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January 31, 2005

Dr. E. Jan Kehoe
President
Long Beach City College
4901 East Carson Street
Long Beach, CA 90808

Dear President Kehoe:

The Accrediting Commission for Community and Junior Colleges, Western Association of Schools and Colleges, at its meeting on January 12-14, 2005, reviewed the Progress Report submitted by the college. I am pleased to inform you that the report was accepted.

All colleges are required to file a Midterm Report in the third year after each comprehensive evaluation. Long Beach City College should submit the Midterm Report by **October 15, 2005**. Midterm Reports indicate progress toward meeting the evaluation team's recommendations and forecast where the college expects to be by the time of the next comprehensive evaluation. The college also includes a summary of progress on college-identified concerns as expressed in the self study report.

The Commission requires you to give the College Progress Report and this letter appropriate dissemination to your college staff. The Commission also requires that the report and the Action Letter be made available to the public. Placing copies in the college library can accomplish this. Should you want the report electronically to place on your web site or for some other purpose, please contact Commission staff.

On behalf of the Commission, I wish to express continuing interest in the institution's educational programs and services. Professional self-regulation is the most effective means of assuring integrity, effectiveness and quality.

Sincerely,

Barbara A. Beno
Executive Director

BAB/tl

cc: Dr. Linda Umbdenstock, Accreditation Liaison Officer
Board President, Long Beach City College

PROGRESS REPORT AND VISIT

**Long Beach City College
4901 East Carson St.
Long Beach, CA 90808**

A Confidential Report Prepared for the Accrediting Commission for
Community and Junior Colleges

This report represents the findings of the evaluation team that visited

Long Beach City College

on

November 1, 2004

Mr. Garman J. Pond, Chair
ACCJC

Dr. Norval Wellsfry, Member
Cosumnes River College

Introduction:

At its January 2003 meeting, the Accrediting Commission for Community and Junior Colleges, Western Association of Schools and Colleges, reviewed the institutional Self Study Report and the report of the evaluation team which visited Long Beach City College in the fall of 2002. The Commission acted to reaffirm accreditation with a requirement that the college complete a Progress Report on three recommendations. Furthermore, the Commission directed that the report be followed by a visit of Commission representatives.

Specifically, the three recommendations that were to be addressed by the college were:

3. The team recommends that the college conduct an actuarial study of retiree medical benefits and consider setting a reserve for the cost of these benefits. (Standards 9.A.2, 9.C.1, and 9.C.3)
4. The team recommends that the college immediately review, clarify, improve, and document its accounting practices, processes, and procedures to ensure conformity with good accounting practices. (Standards 9.A.4, and 9.B.6)
5. The team observed a pervasive institutional climate permeated by suspicion and mutual distrust by leaders of all employee constituent groups. To ensure that the climate does not further erode and undermine powerful college-wide initiatives, the team recommends that all groups at Long Beach City College immediately find and use internal and external resources and processes to reestablish the spirit of collaboration and collegiality. (Standards 10B.5, 10B.8, 10B.9)

On November 1, 2004, a two-person team, Mr. Jack Pond, Chair and Dr. Norval Wellsfry, visited Long Beach City College to determine the extent to which the College had addressed the abovementioned recommendations and gather evidence of that progress. Prior to the visit, the team chair exchanged emails and phone calls with Dr. Linda Umbdenstock, Administrative Dean of Planning, to establish a schedule and list of persons to interview during the visit. The team met with the President; the Academic Senate President and President-elect; the VP of Administrative Services; the Director of Fiscal Operations; members of the report writing team; representatives from the National Conference for Community and Justice (NCCJ), classified staff, and the Academic Council; and the President's Executive Committee.

College Responses to Recommendations:

Recommendation 3: The team recommends that the college conduct an actuarial study of retiree medical benefits and consider setting a reserve for the cost of these benefits. (Standards 9.A.2, 9.C.1, and 9.C.3)

Findings: An actuarial study was completed by Total Compensation Systems, Inc. in May 2003. The results of that study indicated that the cost of pre-funding retiree health liabilities was \$1,075,829. In the 2004-2005 fiscal year, the college budget reflected a reserve of an identical amount in the Unrestricted General Fund and at the same time LBCC made a priority to fund the retirement liability in the future.

