



# LANEY COLLEGE

## Accreditation Midterm Report

March 15, 2012

# **ACCREDITATION MIDTERM REPORT**

**SUBMITTED TO THE**

**ACCREDITING COMMISSION FOR COMMUNITY AND JUNIOR COLLEGES**

**OF THE**

**WESTERN ASSOCIATION OF SCHOOLS AND COLLEGES**

**March 15, 2012**

**LANEY COLLEGE  
900 FALLON STREET  
OAKLAND, CA 94607**

## TABLE OF CONTENTS

I. Certification of the Midterm Report.....	4
II. Statement on Report Preparation.....	5
III. Laney College Midterm Report Task Force.....	8
IV. Responses to ACCJC 2009 Evaluation Team’s Recommendations, Laney College Self-Study Improvement Plans and ACCJC 2011 Recommendation #5.....	9-48

### Sections

1. Progress Made on College-Specific Accreditation Recommendations.....	9
Recommendation 1. Student Learning Outcomes.....	9
Recommendation 2. Library Funding.....	11
Recommendation 4. Technology Resources.....	13
Recommendation 7. Governance and Consultation.....	15
2. Responses to Self-Study Improvement Plan.....	18-37
Standard One: Institutional Mission and Effectiveness.....	18
Standard Two: Student Learning Programs and Services..	21
Standard Three: Resources.....	29
Standard Four: Leadership and Governance.....	35
3. Response to Recommendation #5.....	38-50

## CERTIFICATION OF LANEY COLLEGE MIDTERM REPORT MARCH 15, 2012


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

**From:** Laney College  
900 Fallon Street  
Oakland, CA 94607

This Midterm Report is submitted for the purpose of assisting in the determination of the accreditation status of Laney College.

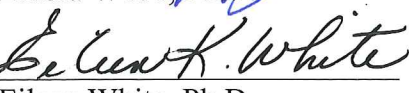
We certify that there was participation by the college community and the Midterm Report reflects accurately the progress to date in meeting recommendations as required by the Accrediting Commission for Community and Junior Colleges (ACCJC).


Signed:

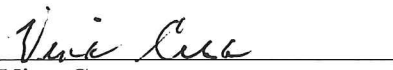
  
\_\_\_\_\_  
Cy Gulassa  
President, Governing Board  
Peralta Community College District

  
\_\_\_\_\_  
Wise E. Allen, Ph.D.  
Chancellor  
Peralta Community College District

  
\_\_\_\_\_  
Elnora Webb, Ph.D.  
President  
Laney College


  
\_\_\_\_\_  
Eileen White, Ph.D.  
Accreditation Liaison Officer  
Executive Vice President, Student Learning  
Laney College

  
\_\_\_\_\_  
Denise Richardson  
Co-Chair, Accreditation Midterm Report Taskforce  
Laney College

  
\_\_\_\_\_  
Vina Cera  
Co-Chair, Accreditation Midterm Report Taskforce  
Laney College

  
\_\_\_\_\_  
Sonja Fruneta  
Faculty Senate President  
Laney College

  
\_\_\_\_\_  
James Blake  
Classified Senate President  
Laney College

  
\_\_\_\_\_  
Brian Cervantes  
Associated Students of Laney College President  
Laney College

## II. Statement on Report Preparation and Overview of ACCJC Recommendation since June 30, 2009

Laney College submitted its comprehensive Self Study Report to the Accrediting Commission for Community and Junior Colleges in Spring 2009. A ten-member evaluation team visited Laney College and the Peralta Community College District offices March 9-12, 2009 for the purpose of verifying and validating the data provided. The evaluation team issued several commendations and made four recommendations that were specific to Laney College. The recommendations were:

- Recommendation 1: Student Learning Outcomes
- Recommendation 2: Library Funding
- Recommendation 4: Technology Resources
- Recommendation 7: Governance and Consultation

The evaluation team made a commendation and three additional recommendations that were specific to the Peralta Community College District. The recommendations were:

- Recommendation 3: District Management Systems
- Recommendation 5: District Financial Accountability Controls
- Recommendation 6: Board and District Administration

These recommendations to the District were mirrored in the team reports of the other three Peralta Colleges, namely Berkeley City College, College of Alameda and Merritt College.

In its June 30, 2009 letter reporting ACCJC action on the team report and recommendations, the Commission reaffirmed the full accreditation status of Laney College. The letter also detailed two follow up reports to be completed prior to the March 15, 2012 Laney College Midterm Report, specifically:

- March 15, 2010 report addressing the three district recommendations (Team Recommendations 3, 5, and 6)
- March 15, 2011 report addressing team recommendations 3 and 5 pertaining to the *Management Systems* and the *Financial Accountability and Controls* district recommendations.

In November 2009, in response to the 2009 Annual Fiscal Report filed by Laney College and the other Peralta Colleges, the ACCJC requested the Peralta Community College District to provide a Special Report, which responded to six specific audit findings in the District's 2007-2008 independent audit report from Varinek, Trine, Day & Co, LLP (VTD). The Special Report was filed with ACCJC on April 1, 2010.

The March 15, 2010 follow-up report for Laney College and those of the other three Peralta Colleges were filed, responding to the three district-related recommendations. ACCJC

Team Visits were scheduled for April 2010. Thereafter, the ACCJC cancelled its scheduled site visit to Laney College in favor of a more focused team visit to the Peralta Community College District Office.

Following the April 2010 evaluation team visit to the Peralta Community College District, the ACCJC placed Laney College and the other three district colleges on Probation status. In its June 2010 letter notifying the colleges and district of its decision, the ACCJC requested that the recommendations made to Laney College and the other three colleges pertaining to district practices be addressed directly by the District Office in an October 15, 2010 report to the ACCJC. Following the June 2010 Commission letter, reporting to ACCJC was bifurcated: reports concerning district practices and recommendations have been provided directly to ACCJC by the Peralta District; reports concerning college practices and recommendations are completed and filed by Laney College (all of the Peralta Colleges).

The Peralta District filed its report by the October 15, 2010 deadline, and a site visit took place November 4, 2010. A January 31, 2011 letter to the Peralta CCD Chancellor Wise E. Allen notified the district that Laney College and the other three colleges were retained on Probation status, pending another report to be filed by the District Office, March 15, 2011. The deadline for filing that report was subsequently changed to April 1, 2011. Laney College's Visiting Team's Recommendation 3. District Management Systems, Recommendation 5. Financial Accountability Controls, and Recommendation 6. District Board and Administration were among the recommendations addressed directly by the Peralta Community College District Office.

Laney College filed a March 15, 2011 Follow-Up Report to address Recommendation 3 Management Systems and Recommendation 5 Financial Accountability Control as directed in the June 30, 2009 Commission letter. As described above, recommendations pertaining to district practices and operations were reported by the Peralta Community College District to ACCJC, following review by the colleges and approval of the Board of Trustees.

Evaluation team visits took place April 11-12, 2011. The Laney College evaluation team visited the campus to conduct verification and validation of the college report on Team Recommendation 3 and Recommendation 5. The Laney College evaluation team also joined teams from other colleges to conduct a site visit to the Peralta District offices for the purpose of verifying and validating the District's report addressing district recommendations. The Commission actions following the visits were reported in June 20, 2011 letters to Laney College and to the Peralta Community College District.

In its June 30, 2011 letters, the Commission removed Laney College from Probation status. No additional recommendations or follow-up requests were made as to 2009 Team Recommendations. However, the ACCJC acted to place Laney College and all other Peralta Colleges on Warning status for five new recommendations related to Peralta Community College District issues. The District was required to file a Follow-up Report due March 15, 2012 on the five recommendations. In addition, Laney College was required to add to its March 15, 2012 midterm report: "regarding Commission Recommendation 5, Laney College must evaluate the impact of recent and future financial decision on the college's ability to

sustain programs and services.”

At its 2011-12 all-college retreat, Laney College made “accreditation” one of the four college goals. This goal was shared campus wide at the college August flex day. In September 2011, an Accreditation Midterm Report Taskforce was formed with subcommittees assigned to gather evidence and seek college input throughout the semester. The team was made up of representatives from faculty, staff, and administration as well as the Associated Students of Laney College. In the interest of efficiency, individuals were chosen based on their professional roles and leadership and participation in relevant and corresponding campus committees. The various report sections were divided among the group, who worked to compile the evidence in part by seeking input from their campus-wide associates and to write the draft responses. Two faculty co-chairs, in consultation with the Accreditation Liaison Officer, who is also the Executive Vice President of Student Learning (Academic and Student Affairs), met weekly to oversee the process. The entire group met twice monthly to assess progress and results. The co-chairs consolidated the responses for review and edits by the EVP.

The first completed draft of this report, written on the basis of the information gathered by the Taskforce, was presented to the college president for review. In the meantime, sections of the draft had been submitted to the leadership of the Faculty Senate and several other campus shared governance groups for vetting. In the meantime, a draft was distributed to the Administrative Leadership Council and the College Council for review, comments and recommendation. The draft was submitted to Chancellor for his review and dissemination to the PCCD Board of Trustees at their meeting on March 13, 2012.

### *Concluding Remarks*

Laney College administrators, faculty and classified staff worked with district administration and colleagues at their sister colleges in addressing the June 30, 2011 recommendation pertaining to the impact of financial decision-making on student learning programs and services. The College’s work to maintain its success in meeting the 2009 Evaluation Team’s Recommendations 1, 2, 4 and 7, and college action plans have been ongoing since June 2009. The Laney College President, Accreditation Liaison Officer, the leadership among the faculty and classified staff look forward to meeting with the ACCJC visiting team to follow up on this report and to provide updates since the time of the writing of this report.

---

Elñora T. Webb, Ph.D.  
President  
Laney College

### **III. LANEY COLLEGE MIDTERM REPORT TASK FORCE**

Eileen White, Ph.D., Accreditation Liaison Officer & Executive Vice President, Student Learning (Interim)

Sonja Franeta, President, Laney College Faculty Senate

Vina Cera, Co-Chair, Midterm Report Task Force

Denise Richardson, Co-Chair, Midterm Report Task Force

Peter Crabtree, Dean, Academic & Student Affairs for Career Technical Education

Newin Orante, Dean, Academic & Student Affairs for Community Leadership and Civic Engagement

Marco Menendez, Dean, Academic & Student Affairs for Liberal Arts

Inger Stark, Ph.D, Dean, Academic & Student Affairs for Mathematics and Sciences

Tina Vasconcellos, Ph.D., Dean, Academic & Student Affairs for Student Wellness & Development

George Kozitza, Ed.D., Business Manager (Interim)

Amy Bohorquez, Chair, Curriculum Committee

Evelyn Lord, Head Librarian

Karolyn van Putten, Ph.D., President, District Academic Senate

James Blake, President, Laney College Classified Senate

Brian Cervantes, President, Associated Students of Laney College

Anton Bosneaga, Vice President, Associated Students of Laney College



## SECTION ONE

### PROGRESS MADE ON ACCJC 2009 EVALUATION TEAM'S RECOMMENDATIONS

The Accreditation Evaluation Team of 2009 found that "[d]uring the last six years, Laney College worked intently to meet the expectations of ACCJC." Following their visit, the college's accreditation status was re-affirmed with specific requirements, including addressing seven recommendations. In 2010, the subsequent Accreditation Evaluation Team confirmed that Laney College appropriately addressed those recommendations. The 2009 recommendations, which included both college recommendations and district recommendations, are as follows: Recommendation 1: Student Learning Outcomes (college) Recommendation 2: Library Funding (college) Recommendation 4: Technology Resources (college) Recommendation 7: Governance and Consultation (college) Recommendation 3: District Management Systems (district) Recommendation 5: District Financial Accountability Controls (district) Recommendation 6: Board and District Administration (district). Below are brief summary updates reflecting the current status of the college for each of the four college recommendations. A summary update for the three district recommendations is not provided since the June 30, 2011 ACCJC action letter stated that these three district recommendations and any other recommendations assigned to the Peralta District were replaced and superseded by five new district recommendations. Those five new district recommendations are being addressed in a separate District March 15, 2012 Follow-Up Report. Of these five new district recommendations, Laney College is required to respond to Recommendation 5 (Fiscal Capacity) and that response it provided in Section 3 of this report.

#### **Recommendation 1. Student Learning Outcomes**

*The team recommends that the college continue its work, with a specific focus on assessment and the use of results from assessment, in order to achieve the proficiency level of implementation by the Commission's 2012 deadline (II.A.1c, II.A.2a, II.A.2f, II.A.3, II.B.1).*

While revealing that "Laney is clearly committed to the educational success of its students," the 2009 Visiting Team concluded that the college had partially met Standard IIB (Student Learning Programs and Services), and was at the developmental stage of student learning outcome implementation and assessment. Indeed, they commended the SLO/A coordinator for her leadership.

