mills College, and CSU East Bay enable Laney students to experience the educational environment and workload of a four-year university while paying a community college's more reasonable student fees.

Educational partnerships with local social services and public agencies as well as businesses also serve as a source for educational referrals to Laney College. These cooperative efforts include liaisons with the Alameda County Welfare-to-Work Program and the Veteran's Administration. All CTE and many transfer programs ensure students ability to secure cooperative education, internships and jobs at a diverse set of employing organizations. For instance, Laney's Industrial Maintenance program graduates obtain internships and jobs at major utilities and industrial companies.

Beyond its outreach, Laney actively encourages the community it serves to leverage its on-campus resources. In response, the community participates in campus cultural and civic celebrations such as Cinco de Mayo, African-American History Month, Asian/Pacific Heritage Month, Earth Week and other events like the Mayoral Candidate Summit, The Trial of the Century, Boys and Men of Color Summit, and the Ecofest Sustainability Conference. Additionally, Laney sponsors a speaker series, and guests have included noted poets, activists, judges, attorneys, elected officials, humanitarians, social justice experts, environmentalist, CEOs, faith based leaders, agency and community-based organizational leaders.

Thematic Overview

Those guest include: Educator/Activist Angela Davis, Attorney John Burris, the Congresswoman Barbara Lee, Olympian John Carlos, Urban Farmer/Educator Novella Carpenter, U.S. Peace Corps Director (nominee) Carrie Hessler-Radelet, E³ Executive Director Dr. JuanCarlos Arauz, Deputy Assistant Secretary Department of Commerce Ro Khanna and a host of others who illuminate the learned, diverse and progressive values Laney sustains. In June, 2014, Laney hosted a “White House Summit on Educational Excellence for African Americans.”

Cultural exchange programs, such as the Dance Department’s educational trips to Cuba and Ghana and other study-abroad opportunities, enable students and staff to learn from and about people from other countries and serve as ambassadors for our college and greater community.

Facilities Improvements

In 1970-71, Laney College began serving the community at its 10th and Fallon Street site. More than forty years later, the age, size, and open nature of this highly-accessible urban campus (members of the public often use the bathrooms for personal hygiene) present challenges unique among the Peralta District colleges to maintaining effective, secure, clean, and attractive facilities. The Laney College Facilities Planning Committee (FPC) prioritizes and recommends upgrade and maintenance projects. Peralta’s District Office of General Services (DGS) is responsible for the maintenance and security of the campus, as well as the design and construction of new buildings and major renovations. Together, they have initiated and completed many projects over the last five years. However, much remains to be done to keep Laney a place that promotes student success.

To accomplish that goal, the FPC and DGS, in consultation with the college, expects to:

- develop a comprehensive program to address outstanding deferred maintenance;
- implement a preventative maintenance program;
- replace the antiquated work order system with a web-based one;
- determine and recommend our full engineering and maintenance staffing needs;
- prepare and implement measures to fully fund short- and long-term infrastructure renovations;
- address and ensure campus security and safety policies and procedures;
- consult with college stakeholders in establishing procedures for developing capital projects;
- promote the passage of the proposed line-item budget resolution to fund deferred maintenance; and
- develop, adopt, and implement a building renovation policy that fully funds all facilities work.

Laney prioritizes capital improvement projects in accordance with its Educational Master Plan and the district’s Strategic Plan. Led by the Facilities Planning Committee Laney evaluates, ranks, and recommends college-wide repairs, maintenance, and new construction or renovation projects.

Since the 2009 Institutional Self Study, the college has successfully undertaken at least 18 major projects that improved its safety and effectiveness. These include:

- a multi-year renovation of the administrative offices in the Laney Tower;
- renovating the Welcome Center, Assessment Center, and other offices in the A Building;
- the construction of an 18,000 square-foot Athletic Field House;
- repairing damage to several buildings caused by water leaks;
- the installation of smart technology in classrooms across campus; and
- bringing several buildings into compliance with ADA regulations.

Thematic Overview

DGS is working on or planning at least two dozen new projects. Among them are:

- upgrading or repairing hot water pumps, boilers, and other equipment and systems;
- installing ventilation for chemistry labs;
- remodeling the childcare center;
- replacing the stage floor and renovating the counterweight system in Laney's Odell Johnson Theatre;
- repairing blue emergency phones and other security systems;
- building a new three-story library with dedicated space for learning resource support; consolidating scattered tutoring services in one place; a solid technology infrastructure; enhanced study space; a new Listening and Viewing Center; and a new circulation desk;
- retrofitting fixtures with energy-efficient LED lighting; and
- designing the new STEM Center.