Conclusions: The team was able to verify this assertion by examination of documents available in the team room at the time of the visit. Furthermore, when asked about a concern that the commitment to fund the reserve might hurt College reserves (now at approximately 5 ½ percent), the answer was that quarterly reports are now required to ensure that the College stays on track and that reserves would not be negatively impacted. However, the College has not yet completed the process of establishing an irrevocable trust to ensure the continuation of the fund. Once this has been completed, the team believes that LBCC will have fully met this recommendation. The College is asked to address the issue of the irrevocable trust in its Midterm Report due in 2005.

Recommendation 4: The team recommends that the college immediately review, clarify, improve, and document its accounting practices, processes, and procedures to ensure conformity with good accounting practices. (Standards 9.A.4, and 9.B.6)

Findings: With the assistance of a human resources consultant, the Director of Fiscal Operations completed a review of the Fiscal Operations Department resulting in a proposal for departmental reorganization which included two additional positions, Asst. Director of Budget and Operations and a Budget Development Manager, as well as improvements in the fiscal operations' processes and structures. At the time the Progress Report was written, this reorganization had not been approved by the Executive Committee, but the team was able to verify, in an interview with the Vice President of Administrative Services, that the Executive Committee has approved this reorganization proposal.

Furthermore, a review of the internal control structures for compliance with State rules and regulations and federal requirements, and the resulting improvements to the accounting practices, processes and procedures have generated an FAQ document for the campus community. The report claims that the FAQ document would be user friendly and inform the general College community on the use of the new procedures; however, the document has not yet been completed, and the team was only able to view a draft copy.

Conclusions: After interviews with the Director of Fiscal Operations and the Vice President of Administrative Services, the team believes the College has successfully met this recommendation and encourages the College to complete the FAQ document in a timely fashion and give it broad distribution to ensure institutional understanding and compliance. The College is asked for an update on the FAQ in its 2005 Midterm Report.

Recommendation 5: The team observed a pervasive institutional climate permeated by suspicion and mutual distrust by leaders of all employee constituent groups. To ensure that the climate does not further erode and undermine powerful college-wide initiatives, the team recommends that all groups at Long Beach City College immediately find and use internal and external resources and processes to reestablish the spirit of collaboration and collegiality. (Standards 10B.5, 10B.8, 10B.9)

Findings: Admittedly more difficult to document, the College has referenced areas which indicate progress is being made on important institutional issues that require collaborative efforts as evidence that conditions are improving. The continued positive direction of the institution's Educational Master Planning efforts, begun in 1998, is perhaps the best example of college-wide collaboration and thus an improved atmosphere. Interviews with representatives of the Academic Senate, Academic Council and others during the course of the day also pointed to the recent departure, since the writing of the Progress Report, and ultimate replacement of two individuals who were often viewed as the source of some contention. In addition, several other actions have been taken to re-establish a collaborative, collegial spirit on campus including inviting the National Conference for Community and Justice (NCCJ) to work with the Academic Council beginning in March 2003. This has resulted in a plan to review and solve past issues, review new issues as they arise, and anticipate issues that may develop in the future. The NCCJ has facilitated six monthly meetings of the AC to date. There are also regularly scheduled meetings between the Superintendent-President and the Academic Senate President.

Evidence of college-wide initiatives undertaken at LBCC that further demonstrate collaboration is occurring was made available to the team. These include, but are not limited to, the College Effectiveness Report which points to an increase in degrees awarded and increased success in basic skills and vocational courses as a result of Educational Master Planning efforts; the second three-year cycle of formal program reviews of support services that is continuing; the task force to resolve issues related to the PeopleSoft implementation, which consisted of participants from the Academic Senate and the office of Admissions and Records; the Diversity Task Force, which boasts membership from the Senate and the office of the Director of Staff Diversity; and the general trend for faculty and administrators to co-chair college-wide committees and taskforces.