#### **Progress to Date**

As essential parts of ensuring educational quality and institutional integrity, Laney College established a clear framework for success, consisting of a sound mission, Educational Master Plan, annual strategic goals, current relevant certificate and degree programs, and a sound set of general educational outcomes—all of which are based on a *carefully considered philosophy that is clearly stated in its catalog*.<sup>1</sup> In doing so, the college (1) developed its Institutional Effectiveness Committee integral to on-going assessment of student learning outcomes; (2) integrated instruction and student services into academic and student affairs

---

<sup>1</sup> See the Laney College Catalog for the Laney College philosophy.

unit with emphasis on student success; (3) enhanced its program review and annual program review updates (i.e., annual unit plans) process; and (4) has plans to implement a comprehensive experiential survey.

To address this immediately, during 2009-10, the college ratcheted up its deliberate efforts to ensure that all student services (now student affairs) units had developed student learning outcomes and began the cycle of assessment: this was accomplished. (This effort entailed focused retreats and workshops were conducted, and by 2010-11, it included monthly presentations on assessment provided at the Student Services All Staff Meetings. Currently a designated student services staff member meets with each student services unit to assist in closing the loop on their assessment process. Since then, the college has continued this work, which has helped to ensure efficient progress towards full assessment of all units using evaluation results to inform improvements of systems, practices and resources in order to increase student success.<sup>2</sup> Activities have included assessment retreats, flex day workshops, ongoing Taskstream software trainings and work sessions, and the activation of three faculty and one classified support staff to work one-on-one with department chairs and lead faculty.

As part of providing the college greater focus for improvement, this year it will implement a Student Experiential Survey. This survey will help the college gain a greater understanding of the experiences and perceptions that Laney College students have with the college services (such as Admissions, Orientation, etc.). It will allow the college to focus its services more precisely to achieve institutional proficiency in all areas that support the specific needs of Laney College students, as well as help identify challenges and/or obstacles to overcome in order to concentrate students' focus on learning outcomes and achieving greater levels of success. This is part of assuring that the college maintains quality student support services *and demonstrates that these services, regardless of location or means of delivery, support student learning and enhance achievement of the mission of the institution (II.B.1).*

The implementation of a comparable level of effort within instruction (now academic affairs) has led to clearer procedures in the designing, developing and evaluating of courses and programs. Evidence remains transparent within the Laney College Curriculum Committee where all courses and programs must meet specific quality standards including an explicit set of SLOs and current textbooks or other learning resource materials. *Relying primarily on the expertise of the faculty, Laney College ensures that its courses are appropriately included in the GE curriculum in part by examining the stated learning outcomes for the course (II.A.3).*

The college has a long-standing set of designs and training efforts to ensure that all faculty and staff are able to develop, apply and assess learning outcomes as part of engaging the full cycle of learning outcomes assessment. (It is part of the college's commitment to engaging in ongoing, systematic evaluation and integrated planning to assure currency.) This effort continues to be led by faculty via the Faculty Senate, the Learning Assessment

---

<sup>2</sup> It also informed improvements being made in specific areas such as the financial aid office.

Committee, the Office of the Executive Vice President of Student Learning (Academic and Student Affairs) and now the Institutional Effectiveness Committee (II.A.2a).<sup>3</sup> The LAC has systematically provided workshops, Assessment Hours, Brown Bag discussions, Flex Day activities and discussions, Assessment Weeks to support departments and programs in their efforts to reach proficiency. These efforts have been appreciated and an increased number of department faculty are participating in these activities.

Further, the college systematically strives to improve outcomes and makes the results available to faculty, staff and students. As part of this, the college works with its district office of institutional research and a consultant to measure student achievements in general and against specific benchmarks that reveal the degree to which the college is achieving its mission objectives in the areas of the CTE, transfer and foundation courses/programs (II.A.2f).

**Status:** Laney College has fully addressed this recommendation and continues to make progress to ensure full proficiency per the requirement of the ACCJC.

**Evidence:**

- <http://www.laney.edu/wp/educational-master-plan/2010-educational-master-plan/>
- Learning Assessment Committee historical documents

**Recommendation 2. Library Funding**

*The team recommends that to improve the level of services the college identify a long-term funding source for library technology and periodical and collection upgrades to ensure the ongoing quality of its library resources and services (II.C.1, II.C.2).*

The 2009 ACCJC Visiting Team found that “the college meets the requirements of Standard II.C.” They went further to state, “[t]he college provides an appropriate depth and breadth of library and support services for faculty and students. The library is frequently used by students and has appropriate materials to support student learning although there is some concern regarding the age of some library books. The college reports that 66% of the books in the library were purchased before 1980.” They stated further, “[t]he team found that the library and learning support services fulfill the good practices outlined in this standard in all areas. The library does a good job of using program review, units plans, and surveys in its planning efforts. Yet it made Recommendation 2 to ensure that such services would continue.

**Progress to Date**

Given the college’s commitment to quality instructional and learning support programs, it enlisted the college and district budget and planning processes to ensure that Laney Library has sufficient technology, periodical and other collection resources to meet the needs of students. In brief, this process has consisted of a rigorous prioritization process at

---

<sup>3</sup> The integration of instruction and student services into one division of academic and student affairs has helped to ensure a more efficient and effective effort among all faculty in particular including instructional and counseling faculty as well as faculty coordinators of special programs.

the college level that remains integrated with the district's planning budgeting integration model. Once the Library determined its needs by fall 2010, the college's faculty prioritization advisory, facilities planning, technology planning and budget advisory committees each made recommendations to the college president via the college council. Those recommendations were then consolidated into a recommendation to the district planning and budget council, which then recommended to the chancellor support of the library's needs. In spring 2011, following the recommendation of the District Budget and Planning Council<sup>4</sup>, the District allocated \$150,000 annually for district library databases as a way to offset the loss of state TTIP allocations for library databases. Laney Library will receive a one-quarter share of this, approximately \$37,500, annually. This type of support of the Laney Library continues at the college and district levels. On February 15, 2011, the Board of Trustees approved funding for migration to a much-needed new integrated library system (Millennium).<sup>5</sup> The four college libraries successfully launched the new system on August 15, 2011. In addition, this fiscal year, due to the state fiscal crisis, the library did not receive a general fund budget allocation for library books this year. Instead, the college is using bond funds (Measure A) to fund the library collection (\$150,000). The library did receive a general fund allocation of \$13,600 for supplies, especially helpful since bond monies may not be used for supplies.<sup>6</sup>

As a result of these efforts, the Laney Library has implemented the new Millennium system while securing essential periodicals and collection materials reflecting the broad array of program offerings at the college. In addition, they reflect the currency, depth and variety essential to facilitate the educational offerings at the college within classes, on-line or via other means (II.C.1). Related, the library faculty had been long-standing leaders of the Curriculum Committee, the Learning Assessment Committee and now the Institutional Effectiveness Committee in order to ensure sound evaluation of programs and services within and outside of the library to ensure clarity of and response to meeting the needs of students, as well as the evaluation of the adequacy in meeting identified student needs (II.C.2).

**Status:** The College has fully addressed this recommendation and will continue to monitor progress to ensure stable funding and resource support to ensure adequacy in meeting identified student needs.

In partnership with its sister colleges and the district leadership, the college has succeeded in obtaining adequate short-term funding to purchase a new library system and allocate sufficient resources for collection upgrades over the next few years. As state funding is restored, the college will re-establish line-item funding for library materials, at a level that is adequate to support the curricular needs of the college.

**Evidence:**

- Laney Library and Measure A Expenditure records

---

<sup>4</sup> Minutes, PCCD Planning and Budgeting Council meeting, November 19, 2010.

<sup>5</sup> Minutes, PCCD Board of Trustees meeting, February 15, 2011.

<sup>6</sup> 2011-2012 Library Fund 01 Budget Allocations

- Board of Trustees Agenda and Minutes of February 15, 2011

#### **Recommendation #4 Technology Resources**

*The team recommends that the college ensure that adequate information technology support is provided for software, hardware, and networking in order to improve institutional operations; and that additional training is provided to staff for the effective use of technology in order to improve effective application (III.C.1.a-b)*

In 2009, the ACCJC Visiting Team stated, “Standard III.C is partially met.”

Consistent with the previous notes for Recommendation 3 on Management Systems, the Visiting Team made clear their understanding about the college’s commitment and efforts to provide “services to support students’ pursuit of their educational, personal and career goals.” Yet they also revealed the need to address immediately the (1) “frustration for staff and students” resulting from ineffective implementation of the new integrated technology systems to administer college operations in student services and human resources and (2) the insufficiently trained staff to address problems that impact routine functionality and operations and service and support to students (III.C.1, III.C.1.a-b).

#### **Progress to Date**

Laney College has fully addressed this recommendation as evident in the improvements made in technology support and training, which are ongoing. Through use of the college/district integrated planning and budget process, several accomplishments were achieved that resulted in eliminating the tremendous frustrations—regarding professional support, technology services, hardware and software—and providing the necessary staff training to enhance the operation and effectiveness of the college. (III.C.1.a, b)

In addition to the District wide collaborative work organized to address the management systems, the college faculty, administrative and classified staff leadership diligently worked with the college and district technology planning committees, district leaders and external professionals to secure more technology resources, secure sound training on existing and new systems, and improve the existing IT and administrative staff organizations. The college Technology Committee developed a Technology Master Plan that was imbedded in the Education Master Plan. The implementation of the plan is ongoing.

From 2009-present, the college has secured a significant amount of new equipment that modernized the technology for all existing programs and services, especially in the CTE, categorical programs i.e., DSPS, EOP/S and student services areas. As part of this effort, twenty-five (25) new Smart Classrooms have been installed this past year, and are in use, bringing the total number to twenty-seven (27). Most are basic level rooms with projectors, interactive white boards, document cameras and video and audio, resident computers with Internet access and assistive listening devices, while three others have added levels of video/audio recording, video conferencing and streaming.

To encourage the widespread application of the new technology, several college wide faculty trainings have taken place and more are being scheduled. The trainings include smart classroom equipment workshops across campus and new software training sessions

for assessment, curriculum, and academic records. (see Technology Committee files for training dates and materials.)

Currently, maintenance and help desk functions are supplied by college IT personnel and the Library AV Department. Under the leadership of the Executive Vice President for Student Learning and the Dean of Mathematics and Sciences, this group meets regularly to devise best practices for pooling hours and resources for greatest efficiency. Security is to be installed next and more support help and training are to be provided based on a developing schedule. The college is in the final stages of producing some training videos for use of the Smart Classrooms. These will be distributed where needed as DVDs, as well as being posted on the college web site, as soon as they're completed. In the meantime, the college faculty and students have eagerly accepted the Smart Classrooms, and the Technology Planning Committee hopes to augment their numbers as soon as the additional funds are made available.

Post 2009, all college IT personnel—are oriented, trained and assigned to projects—as a cohesive unit rather than as individual agents only assigned to particular departments. (This helps to mitigate the challenge that is revealed with a historical uneven level of technical support campus-wide – due to the fiscal constraints necessitating a District hiring freeze.) By re-organizing these employees into this unit, the college is professionalizing this work team, ensuring that the needs of all educational and program units are addressed efficiently and synergistically such that software, hardware, special technology are more effectively deployed while also ensuring cross-training, monitoring and assessment of operations for improvements. IT and AV staff meet biweekly and take actions to address any (all) outstanding IT/AV matters. Together, they have made remarkable strides spreading available support efficiently across the college.

As the Educational Master Plan was implemented, the college had determined it necessary to update the Facilities Master Plan. To that end, the college recently retained the services of the *VBN Architect* firm to initiate a comprehensive facilities planning process to ensure better utilization of existing space—including strategic integration of state of the art technology infrastructure—, develop a budgeting strategy to address immediate and short term needs, develop a plan for repurposing of some existing space, and identify buildable sites for future expansion.

**Status:** Laney College has fully addressed this recommendation and will continue to progress to ensure full proficiency per the requirement of the ACCJC.

The college will continue to collaborate and develop new and creative ideas to spread its resources for support and training. The Technology Planning Committee will continue to refine, update and implement its Master Plan. This Committee will continue to participate actively in the District Technology Committee, where issues of resources and training are aired and solutions sought. CTE programs make up a large percentage of the college's curriculum, with a necessary focus on state-of-art technology. As well, the Laney CTE Advisory Committee, a Senate subcommittee, will continue to focus on resource

acquisition, maintenance and training, and is actively engaged in pursuing grants and outreach to augment college resource assets and training support.