Although Laney College is making great progress in updating its facilities, daunting challenges remain because of their overall age (over forty years at this site), the open nature of the campus, understaffing of its custodial department, and the delays in deferred maintenance. In Standard III.B, the administration makes recommendations for funding facilities upgrades and maintenance in the long term, thus increasing the value of the properties and reducing liabilities.

Faculty, Classified Staff and Administrative Hiring

Laney College was adversely affected by significant fiscal cuts that occurred in 2010-2013, which led to staffing reductions. As a result, key faculty, staff, and administrative positions were eliminated. To continue to operate in an efficient manner and to be able to meet the demands of the student population, consolidation of administrative and staff positions took place. Many funds for vacancies were eliminated from the budget. Additionally, alternative funding in the form of grants allowed the college to offer programs and services to alleviate the negative impact of the shortfall. In general, the solutions employed by the college were largely effective; many efforts lead to increases in student progress and success. Nonetheless, it is important to point out that the college is functioning at a deficit in certain areas where key personnel is needed in communications, IT, facilities, research, outreach, counseling and in instruction, especially in departments that function with only one or two full-time faculty.

Laney is strongly committed to achieving greater staff diversity and the principles of equal employment opportunity. Board Policy 7100 Commitment to Diversity recognizes that diversity in the academic environment fosters cultural awareness, promotes mutual understanding and respect, and provides suitable role models for all students. The college will have the opportunity to do so in particular areas including Counseling and DSPS.

Currently, there are 8.0 FTEF contract general counselors. The college anticipates two hires for the 2014-2015 academic year, including a transfer counselor and a career counselor. Disabled Student Programs and Services (DSPS) staffing was greatly reduced in 2010 due to state categorical budget reductions. Current staffing includes a 1.0 FTE counselor/coordinator, a counselor, a LD specialist, an adaptive technology specialist, a .75 FTE lab technician and hourly office staff, tutors, interpreters, and test proctors.

During the last two years, primarily due to a locally-approved parcel tax measure and the State-approved Proposition 30, the college has been able to recover more than 35 of the 70-plus positions that were lost due to budget reductions. Now, in order to meet its staffing requirements per its 2010 Educational Master Plan, the college needs to fill a number of key faculty, classified staff, and administrative positions.

Thematic Overview

Recently, the college hired 11 faculty members in fall 2014, and four additional hires will be finalized for spring 2015. In the spring 2015, we will focus on the recruitment and hiring of additional classified staff.

In our efforts to recover essential positions to allow the college to function efficiently and effectively, the college will continue to seek district support in hiring key positions, including full-time contract faculty and permanent classified staff, an institutional research and planning officer, and a public information officer/webmaster.

Improving Communication

Laney College maintains an environment of open communication. Campus-wide dialogue about teaching and learning tools, as well as what constitutes a good learning environment, is ongoing. College hour brown bags, speakers, student activities, and collaboration between instructional staff and student services all contribute to a fertile learning environment. At the core of such an environment is dialogue and collaboration towards the goal of participatory governance.

Information is shared in several ways and in various venues including:

- department chairs' meetings
- faculty and classified senate meetings
- the President's brown-bag lunch informational conversations
- the President's emailed newsletter
- flex-day informational presentations
- biannual state-of-the-campus workshops in the Laney Bistro
- articles in the *Laney Tower* newspaper
- faculty presentations during regular departmental meetings
- college informational forums

The Faculty and Staff Campus Survey that we conducted in January 2014 indicated that we have been effective in disseminating the message that all curriculum efforts must be in alignment with our vision, mission, values and goals. The college leverages its own research and analytical work and that of the district to study trends and more, via student surveys and macro institutional data analysis. As well, the college partners with external entities such as the Research and Planning Group of the CA Community Colleges to study Laney College students to determine what they articulate as their learning needs. The results of these efforts are shared college-wide to inform and to prepare for deeper analyses and sound use in order to strengthen practices.

CTE programs are using tools such as the Career Technical Education Outcome Survey to make recommendations and establish priorities.

Students also provide yearly feedback via the Community College Survey of Student Engagement (CCSSE) and the Laney Student Surveys. The college has used the CCSSE as an assessment tool to provide information on student learning and college quality.

Securing Laney College's "Fair Share" of District Allocations

Laney College was founded in 1927 as Central Trade School. In September of 1948, it was renamed in honor of the late school board member and journalist Joseph C. Laney. The college opened the current campus at 10th and Fallon Street in 1970. Since then, it has been a major educational resource essential to developing

Thematic Overview

the future workforce in supporting the growth, economic prosperity, and health of the greater East Bay. While Laney remains a formidable community learning center and a significant asset to the Peralta Community College District, bringing in an average of 41% of the district's revenue, it has not received its equitable proportion of the funding from the district.

