



**Institutional Self Evaluation Report  
in Support of  
Reaffirmation of Accreditation  
2014**

# **LONG BEACH CITY COLLEGE**

## **Self Evaluation Report of Educational Quality and Institutional Effectiveness in Support of Reaffirmation of Accreditation**

*Submitted by:*

Long Beach City College  
4901 E. Carson Street, Long Beach, CA 90808

*Submitted to:*

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

July 2014

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## Certification of the Institutional Self Evaluation Report

June 10, 2014

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

From: Eloy Ortiz Oakley, Superintendent-President  
Long Beach City College  
4901 E. Carson Street, Long Beach, CA 90808

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

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

Signatures:

  
\_\_\_\_\_  
Eloy Ortiz Oakley  
*Superintendent-President*

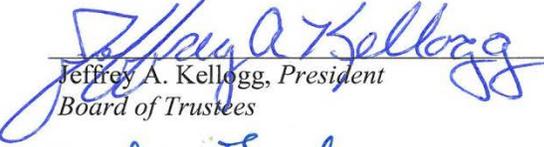
  
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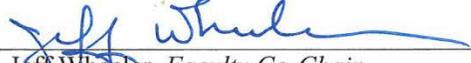
  
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Board of Trustees*

  
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# Introduction to Long Beach City College



## Introduction to Long Beach City College

### History and Campuses

During this self evaluation period, Long Beach City College (LBCC) celebrated its eighty-fifth anniversary as one of the oldest and largest community colleges in California. Established in 1927 as Long Beach Junior College, legislative action in 1970 separated the college from the Long Beach Unified School District, creating the Long Beach Community College District. Beginning with a student body of only 500, the college's enrollment in fall 2013 reached over 24,000 students. During the college's 85-year history, the LBCC faculty has grown from 20 to almost 300 full-time faculty with more than twice that number of part-time faculty. Currently, there are close to 500 classified staff and administrators working to help advance the college's ongoing efforts.

Today, the Long Beach Community College District (referred to communitywide as Long Beach City College) is a single-college district that operates two principal campuses. The Liberal Arts Campus (LAC) occupies 112 acres in suburban northeast Long Beach, while the Pacific Coast Campus (PCC) is located on a 30-acre site in an urban setting in central Long Beach. Each campus provides a comprehensive student experience including state-of-the-art classrooms and student support services, though the two campuses serve different student populations. In fall 2013, the student body at LAC included more Hispanic and White students and fewer Asian and Black students than PCC. Students at LAC were also younger and more likely to have an educational goal of a bachelor's degree, while students at PCC were more likely to have a goal of obtaining a vocational or associate degree. Finally, LAC had more full-time students (i.e., 12 or more units), while PCC had more part-time students. In addition, specialized instructional services are offered at the college's two Child Development Centers, one located on a 2.3-acre site north of the LAC and the other at the PCC.

Long Beach City College has become one of the most diverse community colleges in the state, a reflection of the fact that the city in which most of its students reside is considered one of the most diverse metropolitan areas in the US. The college's student population mirrors the community it serves in terms of ethnic composition. For fall 2013, approximately 52 percent of LBCC students were Latino, 15 percent White, 13 percent Asian/Pacific Islander, and 14 percent African American. Adding to this diversity was a large cohort of international students who come to Long Beach City College to study at the American Language and Culture Institute (ALCI) to improve their English skills in preparation for college admission.

Transfer education and occupational training are two main functions at LBCC, but the college also offers many basic skills courses and general education programs. New programs and services are continually being developed to meet the needs of the community, an increasingly diverse student population, as well as business and industry. The college has developed computer-assisted instruction, expanded multimedia efforts, and developed 11 transfer degrees thus far. There have been increased collaborative efforts with the Long Beach Unified School District (LBUSD) and California State University Long Beach

(CSULB). The college has received awards for its Administration of Justice and Journalism programs and is widely known for its Nursing and Child Development programs, as well as an extensive and technologically-advanced Electrical Technology program. In addition, it has several special training partnerships with area corporations. LBCC is the Lead Center of the Los Angeles Regional Small Business Development Center (SBDC), one of six regional networks in California. As part of its effort to support and promote small business growth and development, the LBCC SBDC has partnered with Goldman Sachs to host the *10,000 Small Businesses* initiative, a business management education program. Since the program began in 2010, there have been nine cohorts and a total of 222 participants at LBCC. In July 2013, LBCC also became the Southern California Regional Center, and oversees the program at Los Angeles City College as well.

LBCC is governed by a five-member, publicly-elected Board of Trustees. The Board provides leadership and sets policy for the college. The Superintendent-President is responsible for implementing policies and directives approved by the Board. In 2013, LBCC Board of Trustees received the Pacific Region Equity Award from the Association of Community College Trustees. In 2014, the Superintendent-President received the James Irvine Foundation Leadership Award for Promise Pathways and the alternative placement model. Promise Pathways, a key element of the LBCC Student Success initiative, employs various strategies, such as prescribed course scheduling and academic coaching, to help students achieve their educational goals. The alternative placement model, a component of Promise Pathways, uses high school performance data along with standardized tests to place students in math and English courses.

Long Beach City College prides itself on its long history of service to the community. The close ties with the community are illustrated by the support the college enjoys from the Long Beach City College Foundation, a nonprofit organization operating independently of the college to raise funds for scholarships, faculty initiatives, and facility enhancements, all of which contribute to the college's outstanding and evolving learning environment. Since it was founded in 1978, the Long Beach City College Foundation has raised more than \$35 million dollars to benefit the college community. From 2008-09 to the present, 4,375 students were awarded Foundation Scholarships. In 2012-13, the Foundation awarded over \$800,000 in scholarships, including the Long Beach College Promise. In prior years, the total amounts had been more than \$600,000 annually. In addition, the Foundation supports program development by providing departmental grants. In the past five years, 163 grants totaling close to \$122,000 have been awarded.

## Significant Developments Since the 2008 External Evaluation Visit

As Long Beach City College celebrates its eighty-fifth anniversary and continues to perform the duties and responsibilities of a full service institution of higher education, it operates in the midst of a number of major transitions.

Two of the most significant changes during this evaluation period are the Long Beach College Promise and Promise Pathways. These two initiatives have strengthened the collaboration between LBUSD, LBCC, and CSULB and afforded students more streamlined pathways through the educational systems. Promise Pathways and its student success strategies of alternative placement models, prescriptive scheduling, registration priority, and targeted student support allow more students to progress through their course of study in a more efficient and effective manner. In fall 2012, the first cohort of Promise Pathways comprised 976 first-time, directly matriculated students from LBUSD. Key early academic milestones were selected as metrics to measure the success of the initiative: full-time enrollment, completion of college-level English and math, and behavioral intent to transfer. In the first year, Pathways students achieved key milestones at a rate higher than non-Pathways students from LBUSD achieved in their first year and higher than fall 2006 LBUSD students achieved in six years. Pathways students were far more likely to be enrolled full-time both semesters, more likely to complete college-level English and math, and achieve intent to transfer than non-Pathways students. Propensity score matching against previous cohorts indicates that even controlling for high school GPA, high school CST scores, English and math grades, and units taken in the first year at LBCC, Pathways students' achievement of early educational milestones tripled to quintupled rates of achievement of previous cohorts with the same characteristics.

Student Success Centers were also established in the time since the last site visit. There is a Multidisciplinary Success Center at each campus, as well as a Writing and Reading Success Center and a Math Success Center at the Liberal Arts Campus. LBCC Success Centers offer students a variety of services and resources such as tutoring, supplemental learning activities, basic skills improvement activities, and study skills workshops.

During this evaluation period, the college has also implemented technology systems to improve facilitation and management of integrated planning, program review, and outcomes assessment processes. LBCC utilizes data derived from these systems for evidence-based decision-making at the department, school and institutional levels. This culture of evidence is particularly important for the college as state, federal and other governing bodies increase their focus on accountability and performance measures.

The physical space of the college has also significantly changed. During this evaluation period, LBCC has added more than 250,000 gross square feet of instructional, classroom, support services, and administrative areas, and remodeled more than 181,000 gross square feet. Construction of a new Math and Technology Building at LAC and the renovation of several buildings at PCC are also in progress.

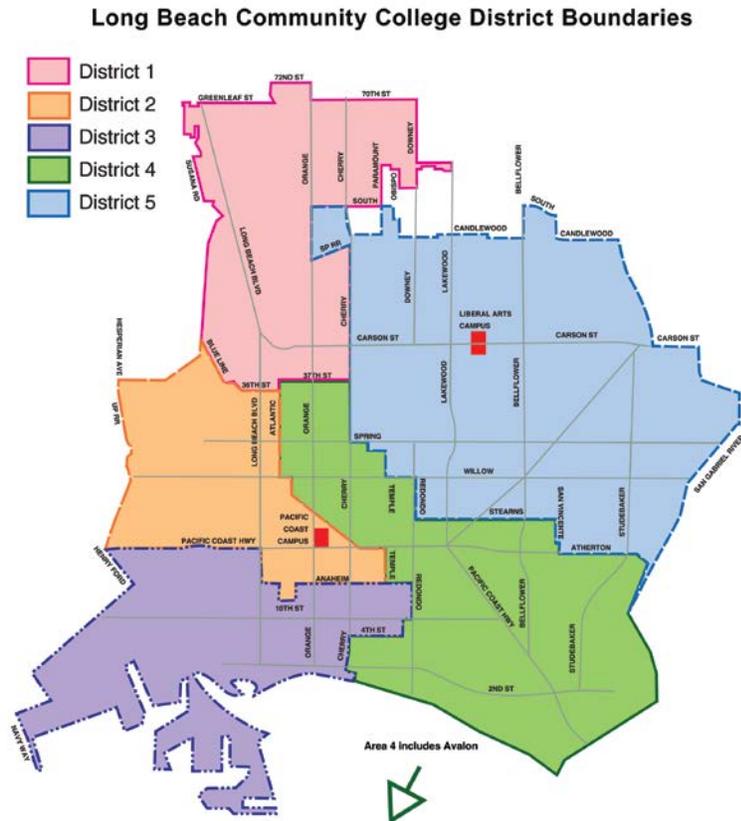
From 2007-08 to fall 2013, in response to the state budget crisis, the number of College employees were reduced in all employment categories – 30 in Management/Confidentials, 120 in Classified Staff, and 74 in Full-Time Faculty. These reductions were achieved

through retirements, resignations, and layoffs, including 19 faculty positions that were eliminated as a result of the program discontinuance process in 2012-13. Eleven programs were discontinued, many of them in the Career and Technical Education (CTE) area. The college is slowly rebuilding, beginning with hiring 42 full-time Faculty for fall 2014 in order to meet the California Community College Chancellor's Office Faculty Obligation Number, and with the recent hiring of a CTE dean to oversee and develop the CTE area.

## Demographic Information on the District Service Area

### *Long Beach City College District Service Area*

The Long Beach City College District serves an area of approximately 128 square miles and includes five main service areas. Each of the college's trustees provides governing oversight on behalf of one of the five service areas shown in the map below.



Four cities are served by the district, including Long Beach, Lakewood, Avalon, and Signal Hill. Based on U.S. Census data from the year 2010, the population for the largest of these cities, Long Beach, the seventh largest city in the state of California, was 462,257. The city of Lakewood had 80,048 residents, and the cities of Signal Hill and Avalon followed with 11,016 and 3,728 residents, respectively.

In 2008, the total population of these communities was 554,641 residents and in 2012, it was 558,482. The largest cities in this area, Long Beach and Lakewood, had a relatively flat growth rate at less than one percent, while the smaller cities grew at two percent or more. The overall population growth of these communities was only 0.7 percent, and marks a shift from the last evaluation period, which experienced a growth of over 2.8 percent from 2000 to 2006. The most significant change was for the city of Lakewood, which had a population

growth of 12.54 percent in 2000 to 2006, but only 0.7 percent from 2008 to 2012. Overall, these cities were not growing as fast as California or the United States (see Table 1).

*Table 1. Population Growth from 2008 to 2012*

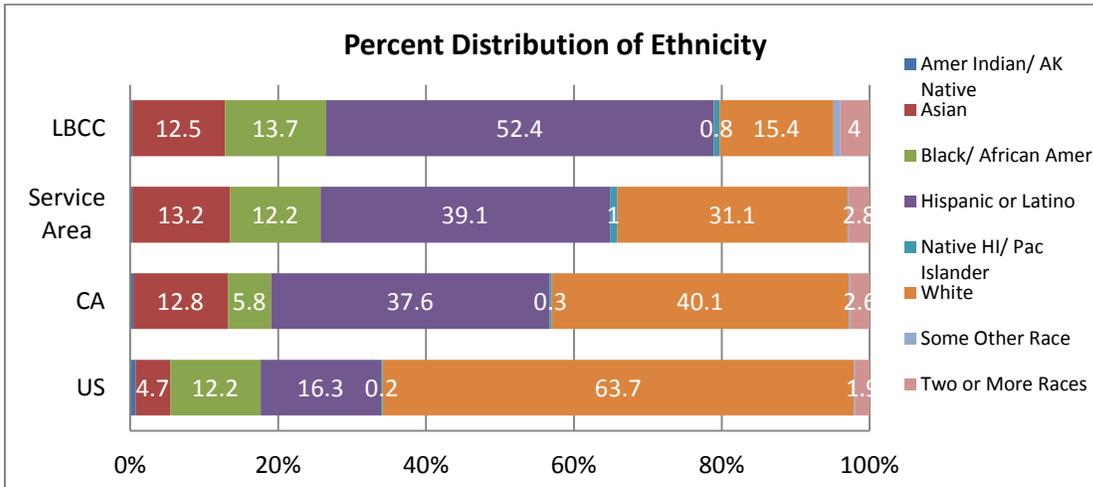
	<b>2008 (Estimate)</b>	<b>2010 (Census)</b>	<b>2012 (Estimate)</b>	<b>change</b>	<b>% change</b>
<b>Avalon</b>	3,644	3,728	3,717	<b>73</b>	<b>2.0%</b>
<b>Lakewood</b>	79,660	80,048	80,213	<b>553</b>	<b>0.7%</b>
<b>Long Beach</b>	460,643	462,257	463,589	<b>2,946</b>	<b>0.6%</b>
<b>Signal Hill</b>	10,694	11,016	10,963	<b>269</b>	<b>2.5%</b>
<b>California</b>	36,604,337	37,253,956	38,041,430	<b>1,437,093</b>	<b>3.9%</b>
<b>United States</b>	304,093,966	308,745,538	313,914,040	<b>9,820,074</b>	<b>3.2%</b>

Source: US Census Bureau – 2010 Census <http://www.census.gov/2010census/> and American Community Survey 2008-2012 <http://www.census.gov/acs/www/>

### *Ethnic Distribution*

Data on ethnicity reflect the diversity of the district’s service area. Hispanics represent the largest ethnic group in Long Beach and in the service area as a whole, while this group is the second largest group in the nation. The ethnicity of the state of California, the LBCCD service area, and the Long Beach City College student body is compared in Figure 1. A comparison of the ethnic distribution of the fall 2013 enrollment at Long Beach City College to the district service area indicates that Hispanics were over-represented while Whites were under-represented at LBCC. The LBCC student body was 52.4 percent Hispanic compared to 39.1 percent for the area, a 13 percent difference. The difference was slightly greater for Whites, who made up 31.1 percent of the service area but only 15.4 percent of the students enrolled at LBCC. The distributions of African Americans and Asians were similar for LBCC and its surrounding communities. It should be noted that although Avalon is a part of the service area, student enrollment from Avalon is very small, averaging about 40 students per year, and has been declining.

Figure 1. Percent Distribution of Ethnicity, 2010

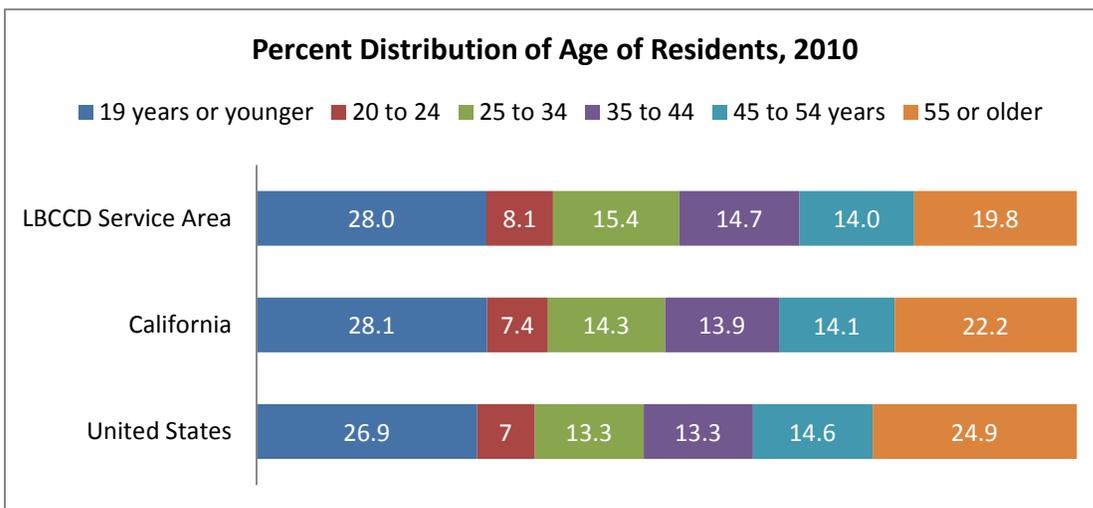


Source: US Census Bureau – 2010 Census <http://www.census.gov/2010census/>; CA Community College Chancellor's Office DataMart [http://datamart.cccco.edu/Students/Student\\_Term\\_Annual\\_Count.aspx](http://datamart.cccco.edu/Students/Student_Term_Annual_Count.aspx)

Age

The recent Census data from 2010 reveal that the communities served by LBCC had a younger population than California or the nation. The LBCCD service area had the smallest percentage of residents fifty-five or older. Within the service area, Long Beach had the youngest median age at 33, followed by Signal Hill at 36, then Lakewood and Avalon at 38. Thirty-five and thirty-seven were the median ages in California and the United States, respectively (see Figure 2).

Figure 2. Percent Distribution of Age of Residents, 2010



Source: US Census Bureau – 2010 Census <http://www.census.gov/2010census/>

*Educational Attainment*

The educational attainment of the residents of Lakewood, Long Beach, and of the LBCCD service area is shown below in comparison to the United States as a whole. The percentage of residents 25 years and older who have not graduated from high school was more than five percent higher in the service area than in the nation. The percentage of high school graduates of this age group was nearly ten points lower than the percentage of high school graduates in the nation. However, the percentage of residents 25 years and older in the service area who have any kind of college education (60.8 percent) was comparable to those in California (60.3 percent) and was slightly higher than that of the United States (57.5 percent) (see Table 2).

*Table 2. Educational Attainment - Residents 25 yrs. and older*

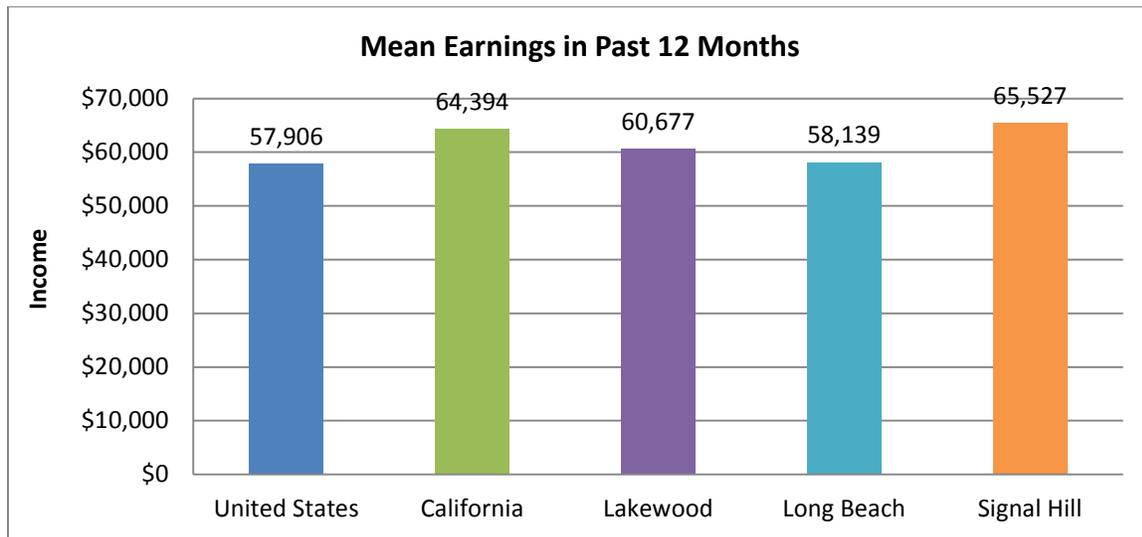
<b>Educational Level</b>	<b>Lakewood</b>	<b>Long Beach</b>	<b>Service Area</b>	<b>California</b>	<b>United States</b>
Less than high school graduate	12.5%	21.0%	19.6%	19.0%	14.3%
High school graduate (includes equivalency)	23.5%	18.8%	19.5%	20.7%	28.2%
Some college or associate's degree	36.6%	31.5%	32.3%	29.9%	29.0%
Bachelor's degree or higher	27.5%	28.6%	28.6%	30.5%	28.5%

Source: US Census Bureau American Community Survey 2008-2012

### *Income and Employment*

The most recent income estimates from the American Community Survey of the Census show a marked difference between the cities in the LBCCD service area. The average income in the past 12 months in Signal Hill (\$65,527) was over \$7,000 more than that of Long Beach (\$58,139). Compared to California, Signal Hill was the only city in the LBCCD area that had a slightly higher average income, but compared to the nation, all had higher average earnings. (see Figure 3).

*Figure 3. Mean Earnings in the Past 12 Months*

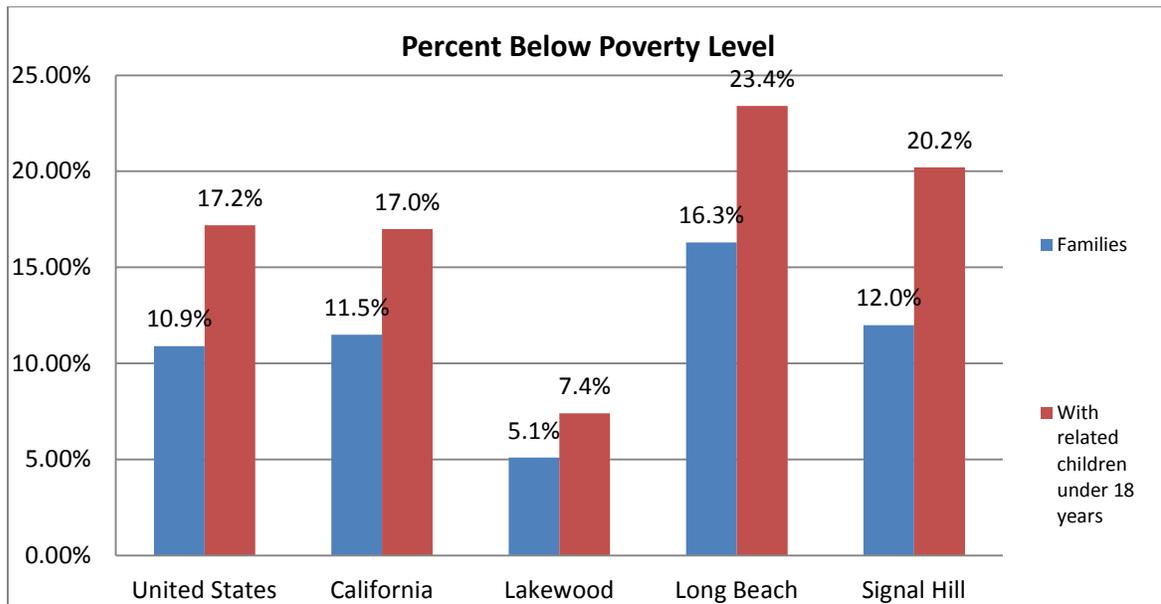


Source: US Census Bureau American Community Survey 2008-2012

*Poverty and Unemployment*

Poverty rates in the LBCCD service area also vary greatly among the cities. Long Beach had the highest poverty rate, with 16.3 percent of families living below the poverty level; this rate was even higher among the families with children under 18 years old (23.4 percent). Long Beach and Signal Hill both had higher rates than California and the United States. On the other hand, the poverty rate in Lakewood was significantly lower than its neighboring cities and was half the poverty rate of the state and country (see Figure 4).

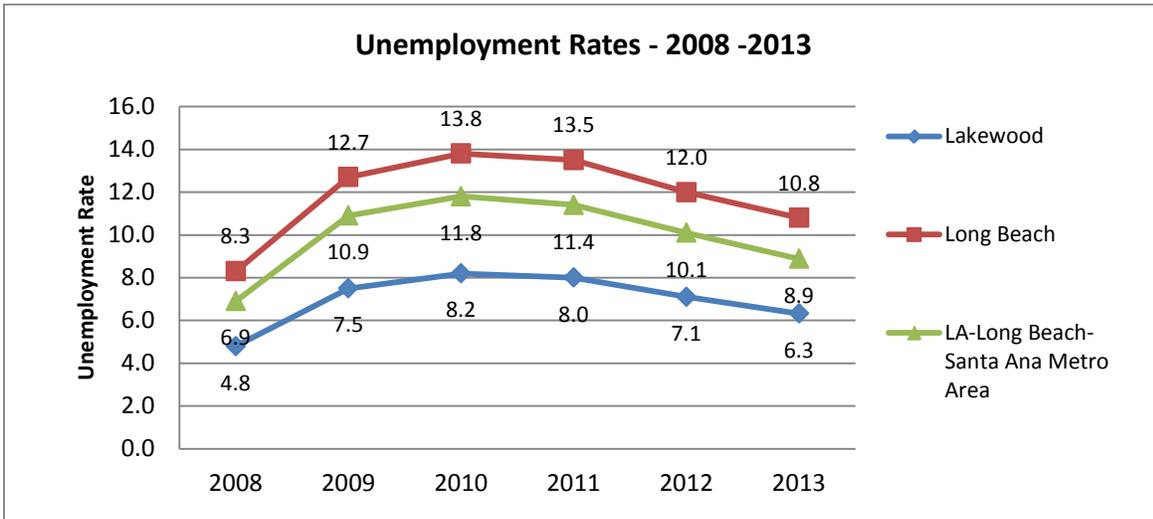
*Figure 4. Percent Below Poverty Level*



Source: US Census Bureau American Community Survey 2008-2012

Like the rest of country, the communities around Long Beach City College also suffered the effects of the Great Recession, which began in 2009. The unemployment rates in the Los Angeles – Long Beach – Santa Ana metro area went from 6.9 percent in 2008 to a high of 11.8 percent in 2010. Within this area, the city of Long Beach experienced the greatest loss of jobs, with its unemployment rates increasing by over five percentage points during the same time period (8.3 percent to 13.8 percent). Although there are some signs of economic recovery in the region, the 2013 unemployment rates were still two to three percent higher than they were five years ago (see Figure 5).

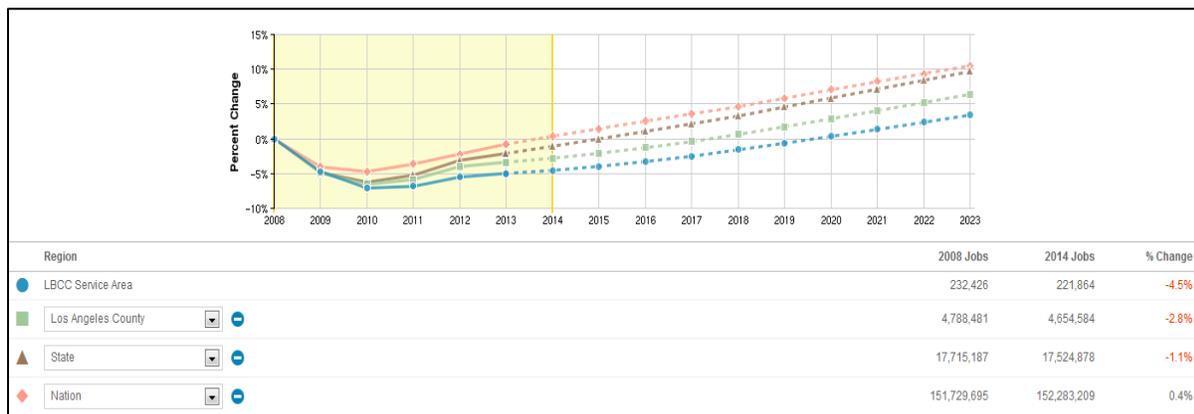
Figure 5. Unemployment Rates 2008-13



Source: Local Area Unemployment Statistics, Bureau of Labor Statistics: <http://www.bls.gov/lau/>

Reports from the Economic Modeling Specialists Inc. (EMSI), which gathers information from a wide variety of sources including the Bureau of Labor Statistics, the Bureau of Economic Analysis, the U.S. Census Bureau, the Internal Revenue Service, etc., projects that after a record low number of jobs in 2010, the job outlook is slowly trending up. The LBCCD service area lost 10,562 jobs (4.5 percent) from 2008 to 2014, higher than Los Angeles County, California and the United States. However, as the chart below shows, the number of jobs in the LBCCD service area is projected to increase along the same trend line as the county, state, and nation in the next ten years (see Figure 6).

Figure 6. Jobs 2008-2014 and Projected Trends



Source: Economic Modeling Specialists, Inc. Reports <http://www.economicmodeling.com/>

Most industries lost jobs during this time period, but a select few continued to gain jobs. The tables below show the top five industries that had the biggest gains and the top five industries that lost the most jobs, by percent change, in the LBCCD service area (see Table 3).

*Table 3. Jobs by Industry: Top Four Biggest Gains and Losses*

Description	2008 Jobs	2014 Jobs	Change	% Change
Educational Services (Private)	2,436	2,826	390	16%
Accommodation and Food Services	20,486	22,776	2,290	11%
Health Care and Social Assistance	25,543	28,235	2,692	11%
Professional, Scientific, and Technical Services	12,490	13,079	589	5%
Information	2,874	2,497	(377)	(13%)
Utilities	2,371	1,934	(437)	(18%)
Finance and Insurance	7,452	6,047	(1,405)	(19%)
Manufacturing	20,804	14,417	(6,387)	(31%)

Source: Economic Modeling Specialists, Inc. Reports <http://www.economicmodeling.com/>

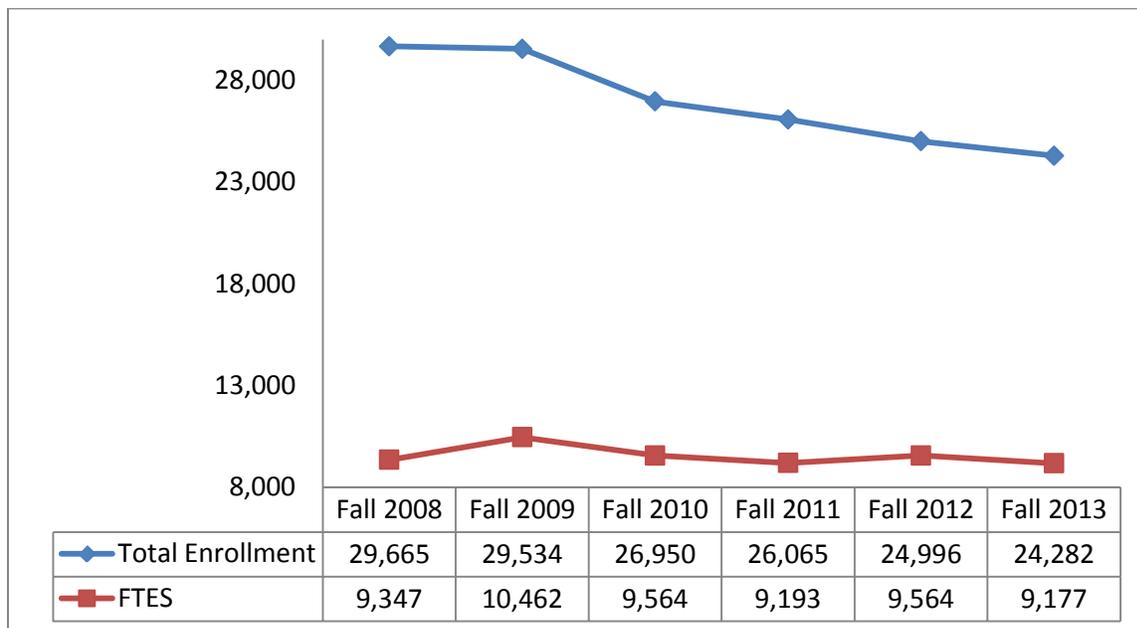
## Long Beach City College Students

### Who are they?

#### *Enrollment*

LBCC saw a steady decline in the unduplicated headcount of students, from a high of 29,665 in fall 2008 to a low of 24,282 in fall 2013. This drop in headcount correlates with the decrease in number of sections offered in response to reductions in state apportionment. Please see chart on page 173 in Standard IIA for more detail. In contrast, the number of full-time equivalent students (FTES) remained more stable, with a high of 10,462 in fall 2009 to a low of 9,177 in fall 2013 (see Figure 7).

*Figure 7. Unduplicated Headcount Distribution by Fall Term*

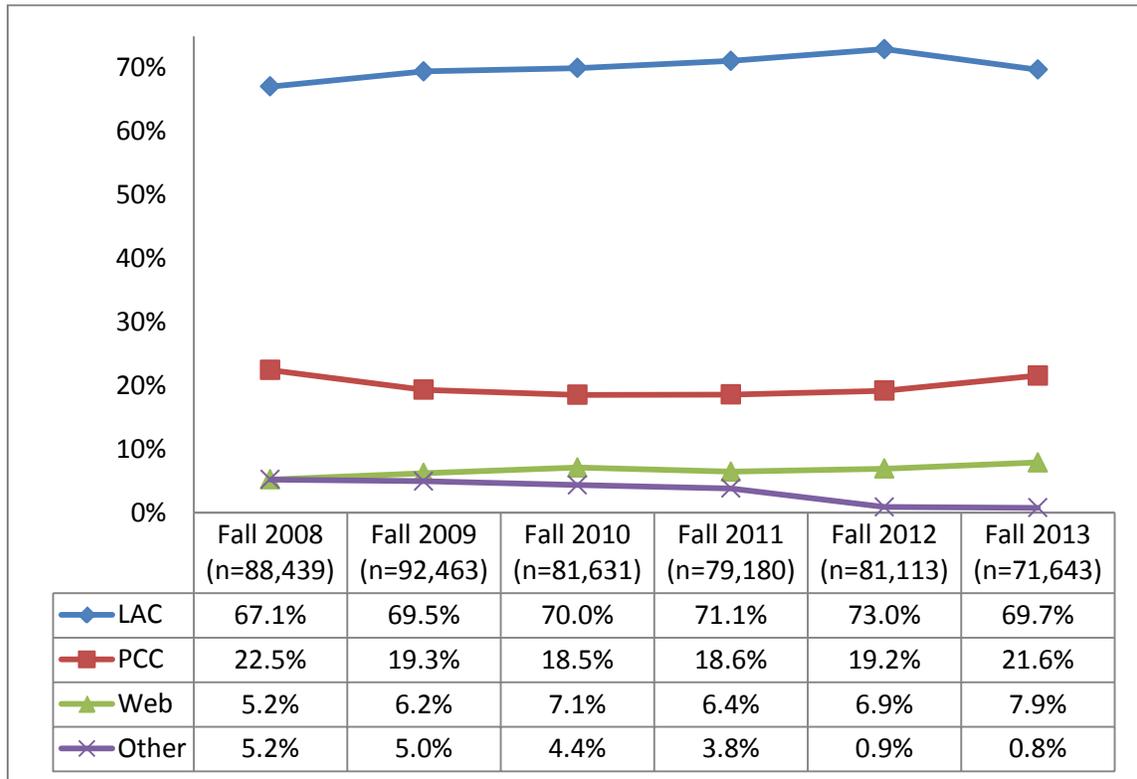


Source: Chancellor's Office DataMart

Campus enrollments remained stable from 2008 through 2012. Approximately two-thirds of enrollments took place at the LAC. PCC accounted for approximately 20 percent of enrollments, and the final five to eight percent of enrollments took place in online classes. Although online enrollments were a small portion of LBCC's overall enrollments, there was an upward trend over time (see Figure 8).

In fall 2013, there was a statistically significant decrease in LAC enrollments and a statistically significant increase in PCC and online enrollments. LBCC will monitor these data closely to determine if these are one-time changes or the beginning of a change in enrollment patterns.

Figure 8. Campus Enrollment Distribution by Fall Term (percent of total enrollments)

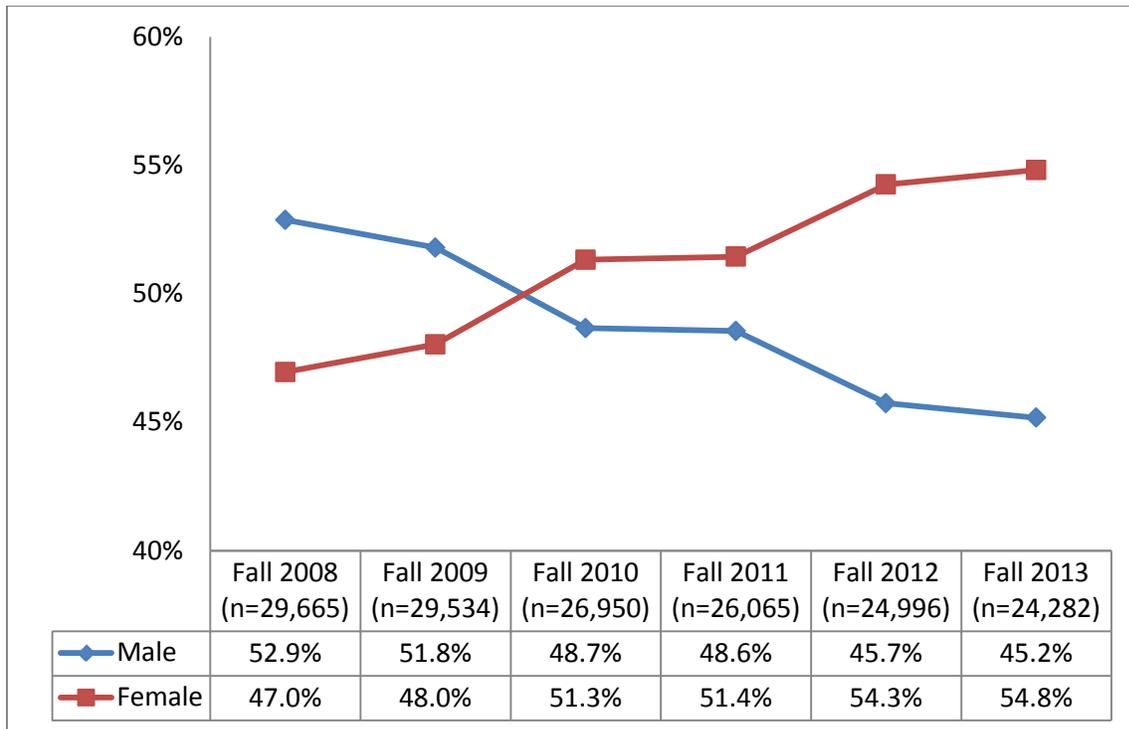


Source: Long Beach City College Data Warehouse

Gender

Over the past six years, the percentage of female students has steadily increased, while the percentage of male students has decreased. In fall 2008, male students accounted for 52.9 percent of LBCC’s student body. However, in fall 2010, female students outnumbered male students, accounting for 51.3 percent of the student body. This trend of an increasing percentage of female students continued through fall 2013 (see Figure 9).

Figure 9. Gender Distribution by Fall Term (percent of unduplicated headcount)<sup>1</sup>



Source: Chancellor’s Office DataMart

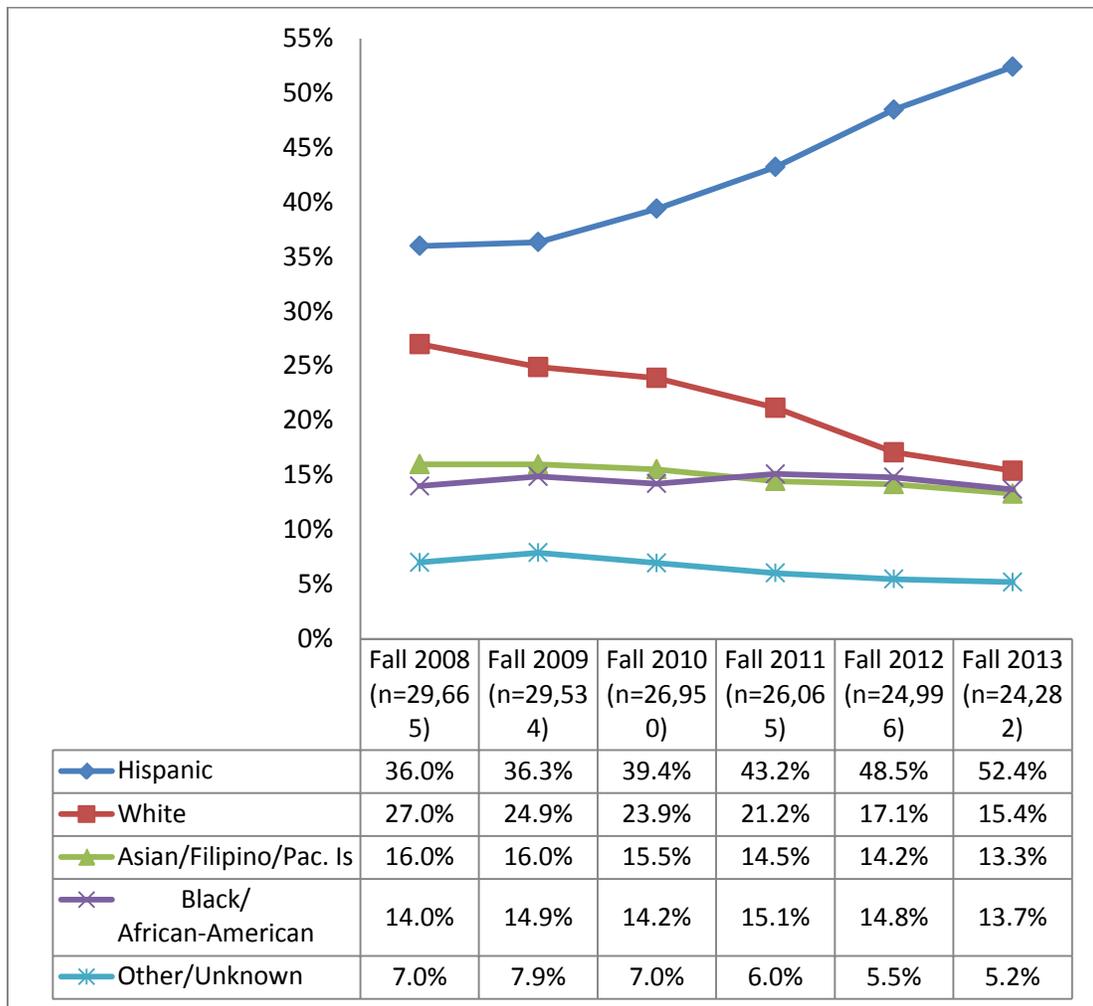
<sup>1</sup> Does not include unreported gender.

*Ethnicity*

The percentages of Asian/ Filipino/Pacific Islander, Black/African-American, and Other/Unknown students have remained relatively stable since 2008. However, the percentage of Hispanic students has increased, particularly in the last two years, accounting for more than 50 percent of LBCC’s student body in fall 2013. In contrast, the percentage of White students steadily has decreased from 27.0 percent to 15.4 percent. As of fall 2013, White, Asian/Pacific Islander/Filipino, and Black/African-American students were present in roughly equal numbers at LBCC (see Figure 10).

Please note that any disaggregation by ethnicity will be listed in the order found in Figure 10.

*Figure 10. Ethnicity Distribution by Fall Term (percent of unduplicated headcount)*

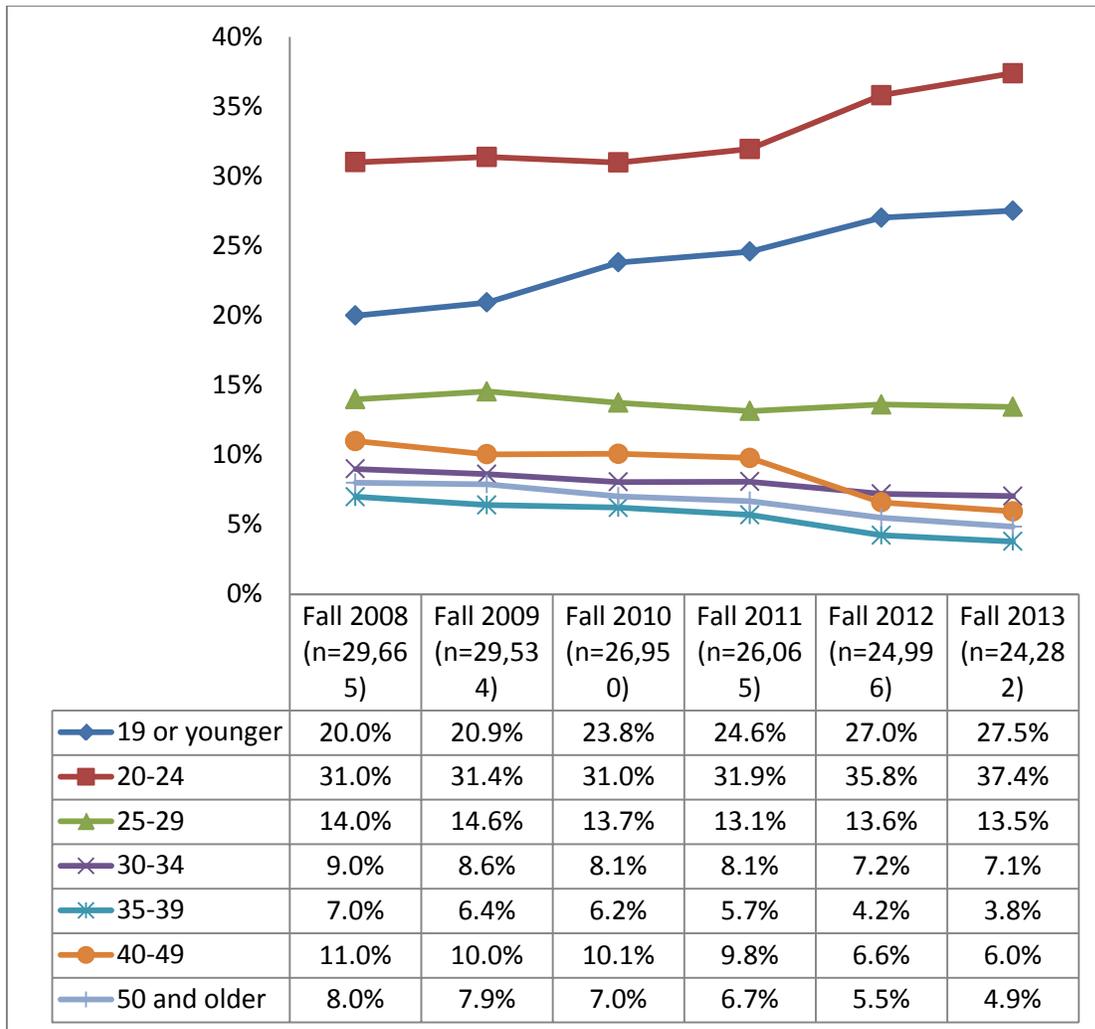


Source: Chancellor’s Office DataMart

Age

The percentage of students under the age of 25 has increased since fall 2010, while the percentages of students over the age of 25 has remained relatively stable since 2008. One exception was the decrease in students ages 40-49 since fall 2011. The data show that LBCC’s student population has gotten smaller and younger in the last three years (see Figure 11).