**Evidence:**

- <http://www.laney.edu/wp/educational-master-plan/2010-educational-master-plan/>
- December, 2011 Town Hall Meetings Goals & Priorities
- List of CTE/other grants that supply technical resources and staff
- List of Smart Classroom trainings
- List of Taskstream trainings
- List of Passport trainings
- Notes from biweekly IT/AV staff meetings
- Taskstream software for assessment
- CurricuNet software for curricula
- Library software
- Taskstream training videos  
[http://www.youtube.com/watch?v=Mo\\_VXpk3pqY](http://www.youtube.com/watch?v=Mo_VXpk3pqY)  
<http://www.youtube.com/watch?v=ZglbweRjzgw>

**Recommendation 7. Governance and Consultation** *The team recommends that all college leadership groups participating in district governance strive to clarify and strengthen the individual and collective understanding and adherence to appropriate consultation practices and decision making processes and authority in order to meet the standard. (IV.B.1.d,e).*

In 2009, the ACCJC Visiting Team stated, “The college has demonstrated a commitment to finding methods that enable planning and decision-making in the context of its agreed upon mission and goals. Basic procedures and committee compositions are included. The commitment to carrying out processes to work in an ethical way for the good of the college seems readily apparent. They went further to state, “Based on an extensive review that included meeting with college representatives, the team is impressed that the college took the recommendations of the last visiting team very seriously. The leadership team has worked diligently to develop effective governance and planning processes. “

However, they noted that the linked planning and budgeting process was in its formative stage, and not yet fully understood. “Decision-making appears to be informal at times and not written...[with] some frustration among faculty about “some major decisions, including the new budget allocation process and new program development, ... formulated at district or upper management level and then circulated to governance groups for input and comments.” They suggested that the college governance groups such as the Academic Senate provide input during the initial planning stages as part of defining more clearly their role in the governance process. They also noted that, “In spite of some lack of clarity and occasional confusion with the process, most faculty and staff feel that their voice is important, and many participate in some of the many governance committees noted in the written policy (IV.A.2, IV.A.2.a-b, IV.A.3).”

They further noted that the “college is committed to operating within a framework of collegial governance. With the newness of its planning methods, confusion about how decisions are made exists. Work between and among faculty, staff, students, and administration is needed to ensure the changes are understood and consistent, as well as effective in helping the college makes decisions as it strives to meet its mission. To this end, the college will benefit from ongoing assessment of the effectiveness of its planning and governance processes to clarify roles, increase effectiveness of constituent contributions, and strengthen confidence in the decision-making process.”

### **Progress to Date**

The cycle of linked planning and budgeting is in its third year as part of the district wide planning and budgeting processes. All Laney College leaders participating in district governance have promoted clarity about their roles as participants in district governance. This includes the use of the resource prioritization processes that start at the level of the programs and service areas of the college where faculty and classified leads assess the conditions and efficacy of their respective units and develop program reviews and annual unit plans that include an indication of prioritized needs based on the college mission and local student and program learning outcomes. The resource planning committees review all details that are then shared with the College Council for recommendations to the College President. From here, the President decides what to advance to the district Planning and Budget Integration resource-related committees. Historically, all of the college’s recommendations are sent forward for district wide review, prioritization and recommendation to the Chancellor via the Planning & Budget Council. More specifically, the college leadership is involved as active participants on the following district committees: Educational Planning Committee, Facilities Planning Committee and Technology Planning Committees have Laney College faculty, classified staff and administrators. Their work is understood to inform the integrated decision making processes district wide that include the work of the colleges’ resource committees and the district service centers.

At all stages of this process, college faculty and staff influence the outcome as do their counterparts from sister colleges in the district. The final decisions of the Chancellor are then shared with the college constituents. Documents reflecting these transactions are maintained and shared at the college and district levels.

With leadership from the District Office of Educational Services, its Office of Institutional Research has conducted assessment of the efficacy of the district wide planning and budgeting integration model. Challenges and strengths of the processes have been used to promote dialog among colleagues. Those discussions have resulted in improvements to the process and greater investment by college leaders in all phases of the planning and decision-making process at the district and college levels.

Collectively, these efforts continue to strengthen understanding and adherence - among all college stakeholders - through the use of appropriate consultation practices and decision-making processes in order to meet this standard.



All shared governance groups and lead administrators are aware of the essential and principal role of the District Chancellor as the lead administrator district wide with the responsibility for guiding the district and making decisions. Likewise, the college leaders understand the pre-eminent role of the Board of Trustees for all policies, fiduciary leadership and the hiring, supervision and evaluation of the district chancellor. With these leaders and their distinct roles clear, all college leadership groups participating in district governance adhere to appropriate consultation practices and decision-making processes and authorities of the Chancellor and Board of Trustees.

Laney College leadership is leveraging the concerted efforts of the Chancellor as he continues the comprehensive and aggressive review and updating of the Board policies with intentional work separating out (and devising sound) administrative procedures. As part of accomplishing this plan, the Chancellor is working with his Strategic Management Team, including college presidents, the vice chancellors and General Counsel and the Planning and Budget Council, which consist of college representatives of the faculty, classified staff and administrators. (IV.B.1)

In addition, the College applies the work of the Governing Board for the Peralta Community College District, which publishes its bylaws and policies specifying its size, duties, responsibilities, structure and operating procedures. All members of the college community can find this information on the Board of Trustees website. (IV.B.1.d) Consistent with its bylaws and policies, the governing board acts and regularly evaluates its actions in relationship to its policies and practices. (IV.B.1.e)

**Status:** The College has addressed this recommendation.

**Evidence:**

Laney College's College Council Agenda and Minutes

Laney College's Resource Prioritization Process and Priorities

Peralta Planning and Budget Council and Resource Planning Group Agendas and Minutes

Planning and Integration Model Assessment

Peralta Board of Trustees Web Site <http://web.peralta.edu/trustees>

Link to Granicus of board meeting documents and recordings

<http://web.peralta.edu/trustees/meetings-votelog/>

**SECTION TWO  
RESPONSES TO LANEY COLLEGE 2009  
SELF-STUDY IMPROVEMENT PLAN**

**STANDARD I: INSTITUTIONAL MISSION AND EFFECTIVENESS**

**I.B. Institutional Effectiveness**

***I.B.3.a – As a currently emerging planning model, the strategic master planning process is not adequately understood by all segments of the college community. Thus the college leadership shall thoroughly disseminate the plan, ensuring that the entire campus community fully understands all aspects of the model in order to gain broad and democratic participation in planning processes.***

**Status:** The College accomplished this improvement plan. Leveraging the program review and related planning work in the years proceeding and during the academic year 2009-2010, the College engaged all stakeholder groups in the framing and completion of the Education Master Planning process that involved over 200 community members. A structure for engagement was developed and is reflected in the Educational Master Plan. It involved development and analyses of program reviews and unit plans by faculty and staff, strategy sessions among department chairs, divisions and via forums as planned by and with facilitative guidance from the Educational Master Planning Taskforce and leadership of the college. In addition, a Mission Statement Taskforce held a series of sessions among college faculty, staff and students to strengthen the college's mission statement and recommit to its core values and overarching (guiding) vision. The basis of the efforts of the EMP-related workgroups entailed assessing external demands and opportunities, and aligning the college's efforts to ensure that a more rigorous planning framework with benchmarks was designed to ensure that students would establish and achieve educational goals. This Plan is currently posted on the Laney website. In addition, it is the document used to guide institutional effectiveness discussions, college retreats, committee meetings, resource planning and educational decision-making. The EMP goals and objectives are also used to advocate for resources at the District level through the shared governance planning and budget framework developed jointly among the colleges with the district.

**Evidence:**

- <http://www.laney.edu/wp/educational-master-plan/>
- <http://www.laney.edu/wp/educational-master-plan/2010-educational-master-plan/>

***I.B.3.b – This planning process must demonstrate that it is effective and all encompassing; local departments and programs must gain assurance that this model will meet their needs and have confidence that it will attend to deferred needs in the future.***

**Status:** The College accomplished this improvement plan goal. The Educational Master Planning process included all constituency groups across the college including all departments and programs. In addition to college wide meetings and town halls, the EMP committee met regularly as did the working subgroups. These included faculty, staff, and students. Further, each of the shared governance groups represented by these groups—the Faculty Senate, Classified Senate and Associated Students of Laney College vetted and further informed the drafts, which were approved by their leaders via the College Council, the central body of the college that makes policy, procedural and resource-related recommendations to the college president.

**Evidence:**

- List of Town Hall announcements/meetings
- Laney College Educational Master Planning Committee minutes

***I.B.3.c – Currently, some programs and services exist in silos that make it difficult for other members of the campus to be familiar with programs and services outside their own areas. This isolation can hinder effectiveness. To help eliminate this isolation, a planning matrix is being developed to fully integrate services, especially between the instructional and student services units, so that the combined efforts of all college employees can attend to the holistic needs of Laney students.***

**Status:** The College accomplished this improvement plan goal. In 2011, the College implemented a re-organization at the administrative level that joined instructional and student services units/departments under each administrator. In addition, the College now has one vice president, the Executive Vice President of Student Learning, which further breaks down the silos. Further, the College has increased the number of learning communities and grant funded programs that align with the mission of the learner-centered college, while joining instruction and student services into one unit, academic and student affairs.

**Evidence:**

- <http://www.laney.edu/wp/president/college-reorganization/>  
<http://www.laney.edu/wp/?cx=010013819380691200171%3Amceuct9b6hi&cof=FORID%3A11%3BNB%3A1&ie=UTF8&s=Search&q=Learning+Communities&sa.x=0&sa.y=0&sa=Search> (Learning Communities Descriptions)
- APASS Learning Community <http://www.laney.edu/wp/apass/>
- AANAPISI <http://www.laney.edu/wp/apass/aanapisi-grant-information/>

***I.B.3.d – Finally, past budget allocations have not been transparent. Faculty members lacked knowledge of financial decision-making and often felt that budgetary decisions were not directly linked to unit planning or program review. Administrators have lacked efficient access to their budgets. Laney continues to work with district leadership to remedy this issue.***

**Status:** The College has met this improvement plan goal. The college administration provides budget access and transparency for the community. The College has a budget advisory committee that developed a set of budget principles to use when enacting budget reductions. Likewise, the College’s planning and resource-related committees i.e., facilities, technology and faculty prioritization are guided by (and very instrumental in using) the program review and unit planning priorities to determine the priorities of the college. This thoughtful planning and prioritization process has ensured the success of the administration in preserving college operations despite the financial uncertainty at the state level and the district level.

The college expects to be able to better execute its budgetary planning processes when the financial conditions of the district allow it to institutionalize fully an equitable budget allocation model. The district has a new budget allocation model that is being implemented 2011-12. It is expected that this model will provide budgetary data needed for college planning for the next fiscal year. As this occurs, the administration will have even greater clarity and then be able to provide faculty and staff with enhanced budgetary transparency.

**Evidence:**

- <http://web.peralta.edu/pbi/files/2010/11/BAM-draft-3-25-11.pdf>
- Statement on Budget Reduction Planning
- [http://web.peralta.edu/quicklinks/files/2011/09/Budget\\_Reduction\\_Statement-Final.pdf](http://web.peralta.edu/quicklinks/files/2011/09/Budget_Reduction_Statement-Final.pdf)

***I.B.5. – Given that this assessment process is not standard across the college, Laney’s administrative and faculty leadership are developing a more systematic plan for effectively communicating information about institutional quality to the public***

**Status:** The College is implementing this improvement plan, and this process is ongoing. With the College’s 2009 “Institutional Effectiveness Plan,” the college is developing a systematic plan for effectively communicating information about institutional quality to the public. In addition, the college is collecting and disseminating SLO assessment data regularly via college retreats, flex day activities, college council, augmented administrative leadership council, the senates, department and division meetings, and via email announcements to all college staff and other means. As part of obtaining more insights from students, the student services satisfaction survey is to be implemented spring 2012.

Data collection capacity through the district office of institutional research has improved. The District Office of Institutional Research maintains a warehouse of data (see [www.peralta.edu/indev](http://www.peralta.edu/indev)), which is accessible for use by all units of the college. This source has been complemented by a college consultant with over 30 years of research expertise.

He collects, analyzes and helps the college interpret data that is very specific to the college's emphases on foundation "basic" skills, transfer education and career and technical education. His assignment is with the college's Institutional Effectiveness Committee to support assessment of data.