Laney College continues to provide a high level of education to its local community, stimulating innovation and providing equal access to a higher education, career training, transfer education preparation, and lifelong learning. However, Laney cannot continue serving in this role of community catalyst for learning without its "fair share" of allocated assets in order to support its operations. This share should be consistent with the state's concept of funding a community college education and based on dollars per FTES. The current district Budget Allocation Model (BAM) is supposed to be driven by RES FTES and founded on the principles of SB361. As such, Laney should be able to annually anticipate its allocation and plan a budget to generate RES FTES accordingly, while still focusing on how best to strengthen its student learning and success rates overall.

During the 2010-2012 fiscal years, before the implementation of the current BAM model, the district lost significant levels of state general unrestricted funding. This continuing situation had led to discretionary spending cuts, decreased class offerings, and increased staff layoffs. The effect was further exasperated by local fiscal retrenchments due to other funding constraints. These events provided an opportunity for the college to review all of its priorities, and resulted in the more efficient use of fewer resources. The Laney College 2015 Accreditation Report details these increased efficiencies as well as the resulting limitations imposed upon the student population that Laney serves.

During the state financial crisis and budget cuts, the Measure A parcel tax and Proposition 30 helped to limit the fiscal reductions significantly, allowing the district and its colleges to at least temporarily recover some funding (for up to eight years). The college district must prepare now for the loss of those special sources of funding within the next few years, and identify a stable funding source. As the economy improves and funding is restored, stable line-item budgets for particular areas such as library materials and technology will need to be established. For Laney, the loss of funding has been dramatic when compared to its sister colleges in the district and across the state because of the partially implemented BAM; therefore, Laney College students receive an unfair allocation. To address this inequity, the college community of students, faculty, and staff have joined forces to advocate via the district Planning and Budget Council to move toward full implementation of the budget allocation model in order to ensure equitable allocation of resources to each college and its students. Our hope is that a fully-implemented BAM will give Laney students equal access to a fully-funded education that is on par with their peers in California.

Student Learning Outcomes (SLOs) and Assessment

Laney College has strengthened its commitment to increase and improve assessment efforts throughout various departments, units and disciplines in the college. Assessment is one of the prominent college goals and is a topic in many participatory committees and meetings. This year, assessment is a standing agenda item in the department chairs' meetings.

Understanding the importance of assessment, the college requires that all courses, programs, certificates, and degrees develop learning outcomes. At the course level, instructors develop student learning outcomes (SLOs) which are common for all sections of the course, including DE sections; and they are expected to appear in course syllabi. SLOs are reported as addenda in the course outlines in CurricUNET. They also appear in TaskStream, the software program that Laney uses to compile our assessment information.

Thematic Overview

Each instructor is required to submit a syllabus with a generally approved format that lists SLOs. The SLO coordinator or designee reviews the course/program SLOs. The department chair reviews the course for appropriateness to ensure that it fits with the mission statement of the college, is a sound addition to the department offerings, and that consultation with discipline colleagues within the district occurred when necessary.

To further support the quality of our programs, student progress toward these SLOs is assessed by faculty, department chairs, and division deans on an ongoing basis. Assessment results are collected by faculty members and entered into Taskstream, an online assessment database. As detailed in our response to Standard II.A.1.c, departmental chairs and division deans review SLO data in order to assess how programs and curricula can better address diverse students' learning needs.

Faculty throughout the college are engaged in the process of assessing SLOs. Instructors for each course in a department, including DE courses, collaborate to assess at least one SLO in each course each academic year. The Learning Assessment Committee meets twice a month to discuss and encourage the proactive use of SLO assessment to improve the quality of instruction.

Student Success

In 2012, a California Community College task force defined “student success” based on metrics involving the percentage of students who complete their educational goals or earn certificates or degrees, the number of students who transfer or achieve transfer-readiness to four-year institutions, and the number of degrees and certificates they earned. They acknowledged the value of monitoring intermediate measures of student progress, such as successful completion of courses and of the first fifteen and thirty semester units.¹ To ensure student success, Laney College has a comprehensive network of support programs and services that include:

- outreach and recruitment;
- campus and library orientations;
- a Welcome Center staffed by student ambassadors and personnel specialists fluent in many different languages;
- financial aid;
- EOPS, b2b, CALWorks, and DSPS programs
- learning communities such as TRiO, APASS, UBAKA, the Easy Bay Career Advancement Academy, and Gateway to College;
- cooperative liaisons with the Alameda County Welfare-to-Work Program and the Veterans Administration;
- district-wide and internal initiatives such as the Student Success and Support Plan (SSSP);
- surveys such as the Laney College Student Survey and Community College Survey of Student Engagement (CCSSE) to gather and respond to student input;
- the development and implementation of student learning outcomes (SLOs), program learning outcomes (PLOs), and institutional learning outcomes (ILOs);
- transfer workshops and partnerships with nearby four-year institutions;
- counseling, tutoring, DSPS and adaptive technology services
- assessment services and foundation skills programs;
- technology labs;
- shared governance through the Associated Students of Laney College; and
- award-winning athletics programs.