Figure 11. Age Distribution by Fall Term (percent of unduplicated headcount)

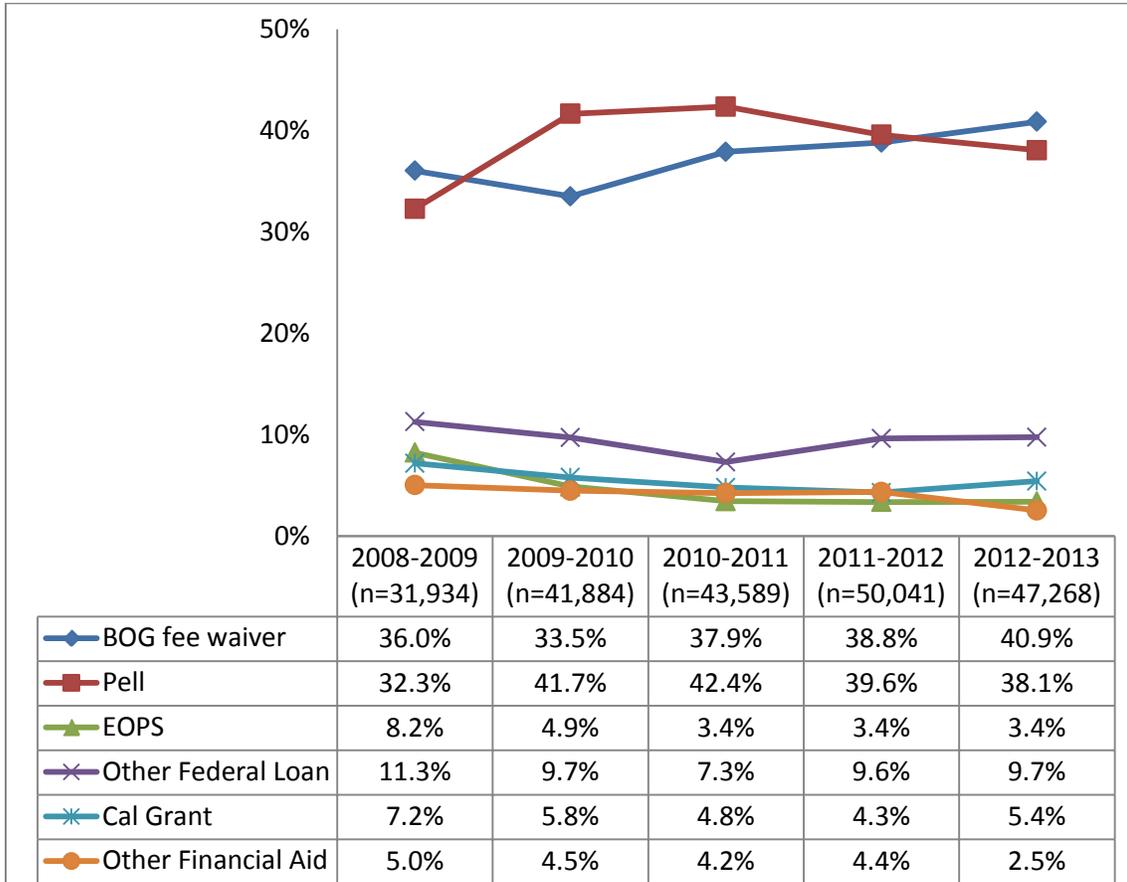


Source: Chancellor’s Office DataMart

*Other Student Characteristics*

In the past six years, most LBCC students were continuing students who enrolled part-time in lecture-based courses. Their educational goal was to earn a BA after receiving a degree at LBCC. Of students who received financial aid, most students received either a BOG Fee Waiver or Pell Grant (see Figures 12 to 15).

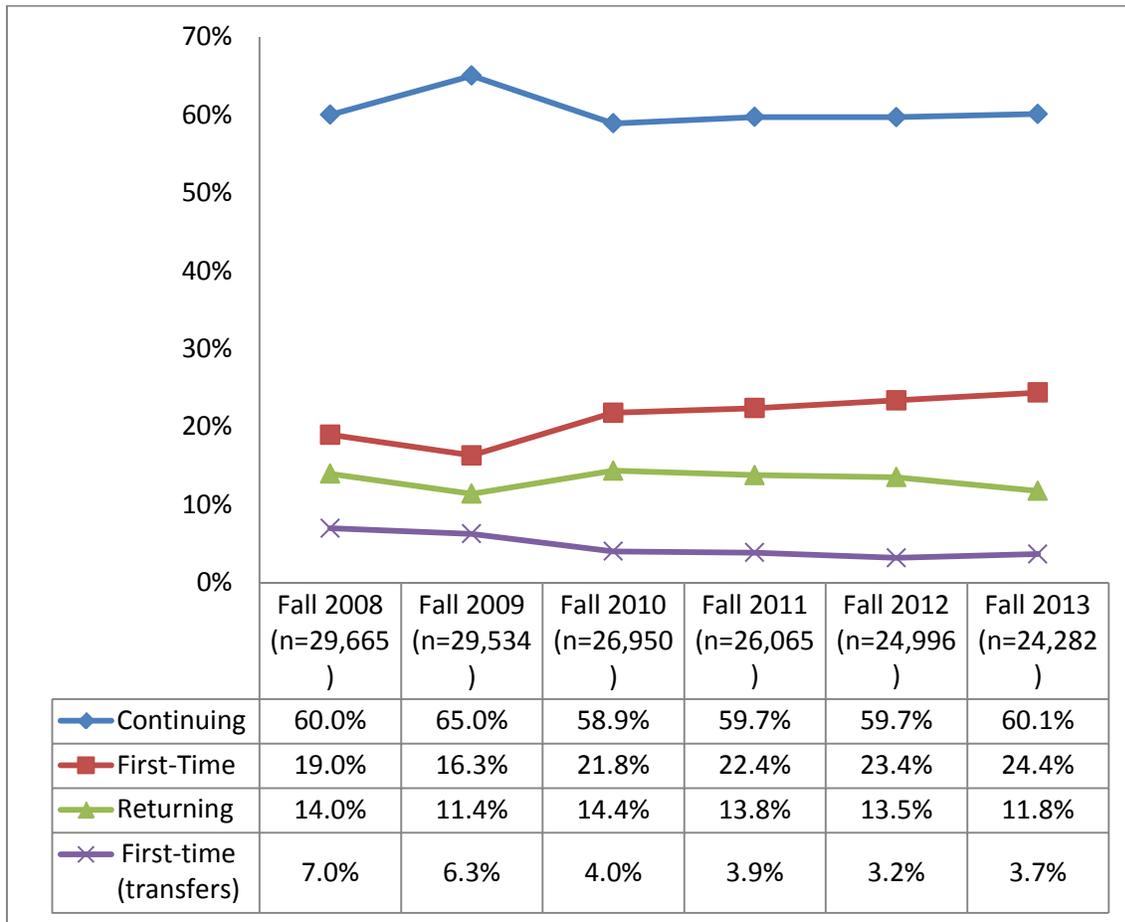
Figure 12. Financial Aid Distribution by Academic Year (percent of students receiving aid)



Source: Long Beach City College Data Warehouse

One important note is the increase in first-time students in fall 2013 (see Figure 13). There are several possible causes for this increase: 1) the increase in number of students graduating from LBCC’s largest feeder district, Long Beach Unified School District; 2) additional outreach efforts by LBCC to attract first-time students; and 3) the Promise Pathways program.

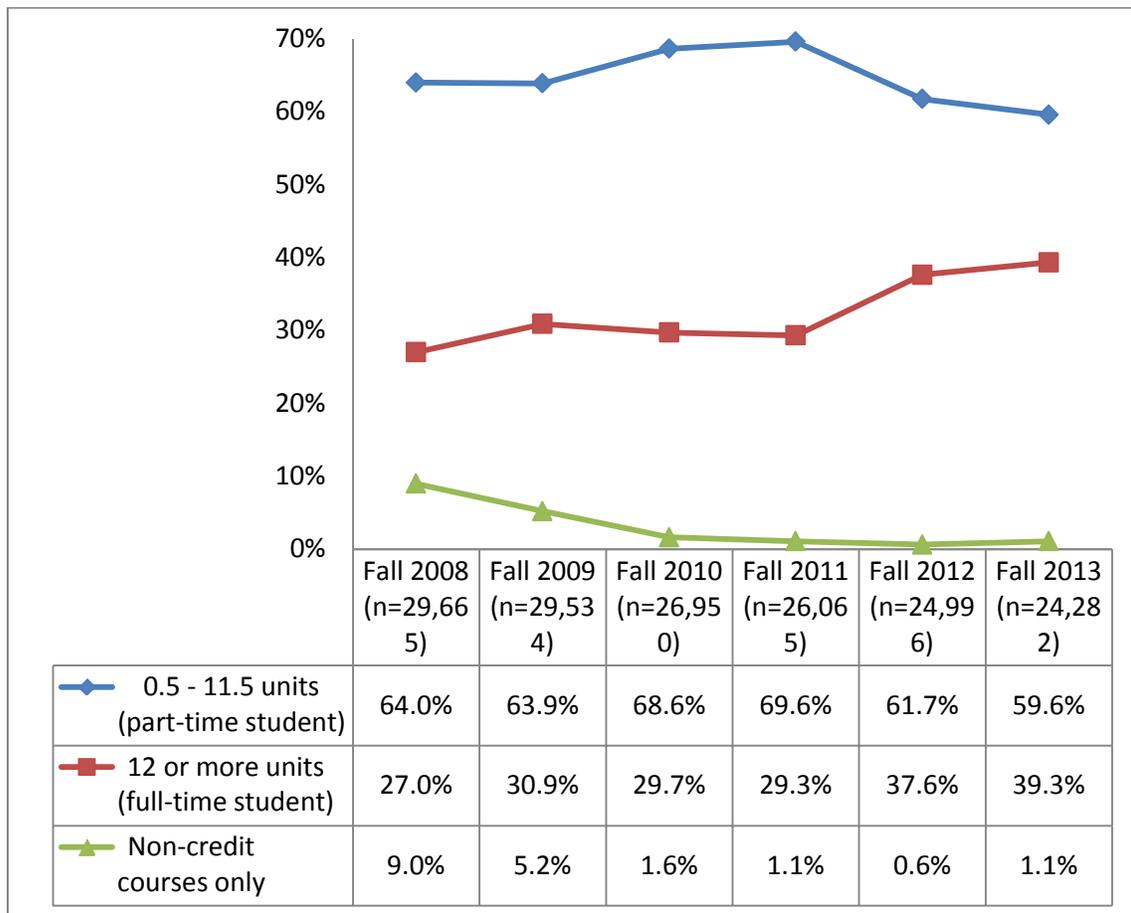
Figure 13. Enrollment Status Distribution by Fall Term (percent of unduplicated headcount)



Source: Chancellor’s Office DataMart

The Promise Pathways is a pilot program that began at LBCC in fall 2012. Through a variety of student support programs and activities, including prescriptive scheduling and priority enrollment, Promise Pathways has had a meaningful positive impact on student success, including an increase in the percentage of full-time students (see Figure 14). Additional information about the Promise Pathways program can be found in Standard I.B, page 136.

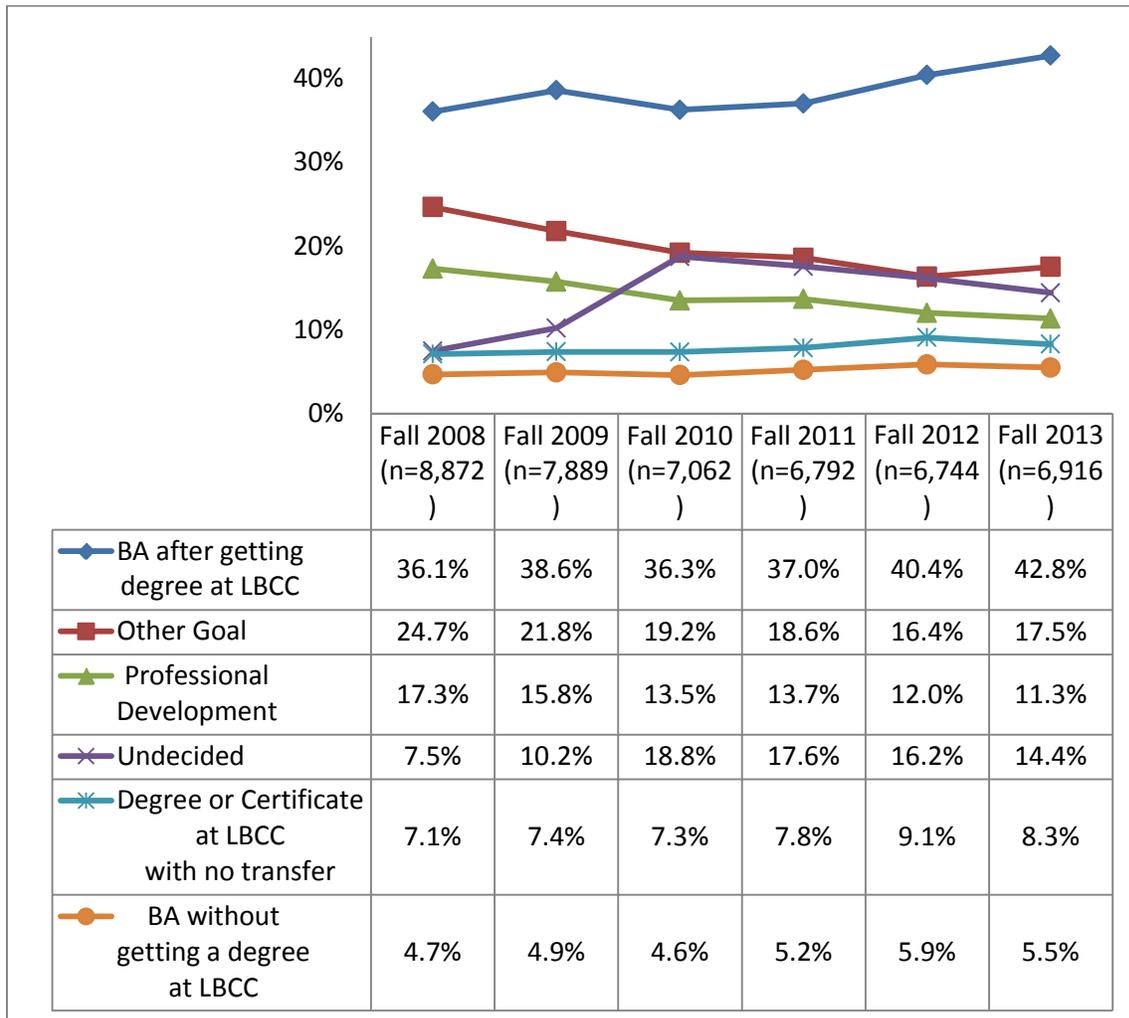
Figure 14. Unit Load Distribution by Fall Term (percent of unduplicated headcount)



Source: Chancellor’s Office DataMart

Another important note is that the mandate by the Student Success Act that all students develop an Educational Plan will most likely lower the number of student with an “undecided” educational goal (see Figure 15). As of fall 2013, 14.4 percent of first-time students were “undecided.” Please see Standard II.B, page 233 for more information about LBCC’s student electronic education plan.

Figure 15. Educational Goals Distribution by Fall Term (percent of total first-time students<sup>2</sup>)

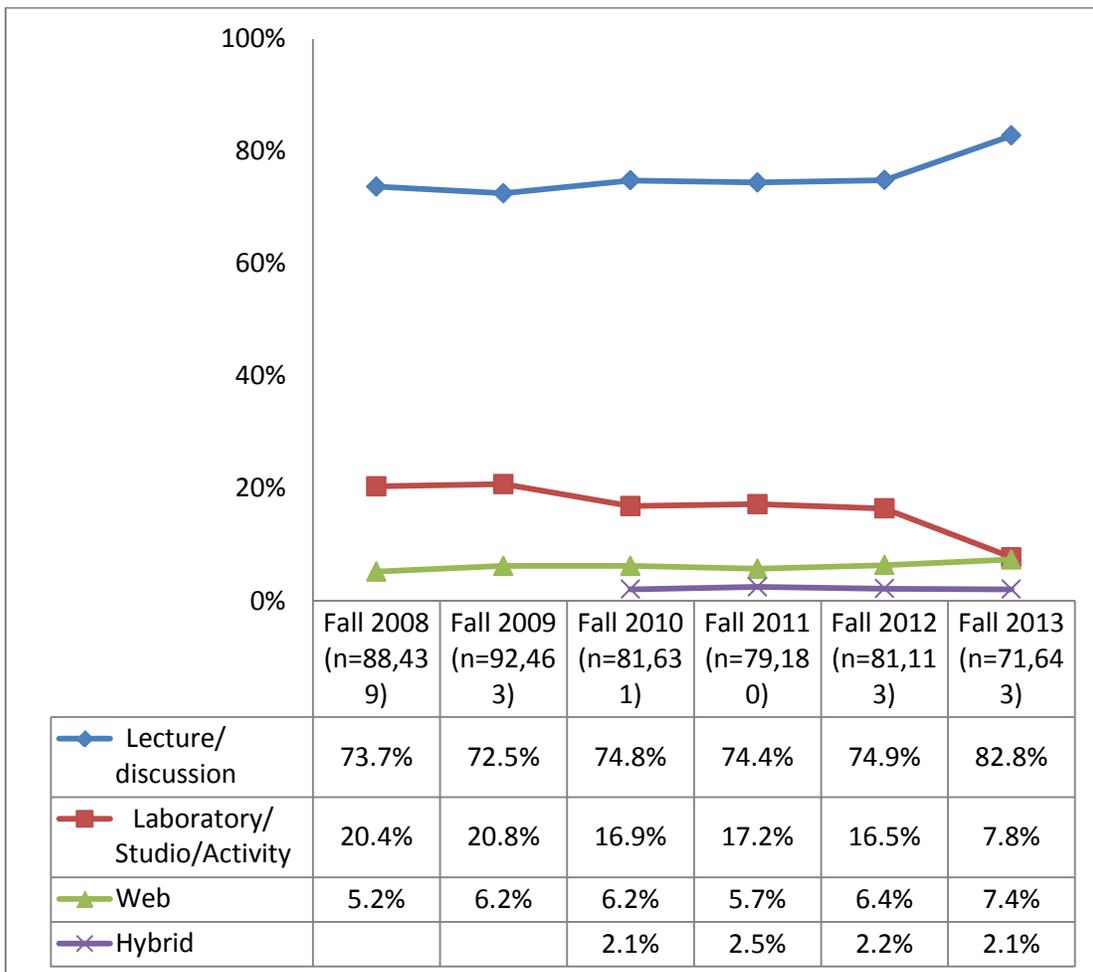


Source: Long Beach City College Data Warehouse

<sup>2</sup> Includes both first-time college students and first-time transfer students.

Finally, in fall 2013 there were shifts in course offerings, with an increase in lecture/discussion and a decrease in laboratory/studio/activity (see Figure 16). These shifts were driven by changes in state regulations on course repetition, changes that resulted in reductions in studio offerings and concomitant increases in lecture offerings in disciplines such as the fine arts.

Figure 16. Instruction Mode Distribution by Fall Term (percent of total enrollments)



Source: Long Beach City College Data Warehouse

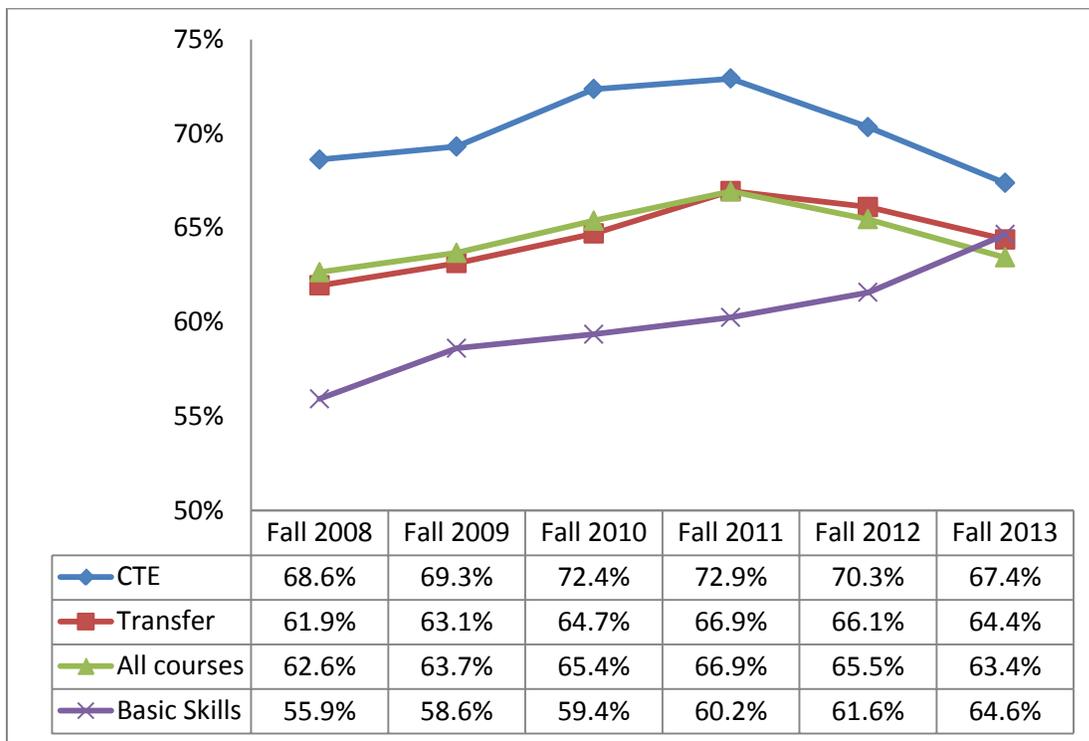
## Evidence of Student Achievement

### What do they accomplish at LBCC?

#### Success Rate<sup>3</sup>

From fall 2008 through fall 2011 there was a steady increase in student success rates, with CTE courses having the highest success rate (high of 72.9 percent) and basic skills courses having the lowest success rate (low of 55.9 percent). Since fall 2011, success rates started to decline, with CTE courses still having the highest success rate. The only exception was the success rate in basic skills courses, which continued to increase through fall 2013 (see Figure 17).

Figure 17. Success Rates by Course Type by Fall Term (percent of total attempted courses)



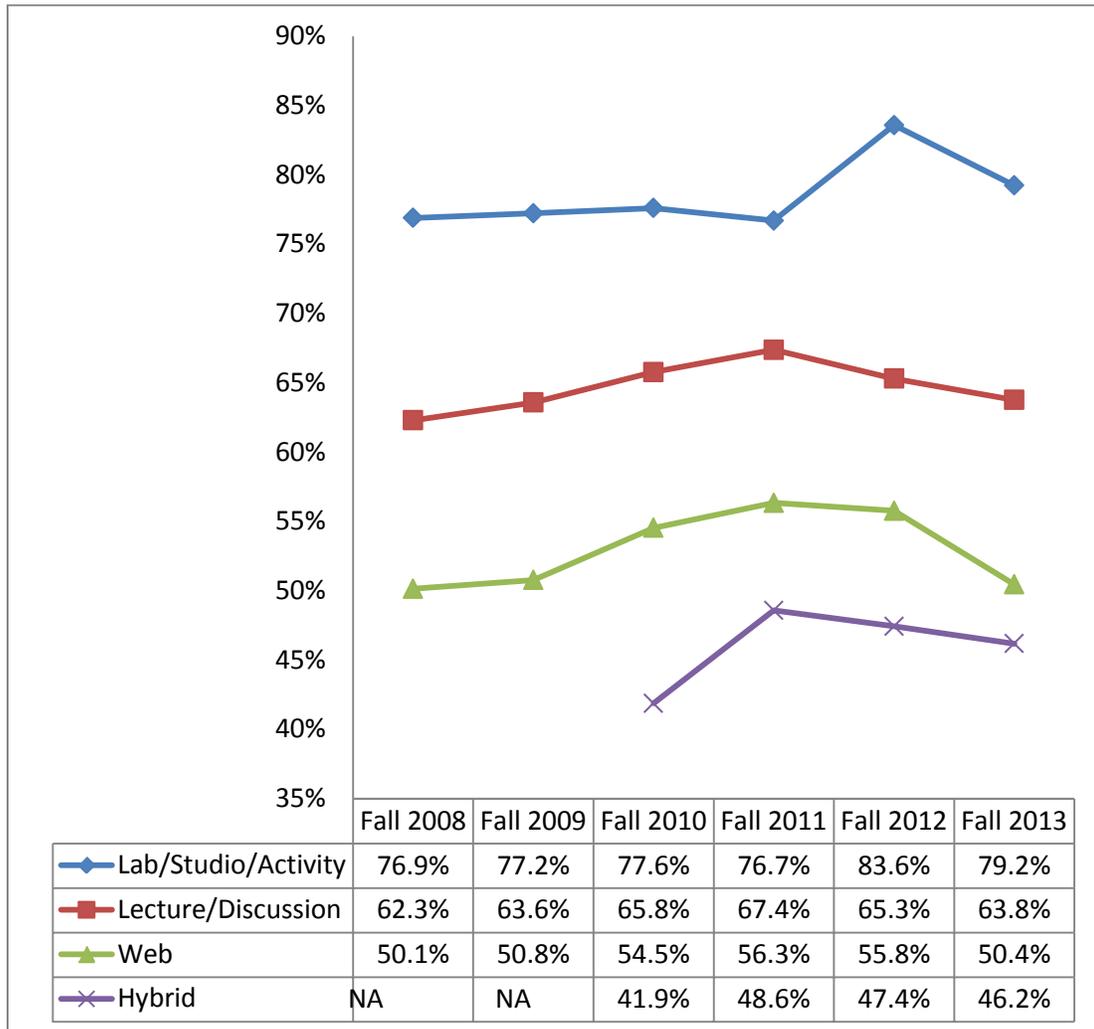
Source: Long Beach City College Data Warehouse

When success rates were disaggregated by instruction mode, Lab/Studio/Activity courses had the highest success rate (high of 83.6 percent) and hybrid courses had the lowest success rate

<sup>3</sup> Success rate was calculated by dividing the total number of students with a grade of A, B, C, P, or CR in course by the total number of students with a grade of A, B, C, D, F, P, NP, CR, NC, or W in a course).

(low of 41.9 percent) (see Figure 18). The large gap in success rates between face-to-face and distance learning classes is clearly an important issue that is addressed on page 184 of Standard II.A.

Figure 18. Success Rates by Instruction Mode by Fall Term (percent of total attempted courses)

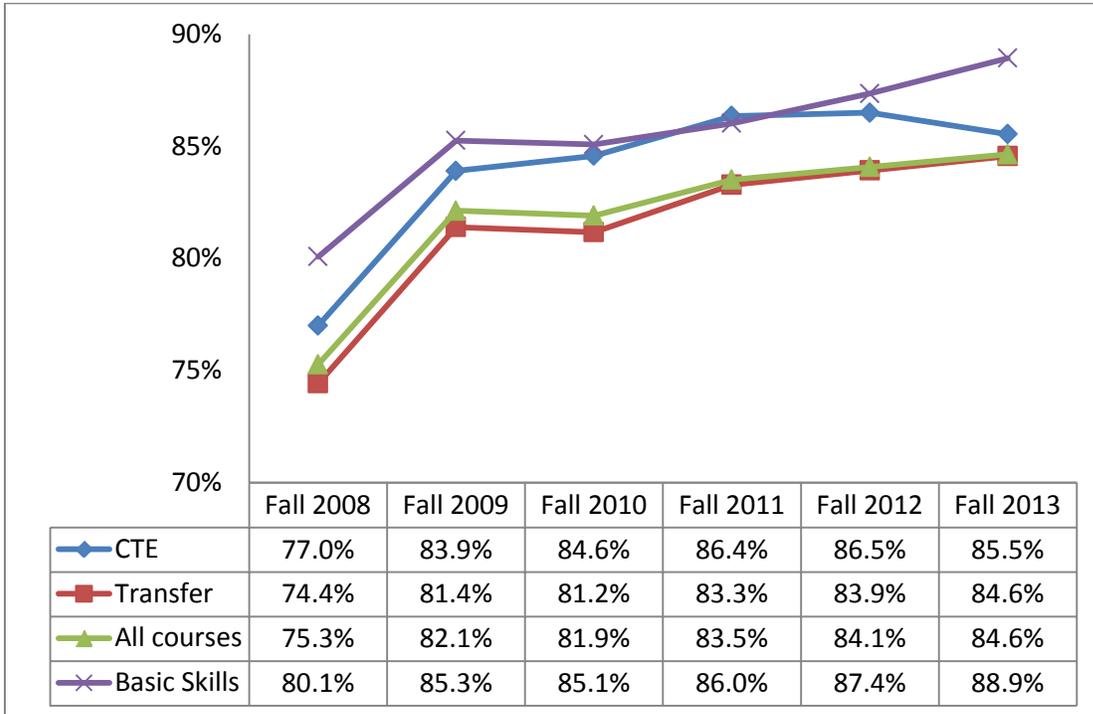


Source: Long Beach City College Data Warehouse

*Retention Rate<sup>4</sup>*

With the exception of a dip in fall 2010, retention rates in all types of courses have increased since fall 2008. For all courses, the retention rate reached a low of 75.3 percent in fall 2008 and a high of 84.6 percent in fall 2013. Transfer courses showed the greatest increase in retention rate from 74.4 percent to 84.6 percent (see Figure 19).

*Figure 19. Retention Rates by Course Type by Fall Term (percent of total attempted courses)*

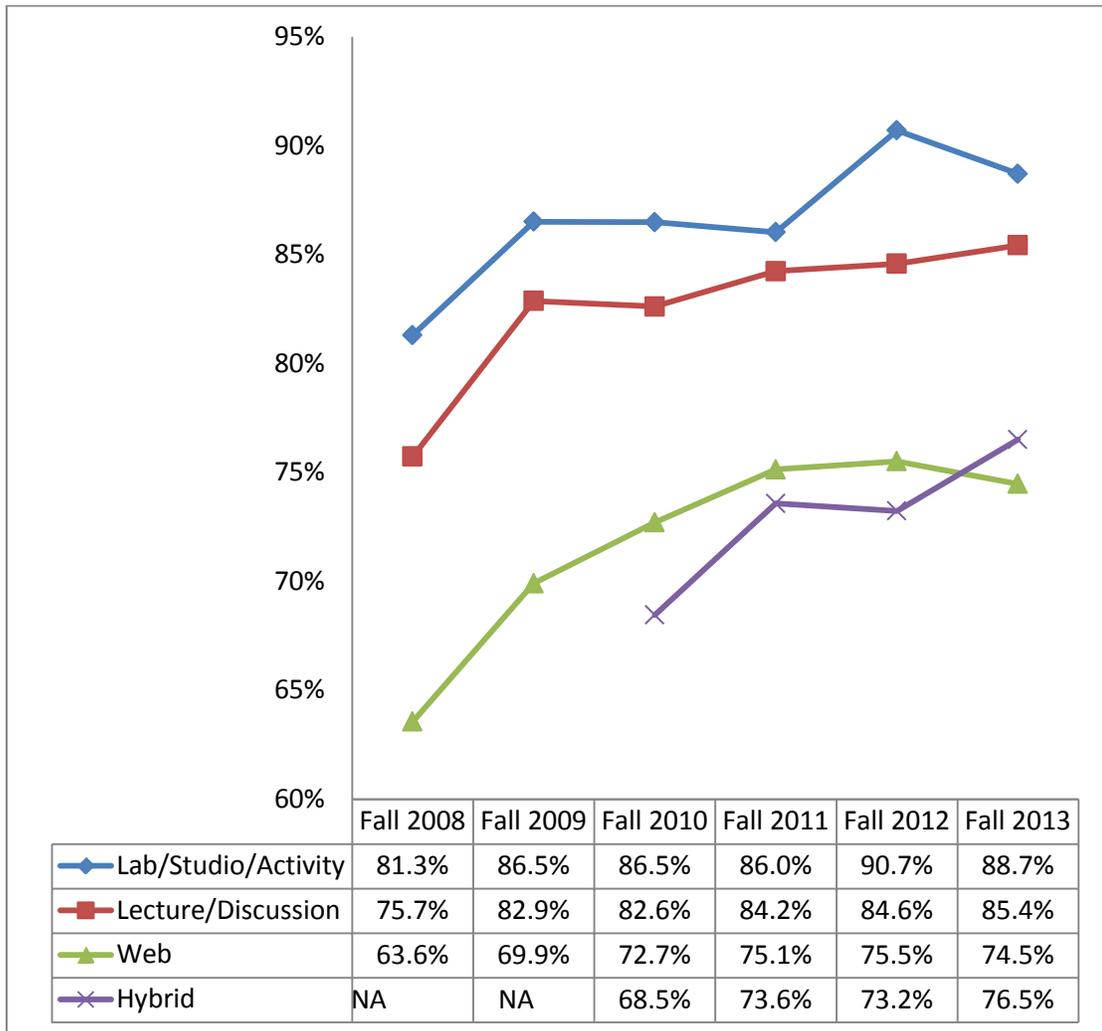


Source: Long Beach City College Data Warehouse

<sup>4</sup> Retention rate was calculated by dividing the total number of students with a grade of A, B, C, D, F, P, NP, CR, or NC in a course by the total number of students with a grade of A, B, C, D, F, P, NP, CR, NC, or W in a course.

In general, retention rates in all instruction modes showed an upward trend over time. Lab/Studio/Activity courses had the highest retention rate (high of 90.7 percent) while web courses had the lowest (low of 63.6 percent). Web courses showed the greatest increase in retention rate from 63.6 percent to 74.5 percent (see Figure 20).

Figure 20. Retention Rates by Instruction Mode by Fall Term (percent of total attempted courses)

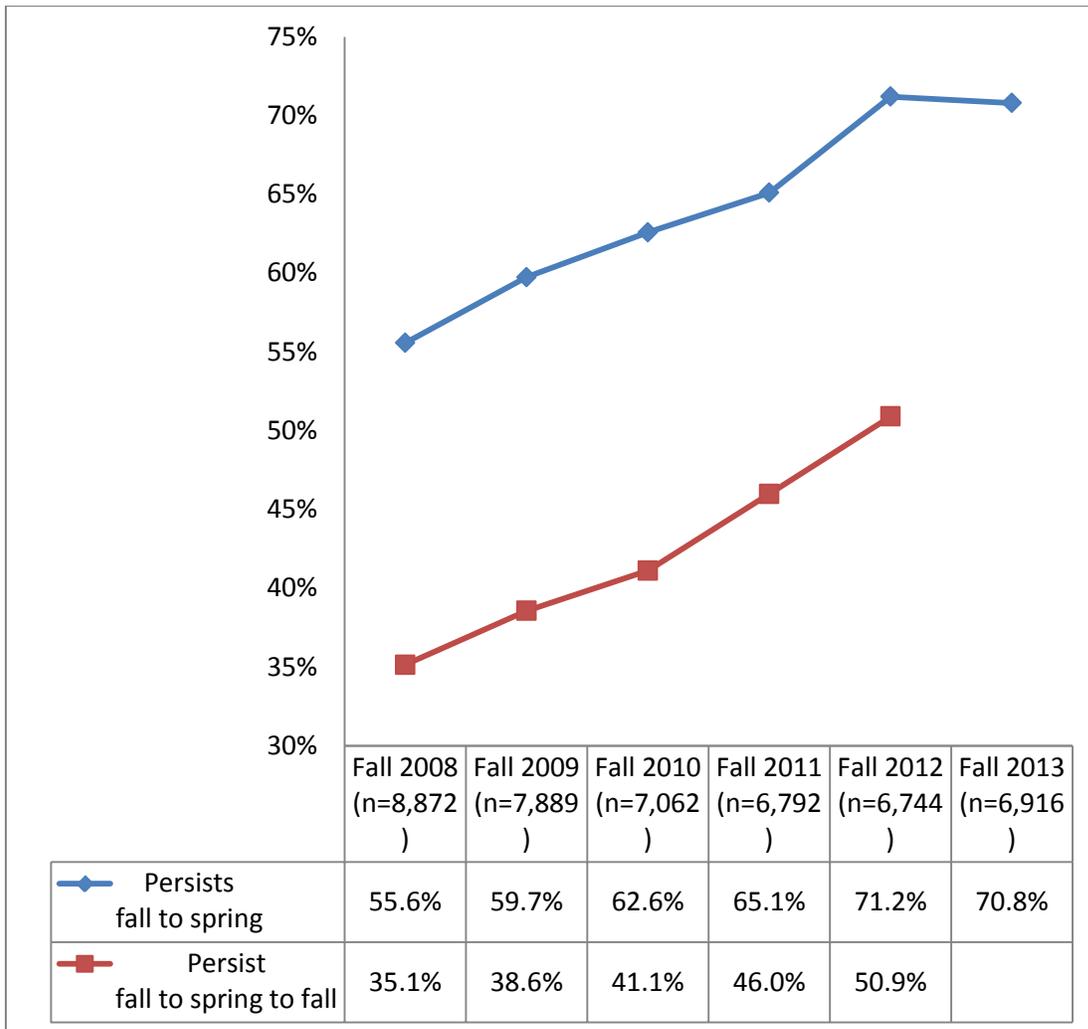


Source: Long Beach City College Data Warehouse

Persistence

Both fall to spring and fall to spring to fall persistence rates steadily increased from fall 2008 to fall 2012. The persistence rate from fall 2013 to spring 2014 was slightly lower than the previous year’s rate (70.8 percent and 71.2 percent, respectively). Over the next few semesters, LBCC will track these data closely to identify if the dip is the start of a downward trend, a leveling off, or simply a one-time drop in persistence (see Figure 21).

Figure 21. Persistence Rates by Fall Term (percent of first-time students in fall<sup>5</sup>)



Source: Long Beach City College Data Warehouse

<sup>5</sup> Includes both first-time college students and first-time transfer students.

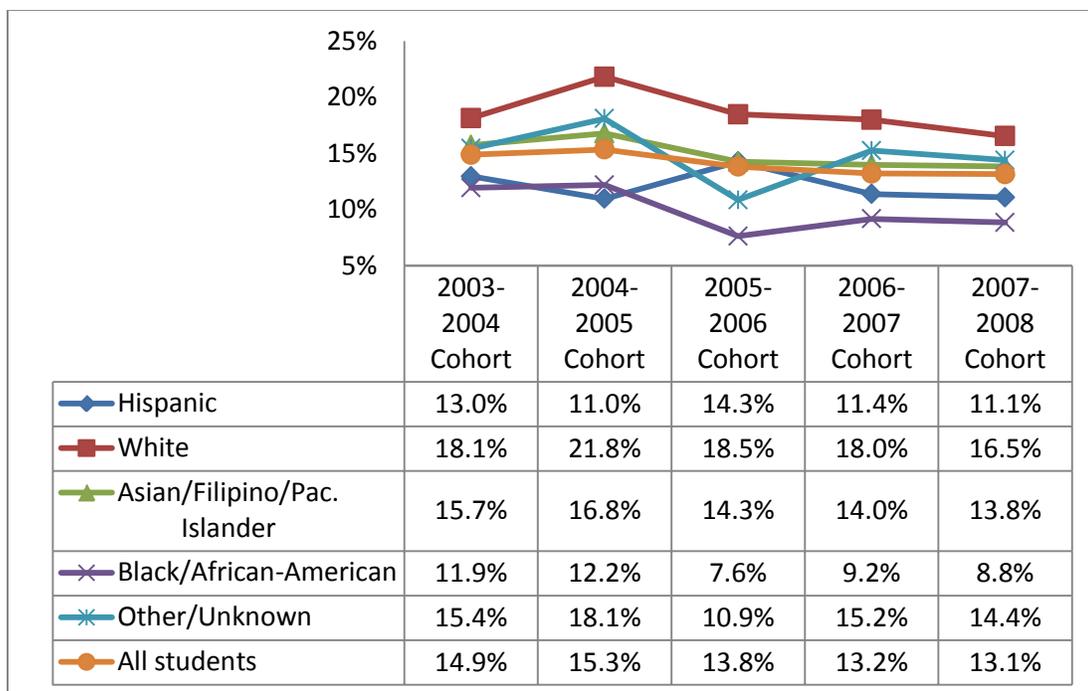
### What milestones do they achieve?

When identifying students who achieve academic milestones, the common practice is to use cohort data. Using a specific cohort of students provides a consistent denominator that allows for an accurate count of students achieving meaningful academic outcomes. Long Beach City College pulled the following data from the Student Progress and Achievement Report created by the Chancellor’s Office. This report uses a cohort of first-time students with a minimum of 6 units who attempt any math or English in the first 3 years. The report uses a six-year window of time for students to achieve academic milestones.

#### AA and AS Degrees

The overall percentage of the cohort receiving AA and AS degrees declined slightly for each subsequent cohort, from a high of 15.3 percent for the 2004-05 cohort to a low of 13.1 percent for the 2007-08 cohort. White students had the highest percentages receiving an AA or AS (between 18.1 percent and 21.8 percent), while Black/African-American students had the lowest percentages receiving an AA or AS (between 7.6 percent and 12.2 percent) (see Figure 22).

Figure 22. AA or AS Degrees Distribution by Cohort (percent of headcount by ethnicity)

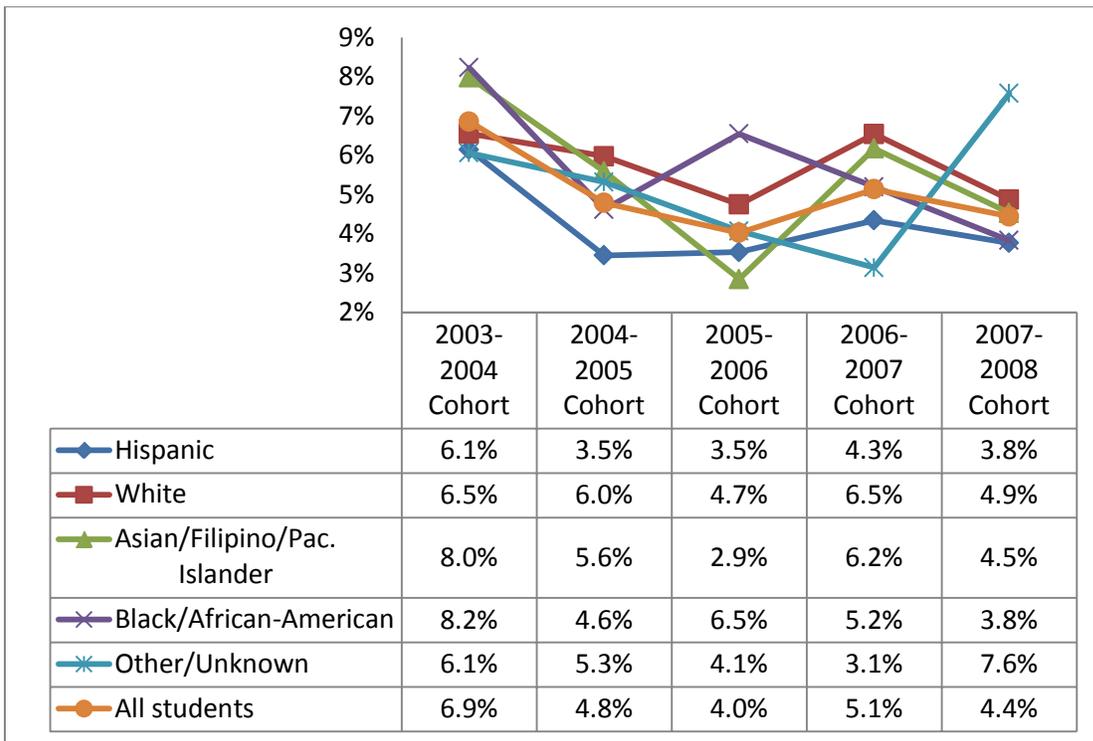


Source: Chancellor’s Office Data on Demand: Student Progress and Achievement Report

Certificates

The overall percentage of the cohort receiving a Chancellor-approved certificate declined for the first three cohorts but began to increase for the second two cohorts. The percentage of the cohort receiving a certificate fluctuated for all ethnic groups. Black/African-American students in the 2003-04 cohort had the highest percentage receiving a certificate (8.0 percent); Asian/Filipino/Pacific Islander students in the 2005-06 cohort had the lowest percentage (2.9 percent) (see Figure 23).

Figure 23. Certificate Distribution by Cohort (percent of headcount by ethnicity)

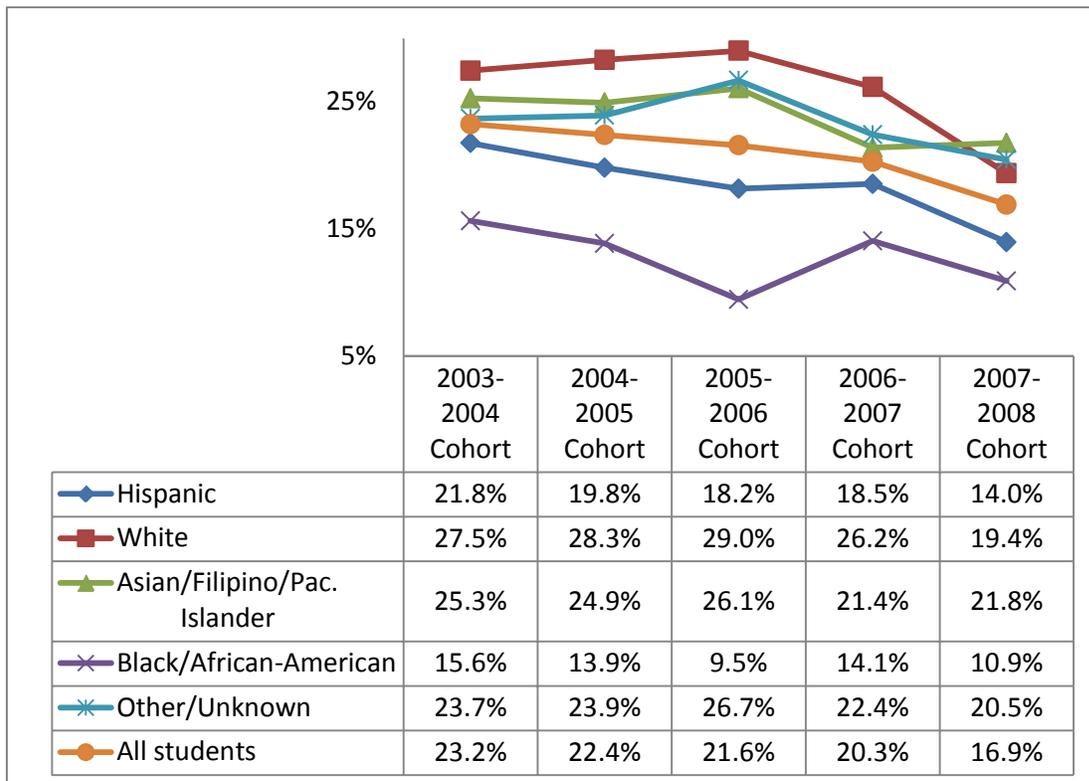


Source: Chancellor’s Office Data on Demand: Student Progress and Achievement Report

*Transfer to a California State University*

The overall percentage of the cohort transferring to a CSU declined over time, from a high of 23.2 percent to a low of 16.9 percent. Although there were some fluctuations, the percentage of the cohort transferring to a CSU declined for all ethnic groups. White students in the 2005-06 cohort had the highest percentage transferring (29.0 percent); Black/African-American students also in the 2005-06 cohort had the lowest percentage (9.5 percent). This decline may have been due in part to the impact at the CSUs, which affected the number of transfers from California Community Colleges. During the time period salient to these cohorts, local CSU campuses eliminated or reduced spring transfer for at least two years. The number of students who transferred from a California Community College to a CSU hit a low of 37,647 students in the 2009-10 academic year, followed by an increase to 56,969 the following year, and a decline over the next two years to 44,236 in 2012-13 (see Figure 24).

*Figure 24. CSU Transfer Distribution by Cohort (percent of headcount by ethnicity)*

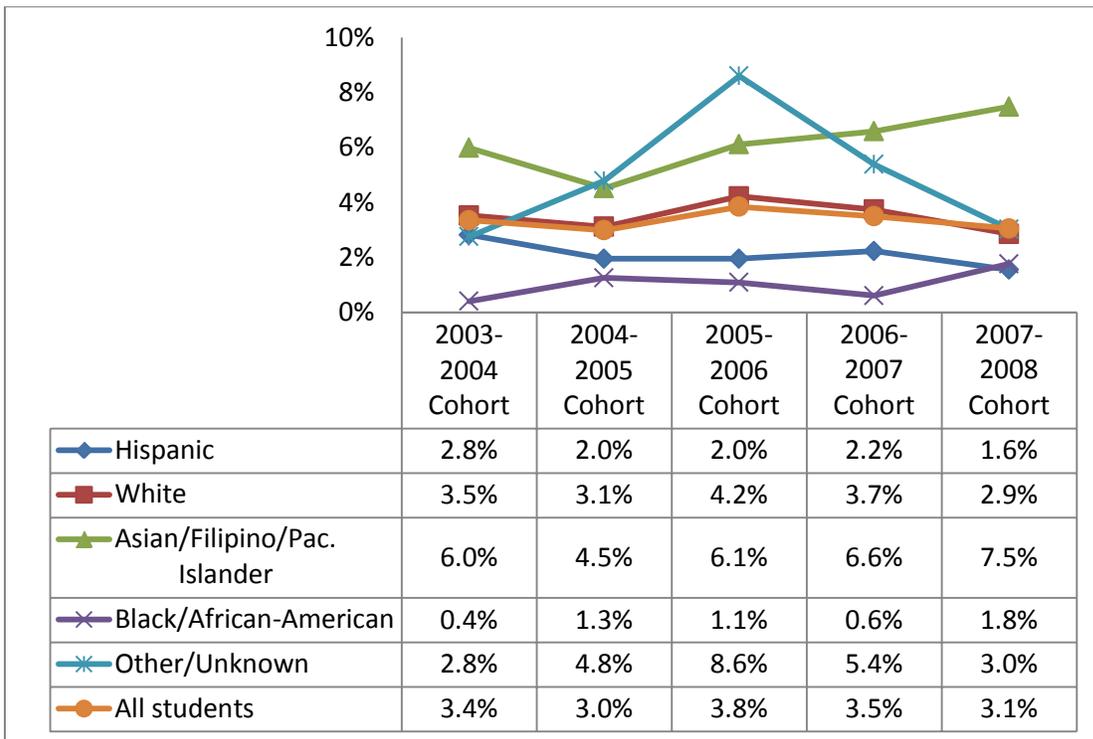


Source: Chancellor’s Office Data on Demand: Student Progress and Achievement Report

*Transfer to a University of California*

The overall percentage of the cohort transferring to a University of California (UC) remained relatively stable over time at approximately 3-4 percent of the cohort. Although there were some fluctuations, Black/African-American, Hispanic, and White students had stable percentages transferring to a UC. Asian/Filipino/Pacific Islander students have had a steady increase in percentages transferring to a UC since the 2004-05 cohort, with a high of 7.5 percent for the 2007-08 cohort (see Figure 25).