**Evidence:**

- <http://web.peralta.edu/indev/>
- [www.laney.edu/wp/institutionaleffectiveness/](http://www.laney.edu/wp/institutionaleffectiveness/)
- Evidence from Consultant Dr. Robert "Bob" Barr's efforts
- <http://www.laney.edu/wp/institutionaleffectiveness/institutional-effectiveness-2/plan-2/>

***I.B.6. – As the college completes its planning process it will determine the means by which each area of the plan will be assessed and how changes, when needed, will be implemented. In addition, the planning process and all its linkages should be learned and understood by all members of the organization.***

**Status:** The College has been taking steps to fully address this improvement plan, and this process is ongoing. The Institutional Effectiveness Committee, which is active and oversees the college's Educational Master Plan (LCEMP) implementation process is responsible for reviewing planning goals and objectives and then following up with responsible parties to ensure strategies are used and assessments are designed and implemented. In addition, the committee elucidates the ongoing planning and assessment process with other committees, as well as the faculty and classified senates and student leadership. Other shared governance committees (learning assessment, facilities planning, technology planning, budget advisory committees) are responsible for reporting the progress of the implementation of their areas of influence/responsibility.

The college makes documentation of the above available in multiple formats.

**Evidence:**

- Institutional Effectiveness Committee minutes
- <http://www.laney.edu/wp/institutionaleffectiveness/>

## **STANDARD II: STUDENT LEARNING PROGRAMS AND SERVICES**

### **Standard II: Instructional Programs**

***II.A.1.a – The vice-president of instruction, the curriculum committee, and the faculty senate will work together to formalize the role of the Educational Master Plan Committee as the Program Review Council and use evaluations as an additional measure of assessment and improvement.***

**Status:** The College accomplished this improvement plan goal in a way more appropriate to produce the outcomes established in the LCEMP. Given the college's overarching priority for

effectiveness—with program review processes essential means to advance this—, the college’s Educational Master Plan Committee has become the college’s Institutional Effectiveness (IE) Committee. The charge of this committee is to “*Facilitate and monitor ongoing, integrated institutional-wide planning and evaluation processes. Providing current, accurate, research-based guidance about assessment, reviews and continuous improvement of programs, services and administrative functions.*” As part of doing this, the IE committee oversees and evaluates the implementation of:

1. Educational Master Plan
2. Integration of strategic planning and budgeting
3. Long and short range planning
4. Program Reviews
5. Accreditation Process/Needs
6. Website/Resources
7. Research Agenda for Laney College
8. Institutional milestones
9. Need for structural changes (leverage and scale up activities)

The committee is made up of faculty, classified staff, administrators and students. A preliminary schedule for institutional program review was distributed for comment and vetting by the curriculum committee. Departments will present curriculum reviews to the curriculum committee the semester before the Program Reviews are due.

**Evidence:**

- <http://www.laney.edu/wp/institutionaleffectiveness/>
- Membership of the committee
- Laney College Educational Master Plan <http://www.laney.edu/wp/educational-master-plan/2010-educational-master-plan/>

***II.A.1.c – The Learning Assessment Committee, department chairs, and faculty members will continue assessment based on student learning outcomes and use assessment results to make improvements.***

**Status:** The College accomplished this improvement plan goal and efforts are ongoing. As referenced in the ACCJC recommendations, the LAC is continuing to focus on assessment and using assessment for improvement. Assessment activities are ongoing and increases in faculty participation are visible through multiple workshops, annual college planning retreats, professional development sessions, trainings, brown bag sessions, an informal assessment club, two assessment focus weeks in both fall and spring semesters, and discipline-specific tutorials. Witnessing an increase in overall gains, the Laney College catalog lists more than 80 programs offering degrees and certificates that will be assessed. As part of this effort, the college will continue to increase the number of programs with current assessment plans documented in TaskStream, the district-provided assessment accountability management system.

The college's coordinator of its SLO assessment efforts (SLOAC) works closely with the District Vice Chancellor of Educational Services and other Peralta colleges' SLOACs to design and conduct board presentations, retreats and professional development activities that focus on assessment, for both services and instruction. In addition, the Laney SLOAC advocated for assessment of college administrative units, district centers and their services to the college, maintains assessment reports as a standing item on bi-weekly District Academic Senate (DAS) agendas and regularly, to the PCCD Board of Trustees.

**Evidence:**

- <http://www.laney.edu/wp/assessment/>,
- <http://web.peralta.edu/das/das-agendas-and-minutes-2011-2012/>

***II.A.2.a – The college president, Faculty Senate president and Curriculum Committee chair will institutionalize the criteria created by the Educational Development Process Task Force to guide allocation of resources for program development and program approval.***

**Status:** the college accomplished this improvement plan goal. The Curriculum Committee created and approved an Educational Program Development Process that is publicly posted and available to all members of the community. This ensures that all materials for new programs are prepared and ready to be submitted for state approval once approved locally by the PCCD Board of Trustees.

**Evidence:**

- <http://www.laney.edu/wp/curriculum-committee/getting-started/>

***II.A.2.e – The vice president of instruction will lead an evaluation of how effectively the Laney College Educational Master Plan is used to make decisions and allocate resources and determine whether the structures in place for those resource allocations are aligned with the decision-making process.***

**Status:** The College has accomplished this improvement plan goal, and its efforts are ongoing. The College's financial planning is driven by priorities within the Laney College Educational Master Plan. The Educational Master Plan serves as the foundation for all resource decisions and is utilized by the College's multi-level integrated planning process for institutional effectiveness. Goals identified in the Plan are being accomplished. The three-year program review cycle and annual program updates that identify resource requirements by programs and services are integral to each resource planning committee i.e. Curriculum Committee, Learning Assessment Committee, Faculty Prioritization Committee, Technology Planning Committee, Facilities Planning Committee, Student Services Council, and the Budget Advisory Committee. The VP of Instruction now EVP of Student Learning, ensures recommendations and priorities from these committees are presented in multiple venues to discuss planning and budget development. The broad based College Council receives and reviews recommendations and forwards them on to the College President for approval, implementation or denial.

As part of a multi-college district, Laney College’s planning processes are integral to,, informed by and benefit from the institutional and financial planning of the District. All four colleges participate actively in the planning and budget process that include four district wide committees (Education, Facilities, Technology and Planning and Budget Council. This process has made a positive impact on the College’s ability to provide programs and services identified in the Educational Master Plan in the areas of Technology, Library support, development and installation of SMART classrooms, and installation of camera security. Laney College continues to used its’ Educational Master Plan to inform its decisions and actions that enable our goal of student success.

**Evidence:**

- Laney College Educational Master Plan <http://www.laney.edu/wp/educational-master-plan/2010-educational-master-plan/>
- Program Review Summary Document
- Laney College Summary Resource Request Document

***II.A.2.f – Continue to develop and assess SLOs and use results to make improvement in courses and in programs. As student outcome assessment results are determined, make public the results through various means, such as the college web site, press releases, and outreach materials to prospective and current students, the community, and higher-education partners.***

**Status:** The College accomplished this improvement plan goal and efforts are ongoing. Proactively, the college publicizes assessment—its plans, work sessions and achievements. In addition to sending regular email communications advising faculty and staff in advance to “save-the-date,” reminders and announcements, flyers have been posted in the common areas and placed in campus mailboxes. Assessment has been a prominent agenda item for college annual planning retreats, instructional councils, faculty senate, and the institutional effectiveness committee.

Results of assessment are used to make improvements and, with greater frequency, they are being highlighted in the TaskStream system for use by the greater college community including the CTE advisory committees. As this effort fully develops, the next step will include publishing results for the external community.

**Evidence:**

- Emails from Assessment Coordinator
- Assessment Fliers
- Committee minutes/agendas
- Faculty Senate Meeting Minutes/Agendas
- Department Meeting Minutes/Agendas
- College Council Minutes/Agendas
- Dean Division Meeting Minutes/Agendas
- Faculty Development Day Presentation Documents



***II.A.2.i – The department chairs and faculty, with oversight from the Learning Assessment Committee, will continue to develop and assess SLOs and use results to make improvements in courses and in programs.***

***II.A.3 – The college will continue building a culture that makes assessment and outcome-oriented self-evaluation fundamental to all decision-making processes.***

**Status:** The College accomplished this improvement plan goal, and the efforts are ongoing. As referenced in these ACCJC recommendations, the LAC is continuing to focus on assessment and using assessment for improvement. Assessment activities are ongoing and increases in faculty participation are visible through multiple workshops, annual college planning retreats, professional development sessions, trainings, brown bag sessions, an informal assessment club, two assessment focus weeks in both fall and spring semesters, and discipline-specific tutorials. While these efforts have been productive, the gains are more significant during this academic year. The Laney College catalog lists more than 80 programs offering degrees and certificates. Efforts have ratcheted up to ensure that all assessments and improvement efforts are documented in TaskStream.

As a complement to the college level efforts, the college Student Learning Outcome Assessment Coordinator (SLOAC) works closely with the Vice Chancellor of Educational Services and other Peralta colleges' SLOACs designing and conducting board presentations, retreats and professional development activities that focus on assessment, for both academic and student affairs (services). In addition, the Laney College SLOAC advocated for assessment of college administrative units, district centers and their services to the college, maintains assessment reports as a standing item on bi-weekly District Academic Senate (DAS) agendas and regularly, to the PCCD Board of Trustees.

**Evidence:**

- <http://www.laney.edu/wp/assessment/>
- <http://web.peralta.edu/das/das-agendas-and-minutes-2011-2012/>

***II.A.3.c – The vice president of student services will review the adequacy of counseling staffing as a source for student information on GE requirements.***

**Status:** The College accomplished this improvement plan goal. The Vice President of Student Services reviewed the adequacy of the counseling staffing and found that an additional two counseling positions were needed. These needs were reported in the program review and annual program unit plan and forwarded to the Faculty Prioritization Committee. The requests were reviewed and placed on the prioritized list of faculty needs. The prioritized was vetted and processed through the integrated planning and budgeting process and included in the College's Resource Request to the District Education Committee and on to the Planning and Budgeting Council.

**Evidence:**

- Justifications for Hiring Counseling Faculty
- Counselor Workshop Training Agendas/Materials

- Faculty Prioritization Committee Recommendations
- Laney College Summary Resource Request Document
- Email and Post Card sent to students

***II.A.5 – The dean of vocational technology will work with the research and planning officer and vocational department chairs to collect and analyze placement data, certification and licensure pass data, and records of industry advisory board interactions.***

**Status:** The College has partially addressed this improvement plan goal, and expects to fully accomplish it during 2012-13 academic year with on-going efforts sustained. Department chairs have stepped up to assume greater responsibility for tracking placement data as well as certification pass rates. Department chairs also collect and retain minutes of industry advisory committee meetings, which are typically held at least twice a year per program. As part of the newly implemented re-organization the administrative structure of the college, the dean of career and technical education is charged with leadership responsibility for establishing and running a robust Laney College Career Center. In this capacity, he will carryout the necessary research, placement and assessment work during this year 2012 and subsequent years to ensure that placement, certification and licensure pass data as well as records of industry advisory board interactions are collected and analyzed systematically and available for use by professionals and students. He will do this in collaboration with other deans and the Laney College CTE Advisory Council.

**Evidence:**

- Excel data- based tracking reports
- Vocational Committee minutes
- State certification tracking
- <http://www.laney.edu/wp/president/files/2011/10/Copy-of-ATTACHMENT-C-RE-Organizational-Chart-2013-14.revise08192011.pdf>

***II.A.7.b – Reconstitute the Laney Academic Integrity Task Force to conduct faculty workshops and to (1) continue working on trainings for implementing the Academic Integrity Policy and raising awareness of the recourse instructors and students have if they are accused of a breach in academic integrity, (2) work with the Faculty Senate and vice president of instruction to adopt a college-wide student academic honesty statement and to be included in all syllabi, just as SLOs are required as they are completed, and (3) work with the Faculty Senate and board of trustees to include the Academic Integrity policy in the Board Policy Manual.***

**Status:** The college has addressed this improvement plan goal, and expects to make significant progress during 2012-13 academic year with on-going efforts sustained. Laney College has an in depth policy for Academic Integrity (pg. 57-58 of our catalog). The policy includes Ten Principles of Academic Integrity and Five Principles of Student Academic Integrity. The district has been holding workshops and trainings for administrators on the policies and procedures as a whole, with special sessions on ethics that have incorporated academic integrity matters.

Continuing workshops on course SLO assessment, intensifying our focus on PLO assessment (including mapping to the college mission), and course outline updating are part of this effort. The College is working in concerted ways to carry out the necessary work to provide needed peer support in this area while continuing to manage the increasing constraints imposed by fiscal pressures. This effort has and will continue to include updating the schedule for Program Reviews and departmental reviews.