¹ Advancing Student Success in the California Community Colleges; Recommendations of the California Community Colleges Student Success Task Force, www.californiacommunitycolleges.cccco.edu/portals/0/executive/studentssuccesstaskforce/sstf_final_report_1-17-12_print.pdf

Thematic Overview

The key contributors to student success are the faculty, staff, and administration at Laney College. They have the responsibility of delivering a world-class education to a diverse community of learners. The hiring, evaluation, and continual development of our abilities keeps us in the pedagogical forefront so that we can help students go beyond the metrics and achieve their goals.

During this assessment cycle, a special effort has been made to increase the number of graduates earning degrees and certificates. Counseling and proactive efforts to alert students about their completion of credits have contributed to increased graduation rates. Degrees and certificates awarded increased approximately 40%, from an average of 468 graduates per year in the last five-year cycle to 789 in the current cycle. Additionally, transfers to the UC system have increased 10% over the last six years of available data, between 2007-2008 and 2012-13.

In accordance with SB1456, the college implemented the Student Success and Support Program (SSSP), focusing on mandated services for all new students. The target population for SSSP counseling services includes all new and continuing students. The SSSP services' focus is on delivery of services to all new, non-exempt students who intend to enroll at Laney. SSSP staff schedules testing for all non-exempt students.

Learning communities such as the Asian and Pacific American Student Success (APASS) program help students achieve their educational goals by providing counselors and instructors to assist them in transferring to a four-year university or attaining an AA degree or certificate. Students who participate in a learning community become part of a group or cohort who take classes together.

The college developed and submitted an SSSP Plan and is currently finalizing the 2014-2015 Student Equity plan for submission to the State Chancellor's office in January 2015. All components of the SSSP will be reviewed and analyzed for efficacy, and planning agendas will be developed as needed.

The college engages in annual unit planning as well as a three-year program review cycle and SLO assessments of all areas of student services in order to assess effectiveness and efficacy of programming and services in supporting student success. The increased demand due to SSSP provides a unique challenge for all student services units. With the increased SSSP allocation for the 2014-2015 academic year, the college will hire counseling faculty and staff to support that mandate.

In addition to the multiple initiatives and programs to increase student success, faculty have been active in the development of pathways to allow students to complete their educational goals in a seamless and time efficient manner. As of fall 2014, the college had 10 transfer degrees; by the end of the academic year, this number will increase to 15 or more.

Technology Enhancements

Over the last six years, Laney has implemented multiple technology-based projects, which have had a positive impact in the college's ability to serve students in and out of the classroom. In two years and by 2013-14, a minimum of \$2.5M in Measure A bond funds were spent primarily to upgrade technology laboratories, secure faculty computing tools, secure instructional media carts to increase the number of smart" classrooms (technology equipped), and provide instructional technology support tools for faculty to facilitate timely learning support for students.

Thematic Overview

Instructors use technology to deliver and enhance student success, in both traditional and online courses. Moodle shells are available to all instructors for all classes. More and more instructors are taking advantage of this content management system (CMS) for both classroom and online teaching. It has provided an opportunity for instructors to broaden their scope of online pedagogy due to the ease of access and readily available tutorial resources.

Moodle “boot camps” and other online resources allow students to access assignments and provide feedback. Blogs let students share their discoveries. Smart classrooms with in-class WiFi access to online resources, computer lab training, smartphone apps, and YouTube videos all cater to a variety of student needs.

The library offers access to a variety of electronic resources, including the library catalog, full-text databases, e-books, and locally-developed web pages designed to provide research guidance and enhance instruction. Walk-in users have full access to online resources whenever the library is open. The library also provides students and faculty off-campus access to the online resources through remote authentication. The Peralta Community Colleges share an online library catalog system. Users can view holdings from all four PCCD college libraries.

In addition to computers, the Listening and Viewing Center houses a collection of audiovisual materials and equipment. Instructors may borrow AV materials; students may use them in-house. Audiovisual equipment is available for instructor pick-up; AV equipment delivery service to classrooms, which was cut a few years ago, has recently been restored.

Computers are available for students on the main floor of the library and in the Listening and Viewing Center. In total, the library has 44 computer workstations available for drop-in use by students, including four Americans with Disabilities Act (ADA)-compliant stations. Additionally, 665 additional computers are accessible for students’ use via eleven (11) instructional labs, with five open labs, throughout the campus.