The Academic Senate leadership is optimistic about improved conditions at LBCC and has made a commitment to build trust and collegiality. Other groups on campus recognize that the responsibility for improved climate on campus is a shared one. No

single group can bring about a spirit of collegiality and collaboration, but by working together, it can be achieved.

The classified staff has mixed perceptions on the progress made by the College to reestablish collegiality. They still believe they lack adequate participatory roles in campus matters. The Classified Senate no longer exists. The majority of the classified staff is represented by the LBCCE (an AFT affiliate union). However, a minority of classified staff belongs to this union, and the Confidential staff are not represented by it. Therefore, when classified staff are needed for the governance structure, broad representation of all classified perspectives is problematic. Given that there is no classified staff organization outside of the bargaining unit, the issue of classified staff participation in governance will continue to be seen as an issue. Classified participation on campus committees is currently defined by the LBCCE/AFT contract. As a broader concern, the expanded participation of classified staff in the governance structure needs additional institutional attention.

The April 22, 2004 NCCJ report to the Academic Council, which indicates the Council has shown progress in attempts to re-establish the spirit of collaboration and collegiality, cites four essential features for the AC's successful operation. The NCCJ believes that these conditions are now present at LBCC. These are:

- Clear roles and accountabilities
- An effective communication system
- Monitoring individual performance and providing feedback, and
- Fact-based judgments

The visiting team was able to meet with two representatives of NCCJ who stated that they believed that the College has "come a long way from where they were a year ago." At the same time, they indicated that more work still needed to be done.

Finally, during an interview with the President's Executive Committee, the team learned that the Executive Committee believes that conditions at LBCC have improved in two tangible and important ways. The first is that the daily work product appears to have increased, and the second is that the number of grievances by classified personnel has dropped from almost 100 in 2003 to just one to date in 2004.

Conclusions: After examining the evidence and during the course of the interviews, the visiting team has a general impression that the erosion of a positive climate on the campus has subsided and begun to reverse itself. Faculty, staff, and administration recognize the need for an improved climate, and most believe that suspicion and mistrust have diminished. However, an end to suspicion and mistrust do not necessarily signal a beginning of complete confidence and trust. Positive experiences and additional examples of the fruits of collaboration and cooperation will need to be broadly felt and widely visible across campus before the institution will adopt this as a general *modus operandi*. Nevertheless, the team believes that more than the first steps have been taken by all parties. The upcoming Midterm Report should give additional evidence of a sustained climate of teamwork and mutual respect at the college.

Report Conclusion: The team commends Long Beach City College for considerable progress on the recommendations made by the 2002 evaluation team and for its frank and open self evaluation in this report and during interviews. The team believes that the strong sense of institutional pride in and commitment to serving its sizeable student population will enable it to continue the forward momentum observed by this team during the visit.

ACCREDITATION PROGRESS REPORT

This document is a Progress Report to the Accrediting Commission for Community and Junior Colleges, Western Association of Schools and Colleges. The Commission Team made its accreditation visit to Long Beach City College (LBCC) from October 1 through 3, 2002. The Accreditation Commission reviewed the institutional self study report and the report of the evaluation team at its January 8-10 meeting, 2003. In a letter of January 17, 2003 to Superintendent-President Dr. Jan Kehoe, the Commission reaffirmed accreditation for Long Beach City College with a requirement that the College complete a Progress Report by October 15, 2004. This is to be followed by a Commission mid-term visit in the fall of 2004.

The College was asked to focus its Progress Report on three recommendations and concerns:

3. The team recommended that the College conduct an actuarial study of retiree medical benefits and consider setting a reserve for the cost of these benefits (Standards 9A.2, 9C.1, 9C.3)
4. The team recommended that the College immediately review, clarify, improve, and document its accounting practices, processes and procedures to ensure conformity with good accounting practices (Standard 9A.4, 9B.6)
5. The team observed a pervasive institutional climate permeated by suspicion and mutual distrust by leaders of all employee constituent groups. To ensure that the climate does not further erode and undermine powerful College-wide initiatives, the team recommended that all groups at Long Beach City College immediately find and use internal and external resources and processes to reestablish the spirit of collaboration and collegiality (10B.5, 10B.8, 10B.9)

The information below provides a response to the three recommendations followed by attachments supporting the evidence for statements given.