**Evidence:**

- Educational Program Development handout
- Assessment Week Fliers
- TaskStream training materials
- Curriculum workshops Materials
- Brown bag session announcements
- Assessment club announcements
- Annual Planning Retreat Agendas
- District Training Materials

**Standard IIB: Student Learning Programs and Services**

***II.B and II.B.4. All students Services Departments will have defined SLOs and will implement assessment by the end of Spring 2009.***

**Status:** The college has met this improvement plan goal. All student affairs departments (formerly student services) have assessed at least one program level student learning outcome, and they are on track to complete the assessment cycle including use of the results for program improvements by the ACCJC required deadline. During the 2010-11 academic year, four professional development activities were conducted supporting the advancement of Student Services, now Student Affairs, units in moving forward in their SLO cycles. In addition, the Division committed one of its "All Student Services" monthly meetings to SLO development. The units enhanced their understanding and capacity of Student Learning Outcomes as defined by the Council for the Advancement of Standards in Higher Education (CAS). In addition, there were two Student Services specific Learning Assessment Committee (LAC) trainings in which participants focused on the use of TaskStream for data management. Finally, the Division also offered an opportunity in general technical support to all members of its units. Overall, during the 2010-11, 67% of units participated in additional professional development activities.

**Evidence:**

- Student Services Department Meeting Minutes on SLO's and Assessment
- TaskStream Reports on Program SLO's and Assessment

## Standard IIC: Library and Learning Resources

***II.C.2 – Librarians will continue to develop methods of information-gathering consistent with college-wide planning initiatives so that they may improve the library's ability to respond to patrons' general needs, and the needs of students in particular. The library will work with the college administration to ensure that adequate resources are made available to cover staffing and materials needs in a timely fashion and to manage library space most effectively. In light of survey responses and anecdotal evidence gathered by librarians, concerted and documentable initiatives to limit noise and disruption in the library will be undertaken.***

**Status:** The College accomplished this improvement plan goal. The library's recent implementation of a new library system, Millennium, provides expanded opportunities for gathering data on use of the library. In addition to traditional circulation statistics, the library can also monitor search strategies employed by students, time of day for searches, and indexes used.

The financial conditions that necessitated freezing of several vacant positions in the library has been addressed in part by a transfer of a librarian from another college, assumption of some key duties by pre-existing librarians. In addition, the leadership of the library has worked with the administration to restructure particular responsibilities of support staff, which are being addressed with out-of-class assignments and reclassifications.

Noise disruption in the library continues to be an issue, but has been alleviated somewhat by regular walk-throughs by staff, the temporary presence of the Office of the President and the Peralta police. A new athletic field house is expected to open by Spring semester 2012. Coaching staff have indicated that athletes will use the field-house facilities for their required study period. This is expected to reduce significantly noise and disruption, which has primarily been associated with group use of the library by athletes. The library will develop additional reporting strategies and information usage analysis tools in conjunction with the new integrated library system. The College will seek to fill vacant library positions in a timely manner. Athletes will occupy new field house for required study periods beginning spring 2012.

### **Evidence:**

- <sup>1</sup>Minutes, PCCD Planning and Budgeting Council meeting, November 19, 2010.
- <sup>1</sup>2011-2012 Library Fund 01 Budget Allocations
- <sup>1</sup>Minutes, PCCD Board of Trustees meeting, February 15, 2011.

## STANDARD III: RESOURCES

### III.A Human Resources

***III.A.1.c. The College shall continue to create more time within departments and workshops including on flex days to have the meaningful discussions needed to complete this work. With the leadership and support of the vice president, the chairs of the departments, the LAC and a learning assessment faculty leader, more initiative to expedite the process is being developed at the dean and individual faculty levels. Evidence shows that when the faculty completes process, [the faculty] increase [their] engagement in the type of deep thinking needed for quality assessment and necessary changes (e.g., curricula, instruction, and assessment). The administration will continue to increase its active role as SLO and assessment has become part of their overall evaluation.***

**Status:** The College accomplished this improvement plan goal. Thanks to the efforts of an active, engaged Learning Assessment Committee (LAC) and the support of administration, Laney college faculty and staff are increasingly involved, spend more time in integrating assessment into curriculum and, more broadly, the teaching and learning environment.

The LAC has pointedly addressed some of the fears and realities surrounding assessment. Some of the workload concerns have been addressed through strategic funding of stipends for part-time participation in assessment activities. Likewise, through workshops and discussions, the LAC has contributed to an appreciation of how learning assessment supports quality teaching, efficient student learning and success.

Faculty are embracing the concepts and values of a learner-centered institution, consistently including SLOs in syllabi and rubrics in grading. As well, counselors and other student affairs staff are sharing ways to enhance engagement and apply practices that increase the type of student behaviors proven to enhance their learning and achievement. There have been numerous LAC workshops, meaningful discussions on Flex Days and Assessment Weeks, continuous support of the Vice President of Instruction (now Executive Vice President for Student Learning) and Department Chairs, dedicated efforts of the Learning and Assessment Committee to staff the workshops and brown bag discussions.

There is even a grass roots “Assessment Club” where faculty meet regularly to assist one another with assessment tools and documentation. Likewise, the Career Technical Advisory Council of the college has held several sessions for all faculty who teach in the CTE programs with over 60% having completed one or more of the sessions.

The LAC has secured stipends for faculty, (particularly part-timers), to participate, and dialogue with all the shared governance committees on campus.

During spring 2012 semester, the college is intensifying its focus on Program Learning Outcomes assessment (including mapping to the college mission), and course outline updating. Though the LAC’s (and IEC’s) ability to fill the college-wide need has been

constrained by the number of full-time faculty available to do the necessary work, there is widespread understanding of the value and commitment to actions that lead to a positive impact of this process as evident by units assuming leads i.e., ESL, Biology, CTE Advisory Council. The college has held three college-wide assessment weeks with plans for one more during spring 2012 semester, the college expects appreciable improvement/continued progress.

**Evidence:**

- Activities log compiled by Learning & Assessment co-chair
- Assessment Week Email Announcements
- TaskStream training materials
- Curriculum Workshop Materials
- Brown Bag Session Announcements
- Assessment Club Announcements
- Annual Planning Retreat Agendas
- CTE Assessment Planning Session announcements

**III.B. Physical Resources**

***III.B. – As Laney completes its Facilities Master Plan, it will continue to work on its scheduled facilities improvements and its plans for securing necessary equipment and material resources. In addition to addressing the projects on the five-year construction plan timeline, the college will maintain a priority focus on completing certain critical short-term projects, some of which are listed below:***

- ***All buildings: Remove asbestos floors and chalkboards, repair ceilings, paint, new floors, new furniture, repair roofs, etc.***
- ***Cosmetology: Redesign and upgrade the classrooms and offices***
- ***Theater Building: Implement the numerous refurbishments and health and safety issues identified***
- ***Office spaces, storage and remaining classrooms throughout the college: Refurbish offices and storage spaces, ensure energy efficient T-8 fixtures, painting of doors and accent walls in model classrooms***
- ***Tower Building: Refurbish the administration tower with new carpets, painting, lighting, tiling, bathrooms and furniture***
- ***Lower/Upper A Building: Address outstanding facilities constraints in graphic arts and photography. Reconfigure and renovate classrooms and office spaces***
- ***College signage: Design and install high quality signage throughout the campus facilities***
- ***F Building: Replace all window blind coverings in all classrooms and labs on the second floor of the F Building. Repair or remodel all restrooms on the second floor. Replace current blackboards in all classrooms and labs with large whiteboards. Clean and inspect the air ventilation ducts for health and safety standards. Provide an air conditioning system for all classrooms and labs. Replace and upgrade lighting in classrooms. Upgrade all electrical plugs and outlets in classrooms and labs***

- ***Upper G Building: Upgrade facilities including painting, new desks and blinds, and provide AC system for all areas***
- ***Lower G Building: Address ongoing facilities improvement needs for all units, including the Music Department (e.g: renovation of existing performance rooms, classrooms, and practice rooms, as well as inspection, repairing and upgrading of the wiring that was put in place for a recording studio when the building was originally constructed)***
- ***C Building: Complete the renovation***
- ***Smart Technologies: Complete renovations to the classrooms, D200 and the Forum, by installing the smart technologies***
- ***Tower Building: Add two high tech conference rooms***
- ***Conference and meeting facilities: design and program sufficient meeting space to satisfy the increasing demand for conferences, workshops, seminars, and shared-governance forums. At least 15 high quality conference rooms are needed for seminars, workshops, and trainings that also can function as rooms connected by integrated technologies for teleconferences, videoconferencing, etc. (These rooms include D-200, the Forum, Tower facilities, Laney Library, Technology Center, and other select locations across the college. (D-200, the Forum, etc. require audiovisual equipment repairs and a solution to the noise problems resulting from other outstanding facilities issues.)***

**Status:** The College accomplished this improvement plan goal, and these efforts are ongoing. Laney continues to make progress on facilities renovations. In the 2009-2010 year, the Facilities Planning Committee developed criteria to evaluate all facilities requests and needs identified in the department program reviews. In addition to generating a comprehensive priority list the committee developed an initial Facilities Master Plan that was embedded in the 2010 Education Master Plan. With prioritization and planning in place, the college was able to pursue these projects through the district shared governance and decision-making process. With the existing funds from the local bond measure, the college has been able to address most small projects listed above. A complete list of construction projects is provided in the construction update meeting agendas. Work is nearly completed on the athletic department field house and has begun on the Tower Building renovation. Work is nearly completed on the campus-wide ADA project. The renovation of the Student Center is in line to begin as soon as Tower work is completed and swing space is established. And the Laney Library will soon follow. All of these projects are on-going priorities of the 5-year construction plan. In addition, the college maintains its priority focus on completing the critical short-term projects.

As part of an effort to update the Facilities Master Plan, the college recently retained the services of an architectural firm to initiate a comprehensive facilities planning process to ensure better utilization of existing space, develop a budgeting strategy to address immediate and short term needs, develop a plan for repurposing of some existing space, and identify buildable sites for future expansion. Meanwhile the Facilities Planning Committee continues to prioritize all requests through its shared governance process.

**Evidence:**

- Construction Update Meeting agendas 2009-2011
- List of Projects with dates of completion, estimated dates of completion
- Facilities Committee minutes
- District Facilities Committee minutes
- <http://www.laney.edu/wp/facilities-master-plan/>

### **III.C Technology Resources**

***III.C.1, III.C.1.a – The results of the college’s technology survey, along with information obtained through committees and anecdotally, clearly show that Laney needs more technology support, including IT staff, financial resources for purchasing new software, training and professional development support, and support for offering distance education classes. College faculty, staff, and administrators will continue their work with the Peralta district in the coming year to identify and obtain resources to address these issues. In addition, the survey reinforces the general perception that many Laney students need assistance in using technology at the college level. During the coming year, the college will introduce new opportunities for students who need help with technology, both in terms of instruction (i.e: basic computer classes) and student services (i.e: counseling)***

***III.C.1.b. – In the coming year, the college will continue its work with the district to improve the efficiency and usefulness of district wide training efforts, with an emphasis on more hands-on training opportunities. Laney will work with the Peralta district to identify and obtain resources for addressing these issues. Also, Laney will work to ensure adequate staffing for training faculty in the use of new technologies.***

***III.C.1.b – Laney will continue to advocate for funding to increase its distance education efforts and to hire a Webmaster and trainer to assist in the open source web sites project. Further, Laney will actively seek external funding sources for these necessary technology improvements.***

***III.C.1.c, d – Prepare a comprehensive technology plan during the 2008-09 academic year.***

***III.C.2 – In 2009, Laney will administer surveys to students, faculty, staff, and administrators that will help assess the effectiveness of the college’s technology use. The Technology Planning Committee will use these additional survey results in the development of a college technology plan, which will include a prioritization of technology projects. In addition, Laney will use the survey results to determine training needs and create a plan for how and where that training will occur. These survey results and the plans drawn from them will be thoroughly disseminated throughout the college community using all appropriate technology and college forums input opportunities.***

**Status:** The college accomplished this improvement plan goal, and efforts are ongoing. The college completed a comprehensive technology plan in 2010 that was folded into the



college Educational Master Plan. In preparation for standardizing equipment and support procedures, a comprehensive inventory of all computers on campus was completed in fall 2011.

With district support and oversight, using Measure A bond funds, Laney successfully implemented the first phase of smart classroom retrofitting during academic year 2010-11, bringing a total of 25 classrooms online with 21<sup>st</sup> century learning technology. At the “basic” level, these classrooms are equipped with interactive white boards, document cameras, resident computers with Internet access, digital projection, DVD/VHS machines, wireless microphones, audio reinforcement, and assistive listening devices. More advanced capability allowing for lecture capture and video conferencing was installed in 4 of the 25 classrooms.