Actionable Improvement Plans (AIPs)

#	Standard	Text of Subsection	Actionable Improvement Plan (AIP)
1	IIA: Student Learning Programs and Services	II.A.1.b. The institution utilizes delivery systems and modes of instruction compatible with the objectives of the curriculum and appropriate to the current and future needs of its students.	In anticipation of further increase in demand for online offerings, to continue to meet the standard, Laney is strengthening a strategy and is executing a plan to align with best practices in DE in regard to policy, instructor certification, professional development and quality assurance.
2	IIA: Student Learning Programs and Services	II.A.1.c. The institution identifies student learning outcomes for courses, programs, certificates, and degrees; assesses student achievement of these outcomes; and uses assessment results to make improvements.	To exceed the standard, we have identified and are in the process of purchasing software that will allow us to unite, in the technical sense, the inherently connected processes of assessment and curriculum improvement. A single system for curriculum inventory, program review, and the management of SLOs, assessment information, and data will enable us to streamline college and district processes, efficiently keep track of changes between cycles, and provide the easiest possible access of information to faculty and administrators. We are maintaining the processes that have worked well historically – collaborative assessment by faculty, use of sound assessment tools, and reflection on and discussion of results.
3	Standard IIIA: Human Resources	III A. 2. The institution maintains a sufficient number of qualified faculty with full-time responsibility to the institution. The institution has a sufficient number of staff and administrators with appropriate preparation and experience to provide the administrative services necessary to support the institution’s mission and purposes	The College will continue to seek district support to hire full-time faculty and classified staff, an institutional research and planning officer, public information officer/webmaster, instructional assistants and lab technicians, custodians, and other essential professionals. In consultation with Laney College, the district’s Human Resources Department should develop a comprehensive plan to address the need to improve the process of recruitment and hiring.
4	Standard IIIB: Physical Resources	III. B. 1.a. Laney College plans, builds, maintains, and upgrades or replaces its physical resources in a manner that assures effective utilization and the continuing quality necessary to support its programs and services.	<p>In consultation with Laney College, including its Facilities Planning Committee (FPC), District General Services (DGS) should develop and work toward full implementation of a comprehensive maintenance program that would include: a plan with schedule to address outstanding deferred maintenance; an explicit preventative maintenance program; and replacement of the antiquated work order system with a web-based system. It shall include a study to determine the full engineer and maintenance staffing needs for Laney College with an analysis of deferred maintenance requirements.</p> <p>In consultation with Laney College, DGS will prepare, ensure full funding for, and execute an updated and comprehensive plan to address, in the short term, major infrastructure renovation needs, including sewer and drain pipe replacement, air handling units and related equipment replacement, air balancing and air volume correction and repair, upgrade of undersized chiller plant, and electrical and gas systems replacement. DGS will adopt a written policy that any renovation work on campus buildings and systems should, to the maximum extent possible, address any and all deferred maintenance items associated with that building or system as part of the contractor scope.</p>

Actionable Improvement Plans (AIPs)

#	Standard	Text of Subsection	Actionable Improvement Plan (AIP)
5	Standard IIIB: Physical Resources	III. B.1. b. The institution assures that physical resources at all locations where it offers courses, programs, and services are constructed and maintained to assure access, safety, security, and a healthful learning and working environment.	<p>In close consultation with college leaders, DGS will complete a comprehensive review of campus security policies and procedures as well as safety and security systems and execute a plan to systematically address all recommendations and findings including policies and procedures for hiring security firms and personnel, replacement of stolen equipment and supplies, and scheduled maintenance procedures for carrying out repairs, safety and security system installations, and calibration of all safety-related devices.</p> <p>The college business and administrative services office will complete an analysis to determine an appropriate custodial staffing level and supply budget for the college to ensure consistent cleanliness on campus. Once determined, the Director of Business and Administrative Services, in collaboration with the president and shared governance entities, will ensure that proper staffing level is achieved. The district will be tasked with ensuring that funding is available to support the appropriate staffing level.</p>
6	Standard IIIB: Physical Resources	III.B.2.a. Long-range capital plans support institutional improvement goals and reflect projections of the total cost of ownership of new facilities and equipment.	<p>Long-term capital planning and on-going facilities development practices will be reviewed, revised, and improved by DGS collaboratively with the college. DGS will address specific matters as part of this effort:</p> <ul style="list-style-type: none"> a. Institute a set of robust DGS/college stakeholder consultation procedures for capital projects; b. Develop a viable plan and funding to fully address the college's infrastructure needs including outstanding long term deferred maintenance; c. The college will work closely with DGS and the District Facilities Committee to assure the proposed resolution to create a permanent budget line item for Deferred Maintenance is allocated annually in the General Unrestricted Revenue Budget. d. Ensure that Total Cost of Ownership cost principles will be incorporated for facilities planning at the college in partnership with the district including the operation of physical plant and managing all physical resources; and e. Develop, adopt, and implement a building renovation policy that fully funds the full scope of renovation work including affected building systems such as plumbing, drains, air handling systems, electrical, and exterior doors.
7	Standard IIID: Financial Resources	III. D.1.b. Institutional planning reflects realistic assessment of financial resource availability, development of financial resources, partnerships, and expenditure requirements.	<p>Adopt and implement a budget planning and allocation process to ensure that Laney College receives 100% of its budget allocation model (BAM) funding as specified in the BAM and reflected in the Board approved budget annually beginning Fiscal Year 2015-16. In addition, Laney will advocate for the recovery of \$4.5 M of funding not received due to the partial implementation of the BAM.</p>