*Figure 25. UC Transfer Distribution by Cohort (percent of headcount by ethnicity)*

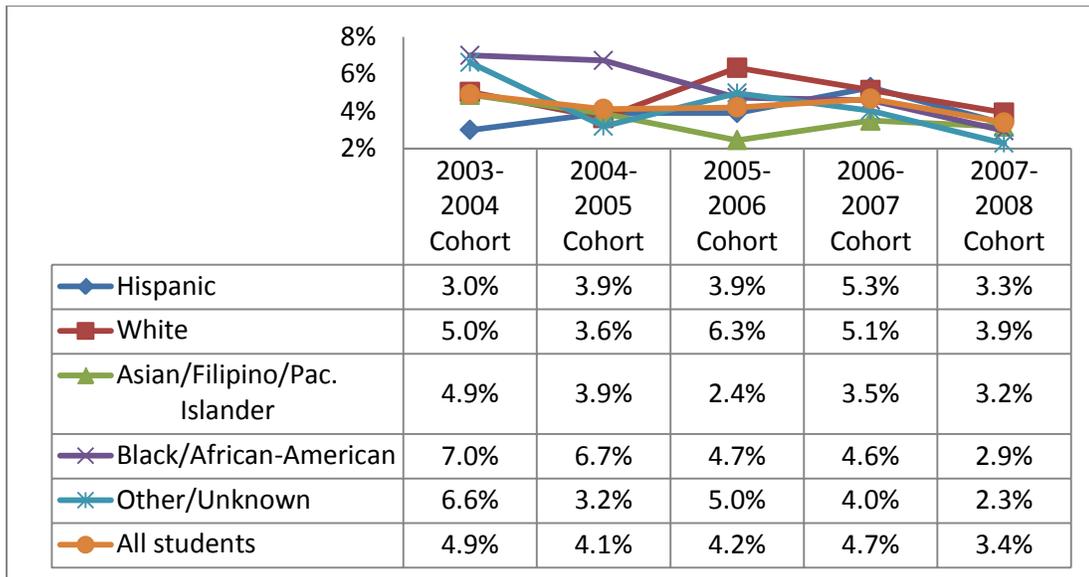


Source: Chancellor’s Office Data on Demand: Student Progress and Achievement Report

*Transfer to a California Private Four-year Institution*

The overall percentage of the cohort transferring to a California private four-year institution remained relatively stable until the 2007-08 cohort at approximately 4-5 percent of the cohort. However, in 2007-08, the percentage dropped to 3.4 percent. LBCC will track these data closely to identify if the dip is the start of an overall downward trend or simply a one-time drop in transfers. Transfer rates to private 4-year institutions varied depending on the ethnic group. Excluding the 2007-08 dip in transfers, Hispanic students had a steady increase in percentages over time from 3.0 percent to 5.3 percent. In contrast, Black/African-American students had a steady decrease in percentages over time from 7.0 percent to 2.9 percent (see Figure 26).

*Figure 26. California Private Four-year Transfer Distribution by Cohort (percent of headcount by ethnicity)*

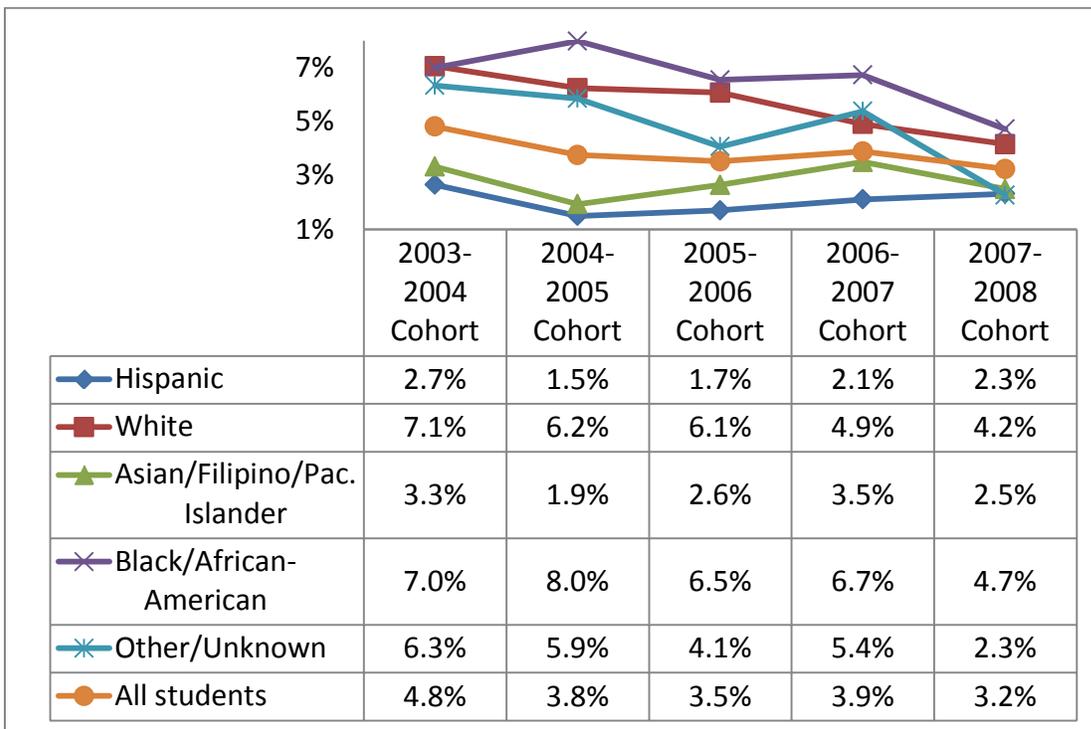


Source: Chancellor’s Office Data on Demand: Student Progress and Achievement Report

*Transfer to a Four-year Institution Outside of California*

The overall percentage of the cohort transferring to a four-year institution outside of California slowly declined from 4.8 percent to 3.2 percent. Transfer rates to schools outside of California varied depending on the ethnic group. In general, the Hispanic and Asian/Filipino/Pacific Islander students had an increase in percentages over time. In contrast, White, Black/African-American, and Other/Unknown students had a decrease in percentages over time (see Figure 27).

*Figure 27. Four-year Out of State Transfer Distribution by Cohort (percent of headcount by ethnicity)*

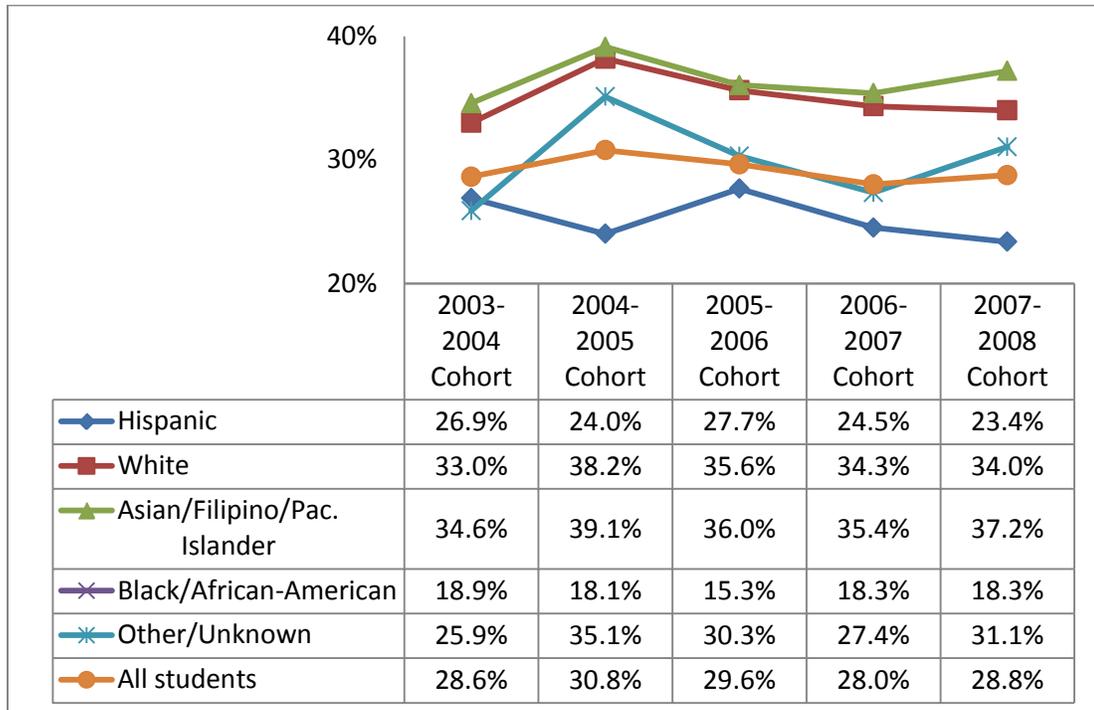


Source: Chancellor’s Office Data on Demand: Student Progress and Achievement Report

*Transfer Prepared*<sup>6</sup>

The overall percentage of the cohort who were transfer prepared remained stable at 28.0 percent - 30.8 percent. However, transfer prepared rates varied depending on the ethnic group. In general, Asian/Filipino/Pacific Islander and White students had higher percentages of students transfer prepared than Hispanic and Other/Unknown students (see Figure 28).

Figure 28. *Transfer Prepared Distribution by Cohort (percent of headcount by ethnicity)*



Source: Chancellor’s Office Data on Demand: Student Progress and Achievement Report

<sup>6</sup> Transfer prepared is a metric calculated by the Chancellor’s Office that identifies students who have 60 or more transferable units with a GPA of 2.0 or better.

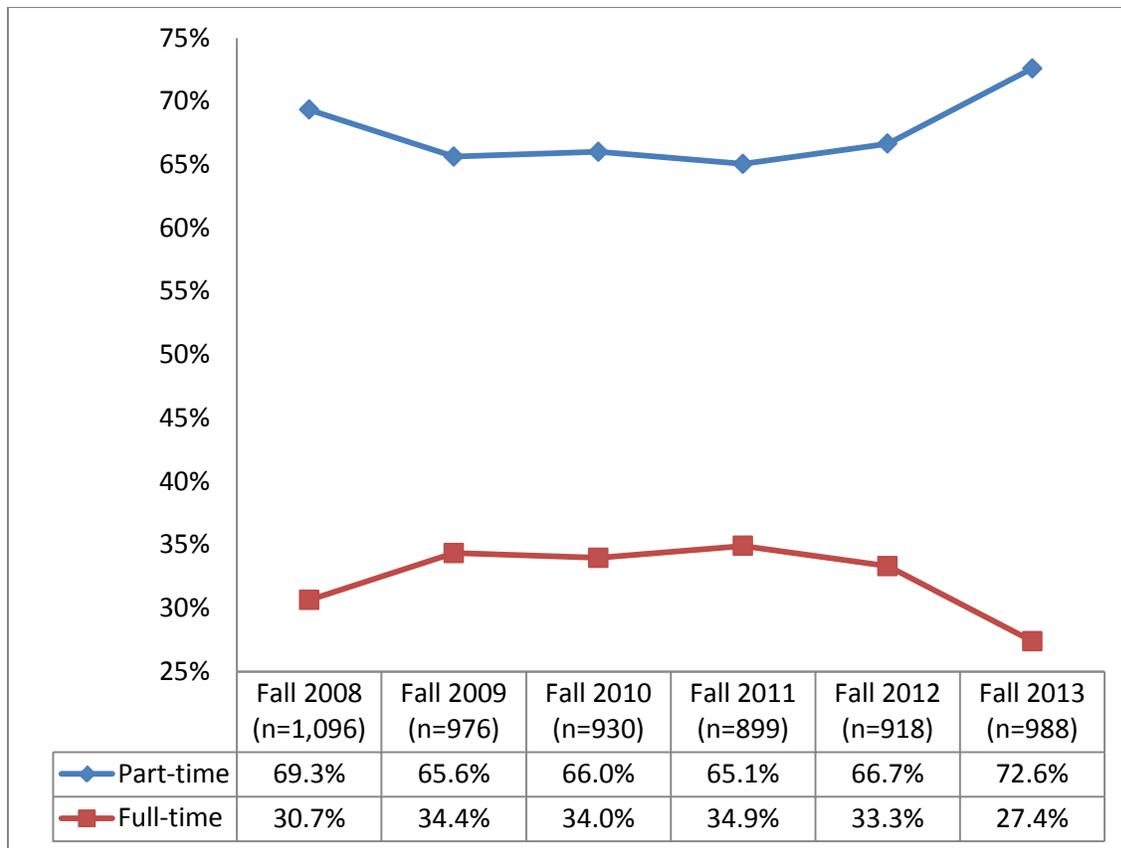
## Long Beach City College Faculty, Staff, and Administrators

### Who are they?

#### *Faculty: Full-Time or Part-Time*

After a slight increase in Full-Time faculty between fall 2008 and fall 2009, the percentage of each type of faculty leveled off to approximately 65.0 percent part-time and 35.0 percent full-time. Fall 2013 saw a decrease in the number of full-time faculty and an increase in the number of part-time faculty (see Figure 29). This decrease was due in part to incentives to retire provided by college and by program discontinuance. In spring 2014, however, LBCC began extensive efforts to increase its full-time faculty, with 42 faculty newly hired for fall 2014.

Figure 29. Faculty Status Distribution by Fall Term (percent of unduplicated count)

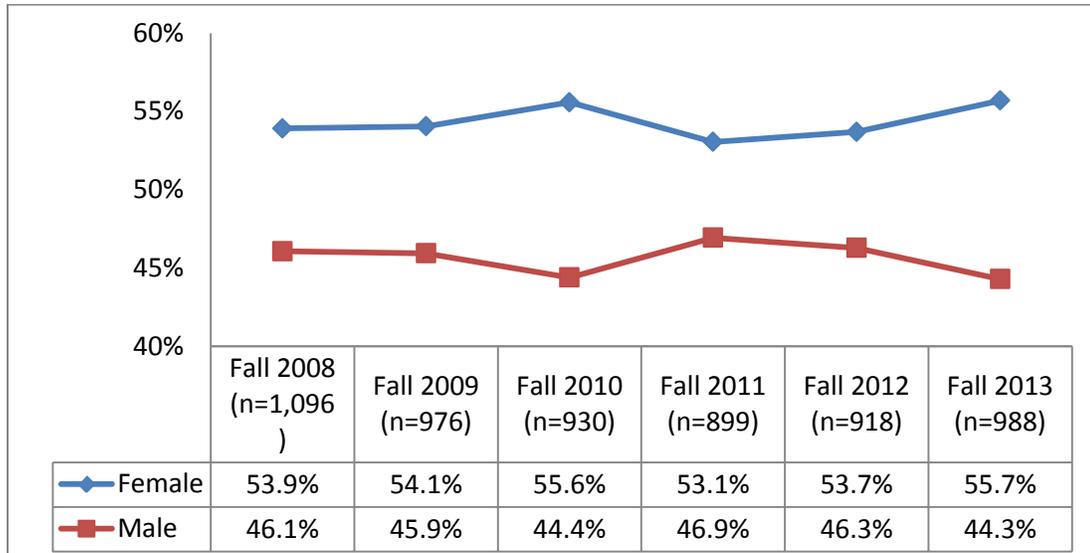


Source: Chancellor's Office Data Mart

*Full-Time and Part-Time Faculty: Gender*

Over the past six years, the faculty gender distribution remained relative stable at approximately 54.0 percent female and 46.0 percent male, with a trend toward an increasing percentage of female faculty starting in fall 2011 (see Figure 30 and Tables 4 and 5).

*Figure 30. Faculty Gender Distribution by Fall Term (percent of unduplicated count)*



Source: Chancellor’s Office Data Mart

*Table 4. Full-Time Faculty Gender Distribution by Fall Term*

	Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013
% Female	51.8%	51.9%	52.5%	52.5%	53.3%	56.1%
% Male	48.2%	48.1%	47.5%	47.5%	46.7%	43.9%
Total count	336	335	316	314	306	271

*Table 5. Part-Time Faculty Gender Distribution by Fall Term*

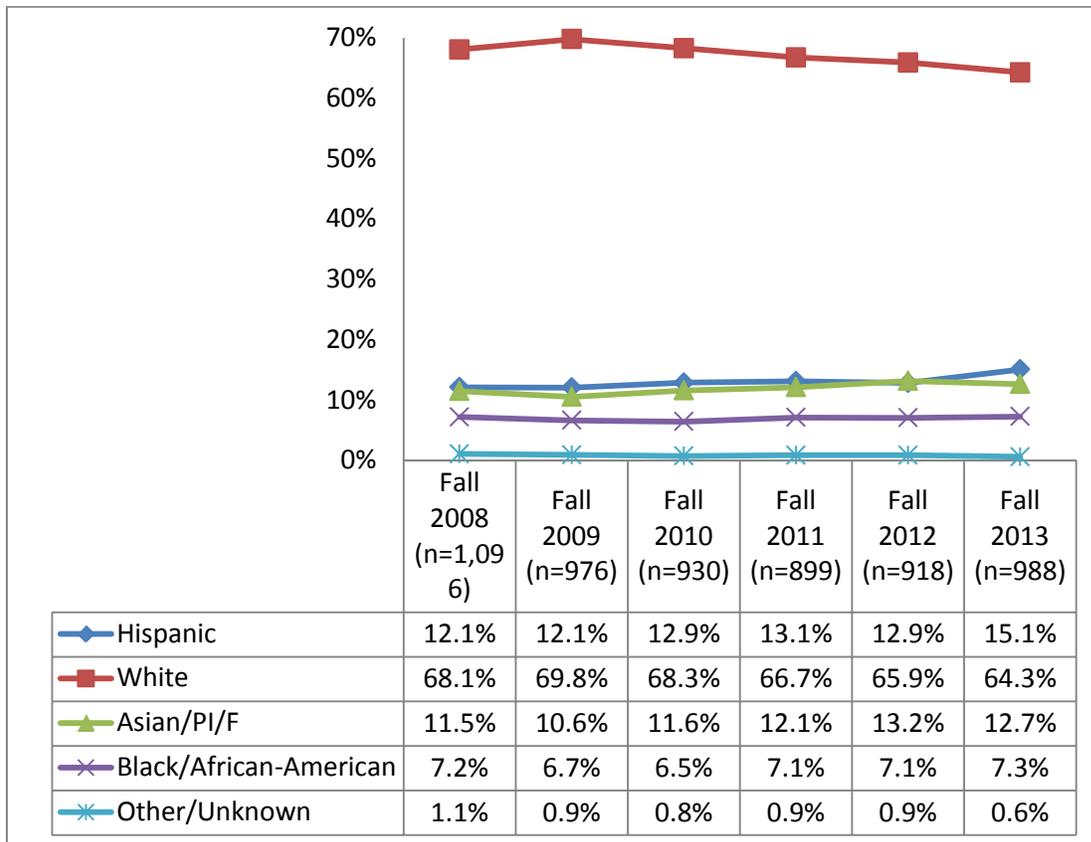
	Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013
% Female	54.9%	55.2%	57.2%	53.3%	53.9%	55.5%
% Male	45.1%	44.8%	42.8%	46.7%	46.1%	44.5%
Total count	760	641	614	585	612	717

*Full-Time and Part-Time Faculty: Ethnicity*

Over the past six years, the majority of faculty at Long Beach City College were White (approximately 66.0 percent). Another 10.0 percent-13.0 percent were Hispanic and Asian/Pacific Islander/Filipino. Approximately 7.0 percent were Black/African-American and approximately 1.0 percent were either unknown or another ethnicity. In Figure 31, the ethnicities are listed in the order of frequency within the student body. Although the largest percentage of LBCC students was Hispanic (36.0 percent to 52.4 percent), only 12 percent of faculty were Hispanic. And although White students accounted for the second largest percentage of students (15.4 percent to 27.0 percent), the number of White students decreased over time, while the percentage of White faculty remained consistent at approximately 68.0 percent (see Figure 31 and Tables 6 and 7).

Attempts to increase the diversity of the faculty at Long Beach City College are addressed on page 268 in Standard III.A.

*Figure 31. Faculty Ethnicity Distribution by Fall Term (percent of unduplicated count)*



Source: Chancellor’s Office Data Mart

*Table 6. Full-Time Faculty Ethnicity Distribution by Fall Term*

	Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013
% Hispanic	11.3%	11.3%	11.4%	12.1%	11.8%	12.2%
% White	67.3%	66.9%	66.1%	64.6%	65.0%	64.9%
% Asian/PI/F	11.0%	11.3%	12.0%	13.1%	13.7%	12.5%
% Black/Af.-Am	9.2%	9.3%	9.5%	9.2%	8.5%	9.6%
% Other/Unknown	1.2%	1.2%	0.9%	1.0%	1.0%	0.7%
Total count	336	335	316	314	306	271

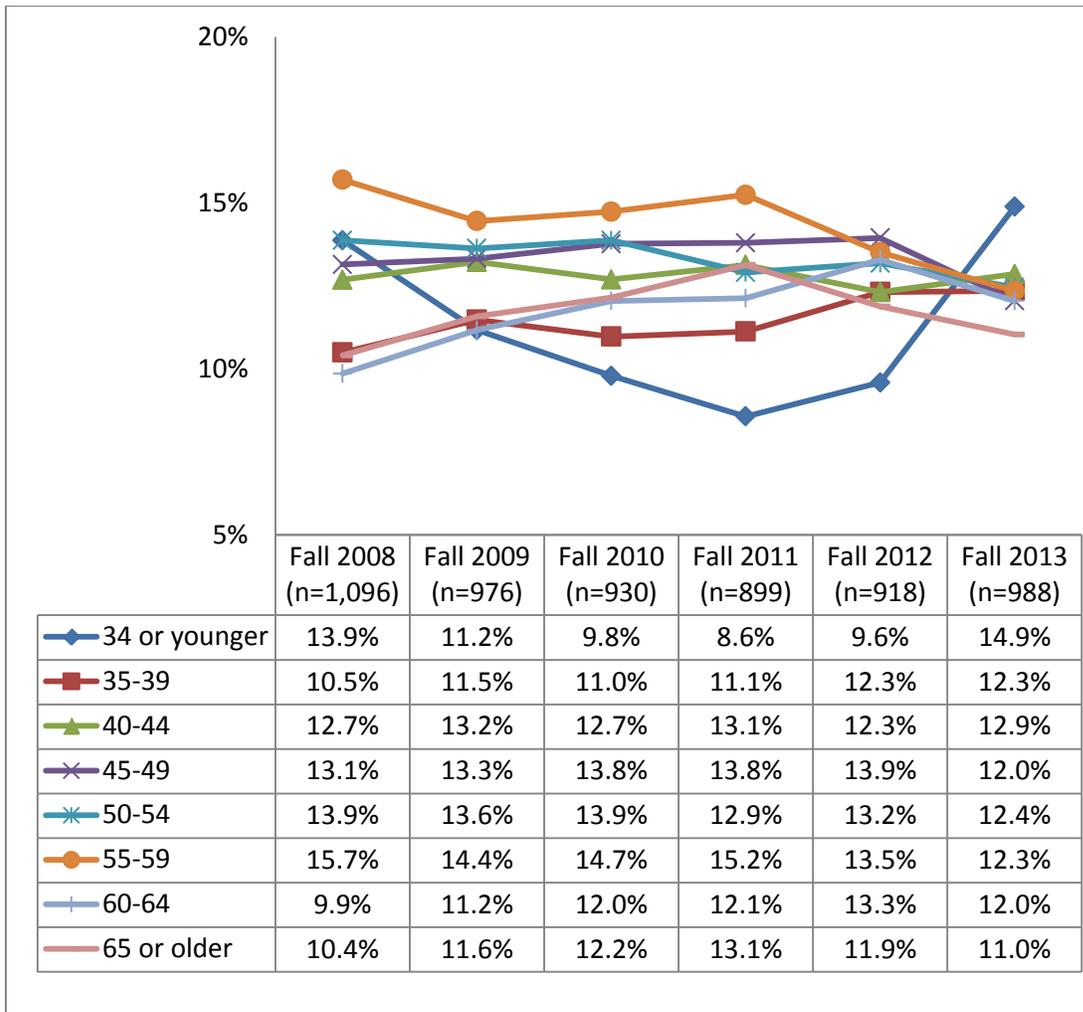
*Table 7. Part-Time Faculty Ethnicity Distribution by Fall Term*

	Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013
% Hispanic	12.5%	12.5%	13.7%	13.7%	13.4%	16.2%
% White	68.4%	71.3%	69.4%	67.9%	66.3%	64.0%
% Asian/PI/F	11.7%	10.1%	11.4%	11.6%	12.9%	12.7%
% Black/Af.-Am	6.3%	5.3%	4.9%	6.0%	6.4%	6.4%
% Other/Unknown	1.1%	0.8%	0.7%	0.9%	1.0%	0.7%
Total count	760	641	614	585	612	717

*Full-Time and Part-Time Faculty: Age*

While there were no obvious patterns in the age distribution of the faculty as a whole, there were differences between the full-time and part-time faculty. Part-time faculty had higher percentages of both youngest (i.e., 34 or younger) and oldest (i.e., 65 and older) faculty than full-time faculty. In addition, part-time faculty had lower percentage of older faculty (i.e., 55-59 and 60-64) than full-time faculty (see Figure 32 and Tables 8 and 9).

*Figure 32. Faculty Age Distribution by Fall Term (percent of unduplicated count)*



Source: Chancellor’s Office Data Mart

*Table 8. Full-Time Faculty Age Distribution by Fall Term*

	Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013
% 34 or younger	4.2%	3.6%	2.5%	1.9%	2.3%	1.8%
% 35-39	12.5%	10.4%	9.5%	8.6%	6.5%	6.3%
% 40-44	13.7%	14.0%	15.2%	15.3%	14.1%	15.1%
% 45-49	14.0%	14.0%	14.9%	15.9%	18.3%	15.9%
% 50-54	14.0%	14.3%	14.2%	13.7%	13.4%	16.2%
% 55-59	22.0%	20.6%	18.4%	18.2%	18.0%	15.5%
% 60-64	13.4%	14.6%	15.8%	15.3%	15.7%	18.5%
% 65 or older	6.3%	8.3%	8.9%	10.4%	10.7%	8.6%
Total count	336	335	316	314	306	271

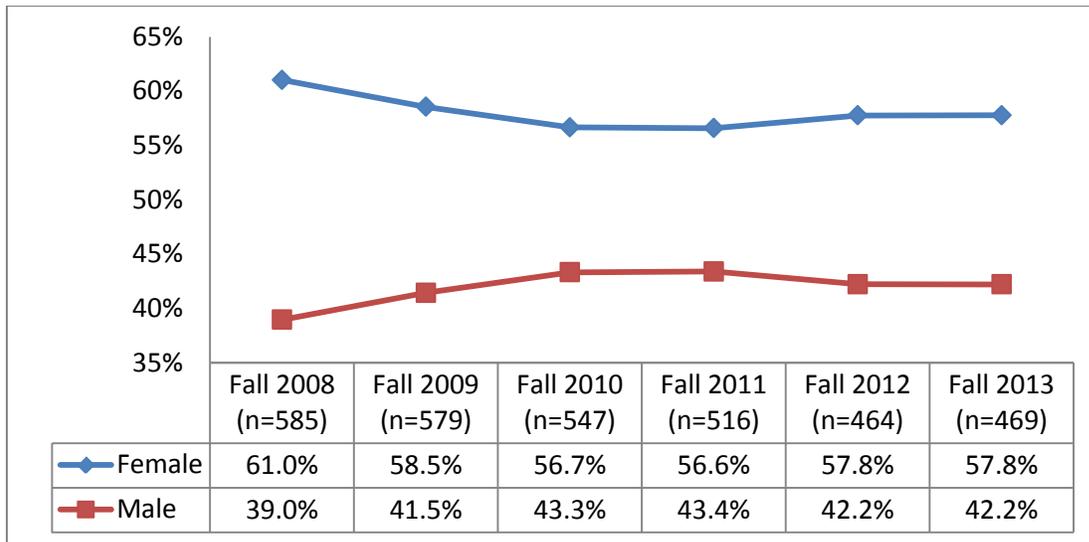
*Table 9. Part-Time Faculty Age Distribution by Fall Term*

	Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013
% 34 or younger	18.2%	15.1%	13.5%	12.1%	13.2%	19.8%
% 35-39	9.6%	12.0%	11.7%	12.5%	15.2%	14.6%
% 40-44	12.2%	12.8%	11.4%	12.0%	11.4%	12.0%
% 45-49	12.8%	12.9%	13.2%	12.6%	11.8%	10.6%
% 50-54	13.8%	13.3%	13.7%	12.5%	13.1%	11.0%
% 55-59	12.9%	11.2%	12.9%	13.7%	11.3%	11.2%
% 60-64	8.3%	9.4%	10.1%	10.4%	12.1%	9.6%
% 65 or older	12.2%	13.3%	13.5%	14.2%	11.9%	11.2%
Total count	760	641	614	585	612	717

*Classified Staff: Gender*

There was a steady decrease in the percentage of female classified staff from fall 2008 through fall 2010. The percentage leveled off in fall 2011 and increased in fall 2012. It is important to note that the total number of classified staff has decreased steadily since fall 2008. This decrease reflects the budgetary constraints during the recent fiscal crisis (see Figure 33).

*Figure 33. Classified Staff Gender Distribution by Fall Term (percent of unduplicated count)*

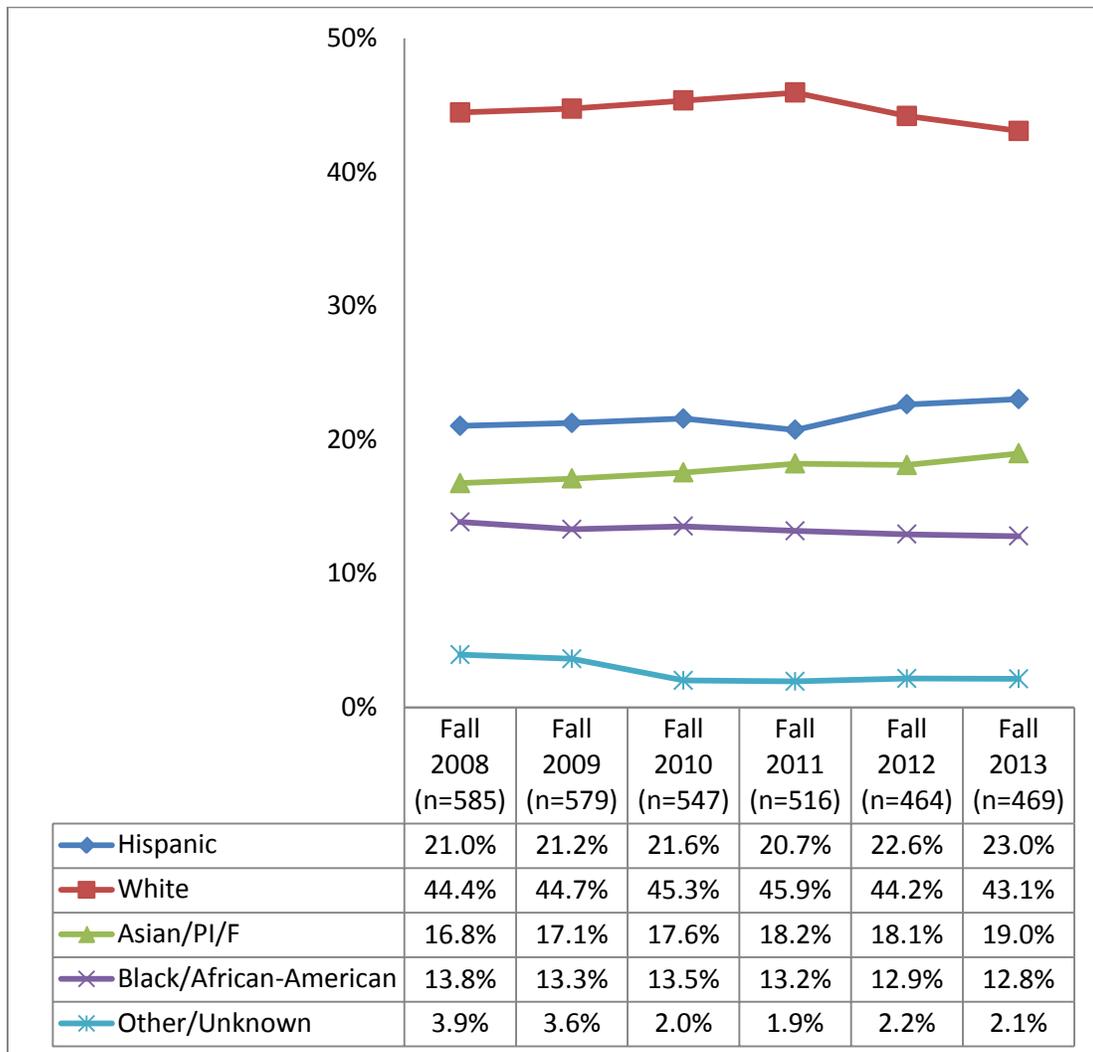


Source: Chancellor’s Office Data Mart

*Classified Staff: Ethnicity*

Over the past six years, the largest percentage of classified staff were White (approximately 45.0 percent). Another 21.0 percent were Hispanic, 18.0 percent Asian/Pacific Islander/Filipino, 13 percent Black/African-American, and approximately 2 percent were either unknown or another ethnicity. With the exception of Hispanic and White staff, the distribution of staff was similar to the distribution of students. Although it has not changed as quickly as the student population, if the decrease in White staff and increase in Hispanic staff continues, the ethnicity distribution of the staff will reflect the student body (see Figure 34).

*Figure 34. Classified Staff Ethnicity Distribution by Fall Term (percent of unduplicated count)*

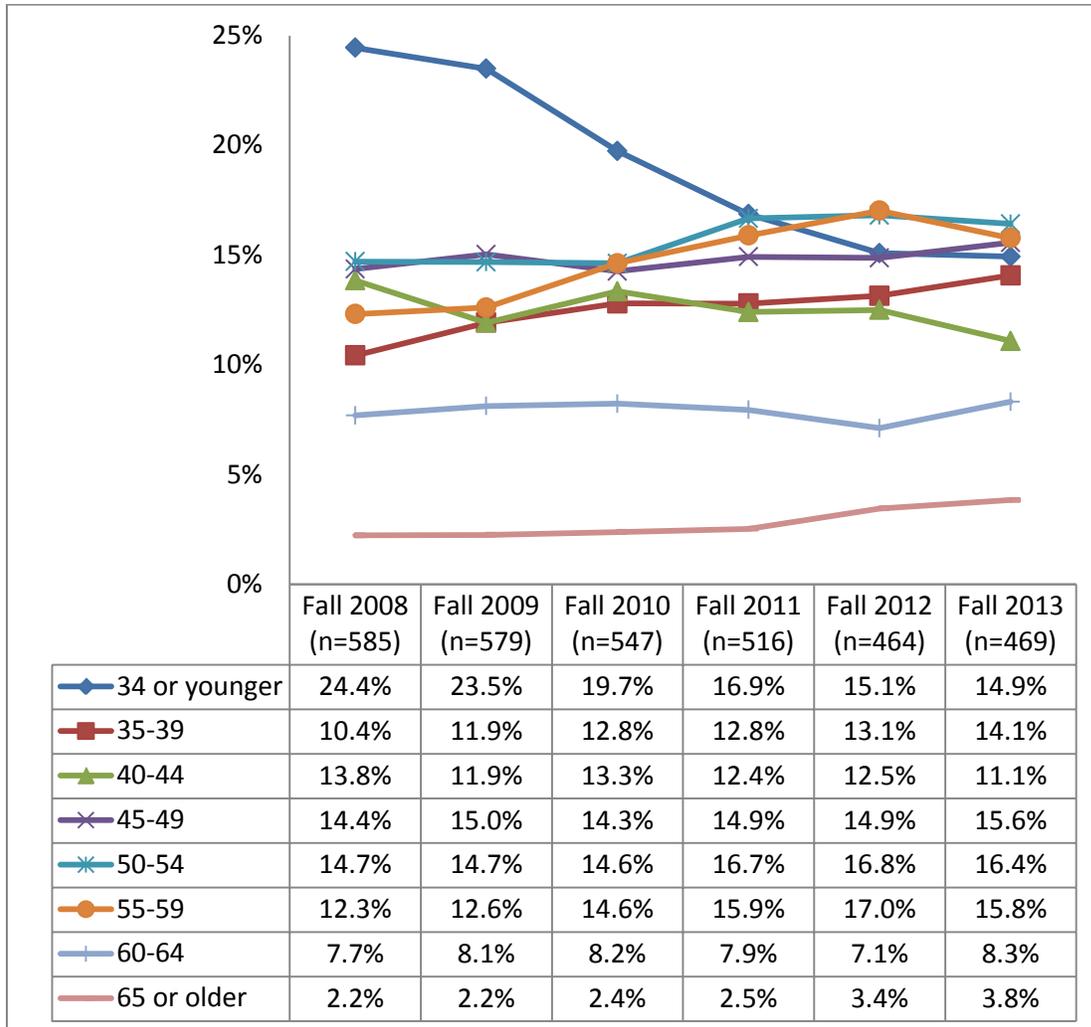


Source: Chancellor’s Office Data Mart

*Classified Staff: Age*

In general, the age distribution of classified staff remained relatively stable over the last six years. The biggest exception was the steady decrease in the percentage of staff who were 34 or younger. There were also slight increases in staff ages 35-39 and 55-59 (see Figure 35).

*Figure 35. Classified Staff Age Distribution by Fall Term (percent of unduplicated count)*

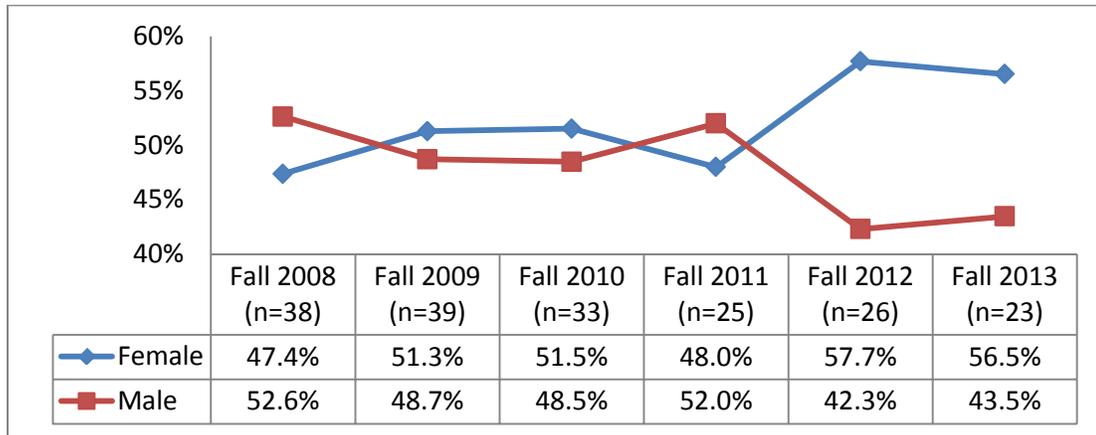


Source: Chancellor’s Office Data Mart

*Administrators: Gender*

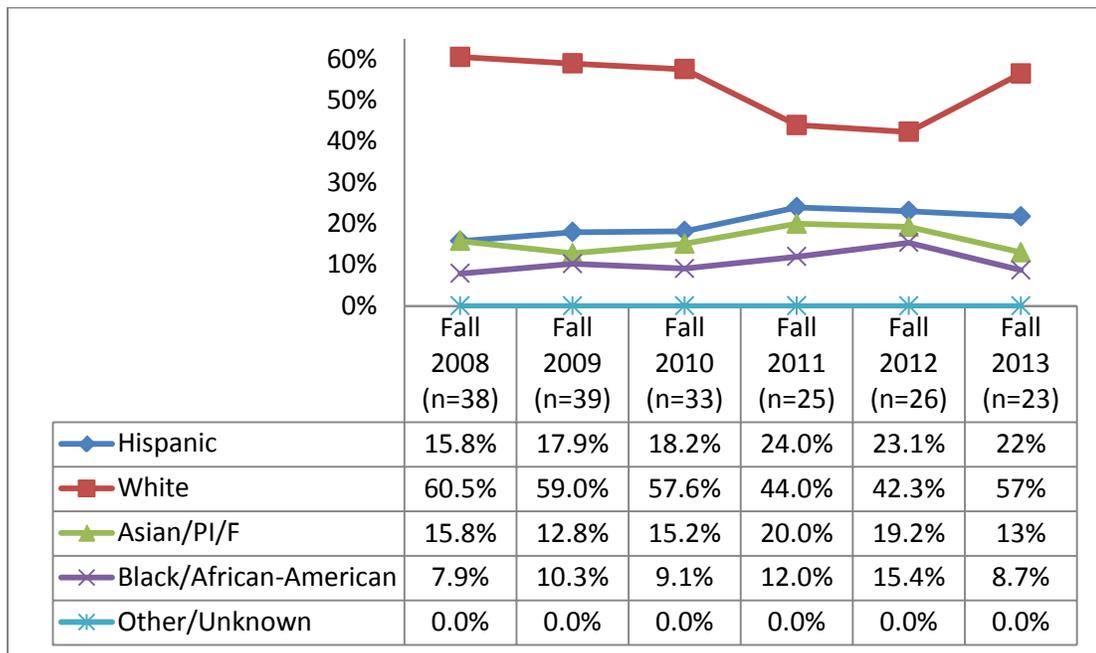
Figures 36 through 38 provide demographic information about the administrators at Long Beach City College for the past six years. Given the small number of administrators (between 25 to 38 each term), it is difficult to draw any conclusions about patterns or trends in the data.

*Figure 36. Administrators Gender Distribution by Fall Term (percent of unduplicated count)*



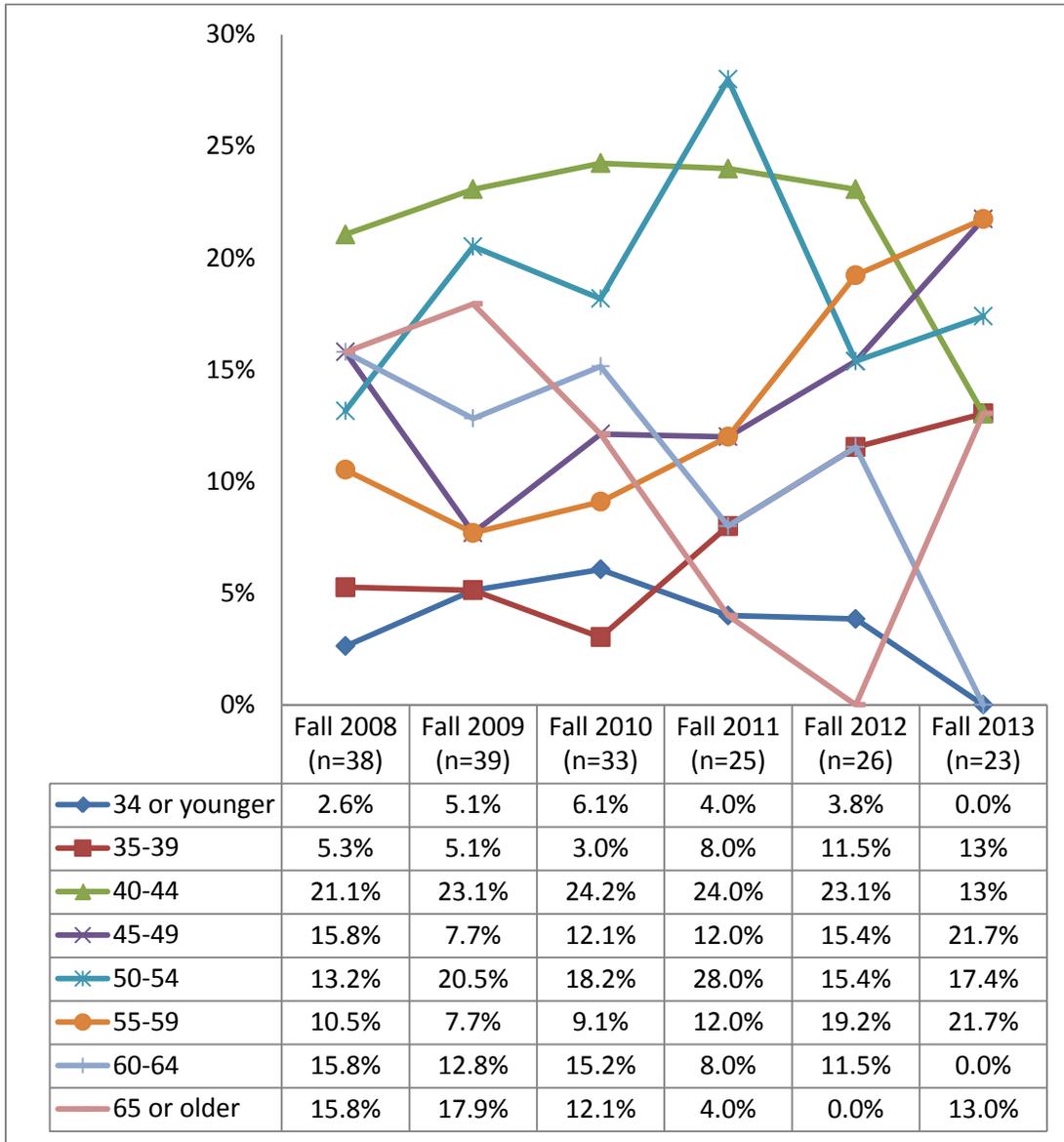
Source: Chancellor’s Office Data Mart

*Figure 37. Administrators Ethnicity Distribution by Fall Term (percent of unduplicated count)*



Source: Chancellor’s Office Data Mart

Figure 38. Administrators Age Distribution by Fall Term (percent of unduplicated count)



Source: Chancellor’s Office Data Mart

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## Organization of the Self Evaluation Process



## Organization of the Self Evaluation Process

Long Beach City College has made a commitment to a self evaluation process that is comprehensive, authentic, and inclusive. [Administrative Regulation 2006](#) defines the structure for participation in governance at LBCC, and regulation 2006.6, Section C, outlines the process for self evaluation as well as the membership of the Accreditation Steering Committee. The process designed for this evaluation period has been integrated as much as possible into the existing structures of the college. The Accreditation Steering Committee also extended the membership requirements defined by local regulation to include classified and student co-chairs, in addition to the faculty and administrative co-chairs who have led the process in previous cycles. Membership of the Steering Committee also included presidents of each college group, co-chairs of the Standard Committees, the Superintendent-President, and the Board of Trustees president. The college faculty co-chair was provided 40 percent release time as well as a stipend for summer 2013 in order to focus time and talent on the process.

Preparation for the self evaluation began with professional development for staff in October 2012 when the administrative standard co-chairs, the Accreditation Liaison Officer (ALO), the faculty co-chair, and the college's Student Learning Outcomes Assessment Coordinator attended the ACCJC Workshop for Institutional Self Evaluation. In February 2013, the ALO, faculty co-chair and Academic Senate president attended the Accreditation Institute sponsored by the State Academic Senate and ACCJC. At the March 12, 2013 Board of Trustees meeting, the ALO provided an accreditation update, which included a timeline of planned work for the self evaluation and an overview of the roles and responsibilities of governing boards in accreditation.