More than 100 faculty members and staff have received training in the correct operation of these systems at the basic level, and additional training is in progress for the advanced capabilities. Faculty using these rooms are excited about having access to new, more interactive and effective tools for engaging students and the demand for access to smart classrooms is increasing and exceeds capacity. Training for using level 1 smart classrooms is ongoing and incorporates video segments on operating various features of the equipment that will be posted on the college web site. The next phase of training will focus on supporting faculty in developing their curricula to take better advantage of the expanded capabilities inherent to these technologies.

The college has recently employed a part-time web designer to assist department input. Because of the distributed system employed by the Laney website, faculty and staff can update Web pages as needed.

With coordination provided by a Laney DSPS learning specialist, the college has recently implemented a SmartTxt initiative, which uses affordable technology (Livescribe SmartPens) to support students, including those with disabilities, in becoming self-sufficient learners. This initiative is peer-based and has been adopted by Laney faculty teaching mathematics and career technical education classes. It is an outgrowth of the Universal Learning Design text-to-speech project the college made available to faculty teaching courses that require heavy reading.

With classified hiring virtually frozen, the college has made progress on developing IT technician collaboration across units to ensure that technology infrastructure, especially smart classrooms, can be supported. The Technology Planning Committee and the IT staff meet monthly to design a more comprehensive strategy for addressing technology support across campus and all faculty technology training needs.

The college developed and it will continue to refine, update, and implement its Technology Master Plan, including technology replacement and recharge, faculty training, technical support, and management of distance education offerings.

Looking toward the future, Laney's Technology Planning Committee (TPC) has prioritized retrofitting all instructional labs with suitable technology enhancements, upgrading campus computers, and implementing the next phase of smart classrooms. Using Measure A funds, the college anticipates refreshing instructional faculty and classroom computers during the spring 2012 semester

**Evidence:**

- <http://www.laney.edu/wp/technology/technology-plan-2/>
- Campus side computer inventory, 2011
- <http://www.laney.edu/wp/smartclassroom/>
- Smart classroom email updates
- Smart classroom trainings email announcements
- Technology priorities submitted to District Technology Committee spring 2011
- <http://www.livescribe.com/cgi-bin/WebObjects/LDApp.woa/wa/MLSOverviewPage?sid=Sc89jMDnVb2p>
- <http://www.collegeinfocus.com/>
- <http://www.collegeinfocus.com/ABOUTUS/ParticipatingColleges/CollegeofMarin/tabid/131/Default.aspx>
- <http://www.youtube.com/watch?v=xiVvEjCOZLo>
- [http://www.youtube.com/watch?v=SufMrY\\_yUNM](http://www.youtube.com/watch?v=SufMrY_yUNM)
- <http://www.youtube.com/watch?v=UsyzgBSzcrM>

**III.D Financial Resources**

***III.A.1.c, III.D.1, III.D.1.a, III.D.1.d – The college and district will continue to improve systematic and effective implementation of clearly defined financial planning and budget processes.***

***III.D.2.d – Complete effective and efficient implementation of PeopleSoft financial management software. Facilitate shared-governance processes and foster an environment of collaborative investment in financial matters by producing and regularly distributing easily comprehensible financial statements. Identify and implement fully functional, efficient and robust financial aid software.***

**Status:** The College accomplished these improvement plan goals, and these efforts are ongoing. During each fall 2010, 2011, Laney College submitted an integrated and detailed set of resource priorities to the District Education Committee (and the Technology Committee, Facilities Committee and Planning and Budget Council). This set of resource needs was developed from data presented in department and program reviews and annual unit plan updates, as well as a reiteration of unmet needs in the previous year's planning (and submitted previously to the district). The list was reviewed through shared-governance committees and processes at Laney College and, after review by the District Education Committee, was reported to be thorough and presented in an excellent template/format that the district intends to adopt for all colleges going forward.

While the processes at the college for budget planning and development have improved, current fiscal constraints (state and district wide) make planning progress difficult.

In relation to fiscal data, Laney has experienced significant improvements in the use of PeopleSoft, most notably access to timely and increasingly accurate fiscal data. Of particular value are timely posting of payroll expenses and distribution of monthly expense reports. While the PeopleSoft system remains, at times, cumbersome and imperfect, improvements continue, which fosters increased confidence in PeopleSoft's capacity to be a sufficient tool to use for planning and expense tracking.

**Evidence:**

- <http://www.laney.edu/wp/educational-master-plan/2010-educational-master-plan/> DTC Minutes, 2/3/12
- List of Laney Planning Principles & Guidelines
- List of gifts, grants, donations in kind
- Resource allocation process
- District Budget Allocation Model
- Measure A Laney allocations
- Reorganization of Administrator's assignments;
- <http://www.laney.edu/wp/president/files/2011/10/Copy-of-ATTACHMENT-C-RE-Organizational-Chart-2013-14.revise08192011.pdf>
- Realignment of Classified staff assignments

**STANDARD IV: LEADERSHIP & GOVERNANCE**

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.

**IV.A Decision-Making Roles and Processes**

***IV.A.2, IV.A.2.a. – The college is committed to disseminating information to the campus community through a variety of methods to increase awareness of and participation in the shared-governance process. In consultation with the public information officer, college governance committees will develop web site and electronic bulletin board notices. During the 2009-2010 school year, the Faculty Senate will create and maintain a blog on a Moodle site for capturing faculty and staff thoughts requiring further discussion and scrutiny. There will also be areas on the Moodle site for collaboration using Wikis and information-sharing tools (e.g: announcements, videos, and a calendar of events). This site will serve a dual purpose by maintaining a virtual log of comments, collaborations, events, and issues warranting further attention (thereby facilitating ongoing college wide review and documentation of shared-governance processes).***

**Status:** The College has addressed this improvement plan goal, and improvement is ongoing. The College will work to increase awareness of and involvement with participatory governance using new and current information-sharing resources, tools, and systems.

With the elimination of the PIO position, the College has distributed the function of public information across all shared governance committees, the Faculty Senate, Classified Senate, Associated Students, and the Office of the President. Each new responsible party or body is encouraged to engage multiple tools and venues for disseminating information including the website, the monitor screens around campus, newsletters, town hall meetings, professional development flex days, planning retreats, mass emails, and Public Service Announcements at major events. The college has seen an increase in the awareness and participation in all shared governance processes, especially among the students.

The College will seek to continue to improve the effectiveness of the public information processes in order to continue to increase awareness of and involvement with the college and district shared governance processes.

**Evidence:**

- EMP web site: <http://www.laney.edu/wp/educational-master-plan/2010-educational-master-plan/>
- <http://www.laney.edu/wp/blog/tag/educational-master-plan/>
- <http://www.laney.edu/wp/facilities-master-plan/>

#### **IV.B Board and Administrative Organization**

***IV.B.2.b – Laney College will continue to improve upon its use of data in guiding institutional planning, and the college will continue to review and improve upon systematic and integrated planning processes.***

***IV.B.3.g – College administrators and academic senate representatives will encourage the district administrative center to develop mechanisms for regular format evaluation of role delineation and governance and decision-making structures.***

**Status:** The College has accomplished this improvement plan goal and efforts are ongoing. Laney College continues to improve the use of data for systematic and integrated planning processes.

The college and district have made considerable progress in the area of institutional research that has enabled the leadership and governance planning processes to analyze data for systematic and integrated planning.

The college temporarily contracted the services of a research consultant for the 2010-2011 academic year, who collected data and generated reports pertaining to student success, basic skills, and service area demographics.

The District Office of Educational Services implemented a business information (BI) tool that gives access to live data for a wide range of areas. While access to the BI tool is limited to Peralta employees, the District frequently generates reports that are put up on the Institutional Research website. These reports are used for Program Review and Annual Program Updates (APU). In addition, the District Office of Educational Services helps to populate the APU templates with data for each program in order to enable the programs to analyze their data to inform their APU's.

The District and College have worked to re-structure the shared governance committees at the District level in order to make the roles, governance, and decision-making structures more clear and effective. The map of the new structure has been put up on the District website and sent out in hard copy to increase awareness of the new structure and processes. The new District shared governance committees have been in operation for three years with the college represented in each committee. The committees have been the bodies for all resource prioritizations and budget allocation requests from the colleges.

**Evidence:**

- Consultant Research Reports conducted by Bob Barr for the Institutional Effectiveness Committee
- <http://www.laney.edu/wp/educational-master-plan/2010-educational-master-plan/>
- <http://web.peralta.edu/indev/>
- <http://web.peralta.edu/indev/documents/>
- <http://web.peralta.edu/indev/annual-program-updates/>
- All key documents for the Planning and Budgeting Integration process can be found at the following website: <http://eperalta.org/wp/pbi/>
- <http://eperalta.org/wp/accreditation/files/2010/09/Manual-of-District-Functions.pdf>
- <http://eperalta.org/wp/pbi/educational-committee/> (key documents from Education Committee meetings)
- <http://eperalta.org/wp/pbi/planning-and-budgeting-council/pbc-documents/> (key documents from the Planning and Budgeting Council meetings)
- District Institutional Research Website
- Annual Program Update Templates
- Definitions, BI User Guide : Institutional Research
- <http://web.peralta.edu/indev/definitions/>

## **SECTION THREE RESPONSE TO ACCJC RECOMMENDATION #5**

*While evidence identifies progress, the District/Colleges have not achieved compliance with Standard III.D, and Eligibility Requirements #5 and #17. Specifically, the District/Colleges do not demonstrate the fiscal capacity to adequately support quality students learning programs and services. Therefore, in order to meet Standard and Eligibility Requirements, the District/Colleges must evaluate the impact of financial decisions on the educational quality and implement actions to resolve any deficiency.*

### **INTRODUCTION**

Beginning in January 2010, the Peralta Community College District began a series of rigorous measures to improve its fiscal stability. Implementation of these measures was led by a forensic accountancy team hired by the District to identify the scope of Peralta's structural deficit and its OPEB bond liabilities and to assist the District in initiating the changes necessary to regain fiscal stability. Changes in key senior financial services personnel were also crucial in leading the fiscal recovery process. Strategic actions including changes to systems, structures and resources that were led by the District Chancellor and College Presidents were also taken. These measures accelerated the District's austerity measures and ensured that it was able to regain fiscal stability. As this occurred, the State of California budget for community colleges continued to decline, adding significant reductions to the college's budget for state funded categorical programs and funded course sections as part of workload reductions and overall decrease in apportionment.

The District and its Colleges are to be commended for taking critical steps to establish a path to fiscal recovery and accountability. This document will summarize the cumulative impact on Laney College resulting from those reductions and cost containment measures and describe some of the most salient measures the college has taken to maintain quality student learning programs and services. In short, it will reveal how the college has ensured that it has sufficient financial resources to support quality student learning programs and services even though it continues to operate within severe fiscal constraints.

This document concludes with an explicit discussion revealing how the college is meeting Eligibility Requirements #5 Administrative Capacity and #17 Financial Resource requirements.

### **THE IMPACT OF FINANCIAL DECISIONS ON EDUCATIONAL QUALITY & THE COLLEGE'S ACTIONS TO RESOLVE DEFICIENCIES**

Laney College measures its ability to achieve educational quality based on meeting the standards of the accrediting commission as reflected in its mission and the Laney College Educational Master Plan. As such, Laney College's goal for fiscal capacity is to have sufficient resources to meet the mission of the college by adequately supporting quality

student learning programs in transfer and career technical education, foundation skills and support services.

### **Summary of Laney College Budget-Related Changes**

Reduction in General and Categorical Fund budget allocations. During the last three years, Laney College witnessed a significant reduction in its overall funding of which over \$7.4 million was in the general fund and approximately \$1.3 million was in categorical funds. The later was due largely to State cuts that range from 14.6% to over 50% depending on the categorical program. The State has given districts flexibility to allocate categorical funding as deemed most appropriate given these sharp reductions. This allowed the districts/colleges to re-organize, downsize or otherwise reconstruct particular categorical programs as deemed appropriate. Laney College leveraged this opportunity by developing a re-organization plan for EOPS, CARE and CalWORKs, consolidating these programs into one unit. In doing so, the College will be able to mitigate the impact of categorical budgets cuts to programs serving special populations.

Budget subsidization from acquisition and use of alternative funding sources and other resources. The College actively pursues grants and gifts of expensive instructional supplies and equipment as well as in-kind services.

*Grants and contract funds.* Laney College has secured grants and contracts to provide supplemental fiscal support to ensure its ability to deliver quality student learning programs and services. During the 2010-11 year faculty and staff leaders working with administration received approximately \$4,378,480 in grants. With the reduction of state and district funding, Laney College faculty, staff and students identified “increased alternative funding” as one of the college’s goals for the last two years. The grants have supported learning communities and augmented support services for academically underprepared and other student communities such as CTE students in industrial manufacturing and clean energy, including the machine technology, electrical technology, carpentry, and environmental control technology programs. Grant and contract funds have also been used to partially or fully pay for sections of classes that would otherwise not be offered, thus cushioning some of the impact of class reductions on the master schedule.