RECOMMENDATION #3

On May 29, 2003 the college received an actuarial study of retiree health liabilities, which was prepared by Total Compensation Systems, Inc. (Document A). The study determined that the additional cost of pre-funding retiree health liabilities was \$1,075,829. Based on this actuarially determined pre-funding amount, the Fiscal Year 2004-2005 budget was adopted with a reserve of \$1,075,829 in the Unrestricted General Fund. (Document B)

RECOMMENDATION #4:

The Director of Fiscal Operations has reviewed the staffing levels of the Fiscal Operations department with assistance from a Human Resources consultant. As a result, a proposed reorganization has been developed, which will be considered by the Executive Committee.

Accounting procedures have been reviewed internally by a team comprised of the Director of Fiscal Operations, the District Comptroller, and the Internal Auditor. Additionally, the District's independent auditor -- Goodrich, Goodyear and Hinds --

reviewed the internal control structure, application of state rules and regulations and federal compliance requirements. Both of these efforts have resulted in clarifications and improvements, which are being documented in the form of a user friendly FAQ (frequently asked questions) document. It is being written in a format focusing on usability to the general College community. (Document C)

RECOMMENDATION #5

Of the concerns expressed by the Accrediting Commission, recommendation #5 has been the most challenging to respond to. The recommendations refer to a climate of suspicion and mistrust. These issues are difficult to quantify or document with methods normally associated with Accreditation responses since these issues are perceptual in nature. Some constituent groups believe that much progress has been made in moving powerful College wide initiatives forward. The Academic Senate and Community College Association believe that progress has eroded. There is continuing disagreement between faculty leadership and administration over information presented and the process followed to resolve issues. The following information attempts to give a balanced institutional response to Recommendation #5.

Powerful College-Wide Initiatives That Have Advanced Progress

A systematic evaluation of the College-wide initiatives in the Educational Master Plan conducted by all College departments and planning committees was done during the fall, 2003 Semester. Despite the disagreements referenced above, the evaluation process documented that the initiatives have not eroded, progress has continued to be made and College is overall on track with the Educational Master Plan. (Document D).

The annual College Effectiveness Report, presented to the Board of Trustees in the summer of 2003, also indicated significant progress resulting from the College's initiatives in the Educational Master Plan including an increase in degrees and increasing success in student basic skills and vocational courses. (Document E).

Resources and Processes Used to Build Consensus

Since the visit of October 2002, and despite on-going areas of contention, actions have occurred to attempt to re-establish the spirit of collaboration and collegiality at the College.

The Academic Council (AC) Consisting of the President, the President's Executive Committee and the Academic Senate Executive Committee, the AC agreed to have the National Conference (NCCJ) work with the group to facilitate a collegial spirit of collaboration. This process has been on-going since March, 2003. Progress has included the establishment of subcommittees to address issues and make recommendations. This has led to a process for 1) reviewing and solving past issues that continue to need attention, 2) reviewing issues that arise in the course of work, and 3) anticipating issues that may surface as planning committee work moves forward (Document F). Currently, four subcommittees are working on block scheduling, planning committee voting, accreditation follow up, and the college hour. National Conference representatives have facilitated six monthly meetings of the AC thus far and

have provided training to increase problem-solving skills. (Document G). Additionally, meetings between the Superintendent-President and Academic Senate President now take place bi-weekly. There has also been a request for assistance from the Community College League who has agreed to provide some support after a list of issues has been identified and submitted by the Academic Senate.

Classified Service The College and classified service have made important progress as well. There has been a new spirit of collegiality between constituent groups belonging to or impacted by classified service. Progress includes improved labor relations evidenced by the settlement of grievances at the lower levels without the need for arbitration; a reclassification study with negotiated implementation in three phases; the formation of the Health and Welfare Benefits Committee to ensure all constituent groups had input to any changes in benefit; information meetings between HR and classified staff regarding the State fiscal situation and layoffs (Document H); classified participation in an interest-based bargaining conference in San Francisco; and meetings to improve communication between the Human Resources Director and President of AFT prior to Personnel Commission meetings (Document I).