Online Resources

Accreditation Web Page

The accreditation web pages provide access to Laney's Institutional Self-Evaluation (ISE) Report, evidence documents, resources, archival accreditation reports and documents as well as relevant information.

<http://www.laney.edu/wp/accreditation-status/>

Moodle

Laney College is committed to a cycle of continuous improvement, and it recognizes that to be effective, all stakeholders need to participate. As part of this important dialogue, a Moodle web page was created to allow the campus community access to the ISE report drafts, and most importantly it provided a vehicle for faculty, staff, students and administrators to provide comments and other feedback.

<http://eperalta.org/fall2014/course/view.php?id=4159>

To access, click the LOG in as GUEST button at the bottom of the page.



Frequently Asked Questions About Accreditation (FAQs)

(Draft February 19, 2015)

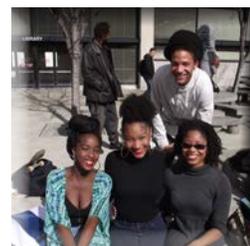
As an accredited school, Laney College is student-oriented, focused on its mission and goals for students, examines its students' performance continuously, accepts objective evaluation from teams of outside peer professionals trained by ACCJC/WASC, maintains a qualified faculty, staff and administrative team within an effectively organized college, and collaboratively assesses the quality of its educational programs on a regular basis as part of planning for the future.

- 1. What is accreditation?** Accreditation is the recognition that an institution maintains standards requisite for its graduates to gain admission to other reputable institutions of higher learning or to achieve certificates and degrees for professional practice (or career placement). The goal of accreditation is to ensure that education provided by institutions of higher education is offered with integrity and meets acceptable levels of quality.
- 2. Is Laney College accredited?** Yes. Laney College is accredited by the Accrediting Commission for Community and Junior Colleges (ACCJC), and it has been continuously since it received its original accreditation.
- 3. Why is accreditation necessary?** Accreditation assures institutional effectiveness and that the transferable units of a college will transfer to other colleges and universities, and that the college can offer federal and state financial aid. As long as the college is accredited, its transferable units will transfer, degrees and certificates will be recognized as awarded from an accredited institution, and students eligible for financial aid, will still receive that aid.
- 4. Who benefits from accreditation?** Everyone. The public is assured that accredited institutions are evaluated extensively through self-evaluations, reports, and external reviews as part of assuring that the educational programs and services offered by the institution are current, reflect high standards of quality, and are offered with integrity. Students are assured of this review and continuous evaluation. Educational institutions benefit from the constructive insights, recommendations and validations provided via the self-evaluation accreditation process. Accreditation can increase opportunities for the institution and students while enhancing the institution's credibility and reputation.
- 5. Why is college accreditation important?** Accreditation was developed to ensure that schools are worthy of the trust placed in them to provide high-quality learning opportunities and certificates and degrees that are of value to the students who earned them. These outcomes are essential so that employers, trade, or profession-related licensing agencies, and other colleges and universities can accept a student's college credential as legitimate.
- 6. What does accreditation entail?** Accreditation is a voluntary system of continuous, extensive self-evaluations carried out in 6-year cycles, with ongoing reports and external reviews, as part of conforming to established standards of performance and quality. This process assures that the educational programs and services offered by the institution are current, reflect high standards of quality, and are offered with integrity. The standards and eligibility requirements are found at http://www.accjc.org/wp-content/uploads/2012/11/Accreditation-Standards_Edited-Nov-2012.pdf. The standards afford institutions the opportunity to be creative, innovative and collaborative while engaging in self-examination for purposes of institutional improvement. The Commission examines each of the four standards thoroughly as part of its overall review, and then determines how well the college meets the standards.