*Donations.* During fiscal years 2008-09 through the present, Laney College has obtained in excess of \$200,000 worth of equipment and supplies from a diverse set of industry partners, foundations, and private individuals. Ranging from heating, ventilation, air conditioning and refrigeration condensing units from UC Berkeley, solar panels and inverters from Chevron Energy Solutions, to laboratory demonstration models for combustion safety from Pacific Gas and Electric, these items are essential to providing students with the tools required to acquire the knowledge and skills that lead them to successful achievement of certificates and degrees as well as prepare them for careers and transfer to accredited colleges and universities. In addition, many gifts have significantly enhanced the overall quality of career and technical education programs while also demonstrating a dedicated investment of external organizations and industries to aid in the success of Laney’s most flourishing units. This effort is led primarily by faculty and deans

given their expertise and professional networks within particular industries. These funding and gift sources are vital for special projects as well as support of core classes and continuous improvement of established programs and services at the college. Grants have also been used to partially offset reductions to hourly instruction, thus preserving program integrity.

*Measure A funds* resulted from local passage of the \$390 million bond by the same name. It supports the District and its colleges in the areas of facility improvements, technology, instructional and non-instructional equipment, and library support. A total of \$144,790,514 was allocated to Laney College mainly for construction projects but also including instructional equipment purchases. During 2011-12, Laney College has a Measure A discretionary budget of \$3,979,737. These dollars can and have been used to upgrade technology, furniture, and library collections while also supporting much needed facilities repairs and renovation projects and addressing equipment needs.

In general, Laney College runs its operations in ways to be fiscally prudent while it also secures additional resources that ensure its ability to meet the needs of students and its existing programs and services while also best preparing to usher in new programs as external and internal demands require. Thus, the College has altered its operations in ways to allow it to contract as well as expand in ways to help insure the quality of its student learning programs and services.

### **Summary Analysis of Fiscal Impacts and College Remedies & Solutions Sought**

While the college continues to provide quality student learning programs and services, particular areas have been affected by fiscal conditions, namely class offerings, staffing, college resource supports and district services.

Class Offerings. In order for students to successfully complete the 43 certificate and 44 degree programs, the college offers the required courses in a rational way. Historically, the college has offered a steady increase of courses and class sections to where in spring 2009, the level of sections reached 1,032 serving in excess of over 15,000 students. This steady growth reflected both local enrollment demands and followed a long-standing sprint to meet such demand. Yet by 2009-10, the State began its precipitous decline in funding of the workload required to sustain even pre-2009 level enrollments: thus, the marked reductions in student enrollment required in subsequent years. Currently, the spring 2012 class sections have been reduced to 786 with student enrollment back to the levels during the early years of 2000 near 12,000.

*College Solutions* that improved quality and supported student progress and success: Strategically, the college reduced class sections in areas such as activities deemed less essential to students' successful and efficient completion of the certificate and degree programs. Related, the college consolidated offerings, used external partnerships, increased scheduling efficiencies across district colleges to maximize students access to required sections. In other ways, the college rationalized the class schedule. It streamlined program requirements, offering sections less frequently, cutting lowest level basic skills classes, increasing class sizes, etc. In addition, the college developed



more rigorous basic skills curricula with fewer levels – aligned with researched effective practices; conducted more research to ensure the use of more evidence-driven effective practices; and advocated to the district vice chancellors of student services and educational services for the automation of priority registration for current students and other special needs students to ensure their progress and increase graduation and transfer rates.

Staffing – Faculty and Classified Staff. Between 2001-2008, the college leveraged district support systematically to improve staffing at the college to where it had 128.8 full-time faculty—instructional, counselors, librarians—and, in 2009, 106 classified staff—while maintaining a diverse set of part-time faculty and temporary staff support personnel. During the last three years, the college has had to reduce staffing overall. Now, there are 112 full-time faculty and 69 permanent classified staff.

*College Solutions* that neutralized what would otherwise have produced a negative impact on the quality of student learning programs and services due to decline in the number of full-time faculty: The college continues its shared governance practice of annual prioritization of staffing needs to ensure a robust analytical planning effort. This practice enables the college to re-think and appropriately update its programmatic and service area priorities consistent with current needs to advance the College’s Educational Master Planning agenda. At the administrative level, this process included temporary hires, and it positioned the college to efficiently secure a set of essential temporary hires.

Other remedies to the decline in permanent staffing has entailed: developing more on-line tools for students and faculty such as orientations and professional development; hiring part-time consultants to develop the web page with educational course and program details for students; reorganizing staffing units i.e., library in order to maximize expertise and adequately address workload demands; requesting reclassifications of current employees in several areas of the college to address increased workloads and more accurately depict consolidated work assignments; providing an up-to-date list of priorities to reflect the college needs within the fiscal constraints and offering flexibility in helping the district to help the college resolve each; informing District level staffing priorities that support all colleges, yet with the primary focus on systematically addressing Laney College’s needs; and securing external sources of funding to augment staffing i.e., counseling services in learning communities for targeted students to support groups in and out of classrooms. Further the college counseling and other faculty are devising other methods to address the needs of students for more orientations, on-line guidance and self-directed academic planning.

*College Solutions* that neutralized what would have negatively impacted the quality of student learning programs and services due to the decline in the number of full-time classified staff: the college addressed the effects on its programs and services of the suspension of several classified positions by taking specific actions. For example, the elimination of the college Public Information Officer position, necessitated that

particular responsibilities in public relations, print and online publications, and college website maintenance would be absorbed or re-assigned. As a result, it ratcheted up the distributed system employed by the Laney website with more faculty and staff updating departmental and service area Web pages. In addition, college administrators assumed strategic communications activities formerly provided by the college PIO. Another example entailed the college work along with the district and sister colleges to support centralizing institutional research so that an increasing body of data, analyses and reports would be available online to support institutional planning processes. In addition, the college hired a consultant to augment this effort with more targeted analyses of particular mission-driven matters such as comparative or longitudinal data on cohorts in foundation (basic) skills courses and programs.

In terms of job placement services, now the college relies more heavily on its faculty especially those in career technical education (CTE) programs to facilitate opportunities for students via their industry advisory committees/councils. With the recent administrative reorganization of the once Office of Instruction and Office of Student Services into the Office of Academic and Student Affairs, the Dean of CTE is charged with developing a robust career development center that ensures students obtain internships, jobs and are otherwise able to successfully pursue careers. An entire wing of the Laney College Tower is being renovated to serve as the Career Center.

The college is addressing the gaps resulting from the absence of a student activities advisor in part via the transitioning of its outreach coordinator into this role via an out-of-class assignment with plans for cross training. In the meantime, this professional has already engaged directly with the leadership of the Associated Students to help address some of the student advising and other demands associated with coordinating activities and supporting sound leadership among students. In the meantime, the Dean of Liberal Arts—who is also the college unofficial facilities manager—is performing some of the vital aspects of this role in the areas of government, clubs, events, problem solving, awards, and graduation.

Historically, tutoring has been provided by departments, disciplines and separately via a general tutoring program. With the anticipated loss of the only permanent staff who supported general tutoring, the college centralized the coordination of tutoring and assigned it to the faculty who helped to design the tutor training program. By doing this, the college leveraged the previously widely dispersed expertise of faculty into a more rigorous program design that supported all of the discipline-focused and general tutoring of the college. Training became centralized under the leadership of this faculty coordinator. Other benefits were derived as well that included greater collaboration among instructors in different disciplines/divisions, and better trained tutors who understood adult learning and pedagogy as well as acquired essential cultural competencies.

The college's Instructional Technology report of the mid-2000s and its subsequent Educational Master Plan made clear that the college was severely understaffed in IT staff. In anticipation of the increased difficulty the programs and services of the college

might face, the administration with the help of its IT classified staff organized, this unit into a collaborative team. As a team, the individual IT technicians, college network coordinators and instructional support assistants no longer worked to support a single unit of the college. Rather, they now work together to address the technology needs of the college wherever the need surfaces. Thus, if a technician formally assigned to the college technology center is needed to assist in the James Oliver Writing Center or the Math lab, he would join his colleague in that area and provide direct support as needed. Through this team approach to supporting the college's IT needs, the work required to manage and ensure the effective operations of over 2000 computers, 20 labs, several critical database systems and numerous personal computers and for the college's infrastructure of servers, etc. can be assured. With this approach, the college has witnessed enhanced partnership within the college and with district IT professionals who have helped facilitate the work of the college.

In summary, the College remedies to the classified reductions included: hiring of a consultant to update Laney website while also using internal faculty, staff and administrators to add and update essential content; assigning all college tutoring to a faculty lead; relying on District Institutional Research Office for research support, and hiring a consultant to help address a few of the high priority research projects directly aligned with its emphasis on strengthening foundation "basic" skills education and improving the outcomes of the traditionally under-represented students in higher education; reorganizing the work of IT staff while also reassigning particular IT staff to temporary roles to ensure full-time coverage of the CTE instructional labs while leveraging all of the few staff members to address time sensitive and other operational matters i.e., efficient installation of SMART classroom infrastructure via use of the very limited overtime discretionary funds; supporting ASLC leaders and clubs via the division dean and outreach coordinator; and strategically investing the limited discretionary and grant resources to support short-term hiring of staff and other support personnel

College Resource Supports –Instructional/Student Support Services & Equipment, and Supplies. In general, the college has developed its support structures for administrative, instructional and student services units, and most have been formal parts of the college's organized efforts for over twenty years. The support structures have included using instructional aides for learning labs and student assistants in support of key service units; and securing new equipment and supplies for routine and innovative educational efforts. *Tutoring & Office Supports – Instructional Aides & Student Assistants* typically could be found in instructional labs and service offices throughout the campus to help facilitate services to students. Programs such as *EOPS/CARE, CalWorks, DSPS, Financial Aid, Safety Aides* were beneficiaries of this support and direct leadership from college personnel. In addition, *equipment and supply levels* were more liberal and predictable allowing for a greater range of options to meet instructional and student support services needs.

*College Solutions* that helped to ensure quality support for student learning programs and services included: centralizing coordination of all tutoring—instructional support activities of the college while respecting the need for specific disciplines to continue

direct supervision given the particular competencies required of the instructional aides/tutors. As well, the college reassigned roles to other personnel to improve communications and facilitate particular work i.e., coordination of the Safety Aides with district service centers. In doing so, it is working to reduce redundancies and otherwise otherwise guard against any negative impact of on the safety of the college. Another solution relates to financial aid concerns. In collaboration with its sister colleges, the college encourages vetting of policies and procedures before adoption, and to do so through a District/colleges' Financial Aid Oversight Committee in order to troubleshoot and recommend effective solutions to the operation and delivery of services to students attending colleges in the PCCD.

*Other college solutions include:* developing a plan for integrating EOPS, CARE and CalWORKs categorical programs to leverage limited resources, and minimize duplication of services; partnering with outside agencies to provide tutoring and partnering with four year institutions to create internships for learning disabled student support as well as counseling; target timing of the work hours of staff who now have a 10-month contract (reduced from a 12-month assignment) to align with the year-round demand for services within DSPS; leveraging the district's new full-time Financial Aid Director to streamline operations and render file completion rates, customer service and securing checks more efficient and effective. This spring 2012, district FA has implemented the Higher One automated check deposit system to expedite students' access to approved funds.

Student Services leaders from the four colleges have ratcheted up their coordination. They have collaborated on resource sharing through communication and consolidation. The strategies include maintaining core and mandated services on campus (DSPS, EOPS, Matriculation, etc.), while consolidating or centralizing particular services (health services, interpreter coordination via Laney College). Being fully committed to student success despite the economic climate, Laney College will continue to implement student services that maximize operational efficiencies and enhance student success.

District Provided Services and Functions. A number of critical college functions are provided centrally by the Peralta Community College District office. These functions include: (1) Information Systems software and hardware backbone, (2) Admissions and Records, (3) Financial Aid, (4) Finance and Purchasing, (5) General Services including strategic facilities planning, fire life and safety, campus maintenance, and security functions. Key resources including staff have been affected in all of these units.

*District/College Solutions:* The nature and impact of the district's support has been influenced directly by the colleges' advocacy. For example, in General Services and with the capital improvements and maintenance efforts, the college leveraged its existing college Facilities Planning Committee to help identify and document campus facilities needs, recommend priorities for campus improvements, and participate in shared governance processes at the District level to advance the Educational Master Plan agenda.