In organizing for the self evaluation process, the administrative and faculty co-chairs of the Steering Committee recognized that most of the Standards aligned with already existing structures at the college. Specific committees or areas were identified and given responsibility over an Accreditation Standard so as to tap into the knowledge of subject-matter experts (see chart on next page). The composition of each Standard Team was reviewed to ensure that there was representation from all college constituent groups. Most of these committees are already participatory governance committees so there were only a few which needed to recruit additional members.

Of primary importance was ensuring that classified staff and students participated more fully in the self evaluation process than these groups had in previous self studies. In fall 2012, the administrative co-chair of the Accreditation Steering Committee met with the newly elected president of the classified union to discuss classified participation not only in accreditation but in other key processes of the college such as planning and program review. Thus, in spring 2013, when the Accreditation Steering Committee and Standard Teams were being formed, the classified union was ready to identify and appoint representatives to the committee, if needed. Classified participation increased 400 percent from the 2008 evaluation cycle, from 12 to 44, including a classified co-chair of the Steering Committee. Student participation also greatly increased. During the last evaluation, only the ASB president participated in the process, but this time, there were 11 student representatives on

the Standard Teams, as well as a student co-chair of the Steering Committee. The table below details the participation from each group.

<b>Group</b>	<b>Number</b>		<b>Group</b>	<b>Number</b>
Administrators/ Managers/ Supervisors	36		FT Faculty	63
Classified	44		PT Faculty	2
Confidentials	3		Students	11
			Trustees	2
<b>Grand Total = 161</b>				

**Organization of Standard Teams**

<b>Standards</b>		<b>Responsible Group</b>
Standard 1: Institutional Mission and Effectiveness	1A. Mission  1B. Improving Institutional Effectiveness	<ul style="list-style-type: none"> <li>• College Planning Committee</li> <li>• Institutional Research Advisory Committee (of Academic Senate)</li> <li>• Office of Institutional Effectiveness</li> </ul>
Standard 2: Student Learning Programs and Services	2A. Instructional Programs	<ul style="list-style-type: none"> <li>• All areas under Academic Affairs</li> <li>• Curriculum Committee and subcommittees</li> </ul>
	2B. Student Support Services	<ul style="list-style-type: none"> <li>• All areas under Student Support Services</li> <li>• Student Success Committee</li> </ul>
	2C. Library and Learning Support Services	<ul style="list-style-type: none"> <li>• Library</li> <li>• Learning and Academic Resources Department</li> </ul>
Standard 3: Resources	3A. Human Resources	<ul style="list-style-type: none"> <li>• Human Resources</li> <li>• Staff Equity Committee</li> <li>• Faculty Professional Development</li> </ul>
	3B. Physical Resources	<ul style="list-style-type: none"> <li>• Facilities Department</li> <li>• Facilities Advisory Committee</li> </ul>
	3C. Technology Resources	<ul style="list-style-type: none"> <li>• Instructional and Informational Technology Services</li> <li>• Technology Oversight Task Force</li> <li>• Distance Learning Oversight Task Force</li> </ul>
	3D. Financial Resources	<ul style="list-style-type: none"> <li>• Fiscal Services</li> <li>• Budget Advisory Committee</li> </ul>
Standard 4: Leadership and Governance	4A. Decision-Making Roles and Processes  4B. Board and Administrative Organization	<ul style="list-style-type: none"> <li>• Participatory governance group</li> </ul>

The Accreditation Steering Committee first convened as a group on March 15, 2013 for an orientation and training session. The Steering Committee agreed to follow the general timeline below:

<b>Task</b>	<b>Date</b>
a. Form teams	before spring break 2013
b. Accreditation Committee monthly meetings	spring 2013
c. Completed Evidence Inventory from Teams	June 2013
d. Feedback from Steering Committee to Teams	August 2013
e. Teams solicit college-wide input	fall 2013
f. Draft Reports from Teams to Steering Committee	fall 2013
g. Final Self-Study Report to Board	May 2014
h. Convene co-chairs	September 2014
i. Campus Visit	October 2014

The Steering Committee co-chairs provided support to the Standard Teams in several ways. They communicated regularly with the co-chairs of the Standard Teams and also met with each team on several occasions to provide support and guidance in writing the report and collecting evidence. An evidence inventory template with guiding questions from the ACCJC "Guide to Evaluating Institutions" (July 2013 edition) was provided early in the process to help the members of the Standard Teams understand what they needed to address for their standard as well as how to document the evidence they collected. Accreditation standard templates were also provided in order to standardize responses and facilitate the process of compiling the reports from each committee into the college's Self Evaluation Report.

To help manage the documents, Wiggio, an online group management system, was utilized to enable the committees to share files within and outside their own groups. Committees were encouraged to use Wiggio as a shared drive for their evidence. The Steering Committee used Wiggio to share resources, such as templates, ACCJC documents, college plans and documents, etc.

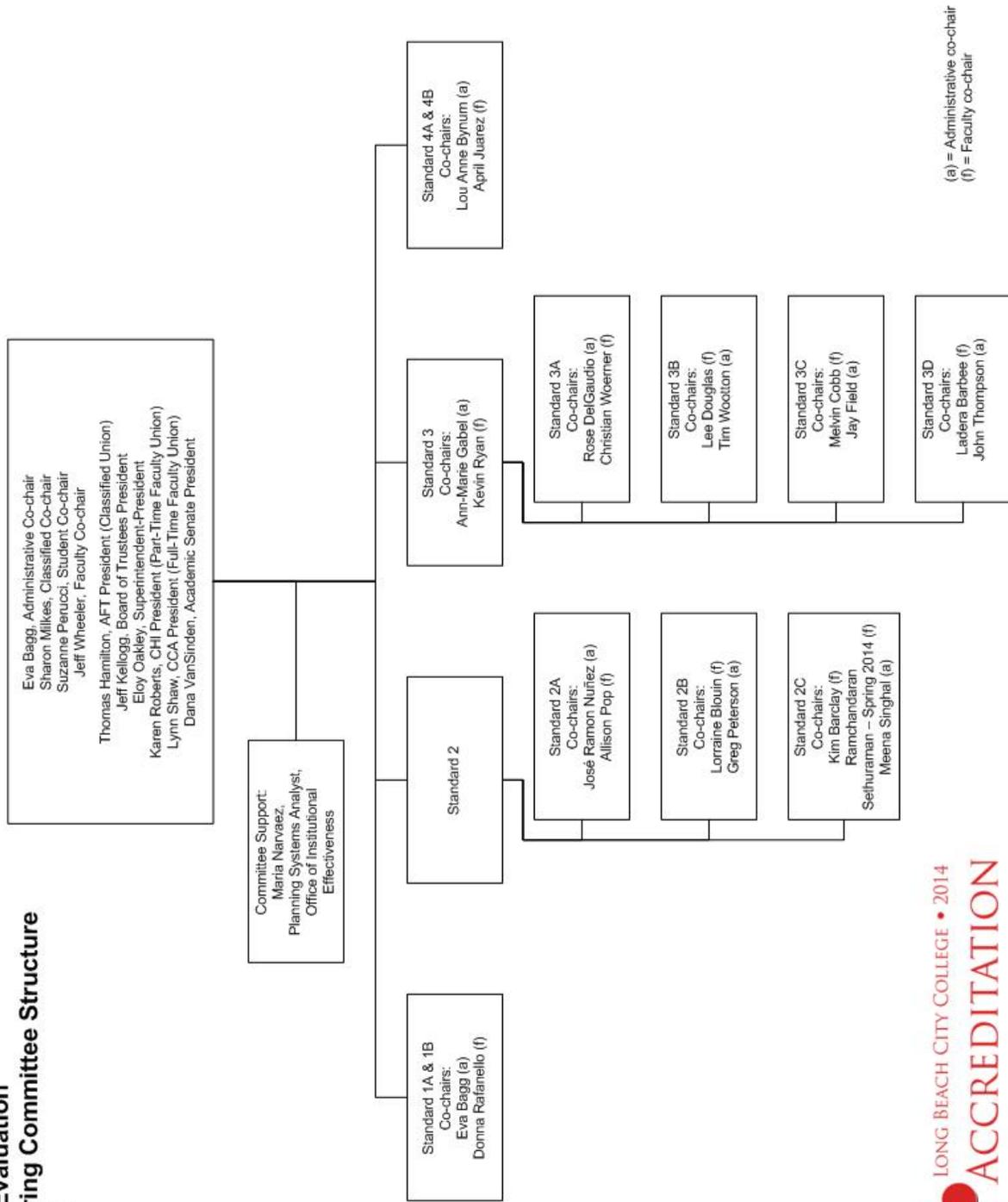
To keep the college informed of the self evaluation process, all pertinent documents were posted on the Accreditation website ([www.lbcc.edu/accreditation](http://www.lbcc.edu/accreditation)). Prior to the release of the first draft of the Self Evaluation Report, the Steering Committee co-chairs met with the leaders of the constituent groups as well as the Board of Trustees president and the Superintendent-President. The meeting was to discuss the next steps in the self evaluation process and to ask the constituent leaders for their support in soliciting feedback on the report from their members. In addition, the Steering Committee co-chairs made numerous presentations to the Board of Trustees to keep them informed about the self evaluation process.

A draft of the self evaluation report was posted online at <http://www.lbcc.edu/Accreditation/SelfEvalDrafts2014.cfm>. An email was sent out collegewide on February 18, 2014 asking for feedback to be sent to either the accreditation

email account ([accreditation@lbcc.edu](mailto:accreditation@lbcc.edu)) or any of the Steering Committee co-chairs. A second email was sent out collegewide on March 17, 2014 as a reminder. An invitation to attend an Accreditation Forum was included in the email as well. There were four scheduled forums, including two on the March 18<sup>th</sup> Flex Day for Classified, Management, and Faculty, one for the Curriculum Committee, and one for students. While attendance at the forums was fewer than hoped (it ranged from 15 to 40), those who attended were engaged. The participants asked questions about the contents of the report and the process. The [PowerPoint presentation](#) used in the forums was posted online for those who were not able to attend. The Steering Committee co-chairs also presented summary highlights of the report to the Academic Senate on May 9, 2014. The presentation included time for a question and answer period.

The final draft of the self evaluation report was sent out collegewide on May 28, 2014 via campuswide email as well as posted to the Accreditation website. The Board of Trustees approved the report at the June 10, 2014 meeting.

**Self Evaluation  
Steering Committee Structure  
2014**



(a) = Administrative co-chair  
(f) = Faculty co-chair

## Organizational Information

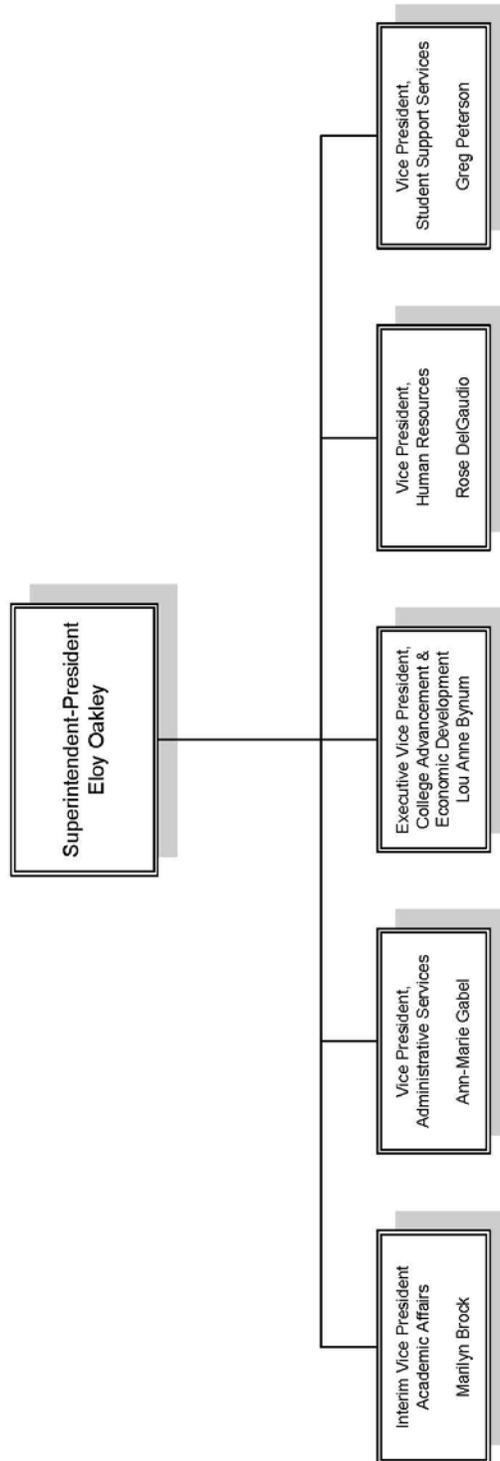




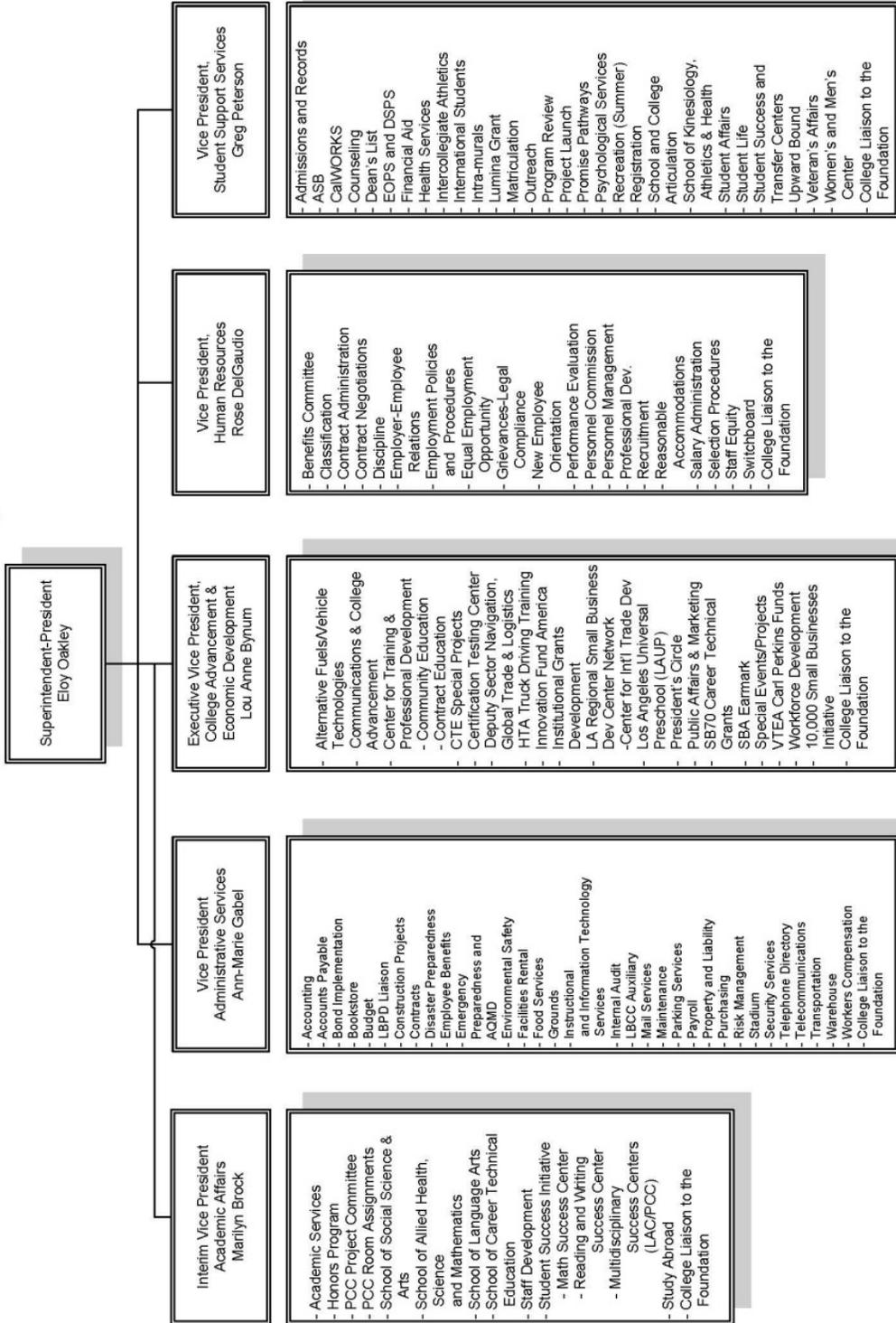
**Long Beach Community College District**  
2013-2014  
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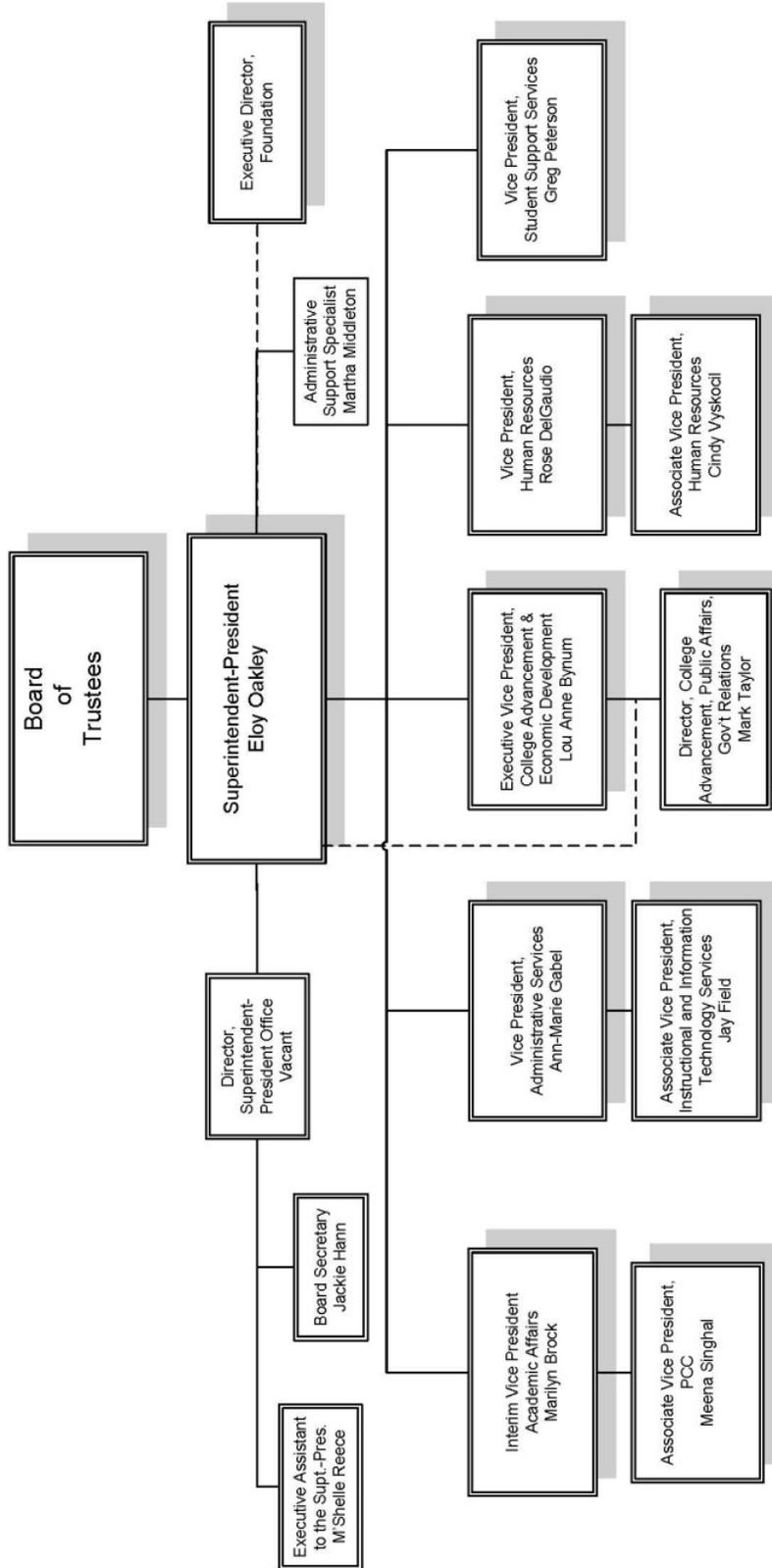
## Superintendent-President and Executive Committee



# Executive Committee Area of Responsibility



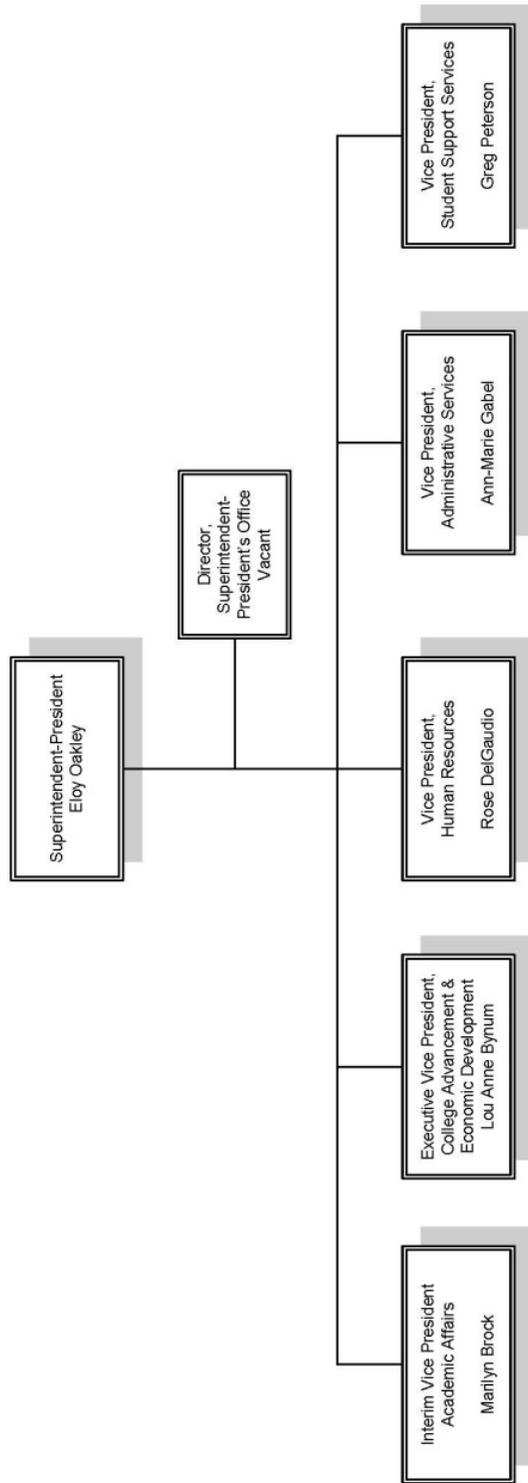
## Long Beach Community College District Superintendent-President



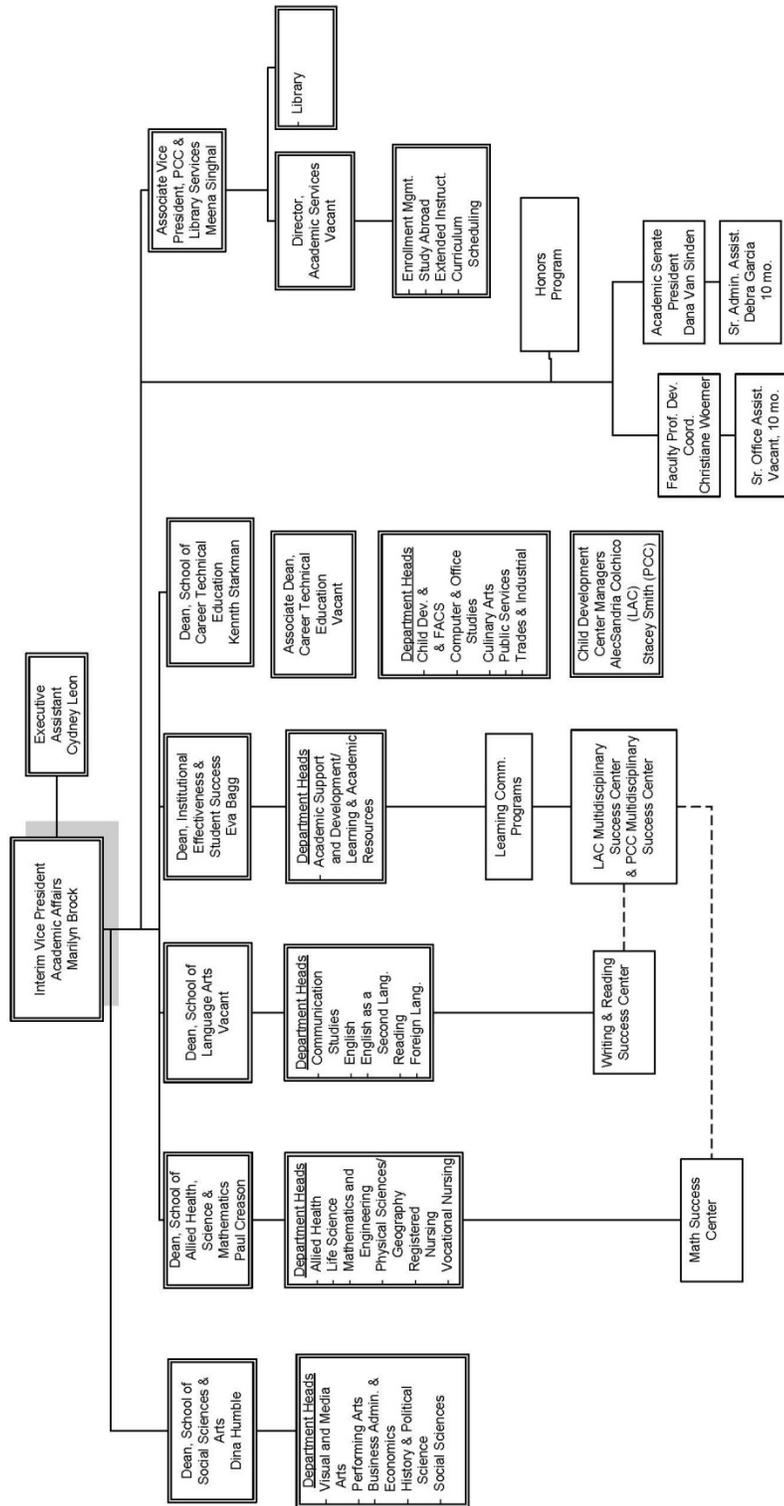
Superintendent-President  
Foundation



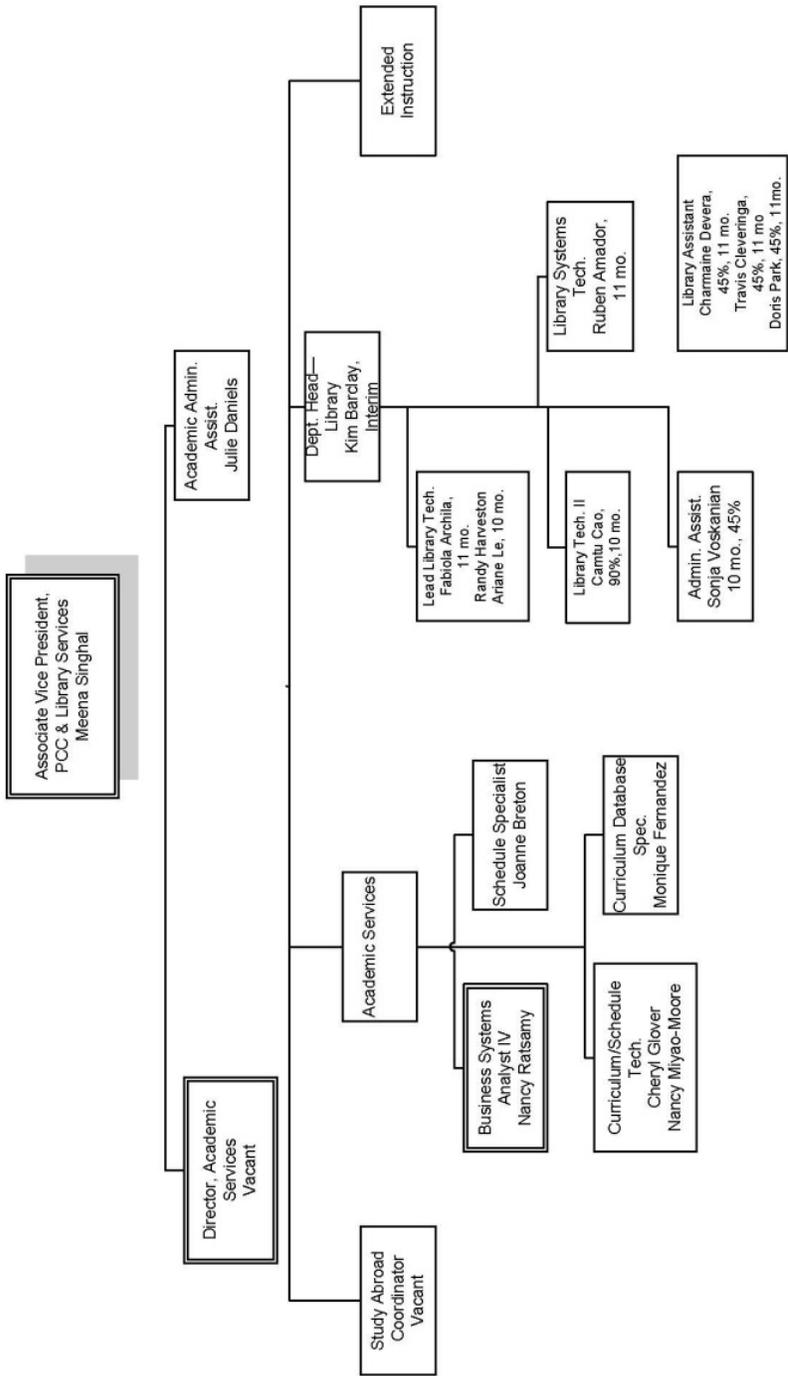
# Superintendent-President



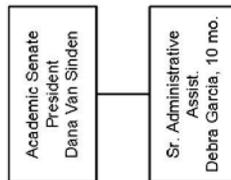
# Long Beach Community College District Academic Affairs



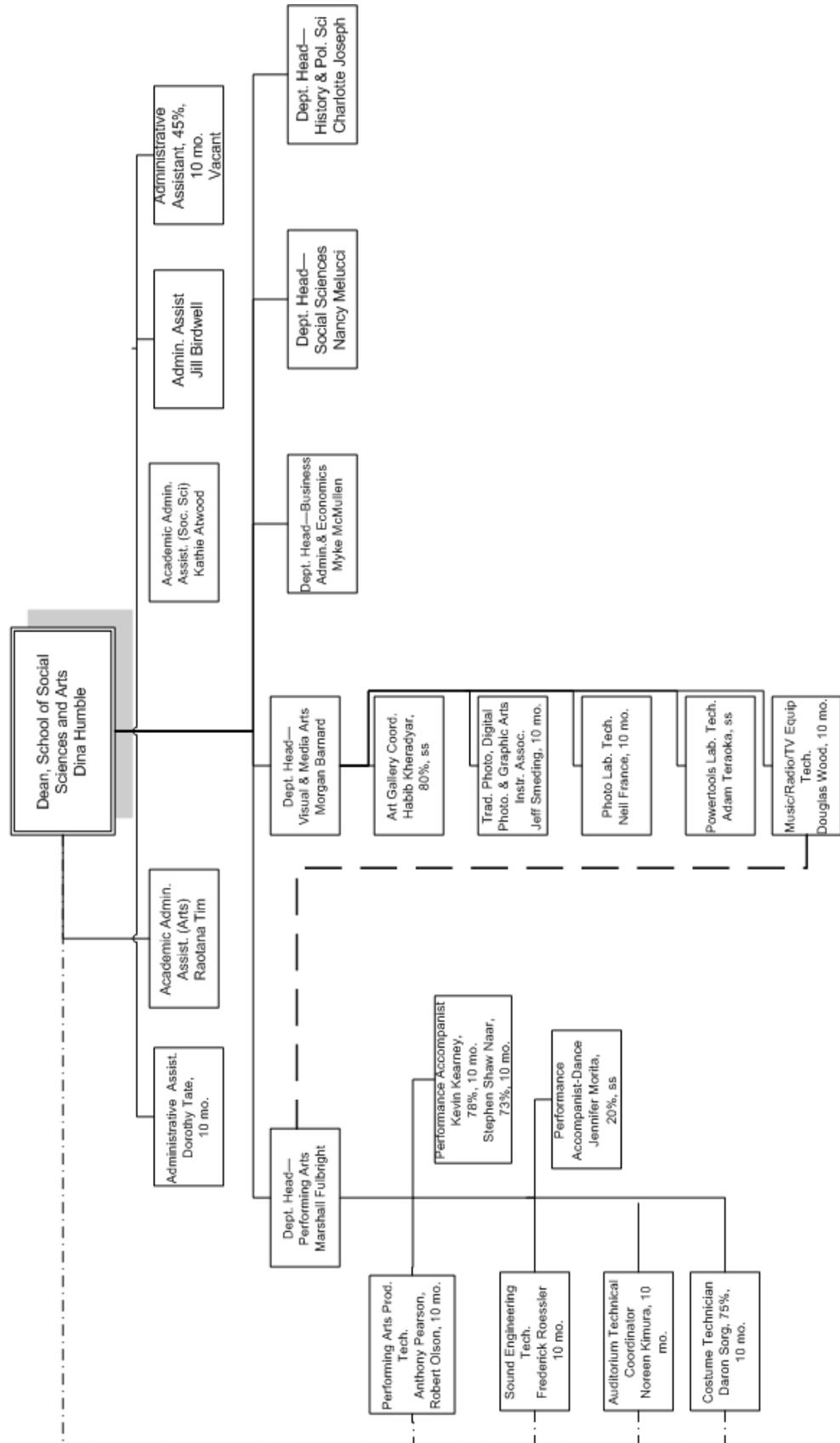
## Academic Affairs Academic Services



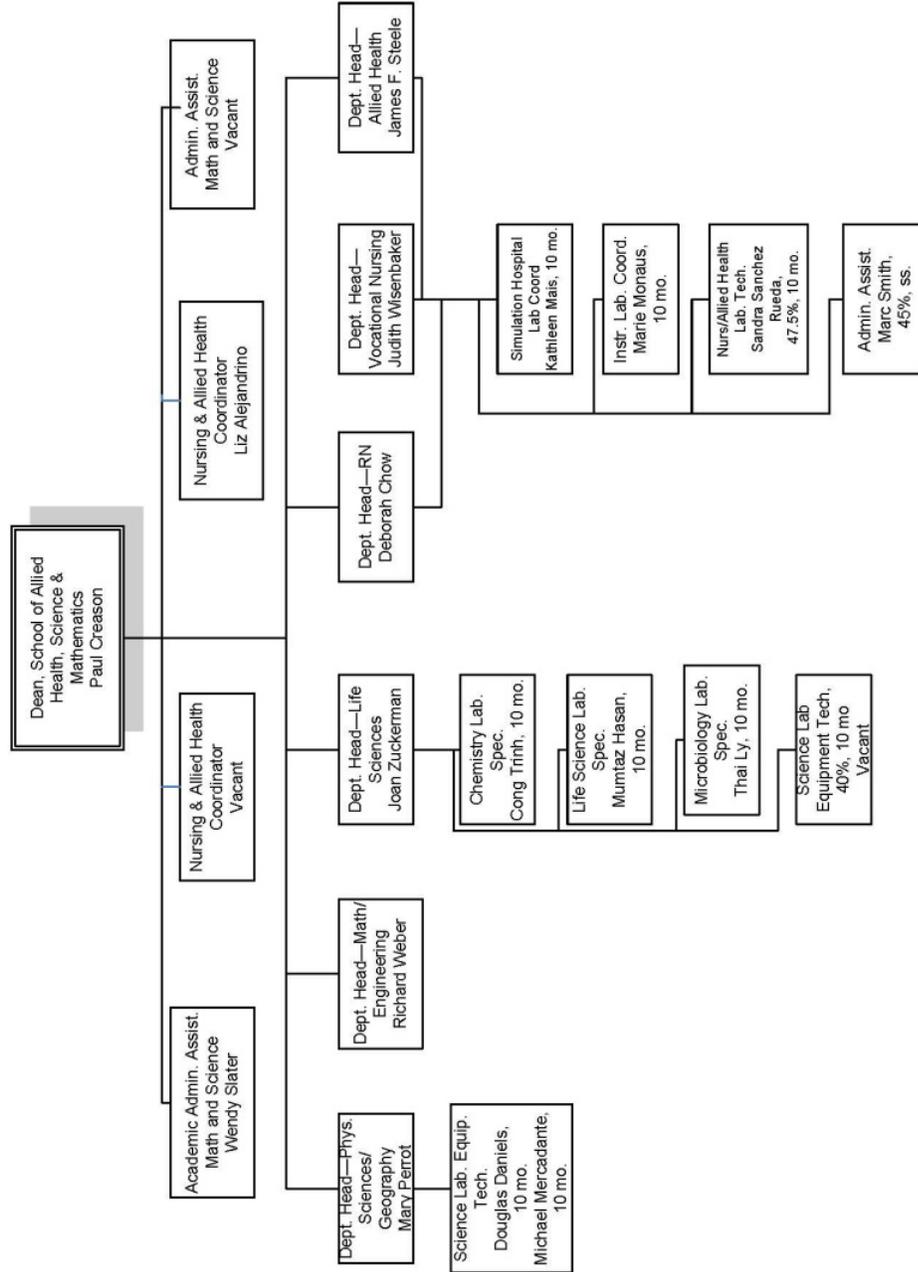
**Academic Affairs  
Academic Senate**



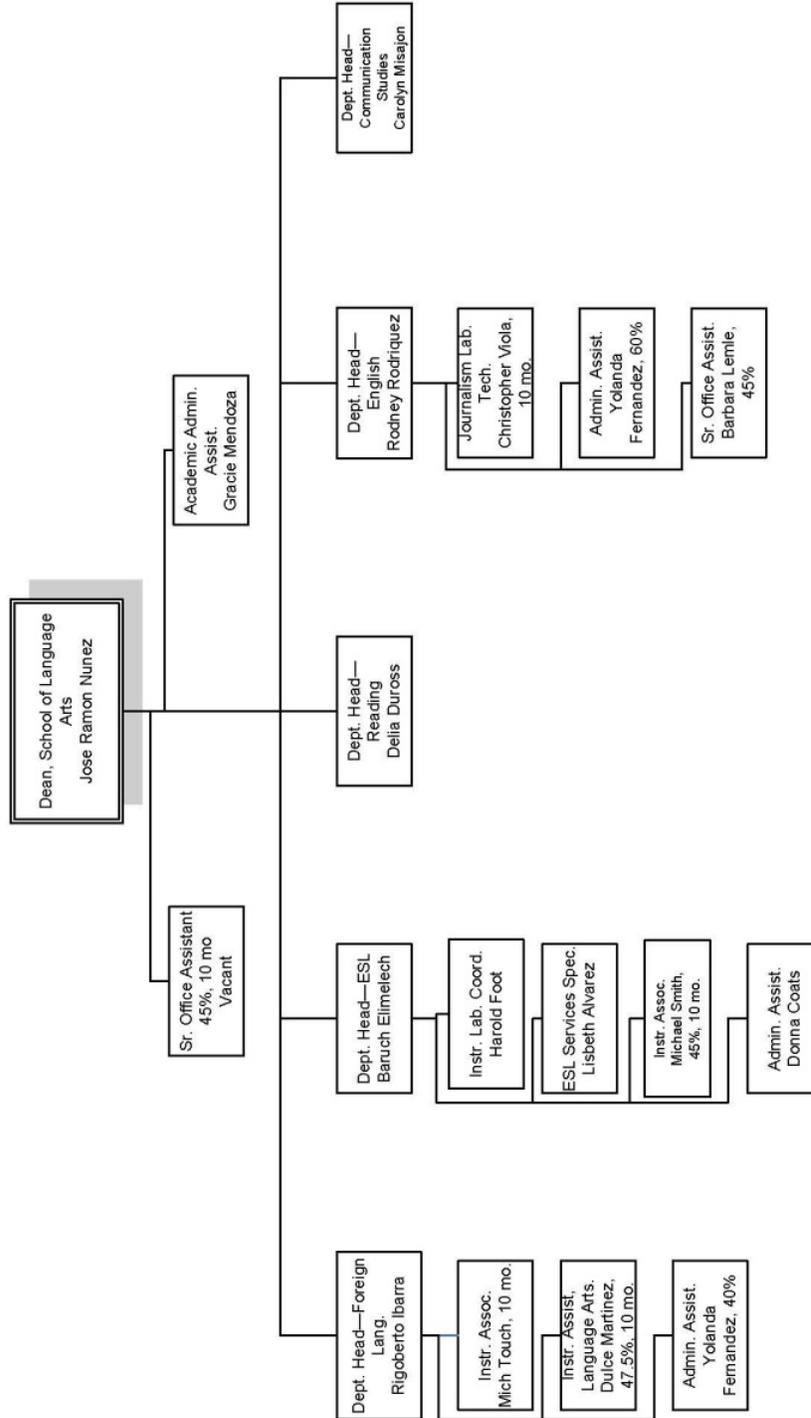
## Academic Affairs School of Social Sciences & Arts



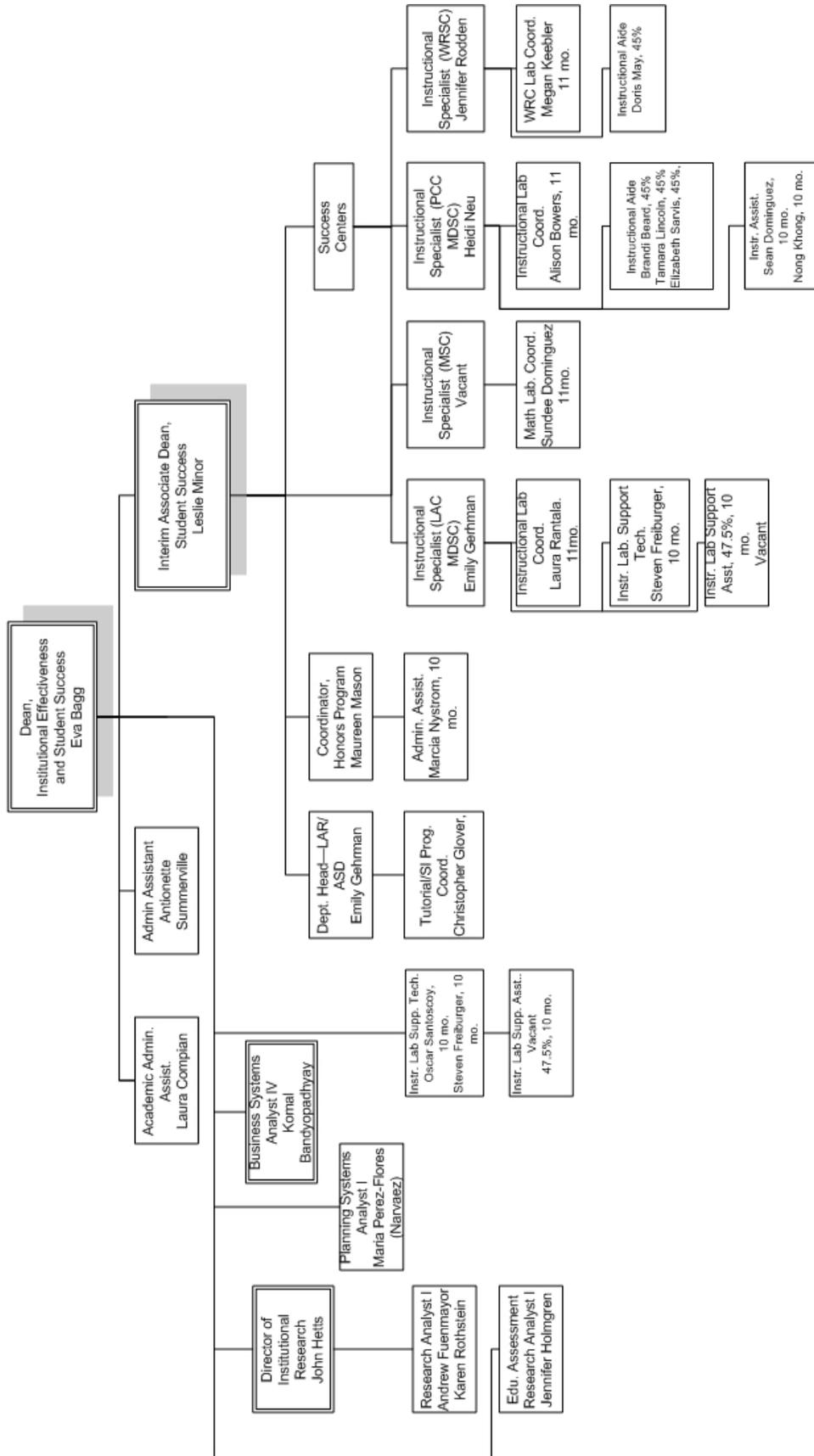
## Academic Affairs School of Allied Health, Science & Mathematics