Frequently Asked Questions About Accreditation (FAQs)

(Draft February 19, 2015)

7. **What is the “Institutional Self-Evaluation (or ISE) Report”?** This is the college’s most important accreditation document evidencing the efforts of the college to ensure compliance with the ACCJC accreditation standards and eligibility requirements, in addition to any related recommendation(s) made by the accrediting commission or its teams of visitors.
8. **How frequently must the college go through the ISE process?** Continuously, at least every six (6) years.
9. **When did the college submit its latest ISE Report?** January 2015. As a member of the college’s community, please take the time to read this document to influence the operations and overall functioning of the college to ensure sustainable excellence and institutional effectiveness.
10. **What is the timeline for Laney College’s reaffirmation of accreditation?** Assuming that the ACCJC Commissioners agree that Laney College has continued to meet the standards and eligibility requirements, then Laney College should expect to be once again re-affirmed its accreditation by summer 2015.
11. **What drives accreditation? Who gets to influence accreditation?** The standards and eligibility requirements determine how an institution meets established ACCJC guidelines. Everyone gets to affect the status of the college directly and indirectly; the input from students, faculty, staff and administrators is necessary and invaluable.
12. **What happens if a college loses its accreditation status?** It will no longer be able to offer accredited certificates or degrees, nor will it be able to offer federal or state financial aid to eligible students. Further, it will need to engage in efforts to regain its accreditation status if it desires to be a viable institution of higher learning.
13. **How do I volunteer to serve on an accreditation review team or as a commissioner?** Inform the college’s Office of the President of your interest so that you can be among the faculty, classified staff, administrators or community members who are nominated to serve.
14. **Where can I find out more information about accreditation?** The accrediting commission provides information on its website: www.accjc.org. Other helpful sources are:
 - <http://www.laney.edu/wp/accreditation-status/>
 - <http://www.acswasc.org>
 - <http://ope.ed.gov/accreditation/>
 - <http://ope.ed.gov/accreditation/FAQAccr.aspx>



External Evaluation Visit Team Roster

CHAIR

Dr. Sonya Christian
President
Bakersfield College

ASSISTANT

Ms. Kate Pluta
English Professor; Faculty Co-Chair
Bakersfield College

ACADEMIC REPRESENTATIVES

Dr. Allison Moore
Associate Professor of Accounting
Los Angeles Southwest College

Dr. Kevin Bontenbal
Instructional Technology Librarian
Cuesta College

Dr. Trina Nahm-Mijo
Professor, Psychology
Hawaii Community College

Dr. Sherrie Guerrero
Associate Superintendent-Instruction
and Student Services
Chaffey College

Mr. Kevin Fleming
Dean of Instruction, Career &
Technical Education
Norco College

Ms. Meridith Randall
Vice President of Instruction
Shasta College

Mr. Mark Williams
Vice President of Instruction
Taft College

ADMINISTRATIVE REPRESENTATIVE

Dr. Michael Collins
Vice President of Administrative Services
Santa Ana College

OTHER REPRESENTATIVES

RESEARCH

Ms. Crystal Kollross
Interim Director Institutional Effectiveness
Pasadena City College

Dr. John Weispfenning
President
Santiago Canyon College

External Evaluation Team



Back Row: Sonya Christian, Sherrie Guerrero, Allison Moore, Mark Williams, Meridith Randall, Michael Collins, John Weispfenning
Front Row: Kate Pluta, Kevin Fleming, Kevin Bontenbal, Trina Nahm-Mijo, Crystal Kollross

External Evaluation Team Bios



Dr. Sonya Christian (Team Chair) Sonya Christian is the President of Bakersfield College. Prior to assuming this role Christian was the Vice President of Academic and Student Affairs at Lane Community College in Oregon where she was involved with accreditation work with the Northwest Commission on Colleges and Universities. Christian started her community college career as a math faculty member, then took on administrative duties as a Division Chair and Dean of Science, Engineering, Allied Health, and Mathematics. Christian earned a bachelor of science degree from University of Kerala in Kerala, India, a master of science from University of Southern California, and her doctorate from University of California, Los Angeles.



Ms. Kate Pluta (Team Assistant) Kate Pluta, Professor of English at Bakersfield College, co-chairs the Accreditation & Institutional Quality and Program Review committees. She has been Bakersfield College Academic Senate President and Kern Community College Faculty Association President. She chaired the Modern Languages Division (English, ESL, and Foreign Languages) and began her career at BC as an adjunct reference librarian. This is her ninth external evaluation visit.

External Evaluation Team Bios



Dr. Kevin Bontenbal Kevin Bontenbal serves as Instructional Technology Librarian at Cuesta College and Academic Senate President. He has also served on the ASCCC Executive Committee. He co-chaired Cuesta's Self Evaluation and has served on four external evaluation teams.