With the \$390 million in Measure A bond funds available for facilities improvements, the Laney College community actively worked with this and other district service centers to ensure that key areas of the college would transform from its earlier decrepit state to where it now has renovated classrooms, improved instructional/lab technologies and SMART classroom technology – projects funded with campus’ share of these funds. More specifically, four major projects have been completed or are near completion on campus: (1) \$23 million campus wide interior makeover which included improved interior conditions in classrooms such as lighting, paint, floors, and window coverings, laboratory improvements such as exhaust systems in several labs, improved electrical infrastructure, and improved chemical storage; (2) \$4.7 million ADA project; (3) \$7.6 million renovation to the college’s baking, advanced culinary, and fine dining room; and (4) \$19.7 million field house and athletic field improvements. In progress is an \$8.5 million renovation to the Tower building; a \$23 million renovation to the student center, which has been approved by DSA and awaits Tower renovation completion to initiate project. There was also an expenditure of \$2.2 million to provide cooling to computer labs in the upper ‘F’ and ‘G’ buildings, and \$4.5 million is set aside for installation of photovoltaic panels on campus. An additional \$33.5 million is currently set aside for construction of a new multi-story library and learning resource center building with at least an additional \$20 million required in state matching funds to complete the proposed project. The college facilities master plan developed by the campus community reflects the majority of these and other salient priorities.

*Campus Security Services.* These services are also centralized at the district under General Services. In partnership with General Services, the college has ensured that the campus security system is being updated for full activation of the alarm system, 24/7 security contracted services through the Alameda County Sheriff’s Department, improved secured areas of the campus i.e., gates, lower entry ways, and training of Safety Aides, installation of security cameras by spring 2012 and design and implementation of other required monitoring systems.

College Administrative Supports. As part of discussing the administrative capacity of the college (see below), the College experienced a reduction in funding of department chair release time (42%), faculty service on tenure review committees, and faculty coordination of staff development.

*College Solutions:* The College employed faculty-driven strategies to ensure that these changes would not adversely affect the quality of its student learning programs and services. Department chairs and program coordinators worked with their deans and the executive vice president (EVP) to ensure that curriculum development, reviews and revisions, oversight for adjunct faculty for large departments and annual updates of the program reviews were among the essential functions that they would continue to address. Their commitment was matched with administrators’ incentives including use of alternative sources of funds to compensate for at least a marginal amount of the time invested. Faculty and administrators invested more time to support one another. With no compensation, a department chair also assumed leadership for coordinating staff

development. Administrators took special care to encourage faculty to participate as members of tenure review committees, as part of their college service, and as an integral part of building faculty competence and community. Other faculty members are taking the lead to develop rich, substantive staff development programming that reflects the training needs of faculty and classified staff especially in the areas of assessment, accelerated learning, contextualized learning and educational leadership.

To provide more support, administrators used operational planning and assessment retreats for all academic and student affairs staff; regular check-ins via the Administrative Leadership Council meetings to discuss issues related to the implementation of the re-organization; Town-Hall meetings to keep the college community apprised of changes and associated effects of those changes, and also to hear (and to use) feedback from the faculty, students and staff; advocacy for district level joint academic and student affairs meetings, as has occurred at the College; centralized communications to all employees via website, newsletters and electronic mail; and shared responsibility to attend leadership meetings among all administrators and not just the EVP. In addition, they developed and are disseminating collegewide the Academic and Student Affairs Bulletin (newsletter) designed to help eliminate any communication gap. They are developing and disseminating early schedules of Student Services Council and staff meetings, calendar of deadlines, and schedule of shared governance and other committee/workgroup meetings designed to help increase participation in institutional activities. Further, they are providing training in specific areas i.e., use of SMART classrooms and facilitating proactive discussions and planning for systematic reduction in loads via consolidation of roles/responsibilities or elimination of specific tasks as part of strengthening educational quality.

The Colleges with leadership from faculty and District Educational Services have ratcheted up the discipline meetings within colleges and across the district with the intent to strengthen institutional capacity and significantly improve student learning and outcomes. For example, since fall of 2009, the Peralta District FLEX days each semester have included meetings of discipline faculty from the four colleges. The meetings, co-facilitated by college/district administrators and faculty leaders, have promoted thinking about ways in which the disciplines can be strengthened through collaboration. Several disciplines, including English as a Second Language, Biology and Biological Sciences, Business, English and Computer Information Systems, have extended meetings throughout the semester. Also, the colleges have collaborated on grant seeking and grant applications. Grant project managers across the district now meet on a monthly basis. This has increased the ability of the four colleges and District Office to better leverage internal and external resources and grant funding, therefore, better serving our collective students and community members, due to more frequent and purposeful communication and recently proposed grant procurement and management processes. An example of the result, the four Peralta colleges have joined with the three Contra Costa Community College District colleges in successfully securing a state Career Advancement Academies grant. The alternating of administrative responsibility and the sharing of associated efforts has created several sustainable models for delivery of career-technical education to at-risk students served

by the colleges. Laney College received \$250,000 in funding, which will provide intensive career technical education for approximately 140 students (7 cohorts) to study Industrial Maintenance, Carpentry, Green Technology, Biomanufacturing, and Solar installation.

## **ADMINISTRATIVE CAPACITY TO ASSURE SUPPORT OF THE COLLEGE'S EDUCATIONAL MISSION AND PURPOSE.**

Consistent with the ACCJC Eligibility Requirement 5, Laney College has sufficient administrative capacity with appropriate professional experience to provide the administrative services necessary to support its mission and purpose.

**Capacity.** Laney strategically re-organized the college to meet the needs of students and the community in light of State/District budget cuts, and to improve the quality of student learning program and services, in part, by breaking down pre-existing silos and scaling the “best practices” across the college. With the support of the District Chancellor, the administrative reorganization was framed by the Educational Master Plan agenda and consistent with the strategic initiatives of the college. Laney consolidated the key areas of Instruction and Student Services under the direction of one Executive Vice President of Student Learning who has been leading in this role the remaining five Deans of Academic and Student Affairs since July 2011. (This represents a reduction of one Vice President and two instructional deans. The College reorganized reporting structures of the deans to include both instruction and student service areas under each dean.)<sup>7</sup>

The administrative capacity is helped by faculty and staff efforts within the college supported by leaders within the district seeking consistency and efficient district/college practices for hiring, purchasing, and processing of budgetary transactions. along with ensuring sufficient and stable classified support for administrators. As part of this effort, the college has developed a set of standard operating procedures aligned with the district Board Policies and Administrative Procedures. The college is being further aided with recruitments to fill several classified positions spring 2012.

**Preparation.** Integral to making the changes to the administrative organization, the college studied districts with colleges of comparable size, mission scope and challenges during a one-year period. As part of doing so, it leveraged the effective practices of those community colleges in college wide discussions via shared governance groups and forums; with recommendation for approval by the College Council to the College President. Once approved by the Chancellor for implementation, roll out began summer 2011 to ensure the sound preparation of the deans into this newly formed structure. During summer 2011, three separate all-day retreats were held to discuss and plan for the reorganization, which

---

<sup>7</sup> As the three other colleges are reinstating the dean positions to pre-existing 2010-11 levels, Laney College anticipates that it will be able to reinstate at least one if not both of their dean positions to reduce the current workload of the remaining five academic/student affairs deans.

had resulted from a year-long reviews and spring 2011-long collegewide dialogs with recommendations. These retreat days of team building activities were designed to identify real and possible challenges that we would face during and after the transition to the reorganized administrative structure.

During the transition semester of fall 2011, the Deans were paired into mentoring teams, each sharing their specialized expertise involved within instruction and student services. This effort has resulted in increased understanding, teamwork and problem solving. The reorganization will become more effective with appropriate permanent classified support throughout the college.

**Experience.** Combined, the administrators have in excess of 130 years of experience working within higher education and over 100 years as administrators. Seven of the eight administrators have doctoral level education, five have either a Ph.D. or Ed.D and two are ABD.

The College President has served as a faculty member, dean and vice president of instruction, strategic planning lead, researcher, director of educational programs and manager of human resources and has worked within all systems of higher education in California. The Executive Vice President was the Laney College Vice President of Instruction and had served as an instructional dean, director and manager of programs and services, faculty and chair of curriculum committee and as a consultant evaluating EOP/S programs for the State Chancellor's Office. After retirement from another community college district, she continued her leadership role consulting on strategic planning and institutional and program evaluation. The Business Manager has served as administrative/business services lead in the roles of vice president/vice chancellor, assistant superintendent and in other administrative roles within community colleges and K-12 districts. The professional experiences of the deans range from earlier professional roles as accounting and financial expert, instructional and counseling faculty, student services officers, researcher, and district and regional lead on vocationally related programs to serving as lead on college and district level projects such as student learning outcomes assessment (SLOA), student equity and varied college-wide leadership responsibilities. This full complement of administrators embody a diverse range of expertise that ensures clarity on how to lead development of the mission, planning of the educational agenda, operational implementation of the plans, fiscal accountability and evaluation of the institution's progress and efficacy.

The collective administrative efforts of all department chairs, program coordinators and directors as well as the lead administrators described in this section have ensured a stable college leadership structure. Together, they have established clear financial planning principles aligned with the college mission and educational priorities, and considers these guiding principles when making short-term and long-term decisions. Laney College also continues to inform the District's financial planning agenda, policies and procedures through various means including, yet not limited to, the Planning Budget Council, the Strategic Management Team and directly with the Chancellor and Vice Chancellors to assure the financial integrity of the institution.



At the College level, financial integrity is a principle that requires ongoing due diligence in the planning and budgeting process. Thus, the College makes transparent its planning, decision-making, allocations, expenditures and assessments of efficacy via its planning website, in shared governance meetings and through electronic communications. As evidence of their efforts, they:

- 1 Ensured college-wide participation in completion of the Educational Master Plan;
- 2 Institutionalized the integrated planning and budgeting processes;
- 3 Welcomed critical input, expressions of concerns and recommendations to be shared with the administration and shared governance groups in open, transparent ways via forums, on-line, etc.;
- 4 Re-organized the administrative structure of instruction and student services into a unified division of academic and student affairs;
- 5 Devised plans to enhance capacity and support quality programs and services;
- 6 Used assessment and evaluations at the professional, course, program, service and institutional levels to improve organizational structures and practices; and
- 7 Provided priorities and requests to District colleagues, leaders to promote strategic engagement in short- and long-term solutions that would assure quality student learning programs and services.

**STATUS OF RECOMMENDATION 5:** Laney College has addressed this recommendation including meeting Standard IIID and Eligibility Requirements #5 and #17.

Clearly, Laney College has experienced significant challenges resulting from the financial distresses experienced Statewide. Yet its staff of faculty, administrators and classified employees along with student leaders have demonstrated remarkable creativity, perseverance and unwavering commitment to providing quality student learning programs and services. While the constraints are not fully neutralized by the ingenuity of the College stakeholders, the constraints are not allowed to compromise the integrity of the college's offerings.

The College has been smart and innovative in its use of its resources, focused on its Educational Master Plan, to address the significant reduction in its general funds and categorical funds. In doing so, it sustained its core career and technical education, transfer education and foundation "basic" skills education programs and student support services. As briefly summarized above, the college integrated instruction and student services administratively, re-structured/re-assigned or otherwise altered the way professional duties were addressed to meet the needs of the college; and engaged many other actions to help guard against any undermining of the quality of the college's student learning programs and services.

Beyond the collective skills of its faculty and staff, Laney College has been most effective because of the rigorous nature of its resource allocation process, and the cooperation it promotes with sister colleges and the district service centers. Driven by its mission, the College continuously works to increase its funding state and overall capacity while

addressing this year's agenda of student success, outcomes assessment and resource building (SOAR).

### **LIST OF EVIDENCE**

1. Laney College Mission and goals statements
2. Laney College Educational Master Plan
3. Program Reviews and Unit Plans
4. PBIC Model
5. Budget Allocation Model
6. District Planning and Budget Committee agendas, minutes and actions
7. District Educational Planning Committee agendas, minutes and actions
8. District/College Technology Planning Committees agendas, minutes and actions
9. District/College Facilities Planning Committees agendas, minutes and actions
10. College Budget Planning Advisory Committee agendas, minutes and actions
11. Laney College Budget, 2009/10, 2010/11, 3011/12
12. Laney College Budget Planning Principles
13. Laney College Educational Master Plan
14. Laney College Institutional Effectiveness Committee agendas and minutes
15. Laney College Institutional Effectiveness Plan
16. List of Laney College Grants
17. Laney College Administrative Reorganization plan
18. Laney College Proposal for Consolidating EOPS, CARE and CalWORKs
19. Enrollment & Section Count Data
20. Laney College Resources Priorities
21. Laney College Standard Operating Procedures

### **APPENDICES**

**All supporting documentation/evidence listed can be found at the link below.**

<http://www.laney.edu/wp/midterm-report-appendices>