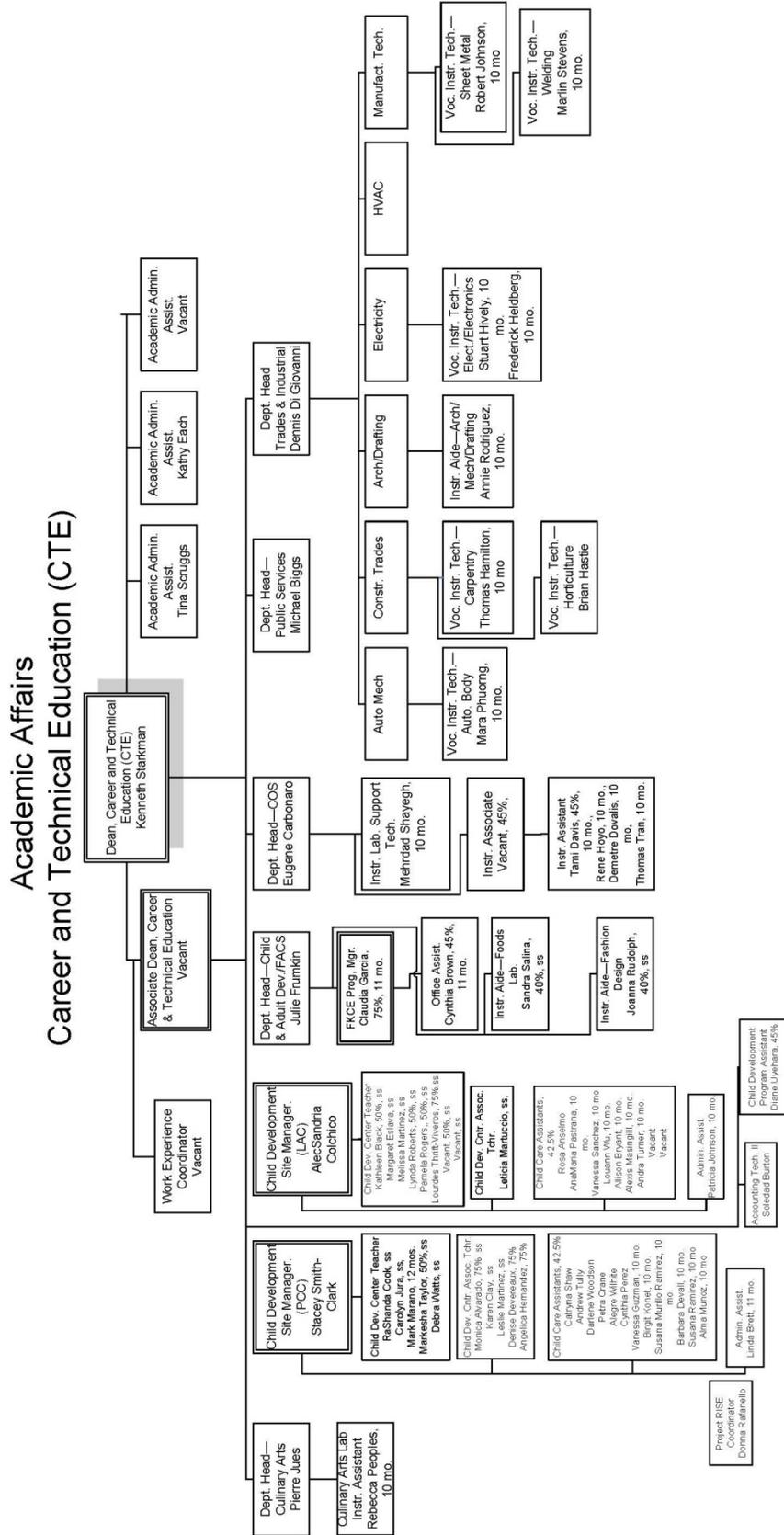


## Academic Affairs School of Language Arts

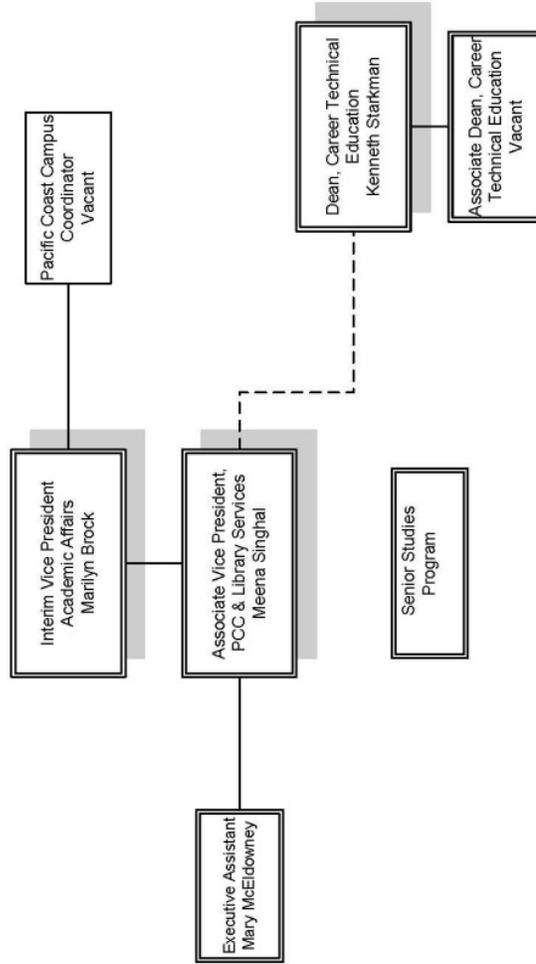


# Academic Affairs Institutional Effectiveness & Student Success

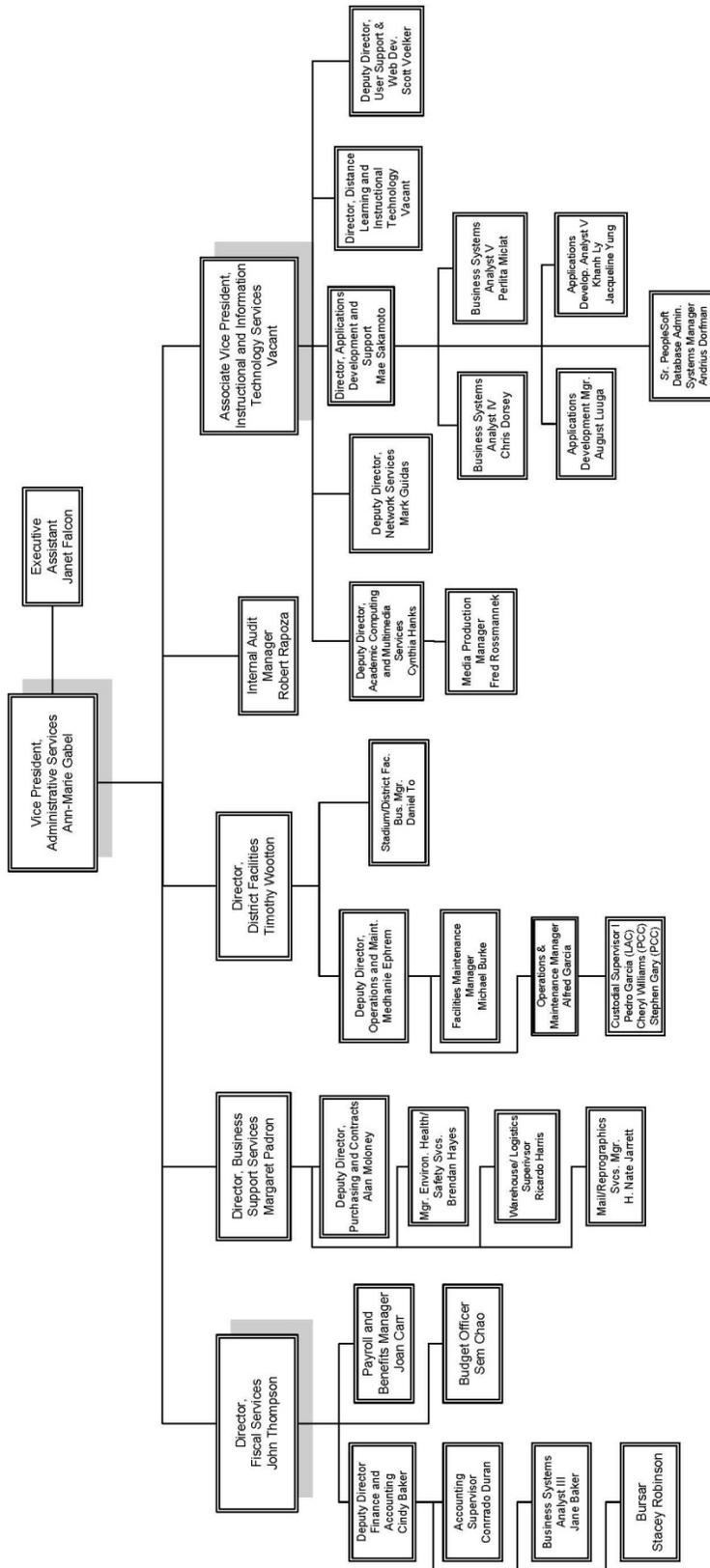




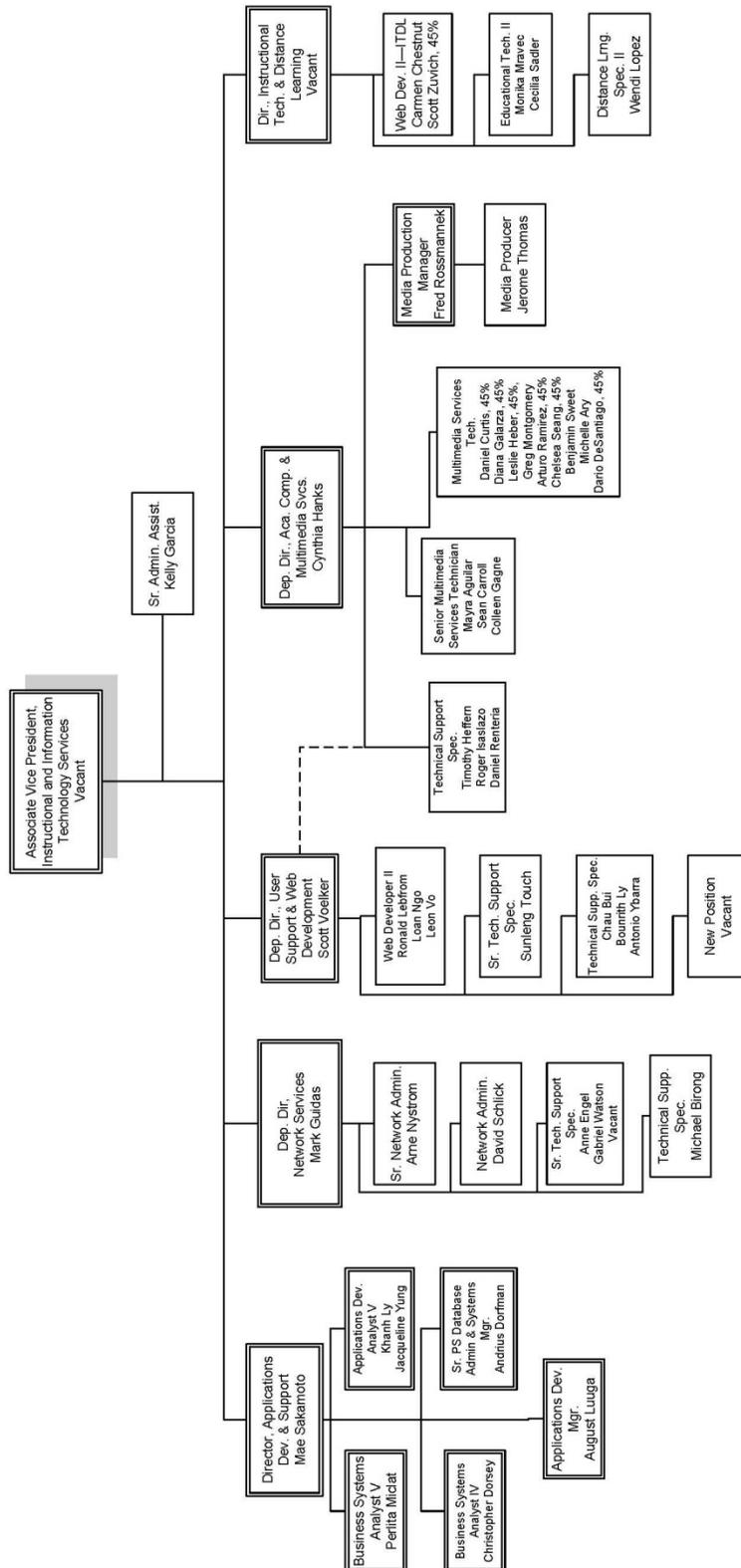
# Long Beach Community College District Pacific Coast Campus



## Long Beach Community College District Administrative Services

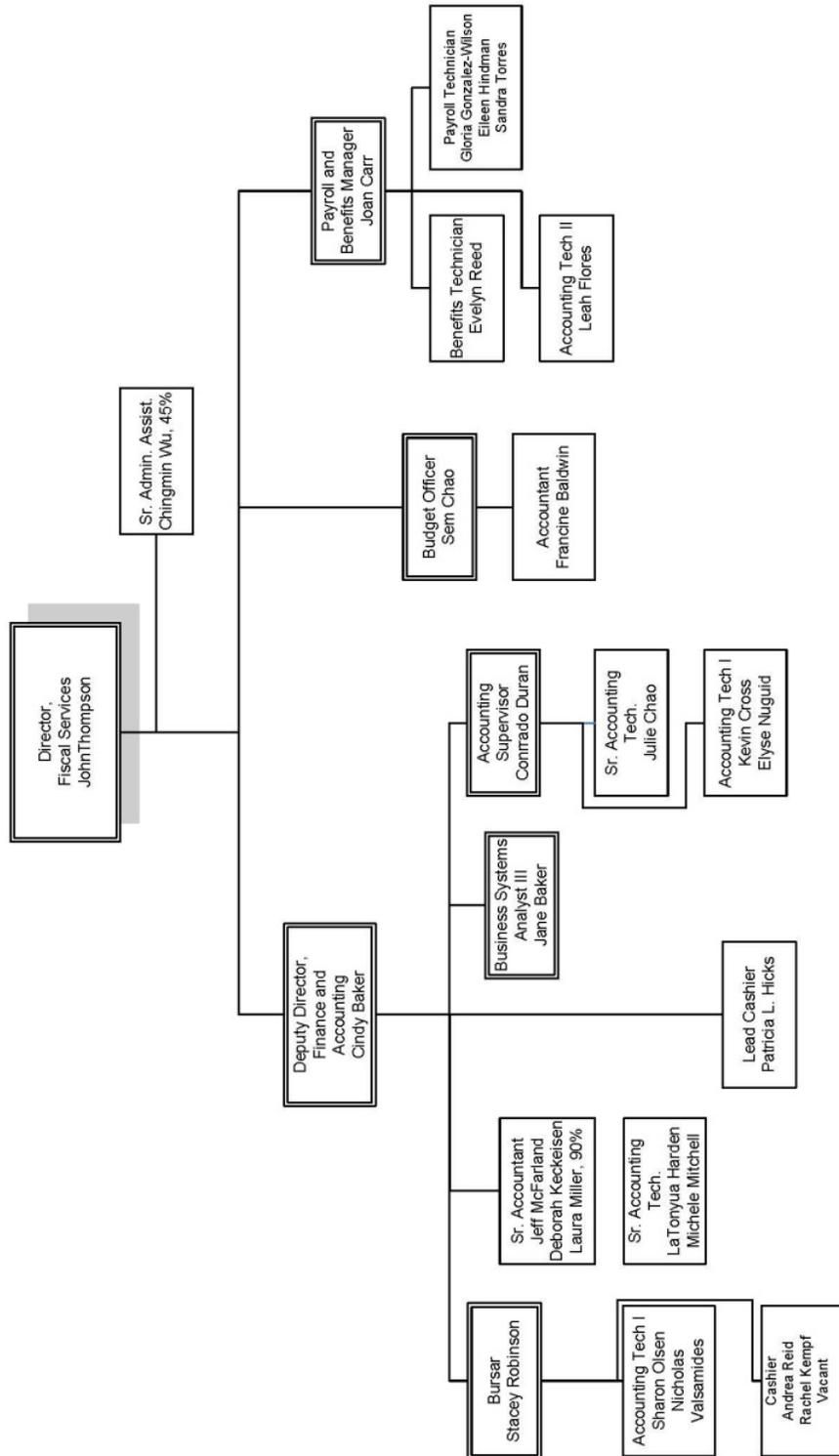


# Administrative Services Instructional & Information Technology Services

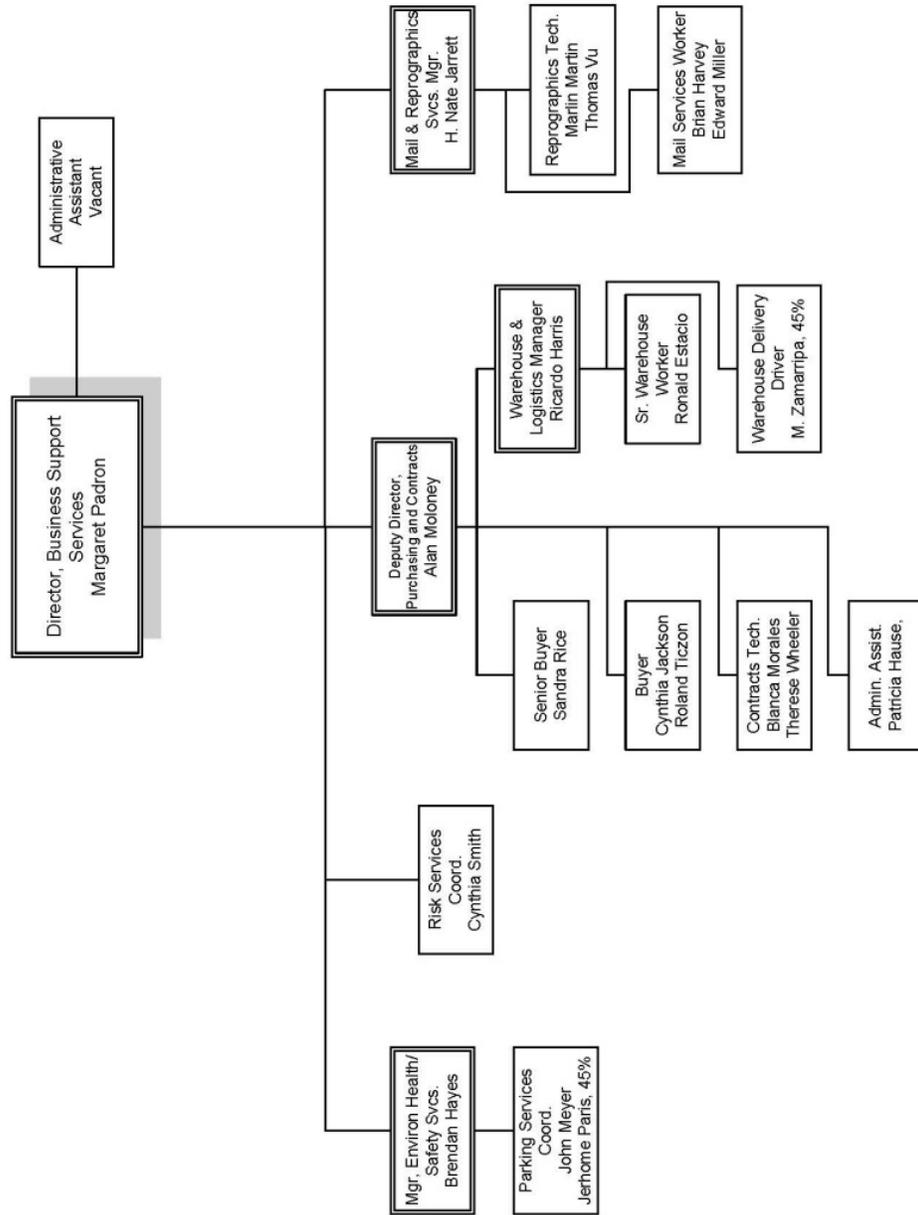




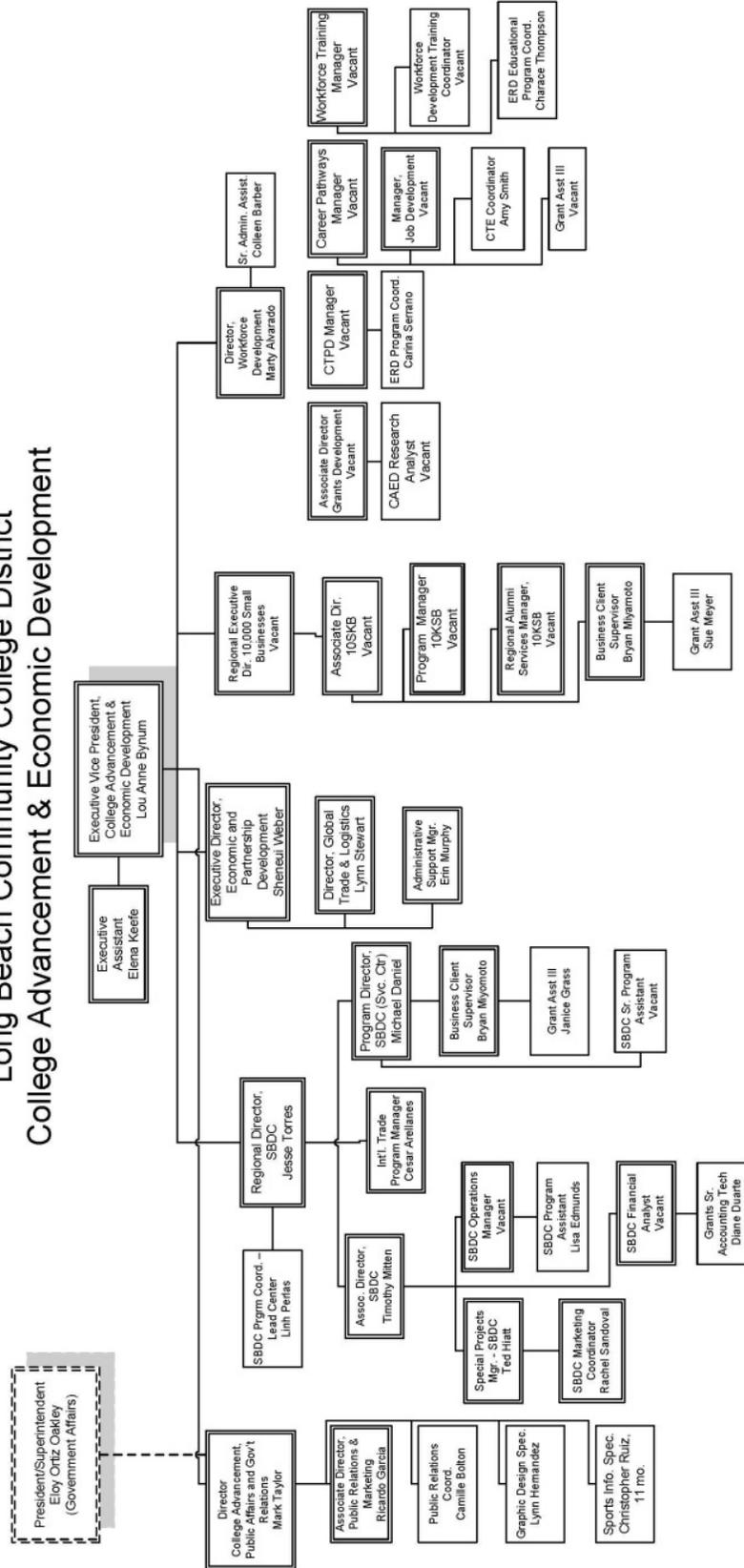
Administrative Services  
Fiscal Services



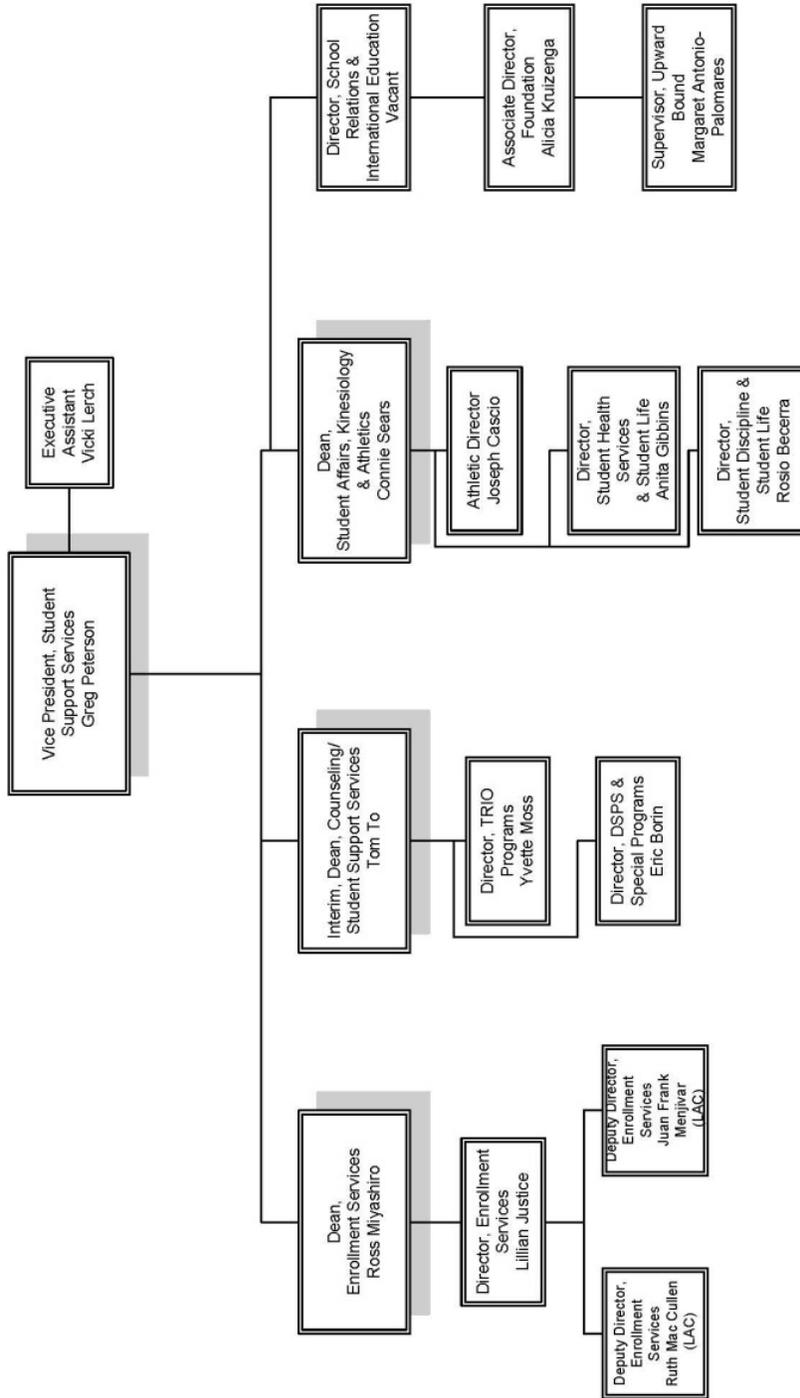
# Administrative Services Business Support Services



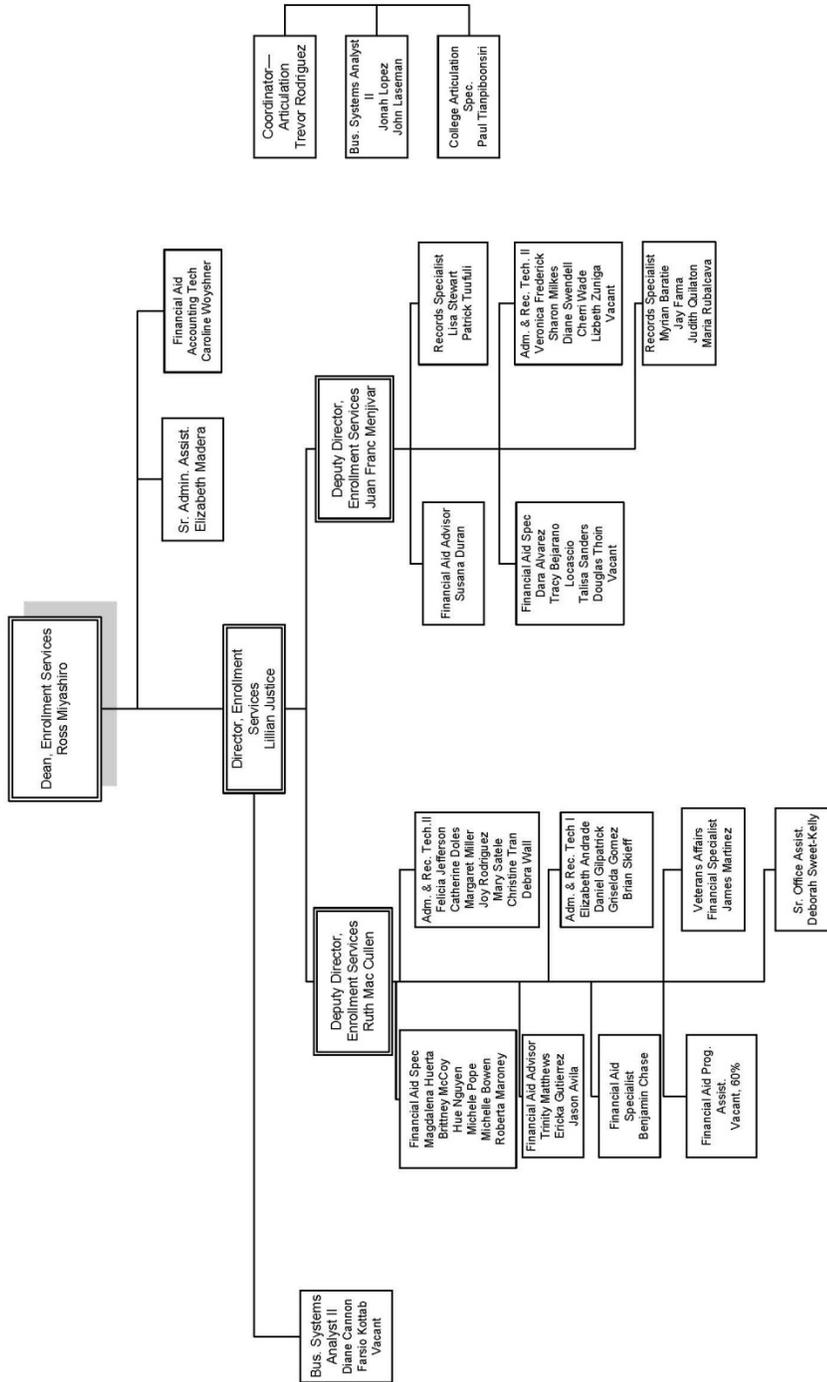
# Long Beach Community College District College Advancement & Economic Development



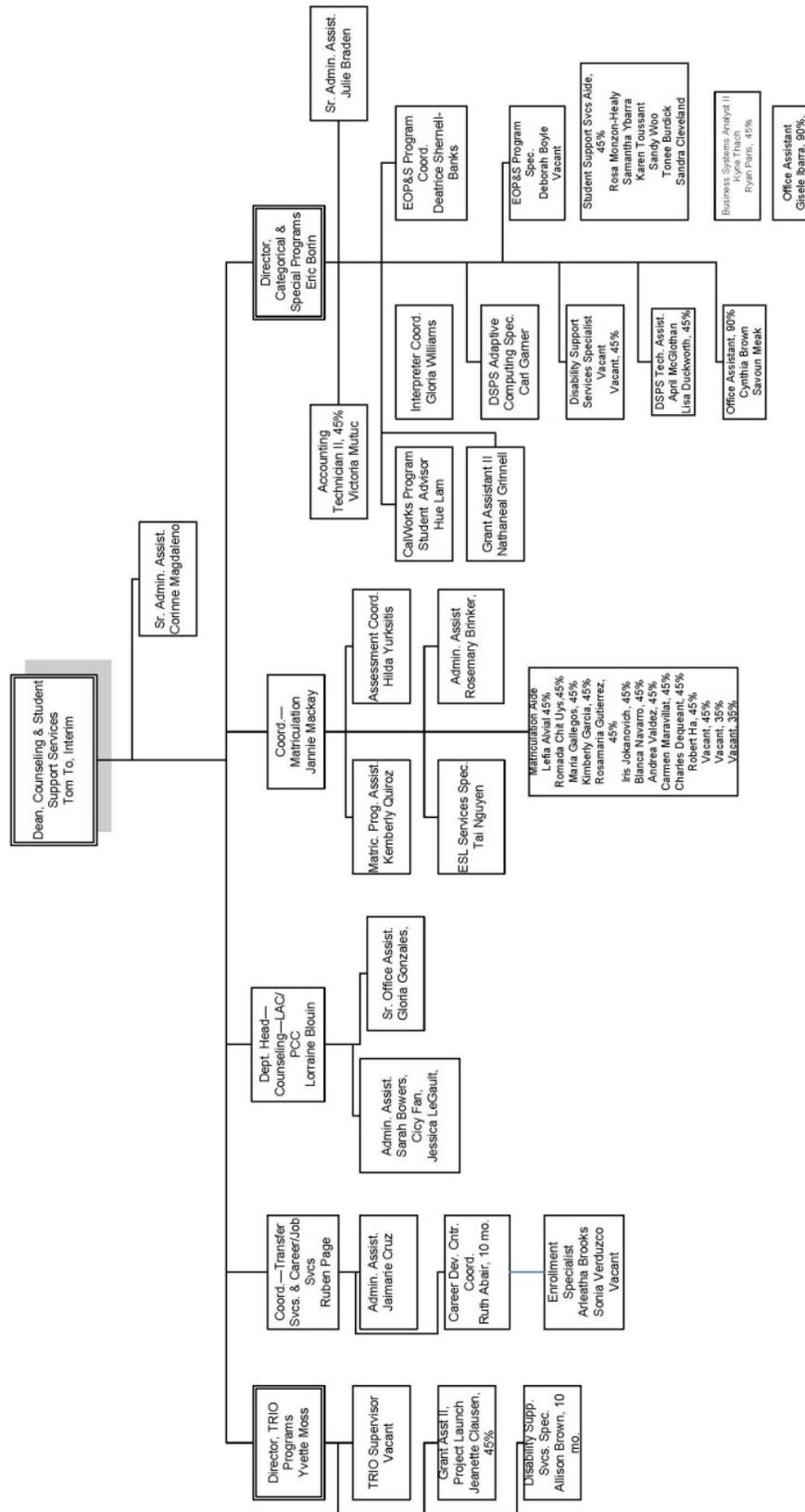
## Long Beach Community College District Student Support Services



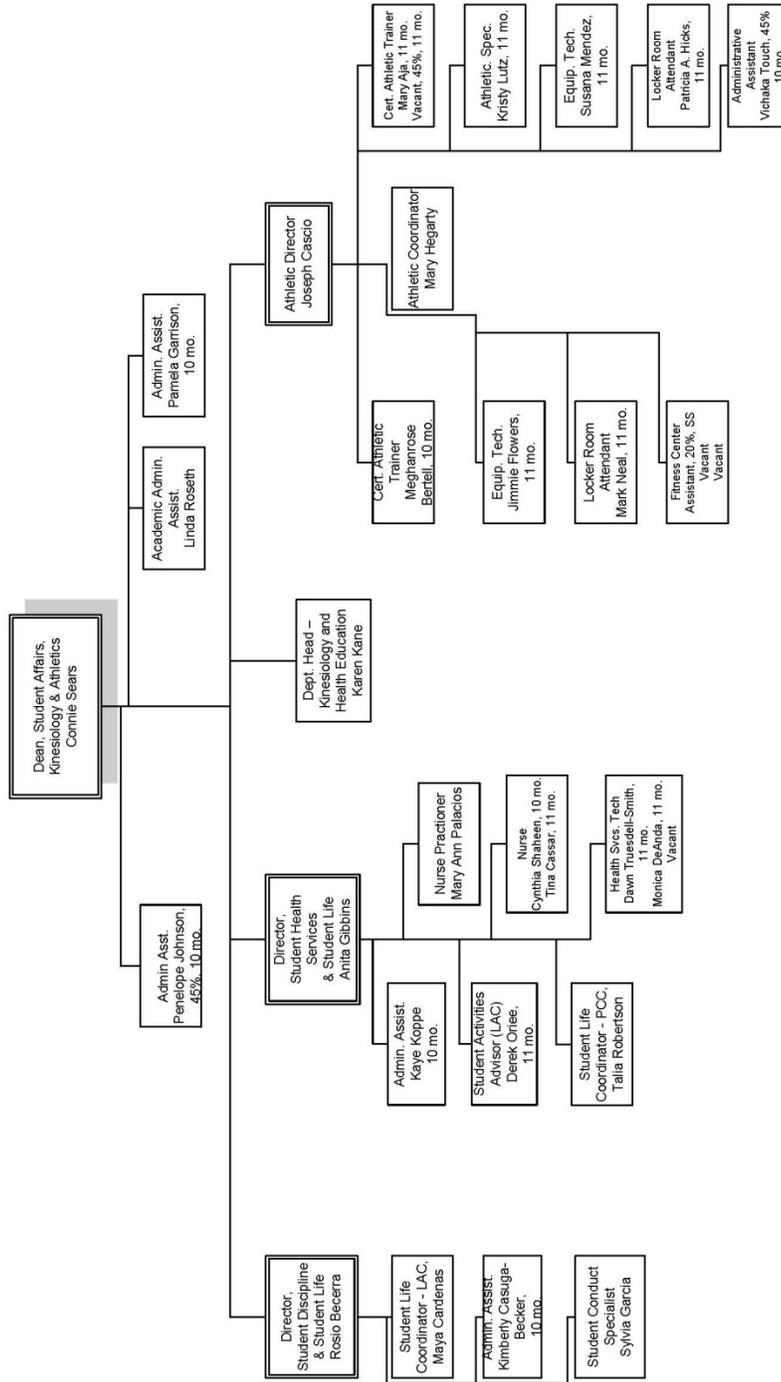
# Student Support Services Enrollment Services



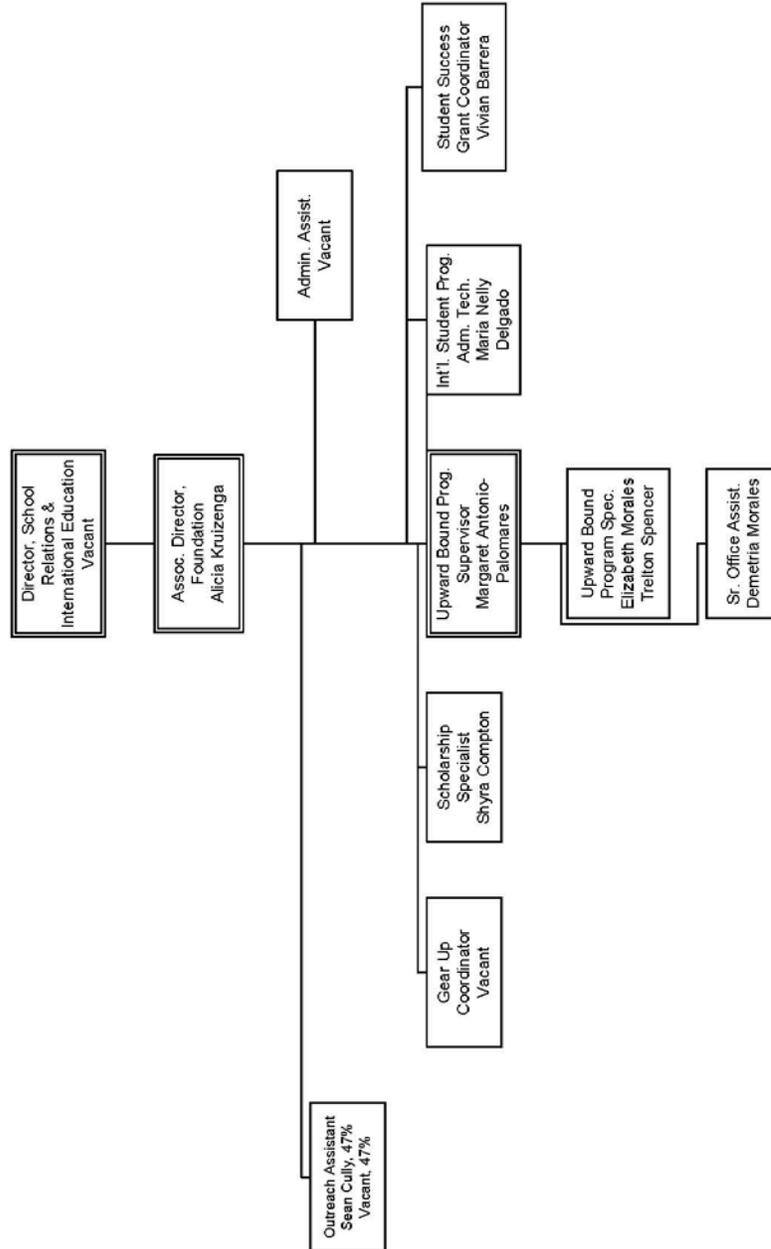
## Student Support Services Counseling & Student Support Services



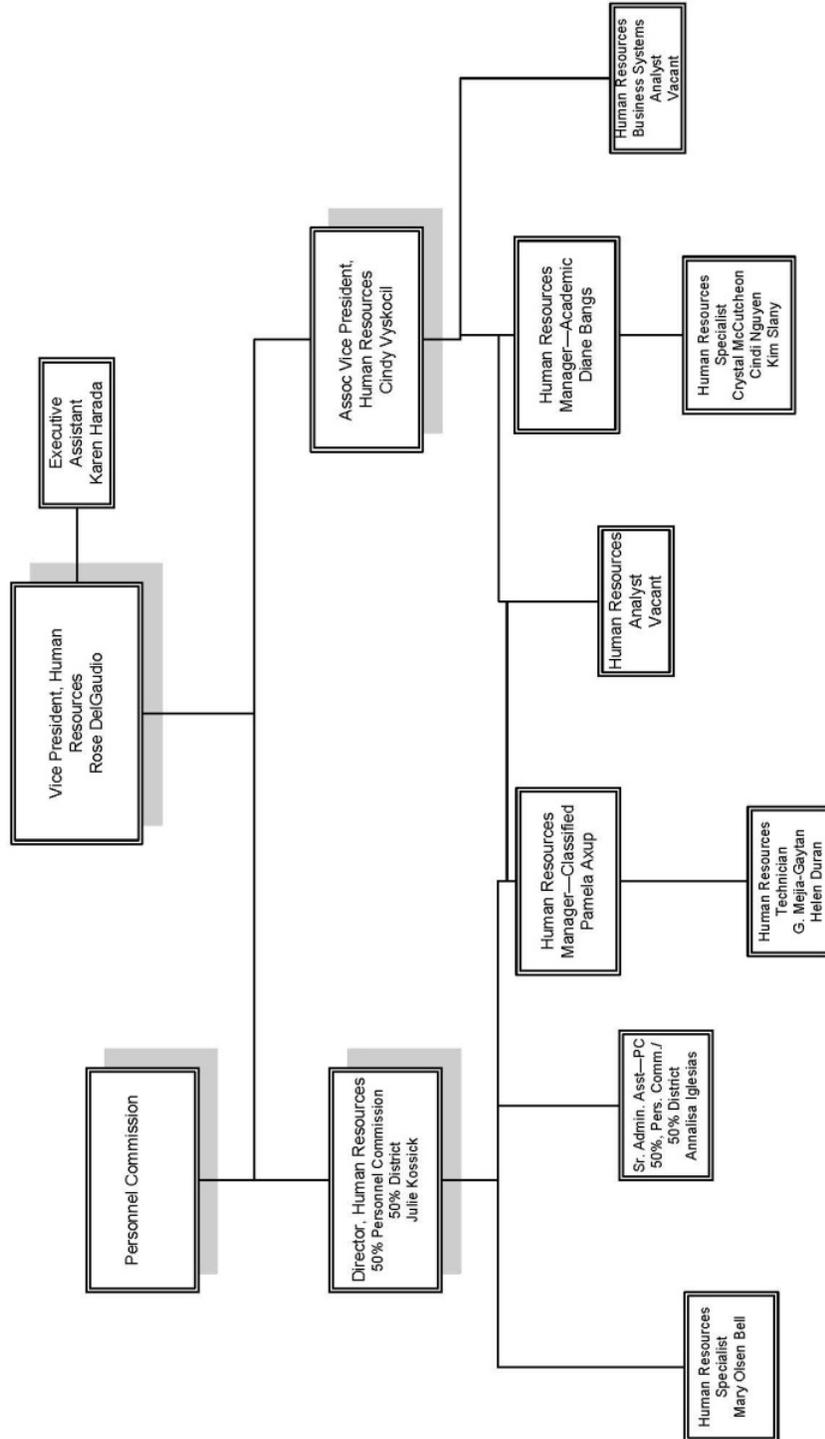
## Student Support Services Student Affairs, Kinesiology & Athletics



## Student Support Services Student Relations



# Long Beach Community College District Human Resources



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## Certification of Continued Compliance with Eligibility Requirements



## **Certification of Continued Institutional Compliance with Eligibility Requirements**

### **1. Authority**

Long Beach City College is authorized to operate as an educational institution and to award degrees and certificates based on its continuous accreditation by the Accrediting Commission for Community and Junior Colleges of the Western Association of Schools and Colleges, an accrediting body recognized by the Council for Higher Education Accreditation and the U.S. Department of Education. This authority is published on the third page of the College Catalog and on the [college's accreditation website](#).

Long Beach City College also receives professional accreditation by the Accreditation Commission for Education in Nursing (ACEN) and by the National League for Nursing Accrediting Commission for its programs in the associate degree in Nursing. This program is also approved by the state of California Board of Registered Nursing as compliant with statutory and regulatory requirements.

### **2. Mission**

Long Beach City College's educational mission is clearly defined by the joint mission and values statement approved by the Long Beach City College District Board of Trustees in August 2011, consistent with its legal authorization. The joint [mission](#) and values statement is published online and in the [College Catalog](#). It affirms the college's commitment to equitable student learning and is appropriate to a degree-granting institution of higher education as well as the diverse constituency it serves. The mission serves as the preamble to the [LBCC Educational Master Plan](#) and guides planning at all levels of the institution.

### **3. Governing Board**

Long Beach City College is a single-college district, governed by a publicly elected five-member Board of Trustees, joined by a non-voting student trustee. Trustees are elected to the [Board of Trustees](#) for four-year terms from each of the five districts within the college's service area. The terms of the trustees are staggered to provide continuity. The student body elects the student trustee who serves a one-year term and who votes on college business (except for closed session issues) in an advisory capacity. The Board of Trustees invites public input by publishing agendas for its meetings several days in advance. Regular meeting agendas include an item for statements from the public on non-agenda items. A majority of the Board of Trustees have no employment, family, ownership, or other personal financial interest in the institution. The Board of Trustees adheres to a [Code of Ethics/Standards of Practice](#) that assures impartiality of all members and commitment to the academic and fiscal integrity of the college.

#### **4. Chief Executive Officer**

The Long Beach City College District's Board of Trustees appoints the Superintendent-President, whose full-time responsibility is to the institution and who possesses the requisite authority to administer board policies. The current Superintendent-President was appointed in 2007 after a nationwide search. The Commission was promptly informed. The Superintendent-President does not serve on the district's Board of Trustees.

#### **5. Administrative Capacity**

The college has a sufficient number of administrators with appropriate preparation and experience to provide adequate administrative support to its programs and services.

#### **6. Operational Status**

Long Beach City College is operational with 24,282 students enrolled in fall 2013. Most of these students (45 percent) identified transferring to earn a bachelor's degree as their ultimate educational goal, while 6 percent indicated they were pursuing the associate's degree and 19 percent identified a vocational certificate as their educational goal.

#### **7. Degrees**

The majority of Long Beach City College's educational offerings are in programs that lead to degrees as described in the college catalog, and a significant number of students are enrolled in degree-applicable courses. Degree opportunities and transfer courses are clearly identified in the college catalog.

#### **8. Educational Programs**

Long Beach City College's degree programs are consistent with its mission and are based on recognized higher education fields of study. The Curriculum Committee, a standing committee of the Academic Senate, ensures that the programs are of sufficient content and length and are conducted at levels of quality and rigor appropriate to the degrees offered. The degree programs meet California Code of Regulations and Title 5 curriculum requirements, and, when combined with the general education component, represent two years of full-time academic work. Basic skills sequences in reading, writing and math help students develop the proficiencies necessary to advance to college-level coursework or to qualify for entry-level employment. Students with limited English proficiency may enroll in English as Second Language (ESL) courses. All course outlines of record, programs, and degrees are routinely reviewed and have identified student learning outcomes that are assessed to improve student learning.

## 9. Academic Credit

Long Beach City College awards academic credit using the Carnegie standard unit, in accordance with Title 5, subsection 55002.5 and 55002 of the California Code of Regulations. Detailed information about academic credits is published in the college catalog.

## 10. Student Learning and Achievement

Each course and program offered at Long Beach City College has defined measurable student learning outcomes. Course student learning outcomes are documented on the official course outlines that are published on the [course outline website](#). Program student learning outcomes are included in curriculum guides available online and in the college catalog. Success and retention rates are regularly reported for courses in all [programs](#). Student achievement of certificates and degrees are also made available on the college's [program review](#) website. The college has also defined student learning outcomes for [general education](#) and for the [institution](#). These are made available on the college's [outcomes assessment](#) website.

## 11. General Education

Long Beach City College requires a minimum of 19 units in general education towards attainment of the Associate in Science degree and 25 general education units for the Associate in Arts degree. The general education courses ensure breadth of knowledge, promote intellectual inquiry, and provide an introduction to some of the major areas of knowledge. The general education component includes demonstrated competence in writing, reading, computational skills, and informational literacy. Faculty has identified and assesses student learning outcomes for general education. The quality and rigor of these courses is consistent with academic standards appropriate to higher education.

## 12. Academic Freedom

Intellectual free inquiry is prized at Long Beach City College. The Board of Trustees has incorporated a statement on academic freedom in Board Policy 4012 whereby the professional staff is free to define and discuss relevant information and to select materials and methods of presentation. Administrative Regulation 4012 further documents the rationale and manner in which this right is maintained. A faculty [handbook](#), which is updated annually and published online, also includes discussion of the faculty obligation to create a learning environment that fosters the free exchange of ideas and the expression and understanding of diverse views.

### **13. Faculty**

In fall 2013, Long Beach City College had 271 full-time and 717 part-time faculty. Effective fall 2014, 42 additional full-time faculty will join the institution. Faculty must meet the minimum requirements for their disciplines based on regulations for the Minimum Qualifications for California Community Colleges. Clear statements of faculty responsibilities can be found in the handbooks for [full-time faculty](#) and [adjunct faculty](#). Faculty responsibilities for the development and review of curriculum are included in the [Master Agreement, Long Beach City College District and Community College Association - Long Beach City College](#). Also part of the Master Agreement for full-time faculty are components of the faculty self evaluation ([Form E-10](#)) that include student learning outcomes assessment. Part-time faculty responsibilities for student learning outcomes assessment can be found in the [Master Agreement, Long Beach City College District and Certificated Hourly Instructors - Long Beach City College](#), Article VII, Student Learning Outcomes Assessment.

### **14. Student Services**

Long Beach City College provides a comprehensive array of student services for all its students, including students enrolled in distance education courses, as well as programs for students requiring preparation for college-level work. Co-curricular activities are offered to provide student development opportunities appropriate for and consistent with student needs and characteristics.

### **15. Admissions**

Long Beach City College has adopted and adheres to admission policies consistent with its mission as a public California community college and in compliance with state law and college regulations. Information about admission requirements is available in the [LBCC College Catalog](#) (page 5) and in the Schedule of Classes. Administrative [regulations](#) are also posted on the college's website. The 5000 band of regulations include admission of international students and students under 18 years of age and non-high school graduates.

### **16. Information and Learning Resources**

Long Beach City College supports its mission and instructional programs by providing specific long-term access to print and electronic information and learning resources through its libraries, success centers, and open-access computer labs. The library and success centers are staffed to assist students, including onsite and distance learners, in the use of college resources. Wireless internet is available throughout campus.