Planning and Review Long Beach City College has a comprehensive on-going planning process that involves all constituent groups and, since accreditation, a number of additional efforts have been accomplished. A formal evaluation process of the plan itself and the planning process has occurred which included departments, committees and a campus-wide survey. There is a general trend for faculty and administrative co-chairs on college wide taskforces and committees. The Staff Planning Committee (SPC) has been reconstituted and revised to focus on long term planning and development of the classified staff including the review of appropriate staffing skills and resource levels required to support the institution.

Additional College wide evidence of working together to resolve issues and establish a spirit of collegiality includes a focus on constructive problem solving at the Administrator's year-end retreat in September, 2003 (Document J); the establishment of a cross constituent based task force to resolve issues related to PeopleSoft implementation; and a cross-constituent task force resolution of issues related to the Middle College at the PCC Campus (Document K).

Collaborative meetings have occurred that demonstrate progress towards building consensus and re-establishing collegiality: Examples include presentations and forums to various campus groups on the Facilities Long Range Plan (Document L) and joint deans and department head meetings to craft school plans, determine capital outlay needs, and establish hiring priorities. The 18-month long celebration of the College's 75th Anniversary was a campus wide effort in which information was distributed to all constituent groups and all were encouraged to participate through communications and requests for participation. The revitalized Classified Employees Recognition Week has promoted joint efforts between the classified union and the District and a new Classified Staff Development Day is now held on a regular basis.

Discussions have taken place in many constituency groups, including Academic Council, regarding the need for better communication to anticipate and prevent

disagreements due to lack of adequate and timely communication. There has been an increase in the consistent use of email, phone and presentations. The Pacific Coast Campus (PCC) has established a series of communication strategies to keep faculty, staff and administrators informed about activities and changes at PCC. Various Schools and Divisions have developed routines for working with faculty on school plans and other issues. (Documents M).

Continuing Areas of Disagreement

The faculty leadership groups, embodied in the Academic Senate and the Community College Association (CCA - faculty bargaining unit) continue to feel that the climate referred to in Recommendation #5 has not only failed to improve but has further deteriorated. Their views are based on a number of issues not yet resolved and about which there is neither concurrence on facts nor on the appropriateness of roles in the process. These include communication and participation revolving around a proposed re-organization of departments and programs within Academic Affairs; the contention that a new college-wide "block scheduling" pattern was instituted without mutual dialogue and agreement with the Academic Senate and other faculty leadership; a perceived lack of timely information and dialogue concerning decisions affecting faculty; the processes by which decisions were made regarding appointment of a new interim Dean of Instruction at PCC, and interim Dean of PE and Athletics; and the relocation of department offices and support staff. Finally, this feeling of continued deterioration was evidenced by a vote of "No Confidence" in the Vice President of Academic Affairs by both the Academic Senate and CCA. Subsequently, the filing of a lawsuit by the Vice President of Academic Affairs against the Academic Senate and the Senate President regarding the process lead to the vote of "No Confidence." The Academic Senate has requested outside assistance in helping to resolve some of these issues in addition to the assistance that has been given to the Academic Council from NCCJ. (Document N)

The administration's view regarding many of the issues raised by the faculty leadership groups is that certain issues are contractual in nature and that others fall into the purview of administrative responsibility and oversight. "Shared governance" and appropriate responsibilities of the groups involved underlies many of the areas of disagreement.

The classified union (AFT) has mixed perceptions of the progress made by the College toward re-establishing collegiality and collaboration. They comment predominantly on the situation as it pertains to classified employees, but they believe that the experience of other constituent groups influences the overall environment. They believe that the issue most in need of improvement is "shared governance." Despite these views, AFT has made efforts to remedy the situation and believes that it has been met halfway by the District in many of these attempts. There is a feeling on the part of AFT that there has been improvement in the general working relationship between classified union leadership and administration due to hard work and a higher level of trust than had previously existed. They indicate a willingness to continue working to improve relations between all the constituency groups at the College. (Document O)