Dr. Michael Collins Dr. Michael Collins has served as Vice President of Administrative Services at Santa Ana College for the past 2.5 years. Prior to his current role, he was the director for business services at Long Beach Community College District for six years. He served on the implementation team for TracDat at Long Beach City College and is leading the effort at Santa Ana College. His doctoral research focused on higher education finance in California Community Colleges. He was co-chair of Standards III.B and III.D at Santa Ana College in 2014.



Dr. Kevin Fleming Dr. Fleming is a Dean of Instruction, CTE at Norco College. He also serves as the Principal Investigator for the National Science Foundation's National Center for Supply Chain Technology Education. He most recently analyzed industry and workforce needs providing customized labor market research for the California Community College system through the Centers of Excellence. Dr. Fleming earned two Bachelors of Arts from Loyola Marymount University; a Master of Arts from Ohio State University, a MBA from the University of Redlands, and a Ph.D. from Claremont Graduate University. Dr. Sherrie Guerrero



Dr. Sherrie Guerrero Dr. Sherrie Guerrero currently serves as the associate superintendent of instruction and student services for Chaffey College. Prior to Chaffey College, Guerrero earned tenure at San Bernardino Valley College as a speech instructor. Guerrero holds a bachelor of arts degree in communication studies from California State University, San Bernardino; a master of arts degree in speech communication from California State University, Fullerton; and an educational doctoral degree in educational leadership from the University of Southern California.



Ms. Crystal Kollross Crystal Kollross is the Director of Institutional Effectiveness at Pasadena City College (PCC). She is currently an instructor in the First Year Experience Program, the College 1- Freshman Seminar course. As the Director of Institutional Effectiveness, Crystal is responsible for all of the college's internal and external reporting requirements, including preparation of the 320 report, FFON and IPEDs. She is also responsible for the institutional research, planning, surveys, and grant evaluation at the college. She maintains the college's Board Policy and Administrative Procedures review process.

External Evaluation Team Bios



Dr. Allison Moore Dr. Allison P. Moore, CPA is currently serving as the Academic Senate President at Los Angeles Southwest College where she teaches Accounting. In addition to her teaching and Senate responsibilities, Dr. Moore serves as a member of the Los Angeles Community College District Budget Committee. Past responsibilities have included serving as faculty co-chair of Accreditation, interim Associate Vice President of Administration, Curriculum Chair and Associated Students Organization advisor.



Trina Nahm-Mijo Trina Nahm-Mijo received her B.A., M.Ed. from University of Hawaii at Manoa and her M.P.H. and PhD. From University of California, Berkeley. She has been teaching at Hawaii Community College (HawCC) for 35 years and was recently selected as one of the UH Community College system's all-time "50 Finest" for its 50th Anniversary as a CC system. She is recognized internationally in her teaching specialty of Expressive Arts and was a Visiting Professor to Wonkwang University in South Korea in 2003 and a Fulbright Teaching Scholar to the University of Tallinn in Estonia in 2011 to share her expertise.



Ms. Meridith Randall Meridith Randall has been the Vice President of Instruction at Shasta College since 2012; previously, she worked at Mendocino College for twelve years, serving as the Vice President of Education and Student Services for the last six years. She began her community college career in 1993 as an English instructor at Palau Community College, where she became the Dean of Academic Affairs in 1996. For the past eighteen years, she has been an Accreditation Liaison Officer. She has a BA degree from Amherst College, a MA in English from Cornell University, and a law degree from New York University School of Law.



Dr. John Weispfenning John Weispfenning, Ph.D., was appointed President of Santiago Canyon College in Orange, California, in 2014. From 2012-2014, he served as the Vice President of Instruction at Orange Coast College in Costa Mesa, with responsibilities for all instructional activities, including curriculum, scheduling, accreditation, assessment, and academic planning. Weispfenning served previously at Santiago Canyon as a Dean of Instruction, sequentially leading three divisions covering the breadth of arts, humanities, social sciences, sciences and the library with additional responsibilities for accreditation and institutional planning.



Mr. Mark Williams Mark Williams is Vice President of Instruction at Taft College in the South San Joaquin Valley. He began his career in the community college system working as a Computer Science faculty member before transitioning to Dean of Business and Computer Information Technology, and then Dean of Career Technical Education. Both instructionally and administratively he has experience working with educational technology in areas as diverse as career pathways websites, academic support systems, gaming development, and serving as faculty webmaster and system administrator. For more than 20 years he has been involved in the development of systems for institutional effectiveness.



Laney College - Educational Epicenter to the Region