## 17. Financial Resources

Long Beach City College [publicly documents](#) a funding base, financial resources, and plans for financial development adequate to support its mission and educational programs. Most of the financial resources of Long Beach City College come from the state of California. Additional funding is obtained from federal, state and private sources. The college, through Board oversight, maintains adequate reserve levels for contingencies and maintains financial management policies and practices that ensure ongoing fiscal stability.

## 18. Financial Accountability

Long Beach City College annually undergoes and makes publicly available an external financial audit by an audit firm. The audit is conducted in accordance with generally accepted auditing standards contained in publications from the American Institute of Certified Public Accountants (AICPA), including *Audits of State and Local Governments*, *Not-for-Profit Guide* (used for foundations), and *Government Auditing Standards and Circular A-133*. In addition to these guides, the external auditor uses the *Contracted District Audit Manual* published by the California Community Colleges Chancellor's Office. All audits are certified and any exceptions explained. Results of audit reports including institutional responses to external audit findings are promulgated throughout the college community via the college's website and presented in open session to the LBCCD Board of Trustees. In addition, the college adheres to all federal, state and county financial standards and regulations.

## 19. Institutional Planning and Evaluation

Long Beach City College has an established and integrated institutional planning, resource allocation, and evaluation process. It makes public the extent to which it accomplishes its intended goals and purposes, including assessment of student learning outcomes for [courses](#), [programs](#), and the [institution](#). The Student Success Scorecard is posted on the college's [home page](#), and annual progress toward attainment of its Educational Master Plan goals and objectives are made public through the [Institutional Effectiveness](#) website. The institutional planning process considers evidence of student progress and achievement of educational goals to improve institutional structures and processes and to inform decisions regarding resource allocation and management.

## 20. Integrity in Communication with the Public

Long Beach City College makes available to the public regularly updated information about all aspects of the college and its educational and support offerings, including onsite and distance education, through the college website, annually published college catalogs, and the class [schedule](#) for each semester. General information is provided in the online and print [college catalog](#), including the official institution name, address, phone numbers, institutional website, mission statement and values, course, program and degree offerings, academic calendar and program length, statement of academic freedom, available student

financial aid, and available learning resources. The names of faculty and administrators and the members of the Board of Trustees are listed in the college catalog and on the college website. Educational credentials of faculty are included in the college catalog. Additionally, the catalog includes requirements for admission, degrees, certificates, graduation and transfer, and fees and other financial obligations. Policies affecting students, including academic honesty, nondiscrimination, acceptance of transfer credit, grievance and complaint procedures, sexual harassment, and refunds of fees, are all located in the college catalog and website. All board policies and administrative regulations are posted on the [college's website](#).

## **21. Integrity in Relations with the Accrediting Commission**

The Long Beach Community College District Board of Trustees provides assurance that the college adheres to the eligibility requirements and accreditation standards and Commission policies ([Board Policy 1003](#) – Policy on Accreditation). The Board also provides for compliance with accreditation standards and processes for all other college programs that seek special accreditation. The college describes itself in identical terms to all its accrediting agencies, communicates any changes in its accredited status, and agrees to disclose information required by the Commission to carry out its accrediting responsibilities. The college complies with all Commission requests, directives, decisions and policies, with complete, accurate, and honest disclosure.

## **Certification of Continued Compliance with Commission Policies**



## Certification of Continued Institutional Compliance with Commission Policies

### Policy on Distance Education and on Correspondence Education

*Development, implementation, and evaluation of all courses and programs, including those offered via distance education or correspondence education, must take place within the institution's total educational mission.*

Long Beach City College has articulated the mission of its distance learning program with that of the college's mission: "The Distance Learning (DL) program is dedicated to supporting teaching and learning at LBCC, as well as contributing to student achievement and academic success by teaming up with faculty in all disciplines to integrate instructional technology into the curriculum of DL courses, through the design and facilitation of technology-mediated student-centered practices, and the provision of faculty professional development activities and college-wide training."

LBCC offers two types of distance learning courses: online courses are taught entirely online using the Internet and may include video content; hybrid courses require some on-campus / face-to-face meeting(s). LBCC does not offer any correspondence education courses.

*Institutions are expected to control development, implementation and evaluation of all courses and programs offered in their names, including those offered via Distance Education or correspondence education.*

The college established and maintains a distance learning plan under the oversight of the Distance Learning Plan Oversight Task Force. The plan calls for the provision of high quality courses that meet the academic needs of students and for the periodic review of online course offerings to ensure that students are able to fulfill their educational goals.

The development, approval and review of all distance education courses are overseen by the college's Curriculum Committee and Course Evaluation Subcommittee. The local definition of "regular and effective contact" responds to the Title 5 regulations and guidelines. These local guidelines are based on the comparability to the on-campus course in the areas of quantity and quality (frequency and type of contact) needed to validate student learning. This contact must require student engagement in all three levels noted in the LBCC's Distance Learning Addendum (student-instructor, student-student, and student-content). Determination of compliance with the "regular and effective contact" directive is a significant part of the DL course proposal approval and change processes.

The LBCC's [Faculty Curriculum Reference Book](#) states that "all DL course components must be equivalent and comparable to the components of on-campus versions of the course, including student-centered instructional activities and interactions." This book further prescribes assessment methods appropriate to distance learning including methodologies "that require frequent student participation, communication, and input, as well as a gradual portfolio of graded assignments."

*Institutions are expected to have clearly defined and appropriate student learning outcomes for all courses and programs, including those delivered through Distance Education or correspondence education.*

Through the course approval and review process overseen by the LBCC Curriculum Committee, all components of distance learning courses must be equivalent and comparable to the components of the on-campus version of the course, including student learning outcomes. All LBCC courses have identified student learning outcomes, which are documented in the publicly viewable [course outline database](#) and in TracDat, the database used by faculty to document all components of SLO assessment plans.

*Institutions are expected to provide the resources and structure needed to accomplish these outcomes and to demonstrate that their students achieve these outcomes through application of appropriate assessment.*

The Distance Learning website at LBCC makes numerous resources available to students and instructors of distance learning courses. [Students](#) can access an orientation to distance learning at LBCC, a DL readiness quiz, a distance learning success strategies tutorial as well as several study skills learning modules. [Instructors](#) have online access to distance learning training, guidelines, procedures and curricular forms. The Instructional Technology Development Centers at both the Liberal Arts Campus and Pacific Coast Campus also support the technology needs of instructors, including the development and delivery of distance learning courses.

The Distance Learning program at LBCC has generated and published annual [DL reports](#) that provide data on program offerings and student satisfaction ratings on multiple facets of their distance learning experience. In addition, data used by faculty for [program review](#) includes comparable success rates for courses with face-to-face and distance learning delivery modes.

*Institutions are expected to provide the Commission advance notice of intent to initiate a new delivery mode through the substantive change process.*

In its 2014 annual report to ACCJC, LBCC has signaled forthcoming notice of intent to initiate the substantive change process for course mode of delivery.

*Institutions are expected to provide the Commission advance notice of intent to offer a program degree or certificate in which 50% or more of the courses are via distance education or correspondence education, through the substantive change process.*

In fall 2008, 5.2 percent of all enrollments were in distance learning classes. By fall 2013, DL enrollments had risen to 7.9 percent. LBCC has utilized its data warehouse and Cognos reporting tool to develop a database that contains the units offered via distance education for all certificates and degrees. This database allows for ongoing monitoring of the exact percentage of units offered via distance learning for all programs and degrees.

*Institutions that offer distance education must have processes in place through which the institution establishes that the student who registers in a distance education course is the same person who participated every time in and completes the course and is awarded academic credit.*

At Long Beach City College, authentication for distance learning students is handled using a secure login (https) with individual usernames and passwords. Password strength is enforced. When a first-time Moodle-using student requests a password, the confirmation (not the password) is sent to that student's email address as they have entered it into PeopleSoft, the district's Enterprise Resource Planning system. The student then has to confirm that he or she made the request for a password before it is sent. The login screen includes the following statement for students: "Through the entry of my ID and password I affirm that I am the student who enrolled in this course. Furthermore, I affirm that I understand and agree to follow the regulations regarding academic conduct in the [LBCC Student Code of Conduct](#) and for [Policy 6006](#)." In addition, training for instructors who teach distance education courses includes strategies on how to minimize cheating.

#### **Policy on Institutional Compliance with Title IV**

Long Beach City College recognizes that federal regulations require that first time borrowers of direct loans receive entrance counseling. Entrance counseling, which is completed at [www.studentloans.gov](http://www.studentloans.gov), informs the student how the master promissory note works, emphasizes the importance of repaying the loan, describes the consequences of default and shows borrowers sample monthly repayment amounts. In addition to the entrance counseling beginning fall 2014, Enrollment Services will be conducting loan workshops to ensure students understand their obligations and requirements for obtaining a Direct Loan. LBCC collects contact information about borrowers during the completion process to assist with future contact if needed.

LBCC provides exit counseling to students who are leaving their program of study. Exit counseling is made available at <https://studentloans.gov/myDirectLoan/index.action>. Exit counseling provides in-depth counseling that focuses on fully explaining repayment plans and choices that fit the borrowers' needs. Exit information will also be included in the loan workshops commencing in the fall 2014 semester.

As of September 2013, officially reported Cohort Default Rates (CDR) for Long Beach City College are as follows:

- 2009, 2 year Official CDR is 12.3% based on 73 of 589 borrowers defaulting who have entered repayment
- 2010, 2 year Official CDR is 15.8% based on 102 of 645 borrowers defaulting who have entered repayment
- 2011, 2 year Official CDR is 20.5% based on 156 of 759 borrowers defaulting who have entered repayment

Long Beach City College has had no negative actions taken by the U.S. Department of Education regarding compliance with Title IV.

**Policy on Institutional Advertising, Student Recruitment, and Representation of Accredited Status**

*A. Advertising, Publications, Promotional Literature*

Long Beach City College provides clear and accurate information to students and the public in all college publications and through the college website. The college catalog and schedule of classes serve as the primary outreach tools and are available in print and electronic formats. The Office of Communications and College Advancement works with the offices of Enrollment Services and Academic Services to ensure that content, style and format are reviewed for accuracy. These publications are focused primarily on educational programs and courses along with regulatory and enrollment information related to educational programs. Information required by this policy is contained in the catalog, schedule of classes and college website as follows:

<b>Required Information</b>	<b>College Catalog</b>	<b>Schedule of Classes</b>	<b>College Website</b>
<b>Official name, address, phone, web address</b>	X (page iii)	X	X
<b>Mission, purpose, entrance requirements</b>	X (pages 1, 5-6)	X	X
<b>Information on programs and courses</b>	X	X	X
<b>Degree, certificate, and program completion requirements</b>	X	X	X
<b>Faculty with degrees held and conferring institution</b>	X		X
<b>Facilities available for educational use</b>	X	X	X
<b>Rules and regulations for conduct</b>	X (pages 31-32)	X	X
<b>Academic freedom statement</b>	X (page 31)		X
<b>Fees</b>	X (page 8)	X	X
<b>Financial aid opportunities and requirements</b>	X (pages 15-16)	X	X
<b>Refund policies and procedures</b>	X (pages 8-9)	X	X
<b>Transfer of credits policies</b>	X (page 29)		X

Required Information	College Catalog	Schedule of Classes	College Website
<b>Nondiscrimination statements and policies</b>	X (page 17)	X	X
<b>Location where other policies available</b>	X		X
<b>Governing Board members</b>	X (page 262)	X	X
<b>Accreditation status</b>	X (page iii)		X

Curriculum guides are published in the college catalog and the website. These contain program requirements as well as career opportunities and student learning outcomes. Programs designed to prepare students for national or state licensing examinations also include this information in their curriculum guides.

*B. Student Recruitment for Admissions*

Long Beach City College complies with all legal and regulatory practices relating to recruitment and admissions. Student recruitment is guided by qualified admissions officers and trained student ambassadors. Awards of privately endowed restricted funds, grants and scholarships are offered only on the basis of specific criteria related to merit or financial need.

*C. Representation of ACCJC Accredited Status*

The accredited status of Long Beach City College is stated accurately and fully in a comprehensive statement found in the college catalog and on the college’s [website](#). The website also provides information detailing how students or members of the public may file a formal complaint to the Commission about Long Beach City College.

**Policy on Institutional Degrees and Credits**

Long Beach City College conforms to the commonly accepted minimum program length of 60 semester credit hours awarded for achievement of student learning for the associate degree.

Board Policy and [Administrative Regulation 4005](#) establishes the Course Evaluation Subcommittee of the Curriculum Committee of Long Beach City College as the body responsible to ensure that all courses are compliant with Title 5 regulations and other state curriculum standards. Chapter 2 of the LBCC [Faculty Curriculum Reference Book](#) makes

explicit the regulatory standards and local expectations of what constitutes a college credit course. Among the elements of quality standards applied, units of credit granted are based upon the formula established by the California Code of Administrative Regulations.

Pursuant to Title 5, subsection 55002.5 and 55002 (B) Units, Long Beach City College adheres to the Carnegie Unit: “One credit hour of community college work requires a minimum of 54 hours of lecture, study or lab work at colleges operating on the semester system 16 weeks per semester.” Each unit hour for lecture classes includes two hours of study outside of class.

1 unit of lecture = 18 hours in class and 36 hours outside of class per semester.

1 unit of lab = 54 hours in lab per semester.

Any late-start or shortened classes are prorated to include all official contact hours required by the 16-week semester.

Credit for Cooperative Work Experience Education (CWE) is based on a formula of 1 unit for 75 hours of paid work or 60 hours of non-paid (volunteer) work for each semester.

Other standards, including course intensity, difficulty, and level, are applied as part of the course evaluation and approval process.

## **Policy on Institutional Integrity and Ethics**

### *Institution Upholds and Protects the Integrity of its Practices*

Long Beach City College continually reviews its practices to ensure their alignment with Commission standards, and local, state and federal laws and regulations. Integrity of practice is also upheld through the college’s mission and value statements, the Educational Master Plan, and board policies and administrative regulations.

### *Institution Responds to Commission Requests*

Long Beach City College complies with all Commission reporting requirements with integrity and in a timely manner.

### *Institution Reports Clear and Accurate Information*

Using the college catalog, schedule of classes, and college website, Long Beach City College provides accurate information about its mission, educational programs, admissions requirement, services to students, tuition and other fees and costs, financial aid programs, policies related to transcripts, transfer of credit and refunds of tuition and fees. The college also reports accurately to the public its accreditation status and publishes on its website reports and letters submitted to and received from the Commission.

*Policies Ensure Academic Honesty, Integrity in Hiring, and Prevention of Conflict of Interest*

[Board Policy 4018](#) and [Administrative Regulation 4018 on Academic Honesty](#) establish an environment in which academic honesty is expected and dishonesty, cheating and plagiarism are not tolerated. [Board Policy 2014 - Policy on Board of Trustees' Code of Ethics/Standards of Practice](#) calls for trustees to be independent, impartial and responsible in their governance for the district and to conduct themselves in an ethical manner which avoids conflict of interest. [Board Policy 3008 - Policy on Institutional Code of Ethics](#) and [Administrative Regulation 3008](#) establish standards of ethical behavior and compliance with laws, rules and regulations for all district employees. The college's Human Resources Office maintains written hiring policies and regulations for all classes and employees and ensures that these are consistently followed.

*Institution Demonstrates Integrity and Honesty in Interactions with Students*

Long Beach City College provides accurate information to students through the college catalog and schedule of classes. These publications are carefully reviewed before each printing to assure the accuracy and currency of information.

*Institution Establishes and Publicizes Policies Regarding Institutional Integrity and How Violations are Resolved*

Procedures for addressing violations of unethical behavior of trustees are outlined in [Administrative Regulation 2014.8](#). Consequences for student cheating are addressed in [Administrative Regulation 4018.3](#). Standards of student conduct and disciplinary action for violation of rules were established by a student-college staff committee in compliance with section 22635 of the State Educational Code and are published in the [college catalog](#) on page 32.

*Institution Established a Process and Policies to Receive and Address Complaints about Operations*

Long Beach City College employs a full-time internal auditor who is responsible for ensuring the accuracy of the billing process for the Bond Management program, serving as a liaison between the district and the external auditors and for the review of internal procedures to ensure compliance with federal, state and district guidelines. The internal auditor conducts mandatory fraud prevention training every year and maintains a [link](#) on the college's website that supports anonymous reporting of suspected fraudulent activities. In addition, the Board of Trustees established a [Citizens Bond Oversight Committee](#) that publishes its [bylaws](#) and policy on ethics.

*Institution Cooperates with Commission on Site Visits*

Long Beach City College sets site visits as a campus priority, welcoming the visiting evaluation team and providing assistance in advance of the visit and while the team is on campus.

*Institution Makes Complete, Accurate and Honest Disclosure to the Commission*

Long Beach City College is dedicated to providing the Commission with complete, accurate and honest disclosure of information required by the Commission and complies with Commission requests, directives, decisions, policies, eligibility requirements and standards.

**Policy on Contractual Relationships with Non-Regionally Accredited Organizations**

Long Beach City College has contracts with non-regionally accredited organizations in the Business and Economic Development programs. These organizations do not award units or financial aid.

## Responses to Recommendations from 2008 External Evaluation Report



## Responses to Recommendations from the 2008 External Evaluation Report

### *Recommendation 1:*

**The team recommends that the college expand the active participation in the ongoing accreditation process to involve all constituent groups, with special emphasis on classified staff and students (IA, IB4, IIB, IIB3b, IIIA1c, IIIA4c, IVA4).**

Upon receiving the 2008 evaluation visiting team's report and the Commission action letter from February 2009, faculty and staff throughout the college responded with a strong sense of urgency to correct the deficiencies identified, especially those concerning the processes of student learning outcomes assessment, program review, planning and resource allocations. In March 2009, the Academic Council formed a Process Oversight Group charged with monitoring and overseeing the college's responses to ACCJC's warning and recommendations. This group comprised faculty leaders of the Curriculum Committee, including the Curriculum Committee chair, the Course Evaluation Subcommittee chair, the Department Planning/ Program Review Subcommittee chair, and the Assessment of Student Learning Outcomes Subcommittee chair, in addition to the Accreditation Liaison Officer. The Process Oversight Group was charged to oversee the activities of each of the work strands set forth in the *LACC Accreditation Blueprint* ([R1.1](#)), including student learning outcomes assessment, program planning and review, institutional effectiveness, and process management which called for the coordination of multiple college groups through professional development, communication and resource support to quickly meet accreditation proficiency requirements by October 2011 and sustainable continuous quality improvement the following year.

The Board of Trustees was also actively engaged in the college's response to ACCJC by requesting monthly updates on the college's progress toward meeting all recommendations from the Commission and the visiting team. These updates were provided by the Accreditation Liaison Officer from March through September 2009 ([R1.2 – 9](#)). Even after the Commission had reaffirmed the college's accreditation status in January 2010, the Board requested and received another update in October 2010 to ensure that the college sustained ongoing progress ([R1.10](#)). Then in June 2011, the Board participated in a study session entitled "Framework for the Content of Program Planning and Review." This session was facilitated by the Academic Senate president and the associate dean of Institutional Effectiveness and allowed the Board to learn in greater detail about the college's progress in implementing its new planning and review process ([R1.11](#)). At the August 2011 Board of Trustees meeting, the Academic Senate president facilitated another study session to allow for further discussion regarding faculty's progress with student learning outcomes assessment in anticipation of the fall 2012 deadline that colleges meet proficiency with this work ([R1.12](#)).

Student journalists for the student newspaper, *The Viking*, also responded by interviewing several college staff and faculty to more fully understand the accreditation process and the

college's plans for addressing the Commission's recommendations. After the college received its response from the Commission to the Follow-Up report, another article was published in *The Viking* that explained how and why the college's warning status had been lifted and the work that needed to continue.

Active and consistent student involvement in the accreditation process also occurred through contributions that the student representative on the Assessment of Student Learning Outcomes Subcommittee made to faculty and administrators especially during the 2010-11 year. The connection between SLO assessment and accreditation standards was discussed numerous times at ASLO meetings, and the student representative reinforced the importance of SLOs to students. The student representative also facilitated the outreach between the SLO Coordinator and student groups, including student leaders of the Associated Student Body.

All constituent groups were also actively involved in preparation and review of the Midterm Report submitted to ACCJC in 2011. For the first time at Long Beach City College, classified and student co-chair positions were established and filled to collaborate with the faculty and administrative co-chairs who led the Midterm review process. Both the classified and student co-chair conveyed thoughtful suggestions about ways to increase opportunities to participate in college governance and to remove disincentives that had not been well understood. The Executive Committee of the Academic Senate formed a study group to provide extensive feedback on the first draft of the Midterm Report. Also, in September 2011, the Board of Trustees received a report highlighting the contents of the Midterm Report prior to its submission.

For the current institutional self evaluation, the four chair model, which proved effective for the midterm review, was continued. The same classified co-chair was appointed by the AFT to represent classified staff and a new student co-chair was appointed by the ASB. The classified co-chair worked closely with the AFT president to encourage volunteers at the start of the process when the standard teams were being formed. Her efforts contributed to a near-quadrupled increase in the number of classified staff who participated on the standard teams; in 2008 there were two classified staff, whereas there were 44 in 2014. A forum was held specifically for classified staff at a FLEX Day in March 2014 to share highlights and receive feedback on the first standard drafts. Student participation in the 2014 institutional self evaluation also saw a significant increase from only one student in 2008 to 11 in 2014. A forum for student leadership was also conducted at the Pacific Coast Campus where the same summary highlights of the report were discussed. The student perspective was also given voice through the focus groups on college governance. The faculty co-chair of the Accreditation Steering Committee conducted one of these focus groups with his own students, and their input was incorporated into the final report on the findings.

***Recommendation 2:***

**The team strongly recommends, as did the visiting team in 2002, that the college strengthen its commitment to a comprehensive student learning outcomes (SLOs) process that includes the development of outcomes at the course, degree, program, and institutional levels; assess the student attainment of SLOs; include SLOs in course syllabi; include the attainment of these SLOs in the evaluations of faculty and others responsible for student learning; and integrate the assessment of SLOs into the planning, decision-making, and resource allocation processes and that it develop a plan to complete this task by 2012. Further, the team recommends that the college establish student learning outcomes for general education and align those outcomes with its general education philosophy (Standards IA, IBI, IB3, IB5, IIA1a, IIA1c, IIA2, IIA2a, IIA2b; IIA2e, IIA2f, IIA2h, IIA2i, IIA3, IIA3a, IIA3b, IIA3c, IIA5, IIA6, IIB1, IIB4, IIC2, IIIA6, IIIC2, IVA1, IVA2).**

Long Beach City College responded to this recommendation regarding student learning outcomes assessment with a strong commitment to quickly address all deficiencies identified by the 2008 visiting team, to integrate SLO assessment into structures and processes that previously existed and functioned well, to provide a robust infrastructure and support for faculty driving the work, to monitor progress of the counts and percentages of courses, programs, and degrees with ongoing assessment, and to continually strive to keep the work meaningful and focused on real improvements in student learning. In 2009, the Follow-Up visiting team identified 12 key findings that demonstrated significant advancements in SLO assessment in the first year after the recommendation was received ([R2.1](#)). These findings led the team to commend the college for its “renewed commitment to SLOs and their assessment.” The team confirmed that the college had

1. Formed a Process Oversight Group to monitor and oversee work designed to address the ACCJC rubric for SLO assessment.
2. Reviewed and revised all course outcomes based on clarified definitions and developed assessment plans for all of these.
3. Revised the college’s philosophy of general education and its General Education Outcomes.
4. Agreed upon using existing curriculum guides to define a program for which SLOs would be established and assessment plans developed.
5. Developed a definition for service unit outcomes, building on the work done by the Student Services Support division, to be used for other administrative units of the college.
6. Included program level student learning outcomes and General Education Outcomes in the college catalog and on the college website.
7. Begun including program and course SLO assessment results in program review.
8. Developed rubrics to support multiple General Education Outcomes.
9. Conducted an internal audit to validate that SLOs are included in course syllabi.

10. Begun discussion on how to incorporate the achievement of student learning outcomes in the faculty evaluation process.
11. Begun integrating SLOs into the planning, decision-making and resource allocation process.
12. Implemented the web-based software, TracDat, to store SLOs at all levels and track progress of assessment.

Over the next two years, leading to the Midterm report, further advancements were made:

1. Refinements to TracDat were made so that the 5-column reporting format facilitated analysis of assessment results in terms of gaps in achievement of target levels, as called for by the ACCJC rubric for evaluating SLO assessment.
2. A SLO Officer pilot program was instituted which provided faculty union negotiated positions for which roughly 35 faculty received stipends by supporting the SLO assessment work in their departments. A core responsibility of the SLO Officers was to input assessment data into TracDat. In addition, management, communication, guidance, monitoring, and quality control of the assessment plans and results were required of each Officer. This pilot was continued for three consecutive years, using just over \$75,000 annually from unrestricted general funds.
3. A massive effort led by the SLO Coordinator and the Assessment of Student Learning Outcomes (ASLO) Subcommittee to develop an [outcomes assessment](#) website as a key resource for faculty and other college staff also took place.
4. The ASLO Subcommittee established a direct line of communication with colleagues through a newsletter, [Outcome-ings and Goings](#), which provided information on SLOs, SUOs, and progress updates on assessment at the college.
5. The ASLO Subcommittee engaged in outreach to adjunct faculty by requesting that CHI, the Part-Time Faculty union, fill the vacancy on the subcommittee, by announcing inclusion of adjunct faculty as eligible to participate in the SLO Officer work, and by sending an email to all adjunct faculty acknowledging the importance of their contributions to SLO assessment and sharing a [white paper](#) that underlines the subcommittee's commitment to support their continued engagement in SLO assessment.
6. The ASLO Subcommittee also prioritized efforts to outreach to students about student learning outcomes by visiting student leadership groups at both campuses and using student suggestions which included placing a link to the college's course outline database on the schedule of classes' webpage and creating a [Student Guide to Learning Outcomes](#) webpage designed especially for students.
7. In 2010, the ASLO Subcommittee initiated the formation of a General Education Outcomes (GEO) work group, comprising members of the ASLO Subcommittee and the Associate Degree / General Education (AD/GE) Subcommittee, to evaluate alignment of the college's GEOs with the Associate's Degree General Education Pattern, Plan A and with the college's Philosophy of General Education. This work involved comprehensive mapping of curricular offerings to the established GEOs. It should also be noted that in 2009, the college had reviewed and updated

its [Philosophy of General Education](#) to make evident the connection between SLO assessment and the college's understanding of and commitment to provision of a coherent and integrated general education program at LBCC.

The ASLO Subcommittee has driven pivotal collaborations during this cycle intended to embed student learning outcomes assessment into established college processes and protocols. Members of the ASLO, led by the college's SLO Coordinator, have strategically worked with the Course Evaluation Subcommittee to ensure inclusion of SLOs on course outlines, with the Associate Degree / General Education Subcommittee to include SLOs on curriculum guides and to align GEOs with Plan A and the GE philosophy and to conduct curricular mapping of course outcomes with GEOs, with the Program Plan / Program Review Subcommittee to ensure integration of SLO assessment with program reviews, and with the Associated Student Body to facilitate effective communication about SLOs with students.

After submission of the Midterm report, the college continued to make progress by reaching agreements with both the full- and part-time faculty unions to include SLO assessment work as part of faculty evaluations. In March 2012, evaluation procedures for full-time probation and tenured faculty were revised to include a component of self evaluation (CCA – LBCC Master Agreement, Article X, [Appendix E-10](#), and [R2.2](#)) that requires each faculty member to describe his or her involvement with student learning outcomes assessment. Revisions made in August 2013 to part-time faculty evaluations now require all part-time faculty members to participate in student learning outcomes assessment by providing SLO assessment data to their department head and/or dean when the information is requested. This change is contained in the CHI-LBCC Master Agreement, Article VII – Hours of Employment/Service Load, D. Student Learning Outcomes Assessment, pages 20-21 ([R2.3](#)).

While the ASLO Subcommittee has continually hosted SLO workshops throughout this cycle, with various aspects of SLO assessment featured at every FLEX Day, in recent years the subcommittee has developed programs that provide part-time faculty with critical information needed for their effective participation. In the fall of 2012, the ASLO Subcommittee held a paid training session, before the beginning of school, to familiarize adjunct faculty with SLO assessment practices. This training was well attended and positive feedback on its usefulness was received so that another paid training on SLO assessment for adjunct faculty was held just prior to the start of the 2013-14 academic year.

Further commitments to SLO assessment at LBCC are reflected by ongoing resource allocations, both through inclusion of effective SLO assessment as criteria for program discontinuance and new faculty hiring and in the form of resources secured to support the process. In 2012-13, when the Academic Council worked through the difficult process of program discontinuance, program participation in SLO assessment was among the criteria included in the reports upon which recommendations about program discontinuance were made. Also, in 2012-13, the Faculty Hiring Committee added SLO assessment to the criteria used to decide which departments would be granted new faculty hires. General fund budget allocations were also made in 2013-14 to purchase ten new Scantron machines with the latest software to support more efficient scoring of tests whose items match specific course and program SLOs. A new permanent full-time position was also approved and filled in fall 2013 for an Educational Assessment Research Analyst (EARA) who is dedicated to support department faculty and the ASLO Subcommittee with SLO assessment and analysis and to relieve the SLO Officers from the responsibility of entering SLO information in TracDat.

Some of the budget allocation for the SLO Officers was shifted to partially support this position, while a core of ten SLO Officers, re-titled Accreditation Mandate Advisors, two for each academic school, is being continued into the 2014-15 year. The new research analyst has made remarkable progress in the past seven months providing direct support to faculty in completing assessments, determining actions to take to close gaps in student performance and to more completely and efficiently document assessment work into TracDat. The college has seen the percentage of courses with ongoing assessment nearly double (67% as of May 2014) since the hire of the EARA and continued progress in this area is expected in the upcoming year with her dedicated support. In addition, she has worked with department faculty to begin creating websites for schools where data can be collected for all course and program-level SLOs within the school. A prototype SLO website for the [Department of Visual and Media Arts](#) has been created and shared with all department heads in spring 2014. Work is planned over summer 2014 to develop more websites for additional departments. Each department webpage will include links to separate webpages for each course taught in that department. The course webpages will each include a Google document where faculty can enter student scores tied to specific SLOs. Once the data has been entered, faculty in each department can analyze it or send the file to the analyst who will provide analyses of student performance in relation to the targets set by faculty. These analyses will then be shared with faculty for discussion about how to respond to the results.

Finally, the ASLO Subcommittee has also made progress with SLO assessment at the General Education level. In spring 2014, a report on the project to assess cultural sensitivity/diversity, a component of the Civic Engagement GEO, was completed. The ASLO also registered to participate in the National Study of Learning, Voting and Engagement (NSLVE) to assess the democracy component of the Civic Engagement GEO, which will provide the campus with data on students' civic and political engagement. The college will receive the data from the Center for Information and Research on Civic Learning and Engagement in summer 2014. The subcommittee also began to use indirect methods of assessment at this level by developing and implementing a student survey that captures the impact of courses which map to the Aesthetics and Creativity GEO on students' attitudes toward and engagement with works of art. In spring 2014, responses from more than 400 students were collected from this survey, and preliminary results have been shared with the college via the [outcomes assessment website](#) (R2.4). The final report will be available for review and discussion at the start of the coming year. Also in fall 2013, the ASLO developed custom questions that were added to the Community College Survey of Student Engagement (CCSSE) that specifically prompt students to rate the degree of impact their experiences at LBCC have had on all of the college's General Education Outcomes. Over 750 students completed the survey in spring 2014, and the college will receive the data in July 2014 from the Center for Community College Student Engagement.

***Recommendation 3:***

**The team recommends that the college immediately complete its revision of the program review process, begin implementation, effectively communicate the program review process and the results of program review in a timely manner to all constituent groups, and more fully integrate program review into the planning and resource allocation processes for continuous quality improvement (IB, IB2, IB5, IB6, IB7, IIA, IIA2e, IIB1, IIB4, IIC2, IIA6, IIC1c, IIIC2).**

As reported in the LBCC Follow-Up report in 2009, the college began implementation of its new planning and review process starting in fall 2009. At that time, all units of the college, including those in instructional, student support and administrative departments, had completed and uploaded plans into TracDat. The Follow-up visiting team observed that the database made available data on student access, student achievement, department productivity, SLO assessment results as well as progress toward unit goals and outcomes at all levels. The team concluded that the college had met the recommendation of the comprehensive evaluation team but cautioned that “its challenge will be to maintain momentum and support for its efforts for the long term.”

Each year since implementation in 2009, all units of the college have participated in the annual planning process which starts at the department level and proceeds so that department plans inform school or inter-level plans that go on to inform vice president level plans for Academic Affairs, Student Support Services, Administrative Services, Human Resources and College Advancement and Economic Development. These plans have been archived and are publicly available on the college’s [program review](#) website. While plans are typically developed with three-year goals in mind and updated annually to develop resource prioritizations that inform the budget for the following year, program reviews are conducted every three years. All instructional programs have completed a program review using the new template and validation process during this accreditation cycle. Given the volume of programs, clusters of programs are reviewed on a staggered three-year cycle. The student support and administrative units of the college all conduct program reviews at the same time, also on a three-year cycle.

Based on survey input from all groups and on discussions in the Department Planning/Program Review Subcommittee, considerable focus has been dedicated in the past two years to create a strong connection between planning and resource allocation. Improvements have been realized each year with the latest planning process that concluded in spring 2014 resulting in vice president level plans that make resource prioritizations more clear and explicit than plans from all previous years. Despite great progress, the college continues to seek ways to improve the process by making it more streamlined, by making it better able to accommodate contingency planning, and by communicating resource decisions communicated more effectively and in a more timely manner.

The process of program review has also improved each year, with increased quality in the analyses of SLO assessment and narratives of improvements made based on student achievement data and learning outcomes. Both instructional and support unit reviews use a peer validation process which, during the early years of implementation, served largely to educate faculty and staff on the process itself while, over successive years, it has helped to

communicate the content of the reviews and has been used to identify ways to refine the template and process itself (including the most recent year when the Word template was converted to using fields in TracDat to capture content for each component of the reviews).

Although all program reviews are posted on the college website, making them available to all constituent groups and the public, the college has lagged in its progress to more directly communicate the results of program review to broader audiences. In 2013-14, a few departments presented their program reviews to the Curriculum Committee, a practice to be expanded moving forward. In 2013-14, department plans were synthesized by the chair of the Department Planning/Program Review Subcommittee of Curriculum, and are being used to inform the development of faculty innovation grants with funding to come from a James Irvine Foundation Grant awarded to the college the same year. After the award-winning proposals are implemented, their results will be captured in program reviews that can be communicated to all constituent groups through the Department Planning/Program Review Subcommittee, the Student Success Committee, and Academic Council.

***Recommendation 4:***

**The team recommends that the college include the academic freedom statement and a clarification of the acceptance of transfer credit in the catalog, using the language of Board Policy and Administrative Regulation 4019 (IIB2).**

The 2013-14 LBCC college catalog includes on page 31 the Long Beach City College [District Board Policy 4012](#) on academic freedom. The policy states:

“In the spirit of academic inquiry and in keeping with the code of ethics adopted by the Academic Senate of Long Beach City College, it is the policy of the Board of Trustees that the professional staff shall be free to define and discuss relevant information and concepts in the classroom or any other appropriate forum and shall be free to select materials and methods of presentation.”

[Administrative Regulation 4019](#) on Acceptance of Transfer Credit from Other Institutions appears in its entirety on page 29 of the 2013-14 LBCC college catalog. The regulation names the administrative authority of the district responsible for establishing and enforcing the regulation. It describes the institutions within the United States for which transfer credits are accepted by LBCC. Acceptance of transfer credits from foreign institutions is described. Further guidelines on acceptability of credits from other colleges, universities and institutions are delineated in accordance with Administrative Regulation 4019.

The policy on transfer of credit, advanced placement, and credit by examination for the Associate Degree Nursing Program appears on page 30 of the 2013-14 LBCC college catalog.

The 2009 Follow-Up visiting team concluded that the college had fully addressed this recommendation and meets the Standard cited ([R1.1](#), p. 5).

***Recommendation 5:***

**The team recommends the college develop a college-wide code of ethics (IIIA1d).**

On May 1, 2009, the President's Leadership Council, which has representation from all constituent groups, discussed a new policy on Institutional Code of Ethics that was brought forth by the district's Human Resources office. The President's Leadership Council approved the policy, which was presented to the Board of Trustees for first reading on June 23, 2009. On July 14, 2009, the Board of Trustees adopted Policy 3008.

In June 2009, the college adopted its new Administrative Regulations on Institutional Code of Ethics ([Administrative Regulation 3008, R5.1](#)). This new regulation has become an important tool for preventing unethical and unprofessional conduct. The entire management team received training on this regulation at the time of adoption. And, in February 2014, the regulation was sent to all employees.

The vice president of Human Resources is responsible for overseeing this regulation. There are multiple avenues for reporting violations of the Institutional Code of Ethics or unprofessional conduct. Written or verbal complaints can be reported to an area supervisor/manager, dean or vice president. Complaints can also be reported directly to the Human Resources Department. The college has also implemented a confidential fraud hotline where individuals can anonymously report allegations of fraud, which are investigated by Human Resources and/or the internal auditor.

In addition to the board policy that governs professional ethics for all employees, both the full-time and part-time faculty collective bargaining agreements have been recently revised and updated through the collective bargaining process to include the expectation that all faculty members demonstrate, cultivate, and encourage courtesy, respect, and professionalism in relationships and learning environments with students, colleagues, staff members, and the community and that they adhere to the ethical standards and principles as referenced in the Institutional Code of Ethics.

The 2009 follow-up visiting team concluded that the college had fully addressed this recommendation and meets the accreditation Standard ([R1.1](#), p. 6).

***Recommendation 6:***

**The team recommends that the college continue its efforts to update board policies and administrative regulations to reflect approved changes, including sections on selecting the superintendent/president and specifying a penalty for board members violating the code of ethics and conduct (IIIA3, IVB1, IVB1b, IVB1d, IVB1e, IVB1h).**

Oversight of the process for periodic review and updates of all board policies and administrative regulations was assigned to the Office of Business Support Services, a department within Administrative Services. This office developed a matrix that tracks all policies and administrative regulations and the most recent date of adoption and/or revision for each. The college uses the Community College League of California (CCLC) sample

policies and procedures as guidelines to support the district's review and update process. Reviews are designed to ensure compliance with current education and legal codes as well as locally identified requirements. Draft revisions or newly proposed policies and regulations are developed under the oversight of the administrator primarily responsible for implementation of the policies or regulations. The vice president of the appropriate area takes the revised draft policies and regulations to the Executive Committee for feedback. Next, the members of the President's Leadership Council are charged with sharing the drafts with their constituent groups and forwarding all comments and concerns to the vice president of Administrative Services, who then forwards final policies and regulations to the Board of Trustees for review and approval. Since the college received this recommendation in 2009, the superintendent-president has directed all vice presidents to initiate a review of policies and procedures related to their areas. The district has created or revised 67 of the 141 (48 percent) board policies and 59 of the 125 (47 percent) administrative regulations since the last comprehensive site visit ([R6.1](#)).

On September 26, 2008, the President's Leadership Council received for review [Board Policy 2020](#), Policy on Superintendent-President Selection. On February 17, 2009 the Board adopted this policy, which states, "In the case of a Superintendent-President vacancy, the Board shall establish a search process to fill the vacancy. The process shall be fair and open and comply with relevant regulations" ([R6.2](#)).

On June 24, 2008 the Board of Trustees received for first reading and discussion a new policy, [Board Policy 2014](#), developed by the Board of Trustees, on the Board's Code of Ethics/Standards of Practice. Also received on that date for first reading was [Administrative Regulation 2014](#), describing how the Code of Ethics/Standards of Practice policy is to be implemented and the process to deal with a violation of this code by any Board member. The Board agreed on some changes to be made under 2014.5.A, 2014.7, and 2014.8.F ([R6.3](#)).

Board Policy 2014 and Administrative Regulation 2014 were approved and adopted by the Board on July 8, 2008. Administrative Regulation 2014.8, sections C through F on Unethical Behavior state,

- C. Violation of the Board's Code of Ethics will first be addressed by the President of the Board, who will discuss the violation with the Trustee in question to reach a resolution of the issue.*
- D. If resolution is not achieved and further action is deemed necessary, the President may appoint an ad hoc committee to examine the matter and recommend further courses of action to the Board, which may include a recommendation of censure of the Trustee in question.*
- E. If the President is perceived by another Trustee to have violated the Code of Ethics, the Vice President is authorized to pursue resolution.*
- F. If the violation is perceived to have legal implications, the matter will be referred by the Board to an attorney selected by the Superintendent-President to advise the Board as to the character of the conduct and the Board's options. If the matter is perceived to be a criminal offense, upon the recommendation of the Superintendent-President, in consultation with the Board President or, if the Board President is implicated in the*

*violation, in consultation with the Board Vice President, the matter will be referred to the appropriate prosecutorial agency.*

**Recommendation 7:**

**The team recommends that the college commit to technology funding which is responsive to college planning (IIC1c, IIC2).**

In 2008, the comprehensive evaluation team noted among its findings that the college had recently set aside “a substantial amount of technology funding which is clearly a commitment to the importance of technology (\$1.4 million in 2006-7, \$536,986 in 2007-8, and \$1 million in 2008-9).” This level of commitment has been extended in subsequent years. The LBCCD Board of Trustees has approved budgets that have designated reserve funding for technology as follows:

Budget Year	Reserved for Technology
2009-10	\$278,613
2010-11	\$249,772
2011-12	\$225,213
2012-13	\$84,986
2013-14	\$84,986

(All [fiscal budgets](#) are available from the Fiscal Services website.)

In addition, for the 2013-14 budget, the Budget Advisory Committee approved a one-time allocation of \$1 million to upgrade firewalls and replace out-of-date computers in instructional labs and for instructors. At the same time, an ongoing annual allocation of \$400,000 was recommended to support a complete technology refresh program ([R7.1](#), [R.7.2](#)). Later in 2013-14, the Budget Advisory Committee approved an additional \$500,000 one-time allocation for the technology refresh project ([R7.3](#), p. 3).

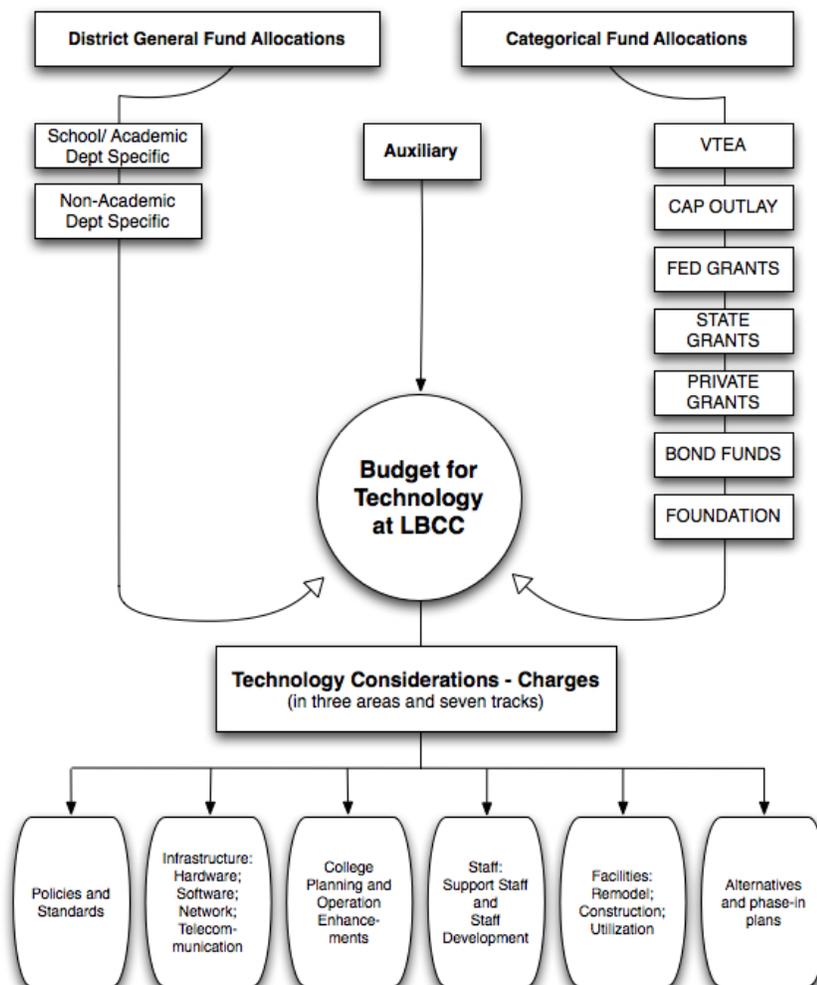
Notably in adopted budgets for 2008-09 and 2009-10, technology reserves were earmarked for “Technology Replacement and Support,” while beginning with the 2010-11 adopted budget, the technology reserves were identified to support the Technology Master Plan, which was significantly revamped in 2010 to adopt a more strategic and longer-range planning approach.

During the especially challenging fiscal constraints imposed on all community colleges in recent years, these budget allocations for technology further demonstrate LBCC’s understanding of the importance of technology in supporting teaching, learning, research and administrative functions. Still, the college has embraced the importance of the evaluation team’s recommendation as is reflected in the most recent update to the LBCC Technology Master Plan ([R7.4](#)). In the section entitled “Funding structures and Strategies,” on page 31, the update notes that the college’s technology planning had “transitioned from a ‘catch up’

phase to a maintenance phase.” This has happened, in part, through an approach that uses a "total cost of ownership" model and circumvents a crises-response mode of campus technology management. In addition, technology planning is informed, in part, by the department planning and program review processes at all levels of the college. Further, the updated Technology Master Plan outlines a strategy that is flexible, adapts to evolving conditions, and is scalable. The plan further states:

*It is critical when establishing budgets for procurement and acquisition of technology that a comprehensive approach is established. While the previous plan addressed funding cycles for equipment, it did not address a broader perspective that is needed by looking at all funding sources as well as all funding needs.*

The following is a visual representation of all considerations:



That the college is moving beyond crisis management and cyclic updates to an initiative driven process that leverages a comprehensive array of funding sources is evidenced by some significant funding allocations in recent years. The web-based database TracDat, purchased and implemented in 2009 to support the program planning and review process as well as student learning and service unit outcomes assessment, marked a significant investment that was informed by institutional priorities established by the College Planning Committee. An additional investment of \$162,000 to correct a broken implementation of Cognos data warehouse software was made in order to enable enrollment management and program planning data support, as well as more efficient data retrieval for other functional areas of the college. An additional \$20,000 in training to support advanced reporting with Cognos was expended in spring 2014. A Business Analyst was hired to support TracDat as well as the college data warehouse and Cognos business intelligence reporting tools. Although Title V funds were used to support this position initially, the cost was institutionalized through the allocation of district funding beginning with the 2011-12 fiscal year. In 2009-10, a Content Management System (CMS) with a training plan was implemented, making new webpage development and web updates easy to accomplish. The CMS has improved the quality of the college's academic programs, support services, and administrative functions. There are more than 120 sites being hosted in the Content Management System with nearly 100 distinct users in the system.

Other institutional priorities include the accelerated development of a student degree audit system which required a reorganization of the Admissions and Records Department and a new position that was dedicated to making this service, in its first phase of development, available in spring 2012, implementation of a PeopleSoft module for electronic capture and update of student educational plans first utilized in spring 2014, and implementation of Resource 25, a classroom and facilities scheduling system, beginning in fall 2013. Other recent investments in technology include licenses for TaskStream's student electronic portfolios piloted in 2013 with a group of first-year Promise Pathways students and the implementation and support of School Dude, a facilities software system used for preventative maintenance and work order processing. In 2013, a college-wide conversion to Voice Over Internet Protocol (VOIP) was completed that integrates all phone messaging with user email to support communication efficiencies for faculty and staff. Another related expansion of the district's network accessibility has been the creation of a call center that enables voice message transcription that can be sent as text messages and emails.

Bond funds are being leveraged to advance the district's technological infrastructure, particularly within specific building projects. Examples include a new data center in Building O1, a newly acquired and remodeled facility that has become the new home for Instructional and Information Technology Services (IITS). The district's network, which through the VOIP conversions now includes telephones, is being steadily improved through Bond funding as well. The North Loop Infrastructure and Main Point of Entry projects have done much to improve the technology infrastructure at the Liberal Arts Campus.

A variety of cost-savings strategies have also been used to make more prudent use of the technology funding that is in place. For example, the network connection between the LAC and PCC sites was upgraded in a manner that will save the district approximately \$5,000 each year. The district's current telephony strategy relies on Microsoft's products that cost less than the previously used Cisco suite of products. Moving to Microsoft's voice mail

product has saved the district approximately \$20,000 beginning with the 2012-13 fiscal year's budget.

The ongoing annual allocation for supporting the college's technology refresh program, along with the technology reserves ensure that all new faculty hires receive new computers and phones. These funds, along with IITS general fund money, have been allocated to upgrade several hundred computers that will remain productive. By adding memory (RAM) and refreshing these computers with Windows 7, they will be able to provide a few more years of service with minimal investment compared to a refresh program of replacements.

Finally, the vice president of Administrative Services has ensured that the college's software budget, equipment leasing budget for the data center, and telecommunications budgets remained intact while discretionary funds from all areas across the college undertook a 20 percent reduction to ease the college's deficit spending for the 2011-12 fiscal year. Furthermore in 2013-14, the college augmented the technology budget so that it could purchase an Adobe site license for the benefit of all employees and students. IITS also increased staffing by 2 FTE to better maintain existing systems and to provide support for the campus ([R7.5](#), slides 7 – 9).

***Recommendation 8:***

**The team recommends that the college evaluate the role of collegewide leadership in institutional governance and use that evaluation to ensure the integrity and effectiveness of organizational processes, practices, and decision-making (IVA1, IVA2, IVA3, IVA4, IVA5).**

The college has engaged in ongoing evaluation and improvement of the governance structure, processes, practices and tools throughout this accreditation cycle. In fact, since significant restructuring of the planning committees had been implemented in fall 2007 based on a previous evaluation of the effectiveness of the structure and supporting processes, the evaluation reported here is actually a re-evaluation based on the newly implemented structure and processes. Two surveys were implemented, one in spring 2010 and another the following year, to determine from faculty and staff how well the redesigned planning and review process worked during these initial years of implementation. These surveys also collected feedback on the effectiveness of the web-based database TracDat, implemented fall 2009, to collect and communicate plans, resource requests, and program review results, including student learning and service unit outcomes results across all units of the college. Results from both of these surveys led to activities designed to improve multiple aspects of the process, including training on how to write more effective and cohesive plans, refinements to the data collection fields in TracDat and modifications to the reports and plans that TracDat generates to improve readability and usefulness. The results also pointed to a continuing need to enhance communication about resource prioritization decisions at the conclusion of each planning year. Incremental improvements in this area have been made throughout this cycle.

In addition, committees have included as part of their work regular evaluative discussions about how well the planning structure and processes of planning and resource allocation are working to help the college fulfill its mission. The Program Planning/ Program Review

Subcommittee of the Curriculum Committee (referred to as the Department Planning/ Program Review Subcommittee as of fall 2012) has had annual discussions about ways to improve department planning and the process by which peers validate each other's plans and program reviews. The College Planning Committee has also routinely discussed needed modifications to the structure, to committee charges and membership, and ways to better align practices with agreed-upon processes. These discussions have most recently contributed to an improvement plan, already underway, to develop a participatory governance handbook that will be posted on the college's website and used in annual orientations for all standing committee and task force members. A first version of this handbook will be ready for the start of the fall 2014 semester. College leaders anticipate that the more than 40 new faculty members joining the college at that time will greatly benefit from the handbook as will numerous faculty and staff who are known, partly through survey results and focus groups, to lack sufficient understanding about how to effectively participate in governance at LBCC.

Academic Council began discussing the need for a comprehensive evaluation of the effectiveness of the college's governance in spring 2011, and this discussion made careful reference to the 2008 evaluation team's recommendation concerning this need. Further discussions took place in September 2011 when the Academic Council decided that a more qualitative and in-depth evaluation was more appropriate than using a survey to fully understand the experiences of each constituent group and of leaders and non-leaders in each group. A more robust evaluation was also needed to constructively inform modifications to the governance structure and processes to make the college more effective in advancing student success. At that meeting, a work group was established comprising the Academic Senate president, two faculty representatives, the vice president of Human Resources, and the associate dean of Institutional Effectiveness. The tasks of the work group were to develop a clear statement of what the college would evaluate with respect to the visiting team's recommendation, to establish the conditions that should exist for the governance process to be effective, to recommend the principles that would guide the evaluation, and to describe the methodology for the focused interviews with all constituent groups. The group completed its work in spring 2012 when the Academic Council approved the evaluation plan to conduct focus group interviews with members of all constituent groups including the Academic Senate, Classified Union, Associated Student Body, and Administration/ Management/ Confidentials. Participants were also randomly selected from the employee and student groups with structured inclusion of faculty and staff from both campuses. A total of eight focus groups were defined. An interview protocol was also approved and piloted in May 2012 when minor revisions were made. About 50 individuals in total participated in these focus groups.

Although the focus groups were to take place in fall 2012, they were delayed until late spring 2013 due largely to the college's engagement in the process of program discontinuance during fall 2012 and through early spring 2013. By this time, the college had begun to organize for the institutional self evaluation, and the Accreditation Steering Committee agreed that the moderators for the focus groups on governance would be the faculty and administrative co-chairs for the institutional self evaluation. All of the planned focus groups were completed by summer 2013, and the analysis was shared with Academic Council at the retreat that kicked off the fall 2013 semester. The Accreditation Steering Committee also received the results and was encouraged to share with all standard team members. The report

and analysis are posted on the [Institutional Effectiveness](#) page of the college website ([R8.1](#), [R8.2](#)).

During the time when the governance focus groups were taking place, the Academic Senate's Consultation on Governance Committee administered a survey to faculty soliciting concerns about governance and leadership. The results from this survey were discussed by the Academic Senate and led to Senate Resolution 48.4 on Faculty Consultation on Scheduling and Curricular Decision-Making. The report submitted to the Academic Senate by the Consultation on Governance Committee summarizes that "many of the problems mentioned in the survey reflect an institutionwide lack of understanding of shared governance/collegial consultation processes" and that "both faculty and administration seem to exhibit a lack of clarity" on "what collegial consultation actually means and which constituents have the primary responsibility for specific tasks" ([R8.3](#), [R8.4](#)). The report also called for the Senate to develop a process to monitor implementation of a set of recommendations and for the Senate president and the chair of the Governance and Consultation Committee to share the survey results with the Accreditation Steering Committee co-chairs and the Superintendent-President which took place late spring 2013.

At the start of fall 2013, a college-wide survey was administered that included items about governance, leadership, and college communication, among other aspects of the college that align with accreditation standards. The survey was intended to balance input obtained through the in-depth focus groups with relatively few individuals (albeit with representation from all groups and levels of leadership experience) with input from the wider college population. Participation in the survey was high; 640 responses were received yielding a 44 percent response rate. The findings corroborated much of what was learned through the focus groups and have been utilized by the accreditation standard teams as data to partially inform the self evaluation and actionable improvement plan sections of related standards.

As called for by this recommendation, the college has committed considerable time and effort as a community to evaluate, using multiple methods, leadership and governance at LBCC. Work has begun during the 2013-14 year to address some key concerns that emerged from the evaluation. The problem of "morale across campus" was identified from the employee survey as a top issue needing improvement at LBCC ([R8.5](#), p. 5). In response, the Superintendent-President created a Collegiality and Morale Advisory Group, which met several times during the year and developed a set of recommendations. Some of the recommendations were implemented in fall 2013, including Coffee Mondays where all employees are invited to gather for free coffee on Monday mornings; holiday open houses, where departments decorated their areas and hosted open house for employees in other departments to socialize and share food and beverages; and, most recently, Spring Olympics which featured a full morning of competitive events with teams from all departments and levels of the college. All of these activities have been intended to boost morale, break down barriers of communication between groups and to specifically address complaints about the lack of accessibility of top leadership to lower levels of staff and about strained relations between administration and faculty and staff largely as a result of multiple years of budget cuts, layoffs, and the discontinuance of 11 programs in 2012-13 ([R8.6](#), [R8.7](#)).

The college's evaluation of leadership and governance also uncovered tension among college groups over the implementation of new programs and practices. The Promise Pathways program, while innovative and having received local, state and national accolades, has also

been criticized internally for having been implemented outside the official planning process of the college. Focus group input also shows that the college can do more to establish a clear and effective mechanism within the planning process for all employees to bring new ideas forward for innovation and for such innovation to be effectively incentivized. Initial steps are underway to address this need using the James Irvine Foundation Leadership Award money that the Superintendent-President has set aside to support ongoing innovation. The Faculty Professional Development Coordinator, also serving as the chair of the Department Planning/ Program Review Subcommittee, is working with the Executive Committee and Academic Council to establish links between this funding source and a previously established Faculty Innovation Grants program and the annual planning process. The college expects that in 2014-15, specific faculty proposals will be selected as innovative student success projects to fund using a portion of the James Irvine Foundation grant.

As mentioned, the pervasive need for ongoing professional development about the college's governance structure, the committees and task forces that make up the structure, how they function and the respective roles of co-chairs, committee members and the constituent groups with representatives working on them, emerged from the employee survey, the governance focus groups, and numerous discussions in Academic Council and the College Planning Committee. A tangible start to address this problem is to develop and publish on the college website a participatory governance handbook and to use this handbook to support regular training of new employees and new committee members and leaders and as a resource for ongoing use through the year to help the governance and decision-making bodies work more effectively. A table of contents for the handbook was discussed and approved at the May 6, 2014 meeting of Academic Council, and a work group has committed to working on the handbook during summer 2014 so that a first version of the resource will be ready for use at the start of the following year ([R8.8](#)).

***Recommendation 9:***

**The team recommends that the college continue to encourage participation by all constituent groups in the college governance process (IVB2b).**

The comprehensive evaluation team observed that at the time of their visit in 2008, the college had regulations and policies (Board Policy 2006 – Participation in Governance, and Administrative Regulations 2006.6) in place that specify and describe the “roles and involvement of each constituent group involved in the participatory governance structure.” A revised [Board Policy 2006](#), which updated the name of the official body representing classified staff in collegial shared governance, exclusive of collective bargaining issues, was adopted on May 12, 2009 ([R9.1](#)). Further review of other related regulations that separately described the roles of the Academic Senate (AR 2009), Students (AR 2010) and the Classified Union (2012) was continued in 2011, and [Administrative Regulation 2006](#) was further revised to consolidate Administrative Regulations 2009, 2010, and 2012 so that participation by all constituent groups is described in one regulation. This regulation also describes the following: the district structure for participation in governance; the planning process and planning committee structure; the college's self-evaluation process for accreditation; the academic and professional matters on which the Board of Trustees *rely primarily upon* the advice and judgment of the Academic Senate, the Academic and

Professional Matters on which the Board of Trustees *reach mutual agreement* with the Academic Senate; appointment of faculty, administrative representatives and classified staff to committees; areas in which the Board of Trustees provide the opportunity for students to participate; and the classified and professional matters on which the Board of Trustees and the Superintendent-President provide participation to Classified staff ([R9.2](#)).

There are several forms of evidence of the college's efforts to encourage participation among constituent groups in its governance process. The first is the actual composition of each of the committees, task forces and groups that comprise the structure for participation. Great care has been taken to ensure adequate representation of all constituent groups in the membership of all primary governance bodies in accordance with their designated responsibilities. The proposed addition of any standing committee to the planning structure of the district requires that the charge and membership be reviewed and approved by the Academic Council. The Student Success Committee and the Enrollment Management Oversight Committee are the most recent additions to standing committees that are overseen by the CPC ([R9.3](#), [R9.4](#)). They were added in 2008 and 2011 respectively. The addition of task forces is determined by the [College Planning Committee](#) as part of its annual development of institutional priorities. The memberships for each of the task forces must include representation from all constituent groups.

All committees, task forces and work groups track attendance as a means to monitor constituent groups' participation in college governance. At the time of the 2008 comprehensive visit, the Superintendent-President had just formed the President's Leadership Council (PLC) which serves as a consultative body for the Superintendent-President on issues of college leadership and matters of college-wide importance. The Council also serves as the primary body for reviewing policies and regulations and for consulting with and keeping constituencies informed on issues discussed by the Council. In 2008, the visiting team noted, "The new President's Leadership Council appears to have positive buy-in from constituent groups." Evidenced from attendance records for the PLC, participation at meetings has been active for all constituent group representatives throughout this cycle, with the exception of students during the 2012-13 year where no student representative attended any of the meetings. Other planning committees that maintained good participation from all groups throughout this cycle include the Budget Advisory Committee, Facilities Advisory Committee (with lapses in 2010-11 for the full and part-time faculty union representatives and in 2013-14 for full-time faculty union and student representatives), and the Staff Equity Committee (except for no part-time faculty union and student representation in 2009-10 only). The Student Success Committee (SSC) has had representation from all groups except for students in the first year and then again in 2011-12 and 2012-13. During this last year, there has been active student participation in the SSC. The College Planning Committee shows the weakest participation across constituent groups among all the standing committees and task forces. For the last two years, there has been no attendance from part-time faculty or student representatives at CPC meetings ([R9.5](#)).

There have been a variety of ways the college has tried to encourage and support participation in governance. At the start of every year, the Planning Systems Analyst who supports the College Planning Committee, contacts leaders of all constituent groups to notify them of vacancies that need to be filled for each of the planning committees and task forces. The co-chairs of these committees and task forces also work directly with constituent leaders

to provide information describing the work of their committees so that this can be conveyed to prospective representatives. The Planning Systems Analyst has also worked with the Office of Student Life to provide information about committee charges so that staff can help students match their interests with committee work. One known barrier to participation is that committees do not always set their meeting schedules in advance so that although there may be interest in serving, conflicts in schedules often prohibit participation. This problem will be addressed when the participatory governance handbook is developed as the handbook will include a master planning calendar.

The college has made provisions to encourage participation of classified staff in the college's planning and review process at all levels. At the level of the departments, participants in the process are to be documented by name and title in the final plans that are uploaded into TracDat each year. Classified staff members are indicated as participants in the development of Student Support Services and Administrative unit plans. At the school level, the composition of the planning groups was specified by the Program Plan/Program Review Implementation Task Force on pages 44 - 45 of their final process design document to include "the academic administrative assistant for the area, as well as any additional appropriate staff members as agreed upon by the school." The composition of the vice president level planning groups is to include "additional representatives from administration, faculty, and staff as determined by the CPC. Group members should include reasonable representation for all areas under the specific vice president's purview." At the college-level, institutional priorities are developed by the College Planning Committee, whose membership includes the AFT president as well as the college's Planning Systems Analyst who is among the classified staff ([R9.6](#), [R9.7](#)).

Finally, as the college has evaluated the effectiveness of governance structures, great care was taken to structure and conduct the governance focus groups so that the sessions with each group were held at the most convenient times possible and so that an environment was created where all participants were made to feel comfortable and safe in speaking openly and their anonymity assured. Likewise, all college employees were invited to complete the survey, which centrally addressed issues of governance, and, as reported above, nearly half of all college staff from all employee groups provided input.

## Responses to Recommendations Evidence List

### Recommendation 1

- [R1.1](#) LBCC Student Learning Outcomes Blueprint, April 2010
- [R1.2](#) Board of Trustees Meeting Minutes, March 10, 2009
- [R1.3](#) Board of Trustees Meeting Minutes, April 28, 2009
- [R1.4](#) Board of Trustees Meeting Minutes, May 26, 2009
- [R1.5](#) Board of Trustees Meeting Minutes, June 23, 2009
- [R1.6](#) Board of Trustees Meeting Minutes, July 14, 2009
- [R1.7](#) Board of Trustees Meeting Minutes, August 25, 2009
- [R1.8](#) Board of Trustees Meeting Minutes, September 22, 2009
- [R1.9](#) Board of Trustees Meeting Minutes, October 26, 2010
- [R1.10](#) Progress Report, ACCJC Recommendations and Self Study Planning Agendas, Presentation to Board of Trustees, October 26, 2010
- [R1.11](#) Board of Trustees Meeting Minutes, June 28, 2011
- [R1.12](#) Board of Trustees Meeting Minutes, August 23, 2011

### Recommendation 2

- [R2.1](#) Follow-Up Report, Long Beach City College, November 9, 2009
- [R2.2](#) Self-Evaluation Report, Tenured Faculty, Appendix E-10 to Master Agreement LBCCD and CCA, June 2012 – June 2014
- [R2.3](#) Master Agreement, LBCCD and CHI, July 1, 2013 – June 30, 2016
- [R2.4](#) Aesthetics – Creativity General Education Outcomes Preliminary Report, May 21, 2014

### Recommendation 4

- [R4.1](#) Board Policy 4012 – Statement of Academic Freedom
- [R4.2](#) Administrative Regulation 4019 – Transfer of Transfer Credit from Other Institutions

### Recommendation 5

- [R5.1](#) Administrative Regulation 3008 – Institutional Code of Ethics

### **Recommendation 6**

- [R6.1](#) Adopted and Revised District Policies, 2008 – 2014
- [R6.2](#) Board Policy 2020 – Superintendent-President Selection
- [R6.3](#) Administrative Regulation 2014 – Code of Ethics / Standards of Practice

### **Recommendation 7**

- [R7.1](#) LBCCD Adopted Budgets 2009-10 to 2013-14
- [R7.2](#) Budget Advisory Committee Meeting Minutes, April 24, 2013
- [R7.3](#) Budget Advisory Committee Meeting Minutes, January 27, 2014
- [R7.4](#) Technology Master Plan 2013-2018
- [R7.5](#) LBCCD Adopted Budget 2013-14 Presentation

### **Recommendation 8**

- [R8.1](#) Interim Report on LBCC's Evaluation of Governance to Academic Council, October 4, 2013
- [R8.2](#) *A Model of Governance: Competing Points of View and Tensions*
- [R8.3](#) Academic Senate Meeting Minutes, May 10, 2013
- [R8.4](#) Academic Senate Meeting Minutes, May 24, 2013
- [R8.5](#) LBCC Employee Survey Summary Results, October 2013
- [R8.6](#) Collegiality and Morale Advisory Group Roster
- [R8.7](#) Collegiality and Morale Advisory Group: Top Four Recommendations
- [R8.8](#) Academic Council Meeting Agenda, May 6, 2014

### **Recommendation 9**

- [R9.1](#) Board Policy 2006 – Participation in Governance
- [R9.2](#) Administrative Regulation 2006 – Participation in Governance
- [R9.3](#) Student Success Committee Charge and Composition
- [R9.4](#) Enrollment Management Oversight Committee Charge and Composition
- [R9.5](#) Committee Participation Attendance Logs, 2008 – 2014
- [R9.6](#) Program Plan and Program Review Process
- [R9.7](#) College Planning Committee Charge and Composition

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## Standard I.A Mission

**Eva Bagg** (Administrative Co-chair)  
**Donna Rafanello** (Faculty Co-chair)

### Classified:

Thomas Hamilton  
Maria Narvaez

### Faculty:

Lorraine Blouin  
Fran Cahill  
Karyn Daniels  
John Downey  
Karen Faulkner  
Charles Gutierrez  
Shauna Hagemann  
Kenna Hillman  
Tiare Hotra  
Charlotte Joseph  
Dennis Miller  
Jorge Ochoa  
Carlos Ramos  
Karen Roberts  
Dana Van Sinden  
Christiane Woerner  
Lark Zunich

### Management/ Administration:

Marilyn Brock  
Lou Anne Bynum  
Rose DelGaudio  
Ann-Marie Gabel  
John Hetts  
José Ramon Nuñez  
Greg Peterson  
Connie Sears  
Meena Singhal



## Standard I: Institutional Mission and Effectiveness

**The institution demonstrates strong commitment to a mission that emphasizes achievement of student learning and to communicating the mission internally and externally. The institution uses analyses of quantitative and qualitative data and analysis in an ongoing and systematic cycle of evaluation, integrated planning, implementation, and re-evaluation to verify and improve the effectiveness by which the mission is accomplished.**

### Standard I.A - Mission

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

#### Descriptive Summary

Long Beach City College clearly articulates a [mission statement](#), which, along with its institutional values, defines the educational purposes of the college, identifies the student population it serves, and conveys a strong commitment to advancing student learning and achievement ([1.A.1](#)).

#### *Mission Statement*

Long Beach City College promotes equitable student learning and achievement, academic excellence, and workforce development by delivering high quality educational programs and support services to our diverse communities.

#### *Values*

Student Focus: Students are the focus and purpose for all we do; we serve them best by providing exceptional educational and student support services opportunities to help them succeed.

Excellence: We value innovation and creativity as part of our commitment to the continuous improvement of our educational environment.

Equity and Diversity: We cultivate equity and diversity by embracing all cultures, ideas, and perspectives and by striving for equitable opportunities and outcomes for all.

Integrity: We encourage a civil and ethical campus environment and value the perspectives of all individuals.

Responsibility: We promote social responsibility throughout our campus community and strive to realize an efficient and effective use of our various resources.

Long Beach has recently been described as the most ethnically diverse large city in the United States. The 2010 Census reported that the racial makeup of Long Beach comprised 29.4 percent Non-Hispanic Whites, a proportion down from 86.2 percent in 1970. Its Asian community includes the largest Cambodian community in the United States and the second-largest Cambodian community outside of Asia (after Paris). This racial and ethnic diversity underscores the inclusion of “our diverse communities” in the mission statement.

The environmental scan conducted in 2010 as preparation for development of the 2011-16 LBCC Educational Master Plan revealed that the city of Long Beach had a higher poverty rate (19.3 percent) than that of Los Angeles County (16.1 percent), California (14.2 percent) and the nation as a whole (14.3 percent). The scan also showed that at the depths of the latest recession, Long Beach suffered the highest unemployment rate (13.8 percent) compared to neighboring cities of Signal Hill (10 percent) and Lakewood (8.2 percent). Long Beach had a higher percentage of residents who have less than a high school diploma (21.3 percent) compared to California (19.3 percent) or the country (14.8 percent). Nearly one quarter of the population reported having some college experience but not enough for them to have earned a degree (this rate is higher for Long Beach than Los Angeles County, California, and the nation) ([1.A.2](#), pp. 3-9).

Because of the ethnic diversity and the economic and educational needs of the community it serves, Long Beach City College crafted a mission statement that reflects the college’s primary focus on “equitable student learning and achievement.” Not only is the college vigilant to minimize barriers of access to diverse student groups, it is also deeply committed to monitoring and supporting learning and the equitable *attainment* of certificates, degrees and transfer. As an institution of higher learning, the college continues to maintain high standards of academic excellence while working hard to significantly increase rates of student completion. In addition, the mission statement underscores the importance of workforce development as a core component of the programs and services that are provided in support of the communities that it serves.

### Self Evaluation

Long Beach City College’s mission is clearly defined and is appropriate for an institution of higher learning and the students it serves. The mission focuses the college on high quality academic programs and support services that promote learning and equitable student achievement outcomes.

### Actionable Improvement Plans

None

**I.A.1. The institution establishes student learning programs and services aligned with its purposes, its character, and its student population.**Descriptive Summary

During this accreditation cycle, the college responded to a significant economic downturn, in part, by cutting classes and programs and reducing employees in all employee groups. Changes from the Chancellor's Office and federal government mark an era of increased accountability and demands on students to achieve academic progress in shorter periods of time, concomitant with tighter restrictions for eligibility to Title IV funds for financial aid. Institutions are, at the same time, experiencing increasing demands for accountability in terms of academic progress and completions for accreditation standards, statewide reporting through the Accountability Reporting for Community Colleges, and federal legislation for gainful employment disclosure and reporting. Long Beach City College is embracing these changes and has demonstrated its commitment to better understanding the needs and levels of academic preparedness of its students, monitoring their progress, and committing significant institutional resources (largely through reallocations given the loss of funds from the state) in order to implement innovative programs and to adjust them based on rigorous evaluative research. While the college lost personnel during this cycle, the Office of Institutional Effectiveness gained a director of Research who oversees two research analysts (one position that had been grant-funded during the previous cycle was institutionalized to a permanent full-time position), an advanced Business Systems Analyst, and an Educational Assessment Analyst dedicated to support faculty with Student Learning Outcomes assessment. The Planning Systems Analyst has assumed additional responsibilities to provide standardized sets of data on access, efficiency and effectiveness to all instructional departments in support of their annual planning and three-year program reviews.

Consistent with its more focused commitment toward evidenced-based planning and decision-making, in 2010, members of the Educational Master Plan (EMP) Oversight Task Force conducted a comprehensive environmental scan, mentioned in IA above, that included study of the demographic, economic, workforce, educational, policy, technology and social trends that impact strategic planning over the period encompassed by the 2011-2016 EMP. Although the college has systematically updated its Educational Master Plan on a six-year cycle, the latest environmental scan is the most comprehensive to date.

As part of the environmental scan, the Superintendent-President and other administrative leaders conducted community listening sessions at both the Liberal Arts Campus and the Pacific Coast Campus. Participants at these sessions included community members, leaders of community organizations, faculty, staff, and students. What emerged from these sessions was a consistent call from all groups, amidst deep concerns about budget cuts emanating from the state, that the college do all it could to offer as many classes as possible and to retain the support services that students asserted were most helpful to their academic success ([1.A.2](#), p. 47). Concerns were also expressed about the need for the college to retain and expand partnerships with the community as the state and nation began to face an unprecedented economic downturn.

The environmental scan also included a community survey, which yielded input from nearly 2200 respondents, including current (47 percent) and former (16 percent) students,

community residents (16 percent), LBCC faculty and staff (12 percent) and K-12 faculty, staff and elected officials (1 percent). For all respondents, the top two educational goals identified were to earn credits for transfer and to enhance job skills. Current students identified the improvement of basic academic skills as their most important educational goal while former students identified the acquisition of skills to change careers as their third most important goal. Community members identified that earning a certificate in a Career and Technology Education program was among their top three goals for the college (1.A.3).

Respondents to the community survey also identified key strategic priorities for the college during its upcoming planning cycle. These included maintenance of fiscal stability and access to courses; support for student success (with overall agreement on four top areas including preparing for transfer, support to attain educational and career goals as quickly as possible, increasing the number of students who are prepared for gainful employment, and increasing the number of students who complete an associate's degree, or career or technical certificate); and aligning CTE programs with career pathways.

The information from the environmental scan, along with numerous conversations among college leadership, culminated in the 2011-16 LBCC Educational Master Plan which sets student success and equity as its two main goals and, hence, the institution's primary purpose. Student success is defined by measurable objectives to improve student preparedness for college work, increase student attainment of certificates, degrees and transfer, and to "maintain and enhance [the] quality of academic and support services." The second major goal is to achieve equitable student success and access (1.A.4).

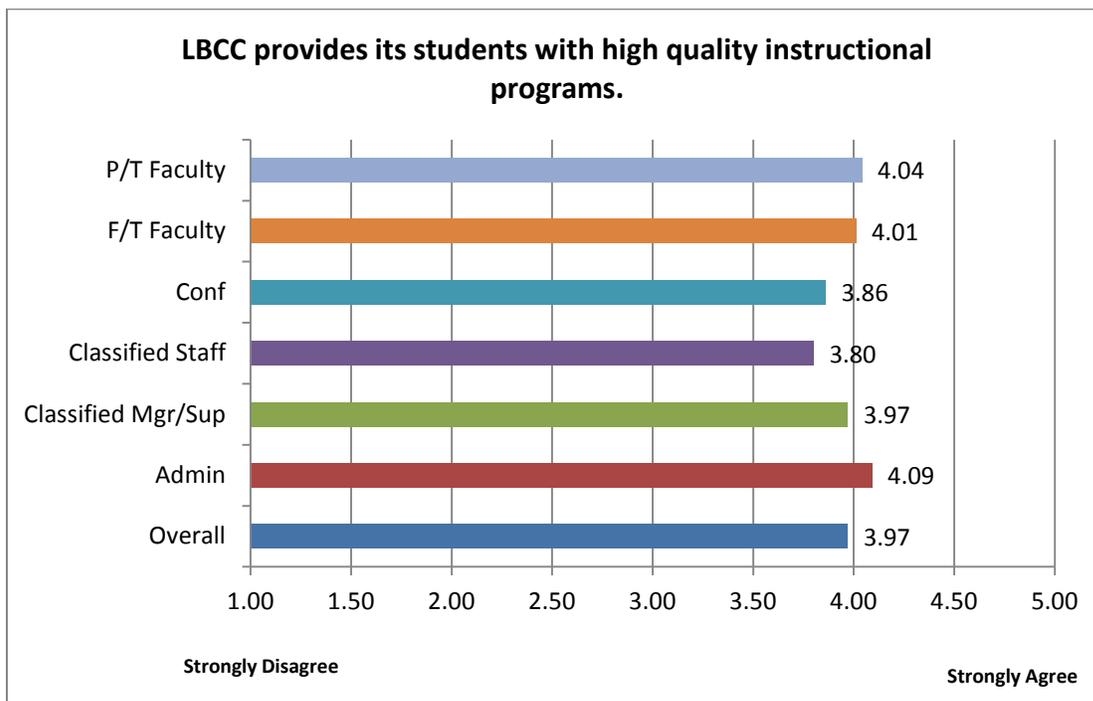
During the current accreditation cycle, the college has made a concerted effort to use evidence to understand and address the needs of its students. Among the various sources of information utilized at multiple levels of the institution include the [College Facts](#) posted on the Institutional Effectiveness website which provide a snapshot of key demographics of the student population for the fall and spring terms (1.A.5); special analyses of students and offerings at the Pacific Coast Campus (1.A.6, 1.A.7, 1.A.8) and a variety of extensive evaluative projects. These include the CLASS Initiative, a study that was widely publicized and initiated key community dialogue sessions on disturbingly low student progress and achievement rates especially in foundational skills areas of math and English (1.A.9); Title V grant evaluation analysis which revealed some progress in student achievement among Latino students (1.A.10); a joint presentation at the 2012 LBCC Diversity Conference by demographer Jack Humphrey and LBCC research staff entitled "Persisting Equity Gaps and the Potential for Closing Them" (1.A.11); Long Beach Promise annual reports which track the comparative access and progress of graduates from Long Beach Unified School District to LBCC and CSULB (1.A.12); Promise Pathways program evaluation which includes a variety of progress and achievement measures for students exposed to different aspects of the first-year experience program (1.A.13, 1.A.14, 1.A.15); the Student Success Plan Evaluation which measures the effectiveness of supplemental learning assistance delivered by staff in the Student Success Centers and required by students in select courses (1.A.16); the Career and Technical Education Beta Assessment project which includes the student perspective as a key dimension of the scorecard developed to inform Career and Technical Education program review (1.A.17); and the EDUCAUSE Center for Analysis and Research's (ECAR's) student survey, which LBCC participated in as part of a national study of undergraduate student use and perceptions of technology and education (1.A.18). All of this

work demonstrates an ongoing commitment to use evidence to understand student need and to use research to evaluate the effectiveness of the variety of programs and interventions the college has underway to better serve students and stay focused on its central commitment to the equitable achievement of learning and student success.

### Self Evaluation

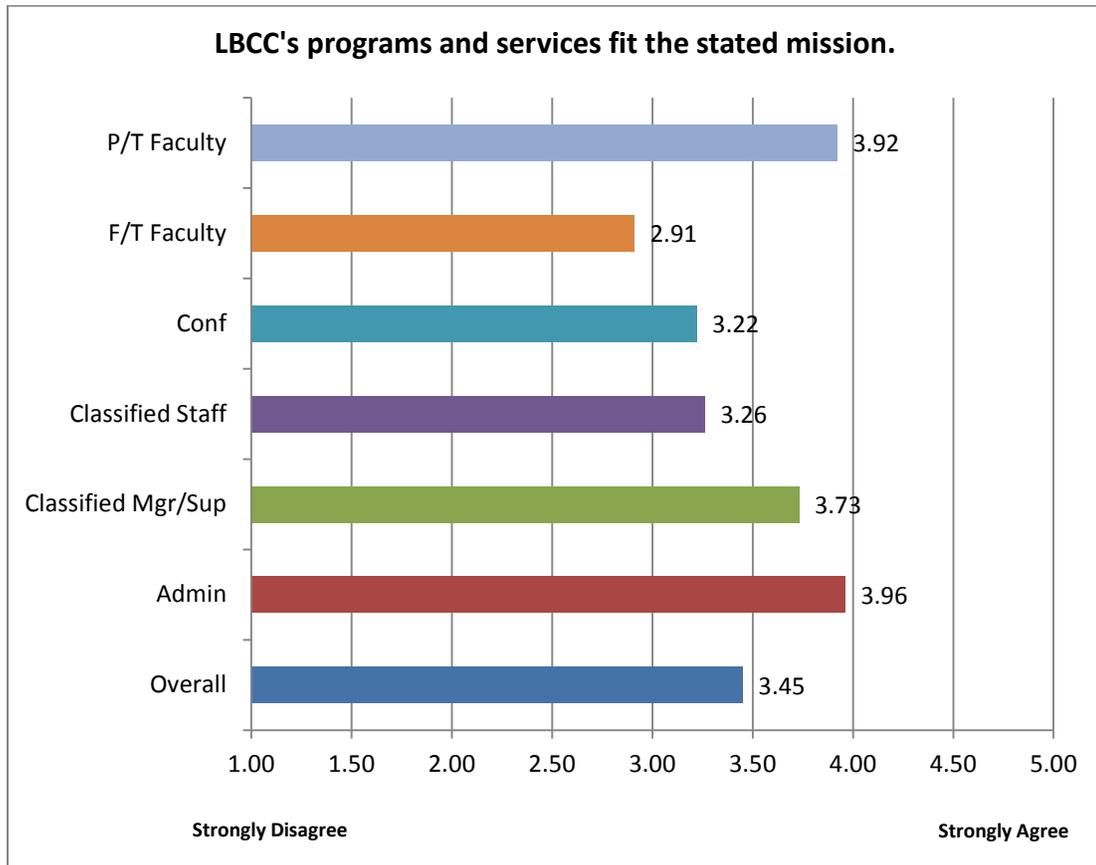
LBCC faculty and staff engaged in a deliberate and extensive process to first understand the needs of its community and the internal and external factors that shape the educational landscape in which it operates, and to develop its mission and goals in alignment with those needs and trends. This is evident from the environmental scan that it prepared as part of its overall development of the 2011-16 Educational Master Plan. Community listening sessions and a community survey were key components of the environmental scan and ensured broad-based input regarding the needs of the community ([1.A.2](#), p. 47). Student need and evidence of progress is increasingly becoming a part of the campus culture as special studies and project evaluative data are presented and discussed in a variety of forums ([1.A.19](#), [1.A.20](#)).

The LBCC Employee Survey administered in spring 2013 includes two statements that inform the college's evaluation of the extent to which the institution establishes student learning programs and services that align with its purposes, character, and its student population ([1.A.21](#), [1.A.22](#)). One of these states that "LBCC provides its students with high-quality instructional programs." On a scale from 1 to 5, with a 1 indicating strong disagreement and a 5 indicating strong agreement, responses from college groups are shown in the graph below.



This statement received one of the highest overall ratings in the survey, with three groups (part-time faculty, full-time faculty, and administration) asserting agreement with average scores exceeding 4.0.

The other item from the employee survey relevant to this self evaluation states, “LBCC’s programs and services fit the stated mission.” The overall college score and averages by employee group are shown in the graph below.



These responses suggest that there is room for improvement in aligning perceptions of mission and programs and services, as full-time faculty on average do not agree with this statement. It can be demonstrated, however, that there was broad participation in the establishment of the mission and goals and that this work took into serious account an evidenced-based view of community and student need.

Actionable Improvement Plans

None

**I.A.2. The mission statement is approved by the governing board and published.**Descriptive Summary

The college's current mission statement was approved at the August 23, 2011 meeting of the Board of Trustees ([1.A.23](#)). The mission statement is projected at the front of the meeting room at all trustee meetings and has been frequently referenced during conversations at those meetings.

The mission statement is prominent on the college's website at the [Superintendent-President's "About"](#) page. The mission statement and values are included as part of the 2011-16 Educational Master Plan. When departments began writing plans in 2009 using the revamped process and entering them into TracDat, many used the institutional mission as a guide when writing their department missions.

The mission statement is also posted in highly public locations at both the Liberal Arts and Pacific Coast campuses. At LAC, it is located in the lobby of the T Building, in the E Building (College Center) and the Library. At PCC, it is located in the EE (College Center), and the LL (Library) Buildings. These are all new or newly renovated buildings from the current accreditation cycle.

Self Evaluation

The mission statement was officially approved at an August 2011 Board of Trustees meeting. The statement is published in a variety of ways, including on the college website, at public locations on campus, and in key college planning documents. As revealed from the spring 2013 focus groups on college governance, because the planning process requires reference to high-level college goals, there is broad awareness of the mission statement especially for those who participate in the planning process ([1.A.24](#)).

Actionable Improvement Plans

None

**I.A.3. Using the institution's governance and decision-making processes, the institution reviews its mission statement on a regular basis and revises it as necessary.**Descriptive Summary

Board Policy 1002 establishes Long Beach City College as a comprehensive community college that provides open and affordable access to quality associate degree and certificate programs, workforce preparation as well as opportunities for personal development and enrichment ([1.A.25](#)). In May 2010, the College Planning Committee established an

Educational Master Plan Oversight Task Force that was charged, in addition to developing the new Master plan, to “conduct a college-wide review of the LBCC Mission Statement and make recommendations to CPC regarding any revisions” (1.A.26). At the September 10, 2010 meeting of the EMP Oversight Task Force, the group set the criteria for the mission statement and reviewed the accreditation standards in order to assure that the new mission met or exceeded these (1.A.27). A subgroup of the Task Force met to develop a draft of the new mission statement, which the group agreed needed to be more concise and focused than the previous one in order to promote broader awareness and comprehension of the college’s mission.

In order to receive broad college input into the development of the final mission statement, a survey was administered to the entire college where respondents were asked to describe LBCC’s educational purposes, its intended student population and how the college demonstrates its commitment to enhancing student learning. Overall input showed that LBCC was perceived as a college that provides students with basic skills preparation, certificate, degree and transfer preparation, and economic and workforce development. Survey respondents reflected the philosophy of open access in response to the question about the college’s intended student population, but many focused on the diversity of the local communities that “surround the college and those in the nearby communities who expect their educational needs to best be met at LBCC.” A rich array of examples showing how LBCC is committed to achieving student learning was provided through open-ended responses. Some of these included mention of the Student Success Centers, the Long Beach Promise, a 16-week calendar for class offerings, comprehensive student support services, a vibrant curriculum, excellent instructional staff, a commitment to facilities upgrade, a commitment to the Pacific Coast Campus, and planning and evaluation processes. With regard to the draft mission statement developed by the work group of the EMP Oversight Task Force, 79 percent of the survey respondents agreed that the mission statement reflects the broad educational purposes of the college, its intended student population and its commitment to achieving student learning (1.A.28).

The previous mission statement had, as a supporting addendum, a set of core institutional values, and the EMP Oversight Task Force agreed that it was important to continue to include values as part of the mission review process. For this reason, the college-wide survey also included an open-ended question inviting respondents to describe the values that make LBCC unique. Responses revealed a strong commitment to a diverse population, a focus on student success, a long-standing history of community involvement and support, a strong cadre of highly qualified instructors, an attention to fiscal integrity and viability, and support for innovation (1.A.28, pp. 14-16).

Based on input to the survey, the EMP Oversight Task Force deemed that no revisions to the draft mission statement were necessary. The values were developed, in part, based on input received from the survey. The final mission statement and institutional values were submitted to and approved by the College Planning Committee on January 13, 2011 (1.A.29).

### Self Evaluation

Under the oversight of the College Planning Committee, the college has reviewed and revised its mission statement and values concomitantly with the regular review of the

college's Educational Master Plan. This has worked well for the college to engage broad-based input and has grounded the work in a comprehensive study of the internal and external factors that should be considered when setting the strategic direction for the college.

Deliberate efforts were made to note the simultaneous revision of the mission statement along with revising the Educational Master Plan, and these efforts are documented in the charge of the planning group tasked with overseeing the development of the new statement and plan. There has been general consensus that a six-year cycle of review for the mission statement is appropriate and that more frequent revisions have been unnecessary and, in fact, not wanted as the mission statement should be broad and relatively stable as a guiding statement of the college's purposes and its student population.

Although the initial survey sent out to the college that solicited input on the draft mission statement yielded support of the mission and agreement that it meets general requirements, the response rate was very low (only 46 faculty and staff responded). The college might consider other methods of collecting broad-based input with the next cycle of review. On the other hand, focus groups conducted in spring 2013 indicated a high degree of awareness of the mission statement among faculty, classified staff and administrators. Focus group input also revealed that the mission statement is general enough to satisfy most community colleges; this input suggests that the next mission review might consider developing a statement that establishes a mission that is distinct among other community colleges in the state or local area.

Responses to the LBCC Employee Survey, which had a 49 percent response rate, showed strong agreement with the following statements,

- My values are similar to the values and mission of LBCC. (The overall rating score was 4.23 out 5 for the strongest level of agreement.)
- I understand my role in helping LBCC achieve its goals. (4.26)
- A diverse community of learners enriches the educational environment at LBCC. (4.26)

These responses seem to suggest that employees live by the stated mission of the college ([1.A.21](#), [1.A.22](#)).

#### Actionable Improvement Plans

None

### **I.A.4. The institution's mission is central to institutional planning and decision making.**

#### Descriptive Summary

Long Beach City College has significantly strengthened its institutional planning and decision-making processes and practices during this accreditation cycle. The mission statement serves as the foundation to LBCC's 2011-16 Educational Master Plan and serves

as the Plan's preamble. The four primary goals of the Educational Master Plan all support the college's mission:

Student Success: Long Beach City College will improve the rates at which students gain the foundational skills necessary to complete college level work and to achieve their educational and career goals.

Equity: Long Beach City College will provide equitable access and support to its diverse students and will improve the educational progress and achievement especially for students underrepresented in those outcomes.

Community: The college will strengthen its internal and external community relations to promote efficient student pathways to academic and career success and to strengthen local economic and workforce development.

Resources: Long Beach City College will develop and focus its human, fiscal, facilities, technical, and information resources in support of institutional goals.

Every department and program must align plans with the institutional mission and higher-level goals and objectives. Department and program missions reflect this alignment, as do the projects and strategy priorities that inform the annual resource allocation process. For example, "The mission of the Public Services Department is to equip a diverse group of students, through a variety of academic disciplines and in a manner consistent with the mission of the college, with the knowledge and skills needed to attain certificates of completion and accomplishment, associates degrees, transfer to a baccalaureate degree granting institution, to enter the work force, to update workplace skills or to achieve personal enrichment in a lifelong learning environment" (1.A.30).

Throughout the current accreditation cycle, the goals of the Board of Trustees have been aligned with the mission statement, especially with its consistent focus on student success. The 2011-2013 and the 2013-2014 Board of Trustees' Goals explicitly identify implementation of the Educational Master Plan, which emanates from the mission, as a means by which the Board seeks to support the college's Student Success agenda. In addition, the trustees' goals have included the goal to "support the Career Technical Education Workforce Development and Economic Development agendas" (1.A.31).

Likewise, the Agendas of the Superintendent-President for the current accreditation cycle have also supported the mission statement with their focus on student success as well as equitable student outcomes. Furthermore, these agendas have consistently included goals for economic and workforce development (1.A.32).

The annual institutional priorities that are presented to the Budget Advisory Committee and that inform the annual budget assumptions are also highly reflective of the mission statement. For example, institutional priorities for the 2010-11 fiscal year included: continued fiscal stability; student success; basic skills; development and expansion of the curriculum and support services at PCC to meet the unique needs of the campus and local community; and to improve career technical education programs in terms of their relevance and viability in the economy and flexibility to adapt to changes and needs of the local workforce and industry. For the last two annual budget years, the institutional priorities developed by the College Planning Committee focused on student success, namely to "improve rates of student success

which include, but are not limited to the following: AA/AS, AA/AS-Transfer, transfer, certificates of achievement and workforce readiness” ([1.A.33](#)).

### Self Evaluation

Planning and decision-making at all levels of the institution support the mission of the college. The Educational Master Plan goals, Board of Trustees’ goals, agendas of the Superintendent-President as well as the missions and priorities of departments and programs are reflective of the mission statement. As the results from the LBCC Employee survey indicate, there is general agreement that “everyone works together towards achieving the LBCC mission.” Responses also show support for the statement that “LBCC makes changes to improve student learning” and that the college “provides its students with high quality instructional programs.” Most groups indicated agreement that the Superintendent-President makes decisions that are consistent with the LBCC mission.” The full-time faculty, however, indicated some disagreement with this statement; this group’s average rating was 2.45 on a scale where 5 indicates strong agreement. Program discontinuance and recent faculty layoffs may have contributed to this sentiment. In general, and as illuminated by the focus groups on college governance, there may be opportunities for the college to do a better job at highlighting work of faculty in the classrooms that demonstrates how the mission and values are supported and lived every day at the college. This may go a long way to further enhance engaged participation in the planning and decision-making processes as connections between the classroom and aspirations at the highest level of the institution are made more explicit.

### Actionable Improvement Plans

The Department Planning/ Program Review Subcommittee will work with Institutional Effectiveness, department heads and academic deans to develop ways to reinforce the college mission at the start of each annual planning process.

## **Standard I.A Evidence List**

- [1.A.1](#) LBCC Mission Statement
- [1.A.2](#) LBCC Educational Master Plan 2011-2016, Environmental Scan 2010
- [1.A.3](#) LBCC Educational Master Plan Community Survey Presentation to College Planning Committee, December 10, 2010
- [1.A.4](#) LBCC 2011-2016 Educational Master Plan
- [1.A.5](#) College Facts, Fall 2013
- [1.A.6](#) Golden Four Class Offerings at Primary LBCC Locations from Spring 2009 to Spring 2011
- [1.A.7](#) LBCC Fall 2011 Enrollment by ZIP Code and Campus
- [1.A.8](#) Student Profile by Location, Fall 2012
- [1.A.9](#) California Leadership Alliance for Student Success (CLASS) Project Overview and Summary of Findings, October 10, 2010
- [1.A.10](#) Title V Grant, Support and Knowledge Improves Latino Learning Success, Final Results Summary
- [1.A.11](#) *Persisting Equity Gaps and the Potential for Closing Them*, FLEX Day Presentation, October 9, 2012
- [1.A.12](#) Long Beach College Promise Annual Reports 2010 to 2013
- [1.A.13](#) Preliminary Overview of the Effects of the Promise Pathways on Key Educational Milestones Achieved in First Year of Program, June 26, 2013
- [1.A.14](#) Overview of Results for the Fall 2013 Promise Pathways, February 10, 2014
- [1.A.15](#) Promise Pathways First Semester Student Survey, April 29, 2013
- [1.A.16](#) Board Presentation on Student Success Evaluation, April 27, 2010
- [1.A.17](#) LBCC Career and Technical Education Program Assessment Methodology, Report of Beta Test, May 2012
- [1.A.18](#) Student Technology Survey, Educause Center for Analysis and Research, Spring 2013
- [1.A.19](#) Baseline Data for 2011-2016 Educational Master Plan
- [1.A.20](#) LBCC Educational Master Plan Presentation to Board of Trustees, December 13, 2011
- [1.A.21](#) LBCC Employee Survey Results, Executive Summary
- [1.A.22](#) LBCC Employee Survey Results by Employee Group, November 2013
- [1.A.23](#) Board of Trustees Meeting Minutes, August 23, 2011

- [1.A.24](#) Interim Report on Evaluation of Governance, Presented to Academic Council, October 4, 2013
- [1.A.25](#) Board Policy 1002 - District Mission
- [1.A.26](#) 2011-16 Educational Master Plan Oversight Task Force, Charge and Membership
- [1.A.27](#) Educational Master Plan Oversight Task Force Meeting Agenda, September 10, 2010
- [1.A.28](#) Mission Statement Survey Response Summary Report, November 2, 2010
- [1.A.29](#) College Planning Committee Meeting Summary Notes, January 13, 2011
- [1.A.30](#) Department Plan Public Services
- [1.A.31](#) Board Goals, 2007-2009, 2009-2011, 2011-2013, and 2013-2014
- [1.A.32](#) President's Agendas for Advancement of Student Success and Community Development, 2008 – 2014
- [1.A.33](#) Institutional Priorities, Annual Priorities 2009 - 2014

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## Standard I.B Improving Institutional Effectiveness

**Eva Bagg** (Administrative Co-chair)  
**Donna Rafanello** (Faculty Co-chair)

### Classified:

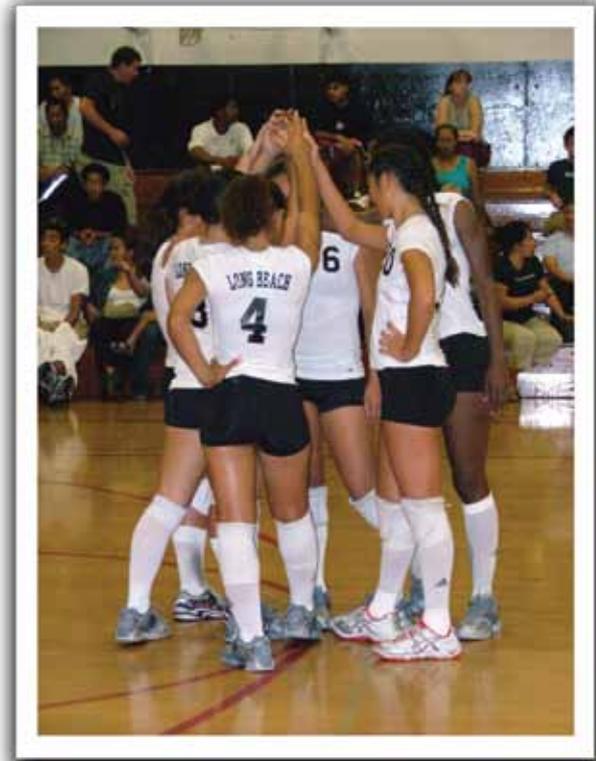
Thomas Hamilton  
Maria Narvaez  
Karen Rothstein

### Faculty:

Lorraine Blouin  
Fran Cahill  
Karyn Daniels  
John Downey  
Karen Faulkner  
Charles Gutierrez  
Shauna Hagemann  
Kenna Hillman  
Tiare Hotra  
Charlotte Joseph  
Dennis Miller  
Jorge Ochoa  
Carlos Ramos  
Karen Roberts  
Dana Van Sinden  
Christiane Woerner  
Lark Zunich

### Management/ Administration:

Marilyn Brock  
Lou Anne Bynum  
Rose DelGaudio  
Ann-Marie Gabel  
John Hetts  
José Ramon Nuñez  
Greg Peterson  
Connie Sears  
Meena Singhal



## Standard I.B - Improving Institutional Effectiveness

**The institution demonstrates a conscious effort to produce and support student learning, measures that learning, assesses how well learning is occurring, and makes changes to improve student learning. The institution also organizes its key processes and allocates its resources to effectively support student learning. The institution demonstrates its effectiveness by providing 1) evidence of the achievement of student learning outcomes and 2) evidence of institution and program performance. The institution uses ongoing and systematic evaluation and planning to refine its key processes and improve student learning.**

When Long Beach City College received recommendations from the 2008 visiting team to strengthen its commitment to comprehensive student learning outcomes assessment and to more fully integrate program review into the planning and resource allocation processes, it responded with urgency and has sustained efforts throughout the current cycle to continue improving these processes to make them meaningful for participants and for them to ultimately contribute toward improved student outcomes. The process of program review was revamped to place student learning outcomes and achievement data front and center. Planning has been revitalized by making resource requests and decisions about request prioritizations transparent and dependent upon well-conceptualized and evidence-based plans. Participation in these processes has reached one hundred percent for all divisions of the college, including instruction, student support services, and administrative units.

### **I.B.1. The institution maintains an ongoing, collegial, self-reflective dialogue about the continuous improvement of student learning and institutional processes.**

#### Descriptive Summary

The college structures its dialogue about continuous improvement of student learning and institutional effectiveness at multiple levels. The Board of Trustees sets the example for the college through its goals, which consistently support the college's mission and focus on implementing strategies designed to improve student success ([1.B.1](#)). The Board requests regular reports that address, in measurable terms, the college's progress in improving rates of course success and certificate and degree completions. These have included:

- Findings from LBCC's work with the California Leadership Alliance for Student Success (CLASS) project ([1.B.2](#));
- Evaluation of the Student Success Plan reported in 2010 ([1.B.3](#))
- Results from Title V Hispanic-Serving Institutions grant in 2012 ([1.B.4](#));
- Updates on student performance data from the Promise Pathways first-year experience pilot in 2013 ([1.B.5](#), [1.B.6](#));

- Annual reports from the Chancellor’s Office on Accountability Reporting for Community Colleges (ARCC) for LBCC ([1.B.7](#), [1.B.8](#), [1.B.9](#), [1.B.10](#), [1.B.11](#), [1.B.12](#));
- Updates on the Educational Master Plan objectives ([1.B.13](#), [1.B.14](#))

Extensive dialogue occurs at each Board of Trustees’ annual retreat and has centered on student achievement data, particularly that which is highlighted for LBCC in the ARCC Scorecard and based on evaluative research on the effectiveness of strategies of the LBCC Student Success Plan.

At the institutional level, the various planning committees and task forces convene to fulfill their respective charges and to complete specific tasks assigned to them. The College Planning Committee’s primary responsibility is to develop, implement, and monitor the college’s effectiveness in meeting the goals of the Educational Master Plan ([1.B.15](#)). During the current cycle of accreditation, the goals have been stated in measurable terms so that there is greater clarity and objectivity when the annual process for reviewing effectiveness in meeting those goals takes place at the CPC ([1.B.16](#)). Below is the first version of the Student Success and Equity goals from the EMP, stated in measurable terms with improvement targets.

MEASURABLE OBJECTIVE	BASELINE (fall 2010)	TARGET
<b>GOAL I.A. Student Preparedness</b>		
1.1) Number (and %) of 1st-time students who complete transfer-level English in first year	348/5470 (6.3%)	(add 473 to 821) <b>15.0%</b>
1.2) Number (and %) of 1st-time students who complete transfer-level math in first year	276/5470 (5.0%)	(add 271 to 547) <b>10.0%</b>
1.3) Number (and %) of 1st-time students who complete transfer-level Reading in first year	195/4315 (4.5%)	(add 290 to 485) <b>11.2%</b>
<b>GOAL I.B. Student Goal Attainment</b>		
2.1) Number annual certificates (18 units or more)	531	(add 160 to 691) <b>↑ 30%</b>
2.2) Number annual degrees	877	(add 260 to 1137) <b>↑ 30%</b>
2.3) Number (and %) showing "intent" who earn certificate 18 units or more within 6 years	165/2649 (6.3%)	(add 90 to 255) <b>9.6%</b>
2.4) Number and % of those who show "intent" that earn a degree within 6 years	366/2649 (13.8%)	(add 120 to 486) <b>18.3%</b>
3.1) Number of students who transfer	589	(add 118 to 707) <b>↑ 20%</b>
3.2) Number (and %) showing "intent" who reach "transfer-prepared" within 6 years	662/2649 (25.0%)	(add 200 to 862) <b>32.5%</b>
3.3) Number (and %) showing "intent" who transfer within 6 years	612/2649 (23.1%)	(add 110 to 722) <b>27.3%</b>
4.1) Median number months to complete program (18 units or more)	50.4 months	<b>↓ 41 months</b>
<b>GOAL II.A Equitable Student Success</b>		
1.1) Rate of completions of certificates and degrees for underrepresented groups	Completion rate is 17.0% for Afr-Amer and 17.5% for Hispanics (ave 17.3% vs. 23.6% ave for A/PI/F & Whites)	Increase completion rates for African-American and Hispanics to <b>24%</b>
2.1) Rate of transfer for underrepresented groups	Transfer rate is 19.6% for Afr-Amer and 17.4% for Hispanics (ave 18.5% vs. 29.8% ave for A/PI/F & Whites)	Increase transfer rates for African-American and Hispanics to <b>30%</b>
2.2) Rate of achieving transfer-preparedness by underrepresented groups	16.0% African-Americans and 23.2% Hispanics were transfer prepared (ave 19.6% vs. 34.8% ave for A/PI/F & Whites)	Increase rate of transfer-preparedness for African-American and Hispanics to <b>35%</b>
3.1) Average CTE courses success rates for underrepresented students	53% Blacks vs. 74% ave for other groups	Increase CTE course success rate for African-Americans to <b>74%</b>

Extensive dialogue took place during the establishment of the institutional targets. A special work group of the EMP Oversight Task Force was created, which comprised mostly faculty and institutional research staff. Multiple meetings were held to discuss available data, presented by the director of Institutional Research, from the previous five years that address the various measurable objectives of the primary institutional goals ([1.B.17](#)). Discussions centered on what constituted reasonable targets given past performance and what “stretch” performance could be expected given known commitments to various student success innovations such as the required supplemental learning assistance provided in the four Student Success Centers and the Promise Pathways first-year experience program. With the most recent review of the college’s progress in meeting the targets, great care was taken to support members of the CPC to understand the metrics used to gauge improvements in student success and equity of outcomes.

In addition to annual discussions of the ARCC since the implementation of AB 1417 in 2007, the LBCC Academic Senate has invited the dean of Institutional Effectiveness to present ARCC results to the Senate and to the Institutional Research Advisory Committee. This committee was formed in February 2012, in part, to provide a forum for faculty to learn the metrics of student success developed at the state and college levels ([1.B.18](#)). Some members were part of the work group that had recommended target performance outcomes for the Educational Master Plan. The Committee also assists in developing criteria to prioritize internal and external requests to conduct research; in developing a process to communicate with departments and programs when research is being conducted in their area; receiving faculty requests for research and prioritizing requests; providing input into development of the annual ARCC self-assessment narrative (until this was no longer required); providing recommendations and feedback to the Office of Institutional Effectiveness on presentation of data and reports provided to faculty; and providing recommendations for research to assist faculty in the evaluation and improvement of student learning and achievement. As part of the spring 2014 FLEX day presentations, members of the committee held the workshop, *Putting Research to Work: Tools to Support Students, Courses and Programs*, designed to generate discussion of educational research among faculty and to encourage faculty to utilize the request process for gathering data and research through the office of Institutional Effectiveness ([1.B.19](#)). Some members of the committee have reported that they have shared ARCC results with students in their own classrooms. This serves as an indicator of the extent to which faculty are increasingly looking to institutional evidence to inform themselves about the effectiveness of the institution as a whole in supporting student learning and achievement outcomes. The most recent release of the ARCC Scorecard in 2013 from the Chancellor’s Office, along with the broad media coverage of the release, facilitated even broader interest in and dialogue about the ARCC data at LBCC than in previous years. The vice president of Administrative Services invited the dean of Institutional Effectiveness to share the ARCC Scorecard at one of her division meetings in spring of 2013 ([1.B.20](#)).

Since the last comprehensive self evaluation, the college has undergone a significant cultural shift in terms of institutionalizing the process of an integrated planning and review cycle that centers on the multifaceted aspects of student success. At the department level, all units of the college participate in the annual planning process and in a three-year review cycle. Department planning begins for instructional areas in spring when draft plans are developed and peer reviewed. The following fall, these plans are finalized taking feedback from peers and incorporating updated student achievement and enrollment data and knowledge about

current demands or constraints on the department. The content and format for each plan is standardized through use of TracDat, the database into which plan information is entered and stored. Each plan includes the following core components:

- Department mission
- General description of the programs supported by the department
- Narrative summaries of data on student access (enrollment), department efficiency (Weekly Student Contact Hour, Full-Time Equivalent Student) and effectiveness (course success, completion, retention and certificate and degree completions)
- Description of internal and external conditions that impact the department (including industry and labor market trends)
- Listing of faculty and staff in the department
- Names and titles of department members who participated in development of the plan
- List of department accomplishments from the previous academic year
- Projects/Strategies proposed (including the Educational Master Plan goal the project/strategy supports), rationale for the project, responsible parties, the campus that is supported by the project
- Resources needed to implement the project/strategy

The plans are submitted to the next level in the annual process, which, for instructional areas, is the school planning group (1.B.21). These are posted on the college's planning website <http://www.lbcc.edu/ProgramReview/InstDptPlans13-14.cfm>. Department plans from previous years are archived and continue to be available on the website <http://www.lbcc.edu/ProgramReview/InstructionalAreas.cfm>. Resource requests are prioritized at this level and forwarded as part of the school plans to the vice president of Academic Affairs for further prioritization and incorporation into this higher level of planning (1.B.22). School plans are also posted on the website at <http://www.lbcc.edu/ProgramReview/InterLevel.cfm>. Student Support Services and Administrative Units use the same planning template, except that these units review and modify their goals each year, rather than articulate new "projects or strategies" (1.B.23, 1.B.24). Annual plans, along with Service Unit Outcomes (SUO) assessment reports, for Student Support Services and Administrative Units are also posted on the college's website <http://www.lbcc.edu/ProgramReview/AdminSSPlans.cfm>.

All units are encouraged to develop goals or projects for a three-year period to align with the *three-year program review cycle*. In this way, reasonable time is allowed for departments to collect data on the effectiveness of the department achieving its goals or implementing projects/ strategies. Each year, and at any time when data is available through course, program or department SLO and SUO assessments, departments enter information into their SLO or SUO assessment plans (which includes assessment results, the extent to which actual results meet standards set by faculty or staff, and actions taken in response to analysis of the results). Templates for completing program reviews are different for instructional departments than for the Student Support Services and administrative units based on needs and input from the different areas. The Department Plan/Program Review Subcommittee has led work to refine the template for instructional programs. The prompts guide programs to summarize and interpret data provided on enrollment, student achievement, and staffing. A core set of questions ask programs to summarize SLO data collected, describe how SLOs are assessed and used for program improvement, discuss how each action or change is based on

SLO assessment results, and explain how those contribute to the improvement of the program. Another set of questions ask programs to describe development and any changes in program goals over the previous three years, discuss steps taken to address each goal and the results observed, and to state plans for future change based on SLO data. Finally, programs are asked to discuss how program SLOs and department goals are integrated with and support institutional goals and initiatives ([1.B.25](#), [1.B.26](#)).

Departments are encouraged to solicit input from as many members as possible, and they are requested to document those participants in the reviews themselves. The peer validation processes involve considerable discussion that improves the peer reviewers' knowledge of the process and informs them of the work of other departments. Feedback from the peer reviews helps to improve the overall quality and effectiveness of the plans and program reviews. The communication between departments and peer reviewers was captured asynchronously through use of a web-based tool beginning 2011 in order to accommodate often conflicting faculty schedules ([1.B.27](#)). This was fairly effective, but in spring 2014, the Department Plan/Program Review Subcommittee began work to establish a stronger peer review process that models that of accrediting visiting teams where the review team commits face-to-face time to more deeply discuss submitted reviews and provide specific and more useful feedback ([1.B.28](#)).

Considerable dialogue also occurs in ways that cut across institutional departments and levels. For example, faculty professional development workshops, FLEX activities and special projects center on supporting faculty to hone their teaching approaches to improve student learning. One example is the Teaching and Learning Institute conducted by the Faculty Professional Development Office in fall 2012. The Institute was designed to show the connection between how the brain functions and effective teaching and learning strategies. The objectives were to foster innovation in instruction, help instructors create an emotionally supportive learning environment for students, and promote student engagement in the learning process ([1.B.29](#)). The [Faculty Teaching and Learning Center](#), which was established in accordance with the college's 2007 Student Success Plan, hosts and supports various professional development efforts. These include the Teaching and Learning Institute, a faculty-led seminar on student learning and creating student-centered learning environments; Faculty Innovation Grants, which are grants awarded to faculty members to pilot short-term, innovative projects; webinars on current and relevant topics related to the classroom and broader educational issues; and book clubs, where all members of the college community are invited to participate in lively intellectual dialogue on scholarly literature and current issues and innovations in education.

As mentioned, data from the California Leadership Alliance for Student Success (CLASS) have been discussed at several Board of Trustees' meetings, making the Board aware of and more fluent in using the language of student success achievement data ([1.B.2](#)). The same data have also been shared by the dean of Institutional Effectiveness with Academic Council and with academic deans and special guest speakers and discussion facilitators Terry O'Banion, past president of the League for Innovation in the Community College, and Kay McClenney, director of the Center for Community College Student Engagement in Austin, Texas.

The Assessment of Student Learning Outcomes (ASLO) Subcommittee continues to focus on ongoing assessment of student learning at the course, program, and institutional levels.

Regular updates from the chair of the ASLO (who also serves as the college's SLO Coordinator) are provided at monthly department head, Curriculum Committee, and Academic Senate meetings.

Dialogue across educational institutions in Long Beach has taken place in earnest since the early 1990's when the Seamless Educational Partnership was formed among CSULB, Long Beach City College and Long Beach Unified School District (LBUSD) to ensure that more students graduate from high school prepared for college. The partnership encouraged and supported ongoing collaboration and reciprocal learning. The Seamless Partnership continues to thrive in large part because of the commitment from the leadership of these three institutions. Data are shared and utilized to identify, prioritize, and address the needs of freshmen and transfer students. Equitable student access, retention, progress toward degree and graduation are hallmarks of the partnership agenda.

The most recent and significant enhancement to this longstanding partnership is the Long Beach College Promise, first implemented in fall 2008, which is a commitment between Long Beach Unified School District, Long Beach City College, and California State University at Long Beach. The goals of the Promise are to improve college preparation, access, and completion for members of the greater Long Beach Community. Each of the three institutions provides significant programs and support to their students; together these programs comprise the [Long Beach College Promise](#). An important benefit to students from the Long Beach Promise has been guaranteed first-semester paid tuition at LBCC for all incoming LBUSD high school graduates. Long Beach Promise symposia have been hosted by Long Beach City College for three consecutive years and have brought together faculty from the three institutions to discuss ways to better align curricula and outcomes for students. Faculty has expressed strong support for these symposia and has noted that what they have learned from their colleagues has impacted the content and manner of their teaching. Annual reports focus on the measurable student outcomes of these efforts ([1.B.30](#)).

The educational partnerships that were developed and nurtured as part of the Long Beach Seamless Education partnership and then as the Long Beach Promise have more recently evolved into Long Beach City College's Promise Pathways program. Promise Pathways is a structured multi-semester program in which students benefit from several innovations including alternative placement and first-semester success plans with registration priority. Participating students are placed into English and math courses based on a placement mechanism that includes measures of high school achievement in addition to standardized assessment results. Pathways students are also required to sign a mutual responsibility agreement to participate, enroll full-time, complete key foundational courses beginning in their first semester, and participate in specific support activities such as a success course. In order to provide an organizational infrastructure and venue for ongoing and substantive discussion about the components of the program and the evidence used to evaluate its effectiveness, the Promise Pathways Coordinating Team was established. Reporting to this Coordinating Team are several Initiative Groups formed to create, implement, review and recommend improvements, based on qualitative and quantitative effectiveness data, on key components of the Promise Pathways student experience. These initiative groups include Preparation for College, Post-Secondary Success, Counseling, and Expanding Pathways ([LBCC Promise Pathways](#)).

The Student Success Committee (SSC), a standing committee established by the College Planning Committee in 2008, was charged to oversee the implementation, monitoring and ongoing update of the college's Student Success Plan ([1.B.31](#)). Much of the discussion at the meetings of the SSC focuses on available data that inform the Committee on the effectiveness of the various Student Success strategies underway at the college. There have been regular presentations from staff from the Office of Institutional Effectiveness, some of whom are standing members, on results from the first-year implementation of the college's alternative placement and prescriptive scheduling pilots of Promise Pathways. Results from the Student, Faculty and Staff Surveys from the Promise Pathways first-year implementation have also been discussed at SSC meetings. Annual reports on the effectiveness of Supplemental Learning Assistance (SLA) required for more than 40 gateway courses and delivered in the Student Success Centers have also been shared with the SSC ([1.B.32](#)). In order to expand and focus the discussion of data included in this college-wide report, the SSC recently requested that the Office of Institutional Effectiveness produce individual research briefs for each of the departments that provide classes requiring Supplemental Learning Assistance. The intent is that these customized and focused analyses can be more readily used for discussion on how to make improvements at this level to the SLAs themselves or to inform faculty on the implementation of other forms of supplemental support that best serve students in each subject area. The Student Success Committee was also instrumental in leading efforts to administer the Community College Survey of Student Engagement (CCSSE). Members determined that despite numerous discussions of quantitative data on the effects of Promise Pathways, SLAs, and cohort-based student basic skills progress-tracking, there has been relatively limited qualitative data discussed that illuminates the student experience aside from the 2013 Research and Planning Group's report *Student Support (Re)defined: Using Student Voices to Redefine Support*. Committee faculty informed the Academic Senate of its support to implement the CCSSE, and in fall 2013, the Senate voted to support its administration, which took place for the first time in spring 2014 ([1.B.33](#)).

### Self Evaluation

The Board of Trustees sets the expectation at the highest level that the college is accountable to focus on and improve rates of student progress and completion of student educational goals. Even very difficult discussions at Academic Council and Board of Trustees meetings about program discontinuance centered on program effectiveness and the improvement of the institutional process that guides decision-making about discontinuing instructional programs ([1.B.34](#), [1.B.35](#)).

Discussions among faculty and staff about data that emerged from the college's participation in the CLASS Initiative, in the review of five-year trends in measurable objectives developed to monitor the college's effectiveness in meeting the goals of its Educational Master Plan, in the annual ARCC reports, along with discussions about the concerted efforts at accelerated learning and progress in foundational skills at other California Community Colleges, all culminated in undeniable dissatisfaction with and call to action to improve the rates of degree and certificate completions and in student progress in foundational skills development. These discussions laid the foundation for the significant institutional commitment of time, energy, and resources into the Promise Pathways program and in implementing key strategies of the Student Success Plan. At the same time, many groups still struggle with interpreting

some of the data, which is often complex and dependent upon a precise understanding of the methodology used to define the metrics, or there are disagreements about what the data actually mean. The college's research analysts continue to work at meeting with faculty and staff to explain the data and to find ways to make its presentation clearer and more readily comprehensible. Part of this work requires making clear the explanatory limitations of the data and the need for discussion about how the educational context is important in order to explore ways to feasibly seek solutions for improvements in student learning and success.

The most recent discussions among members of the SSC have circled back to the metrics identified by the college to measure student success. Despite general support for the measurable objectives articulated in the 2011-16 Educational Master Plan, some faculty members continue to voice concerns about the adequacy of these metrics in capturing real and important student achievements. In particular, the Career and Technical Education departments cite job placements and advancements that result from individual course completions without the need for the completion of certificates or degrees. Ongoing discussions may lead to recommendations from the SSC to enhance the college's shared understanding of "student success" and to expand the objectives of the EMP to incorporate such "skill builder" achievements ([1.B.36](#)).

Given 100 percent completion of all department, school and vice president-level plans and all department and program reviews, along with a series of process improvements that have been implemented annually since 2009, the college considers itself to have reached a state of sustainable continuous quality improvement for both planning and program review. As the instructional program review process continues to evolve and improve, faculty are sharing results of individual reviews more broadly in discussions at the Curriculum Committee. This broader sharing and discussion of the content of program reviews has occurred just recently, however, and needs to continue and to happen more systematically.

As the Assessment of Student Learning Outcomes Subcommittee continues to make progress in assessing the college's General Education Outcomes (GEOs), these results will figure more prominently and widely in college discussions. Since custom questions that address each of the college's GEOs were developed by the ASLO Subcommittee and are scheduled for administration as part of the Community College Survey for Student Engagement (CCSSE) in spring 2014, these results will need to be discussed not only at ASLO meetings, but also shared with other faculty groups and the Student Success Committee.

#### Actionable Improvement Plans

The Department Plan/Program Review Subcommittee will collaborate with the Curriculum Committee and the College Planning Committee to determine ways to systematically facilitate dialogue about the findings of program review that center on improvements in student learning and academic achievement and that carry forward key findings and challenges to these higher level planning groups.

The recently hired Educational Assessment Research Analyst will further instruct faculty who are not trained in data analysis and will accelerate and broaden efforts of the ASLO to analyze and broadly communicate results of GEO assessments. This analyst will also target those instructional departments with low percentages of courses and programs having

“completed the loop of assessment” to provide support needed to reach 100 percent of ongoing assessment.

The Office of Institutional Effectiveness will use the customized questions developed by the ASLO Subcommittee that collect student self- assessment about general education outcome improvements to supplement the Community College Survey of Student Engagement (CCSSE). First administration of this survey took place in spring 2014, with these GEO measures available summer 2014. The ASLO will use these survey results to communicate to the Curriculum Committee, the Academic Senate, and the college at large, results of all of the colleges five major GEOs, including communication, critical thinking, aesthetics and creativity, civic engagement, and wellness.

The Office of Institutional Effectiveness is working to deploy its research analysts to meet more often and directly with departments and serve as data “facilitators” so that there is greater clarity about the meaning of the data and so that faculty feel more comfortable with analyzing the data themselves and engaging with it in ways that more broadly and effectively lead to strategies for improvement.

The Student Success Committee will continue to discuss what the college means by “student success” and make recommendations, as needed, to the College Planning Committee regarding any modifications to the Educational Master Plan goals and measurable objectives that may emanate from these recommendations.

**I.B.2. The institution sets goals to improve its effectiveness consistent with its stated purposes. The institution articulates its goals and states the objectives derived from them in measurable terms so that the degree to which they are achieved can be determined and widely discussed. The institutional members understand these goals and work collaboratively toward their achievement.**

### Descriptive Summary

The Educational Master Plan Oversight Task Force was deliberate and explicit in setting the criteria for the 2011-16 Educational Master Plan (EMP). In a document submitted to and approved by the College Planning Committee in September 2010, the Task Force called for a Plan that should do the following:

- Inform key college efforts and initiatives,
- Provide for regular reviews and updates,
- Include reviews used for periodic reporting to internal and external groups on goal progress,
- Be dynamic to accommodate revisions if necessary,
- Establish integration with Program Review and Planning (including outcomes assessment), and
- Inform key performance indicators at the institutional level.

This document further established that the goals of the new EMP should:

- Be related to student learning and achieving educational and career goals,
- Be related to achieving economic and workforce development goals,
- Be informed by and inform other major college plans (Facilities, Technology, Distance Learning, Student Success, Staff Equity, PCC, Faculty Professional Development),
- Align with the president's agendas for the college and with the Board of Trustee goals, and
- Be limited in number and focus on key initiatives for the next five years.

In addition, it was agreed, through approval of this document, measurable or observable objectives for each goal should:

- Be amenable to quantitative and/or qualitative assessment,
- Include baseline data when available and targets (for improvement), and
- Be supported by a limited number of objectives that realistically may be accomplished in five years ([1.B.37](#)).

The development of the 2011-16 EMP was an extensive process, in part, because extra time and care was committed to the establishment of baseline metrics and targets for improvement especially in support of the goals for Student Success and Equity (these are shown in IB1 on page 13). As mentioned, a workgroup was formed that made recommendations to the EMP Oversight Task Force regarding achievable yet aspirational targets for improvements. Members of the workgroup were identified largely based on the extent to which their departments were implicated by the outcome measure; thus, faculty from the English, Math and Reading Departments and the CTE area whose course and sequence success rates were identified by the college-readiness metrics for student success, were invited to participate.

EMP objectives are used to inform lower level goals of a division or school. A number of the academic schools and departments set measurable objectives for certificate and degree completion within their own areas, as subcomponents of the entire college. For example, a goal from the 2012-13 Plan for the School of Business and Social Sciences was to “increase course success rates and close the gap between School (62.09 percent) and college-wide (65.72 percent) averages.” Another goal of this school was to “ensure core course offerings and student-centered scheduling at both LAC and PCC to enhance the support of student completion of programs and transfer” ([1.B.38](#)).

Understanding of the institution's goals is enhanced and reinforced each year as the departments utilize the EMP goals to inform their own plans and reviews, as special initiatives are evaluated in terms of the extent to which they impact progress toward achieving measurable targets (Promise Pathways is making a significant impact on the Student Preparedness objective to “double the number of first-time students who complete transfer-level English, math and reading in their first year of attendance at LBCC”), and as annual reviews of EMP goal progress are conducted by the College Planning Committee. (The first review using the new metrics was done in spring 2013). Two meetings of the spring 2013 CPC meetings were dedicated to compiling and reviewing information regarding progress toward achieving each of the goals and measurable objectives of the Educational Master Plan. Multiple areas contributed input including the Office of Institutional

Effectiveness and each of the vice president-level areas (Academic Affairs, Student Support Services, Administrative Services, Human Resources, and College Advancement and Economic Development). The resulting document is comprehensive and evidence-based (1.B.39). Another notable outcome of the review was the observation that the college had not clearly established actionable strategies to close gaps in student progress and completion outcomes, in accordance with the objectives of the Equity goal. This observation led the CPC to establish, at the end of spring 2013, School Equity Task Forces charged with “further inquiry into the identified gaps in student performance in achieving transfer-directed, transfer-prepared, transfer outcomes, and certificate and/or degree completion” and to “develop strategies to close gaps for students underrepresented in the achievement of these outcomes.”

Central to the EMP goal to improve Student Success is the objective that articulates that through Student Learning and Service Unit Outcomes assessment, the college will maintain and enhance the quality of academic and support programs and services. The inclusion of this objective was a deliberate attempt by the college to ensure the maintenance of quality learning while simultaneously striving to achieve aggressive targets for improved rates of certificate and degree completions and transfer (1.B.16, p. 10).

In 2010, the college commissioned KH Consulting to assist in developing a modified program assessment methodology that would support more effective program reviews, especially for the college’s Career and Technical Education programs. This work, conducted in collaboration with the CTE Subcommittee of the Academic Senate, involved the participation of 41 (about half) of the college's CTE programs. Data were collected on 15 key indicators used to inform improvement efforts by the CTE program faculty. The project utilized a “scorecard” where multiple perspectives were used as a framework for the development of the key indicators. These perspectives included faculty, students, community employers, and the educational community in the local region. Some of the indicators include data on program cohort completion rates, comparable completion rates from competing community colleges in the local area, input from local businesses regarding job demand, and satisfaction with LBCC program completers (1.B.40). Based on the work of this assessment project, the Office of Institutional Effectiveness has enhanced the “data packets” that had been provided previously to all departments. To date, comparative completion rates for other community colleges and wage information have been added to the standard data packets for all departments and programs for their use.

### **Types of evidence used to demonstrate progress toward achieving college goals:**

#### *Educational Master Plan Scorecard 2011-12*

At a glance, the most pronounced area of improvement, as indicated by the green arrows of the EMP Scorecard, is the annual count of certificates awarded (from a 5-year average baseline of 528 to 612 in 2011-12). Based on this degree of improvement, the college is confident that the target of 686 certificates can be reached by 2016 under the 2011-16 EMP. Success rates in CTE courses among Hispanic and Asian/Pacific Islander/Filipino students also showed promising gains with the 2011-12 data. Areas where progress was observed for the 2011-12 year, but not at a rate yet sufficient to meet the 2016 target include: completion

of transfer-level English in the first year, completion of transfer-level reading in the first year, and the success of African American students in CTE courses. ([1.B.41](#), [1.B.42](#)).

*Annual Institutional Effectiveness Report*

During this accreditation cycle, there have been substantive and diverse changes to the landscape of evaluation of institutional effectiveness in the state of California:

- The advent of the California Community College Chancellor's Office Accountability Reporting for the Community Colleges (ARCC Reports) in 2007, the revisions that it went through, and its re-invention in 2012 as the Student Success Scorecard
- Improvements of the CCCCO Datamart with more robust tracking and disaggregation tools
- The evaluative push from the California Basic Skills Initiative

As a result of these changes, the college has embarked on a gradual transformation of its evaluation of institutional effectiveness by working to align the college's assessments of its effectiveness via its annual reports with these changes in key statewide and national performance indicators while continuing to provide local context where there were pressing institutional questions not addressed by those indicators. A key purpose for this shift was to reduce confusion that many stakeholders at the college have experienced as they have been buffeted by vast arrays of similar performance indicators but with slightly different calculations or using somewhat different denominators. The institution is seeking to simplify and focus the conversation on those indicators that the state and, separately, the college have found to be the most meaningful. Thus, the college's annual reports are being reorganized around the key performance indicators of the statewide Student Success Scorecard and the measurable objectives of the college's Educational Master Plan ([1.B.43](#), [1.B.44](#), [1.B.45](#)).

*Special project or initiative evaluation reports*

The Office of Institutional Effectiveness prepared data at the conclusion of its Title V Basic Skills Grant for the improvement of Latino student learning and success ([1.B.4](#)). Highlights of changes reported in student performance from a 2005 baseline to 2010 are as follows:

- Full-time students enrolled in basic and foundation skills courses in 2010 had higher rates of success than students enrolled in 2005 (an increase from 50.9 percent to 58.0 percent).
- Full-time Latino students enrolled in basic and foundation skills courses in 2010 increased from 52.4 percent in 2005 to 58.0 percent.
- Part-time Latino students also showed increased rates of success in key foundation skills courses, from 43.9 percent in 2005 to 51.5 percent in 2010.
- Success rates for Latino students in transfer-level English, math and reading courses increased from 48.5 percent in 2005 to 58.0 percent in 2010.

The complete analysis is contained in a Summary Data Packet, comparing student performance from fall 2005 to fall 2010 ([1.B.46](#)).

Evaluation of the first year of the Promise Pathways shows an increase in the number and percentage of students who completed key early educational milestones, including successful completion of transfer-level English (from 12 percent to 41 percent) and math (from 5

percent to 12 percent) in their first year. Their success rate exceeded the successful completion rates typically attained by students in six years. In addition, access to and entry into transfer-level courses increased for all demographic groups without significantly affecting course success rates. Rates of achievement of these milestones increased for every demographic group with some of the largest relative gains made by Latino and African American students. In fact, the rates of achievement of these milestones by students of color in the Promise Pathways in 2012 outpaced those of White students in 2011 in every case save one. The percentage of entering LBUSD high school graduates who showed “behavioral intent to complete” rose from 57.9 percent to 72.1 percent and “behavioral intent to transfer” rose from 12.9 percent to 35.9 percent with the Promise Pathways 2012 entering cohort. It should be noted that these outcomes resulted from multiple strategies that are part of the program ([1.B.47](#)).

*College Facts posted for each primary academic term:*

One factor that is known to strongly predict student completion is full-time status. LBCC realized a 31 percent increase in the percentage of students carrying a course load of 12 or more units (from 29 percent in fall 2011 to 38 percent in fall 2012. (See the College Facts ([1.B.48](#)) on the [Research Documents](#) page on the Institutional Effectiveness website.)

*Data reported in department and school plans and in program reviews*

Faculty utilizes the data provided to them by the Office of Institutional Effectiveness each year to inform department plans and program reviews. Documented evidence of improvements, often resulting from targeted projects and strategies intended to result in student learning and achievement gains, is pervasive in these documents stored in TracDat and posted on the [Program Review](#) website. Here are a few examples:

- Social Sciences showed an increase in degrees granted, from four in 2009-10 to 42 in 2011-12 ([1.B.49](#), p. 3).
- The Learning and Academic Resources Department reported that the overall success rate for courses offered by the department had increased from 60.13 percent in 2009-10 to 64.01 percent in 2011-12 ([1.B.50](#), p. 1).
- Matriculation provided assessment services to 43,859 students in 2012-13 (a 26 percent increase from 2010-11) and orientation to 13,109 new students (a 29 percent increase since 2010-11) ([1.B.51](#), p. 3).
- The rate of associate degrees per 1,000 enrollments in the Business Administration Program increased by nearly 30 percent from 2010-2011 to 2011-2012. The rate for students in the program to earn certificates increased by more than 12 percent during the same period ([1.B.52](#), p. 3).
- Course success rates in the Baking and Pastry Arts Program increased from 81 percent in fall 2009 to 88 percent in spring 2012 ([1.B.53](#), p. 1).
- The School of Language Arts increased the number of AA degrees and certificates from 59 awarded in 2011-12 to 74 in the 2012-13 year ([1.B.54](#), p. 1).

Other examples are the SLO assessment results described in the program review for Baking and Pastry Arts. One program SLO is to “synthesize the principles and reactions of basic baking ingredients and their properties alone and when combined with other ingredients.” Assessment results for this SLO showed that “only 36 percent of the students met the criteria of 70 percent of all questions answered correctly.” These results led faculty to pinpoint the fact that advanced coursework had been offered without sequential pre-requisites for each subsequent course and that a majority of the students in the program had been taking courses non-sequentially. Further analysis and discussion led to the stated plan for improvement: “The Baking and Pastry Arts Program would like to establish itself as an “educational cohort”-type Program, wherein the students begin the Baking and Pastry curriculum at one time, and they work through the courses together as a group, in sequential order. (See Baking & Pastry Arts Program Review, 2012-13, [1.B.26](#)).

### Self Evaluation

During this accreditation cycle, the college has made great strides to articulate its goals in terms of measurable objectives. Since the objectives and targets for institutional performance were developed as part of the planning process and overseen by the College Planning Committee, constituent groups generally understand the goals and objectives. Complete understanding of the precise definitions for each of the metrics is probably limited, however, to staff in the Research office, although the methodology is posted on the web as an addendum to the Educational Master Plan. Broad-based understanding and utilization of the Educational Master Plan goals are evidenced by the fact that the Department Planning/ Program Review Subcommittee of the Curriculum Committee voted to use the Educational Master Plan goals to direct the development of department-level “projects and strategies” rather than regularly devise goals of their own. It was deemed that the ongoing work of the departments is, in fact, always directed to support these institutional goals. School-level and vice president-level goals and priorities often point to EMP goals as well.

Focus group discussions with constituent groups in spring 2013 revealed awareness of the institutional goals, especially among participants in development of the EMP, and broad commitment toward achieving those goals ([1.B.55](#)). In addition, results from the LBCC Employee survey from fall 2013 ([1.B.56](#)) show strong agreement with the statement “I understand my role in helping LBCC achieve its goals (4.26 out of 5, one of the highest average ratings of all statements in the survey). Still, the college would like to improve awareness and internalization of these goals. People are aware of them in a general sense, as they know they focus on student success. Still, top-of-mind awareness of the extent of improvement needed in any given year to reach the targets set in the EMP would likely improve focus even further.

### Actionable Improvement Plans

The Office of Institutional Effectiveness will continue working to further educate faculty and staff on the meaning of student success metrics. In addition, it will continue to establish consistency among data reported at the highest level and to simplify presentation of this data to facilitate greater ease of comprehension.

**I.B.3. The institution assesses progress toward achieving its stated goals and makes decisions regarding the improvement of institutional effectiveness in an ongoing and systematic cycle of evaluation, integrated planning, resource allocation, implementation, and re-evaluation. Evaluation is based on analyses of both quantitative and qualitative data.**

### Descriptive Summary

In response to recommendations made by the 2008 comprehensive visiting team, the college carefully redesigned, documented, and implemented its planning and review process. Early implementation of the new process is described in the 2009 follow-up report submitted to ACCJC and members of the evaluation follow-up team. In its 2009 report, the follow-up visiting team observed, “The college is fully implementing its program planning and review process. . . At the time of the team visit, 100 percent of all program plans and validation reports had been submitted.” The team concluded, “The college is to be commended for meeting the requirements of the Standards associated with this recommendation in a relatively short period of time. Its challenge will be to maintain the momentum and support for its efforts for the long term. The team concludes that the college has met this recommendation.”

The eight-step process is fully described in the Program Planning and Program Review Process document approved in May 2009 ([1.B.57](#)). A summary of the major steps of the process is provided in the Program Review/Program Planning Information Flow document. The steps and major activities and flow of information are as follows:

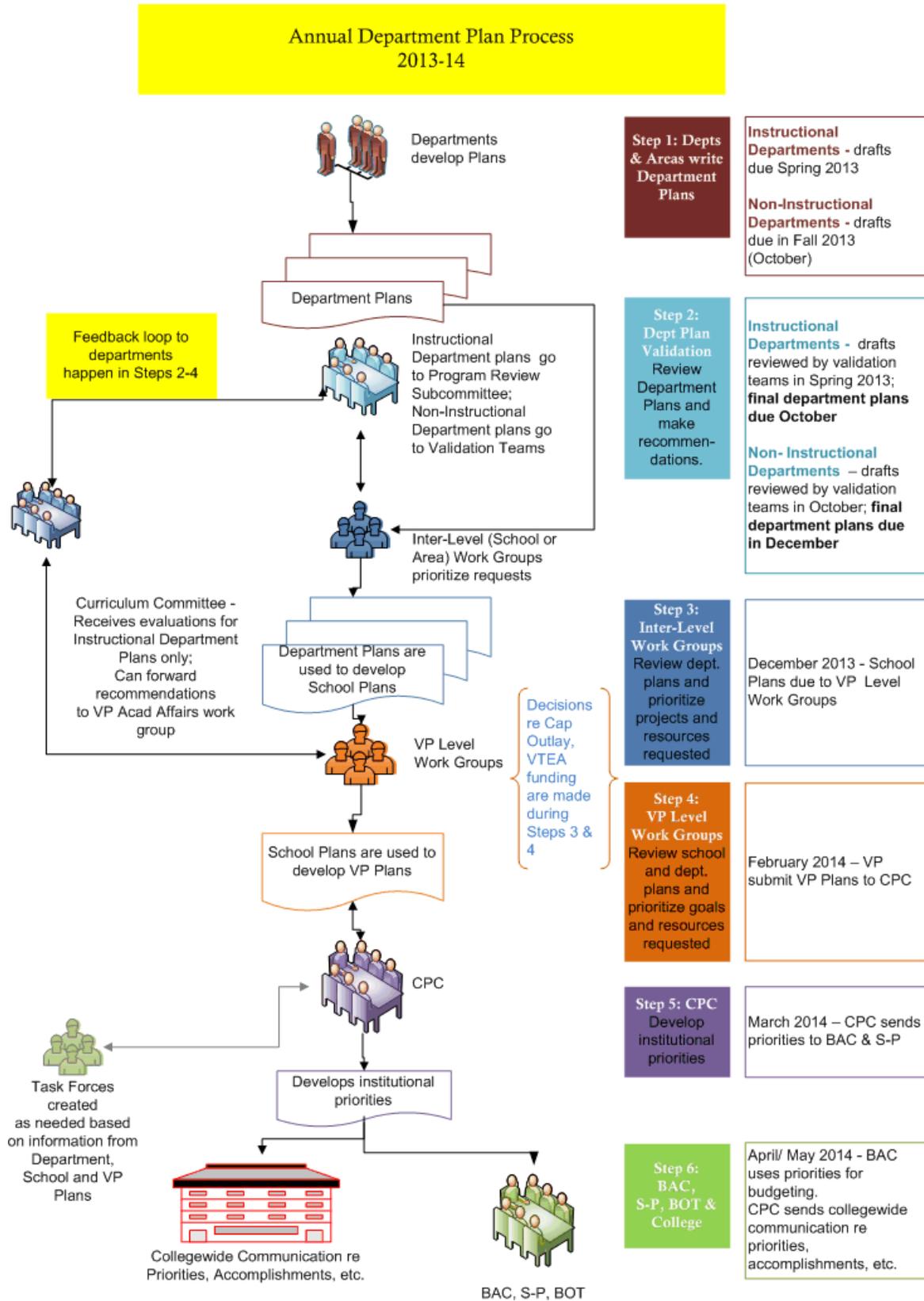
- Step 1** – Department and program level plans and reviews are developed. Plans are completed by all units of the college and submitted every fall in order to inform the budget process for the following year.
- Step 2** – Instructional program and department level reviews and plans are forwarded from the Program Review Subcommittee for peer review and feedback. Non-instructional program reviews and plans from the Student Support Services and administrative units forward their reviews and plans to their respective validation teams.
- Step 3** – Refined plans and reviews are finalized and forwarded to inter-level planning groups. These are schools in the case of instructional units. Non-instructional program reviews and plans are forwarded to the appropriate vice president level planning group.
- Step 4** – Inter-level plans and reviews are forwarded to vice president level planning groups. Each of these groups consists of faculty, administrative, and classified staff.
- Step 5** – Consolidated plans and resource priorities are developed for each vice president level planning group, which are forwarded to the College Planning Committee.
- Step 6** – The CPC determines budget priority recommendations that are forwarded to the Budget Advisory Committee for inclusion in the budget assumptions for the following year’s budget. The CPC also forms task forces as necessary to address

and advance college-wide issues and initiatives that arise from the planning and review process.

**Step 7** – The Superintendent-President, after presentation and discussion with the Board of Trustees of the accomplishments and of the planned projects and initiatives developed through the planning and review process, provides a written acceptance and general response to the CPC.

**Step 8** – The task forces created under CPC provide status updates on their charges and deliverables.

A visual diagram of the process and information flow appears on the next page.



Planning is integrated primarily through the process that begins at the department level and continues through successively higher levels of planning and prioritization at the school, division, and institutional levels. Departments and schools must provide, as part of their plans, sound rationales for each funding request and its connection to student success. There are several prioritization processes that are informed primarily by information contained in department and school plans; these include capital outlay and VTEA and other grant, and hiring priorities. Needs that rise to the vice president level plans are made available to other standing committees responsible for monitoring implementation of major college plans, such as the Facilities Advisory Committee and the Technology Plan Oversight Task Force.

In addition to the eight-step planning process, the institution relies on the College Planning Committee to monitor the work of its standing committees, all of which lead the implementation of plans that have been designed to advance the college's progress within their respective functional Areas. The Student Success Committee reports annually to the CPC on progress implementing the Student Success Plan initially adopted in fall 2007. The Facilities Advisory Committee updates the CPC on implementation of the 2020 Unified Master Plan. The Staff Equity Committee provides updates on implementation of the Staff Equity Plan, and so on. All major [college-wide plans](#) have official oversight through the planning structure either by a standing committee or by a task force that also reports directly to the CPC. The Pacific Coast Campus Educational Plan, for example, was completed with oversight from the Pacific Coast Campus Task Force and approved by CPC in spring 2011. This plan's implementation remains the responsibility of the task force. In spring 2012, the CPC clarified that resource needs that emerge through implementation of any of the major college plans would be prioritized by CPC who would then make recommendations to the Superintendent-President. Further action takes place at the Executive Committee ([1.B.58](#)).

A core component of the planning and review process is the use of evidence to inform ongoing planning and to assess the extent to which plans at all levels are achieved. The Follow-Up visiting team noted in 2009, "In addition to access, productivity, and achievement data, the instructional program review process includes data on progress toward unit goals, outcomes at all levels, and available assessment results. A similar outcomes- and assessment-driven process is in place for student services and administrative unit program planning and review." The Office of Institutional Effectiveness has as one of its primary responsibilities the provision of "data packets" to all instructional departments that are easily accessible from the web at the start of the fall term. These inform the development of plans and reviews. (See the web page [Data for Planning and Program Review](#)). Each year, the Planning Systems Analyst works with the Department Planning/Program Review (DPPR) Subcommittee to refine the presentation of data for ease of analysis, to provide guides that assist faculty to better understand the metrics used, and to add metrics that faculty deem necessary for more meaningful planning and review efforts. For example, in 2009 three-year trends were provided in data tables for each department. Based on input from the DPPR Subcommittee, the data was presented using graphs so that faculty using the information could more readily see the extent of progress achieved for a particular metric. For the 2013-14 plans, new data elements were added to the data packets which included comparative counts of certificate and degree completions at neighboring community colleges that offer the same programs and comparative wage data as compiled and reported by the California Community Colleges Chancellor's Office using the College Wage Tracker and Salary Surfer. Enrollment and success rates were also further disaggregated for departments based on time

of day of course offering. Subject-level data are provided for departments so that targeted improvements can be monitored at this level. For comparative purposes, each department is provided department, school and college-level comparison data.

At the time of this institutional self evaluation, the college has documented in its web-based database, TracDat, participation of all instructional, student support and administrative units in the annual planning process and in the three-year cycle of review. Although school reorganization and the discontinuation of 11 programs in 2012-13 created challenges to the ongoing planning and review processes, all departments submitted their annual plans on time and those disrupted programs that had fallen behind on their reviews completed them by spring 2013.

Key initiatives including implementation of the Student Success Plan and Promise Pathways are utilizing evaluative data to make decisions about ongoing use, modification or elimination of particular strategies and interventions to improve student success. The institutional commitment to carry out the research required for the evaluation is significant, as is evidenced by the resources allocated to maintain and expand staffing in the research office and to support its technology and information processing needs. (The office has a dean, director of research, two research analysts, a planning systems analyst, a business systems analyst who supports the maintenance and development of the data warehouse and Cognos reporting and analysis tools, and most recently, an educational assessment research analyst who is dedicated to support SLO assessment). Examples of the evaluative research conducted by the IE staff include evaluation of the effectiveness of the Student Success Centers, which were implemented in accordance with a key strategy of the 2007 LBCC Student Success Plan. There was an initial survey administered to determine students' satisfaction with all aspects of their experience utilizing the Centers and another to determine students' perceptions of the linkage between the Supplemental Learning Activities (SLAs) they complete in the Centers and their success in the related course ([1.B.59](#)). Observations were conducted at all four Centers to determine the consistency of practices and service levels at each ([1.B.60](#)). In addition, quantitative analyses of student performance in the courses with SLAs and in subsequent courses are also performed and reported annually ([1.B.32](#)). The research methods used to evaluate effectiveness have been increasingly refined, thereby controlling for self-selection bias and prior student performance. In fall 2013, the English Department requested research into the effectiveness of SLAs on student success in transfer-level English. Based on the findings of the more sophisticated analyses of the effect of the SLAs in the context of other interventions and factors, the department decided to remove the required SLAs from the course and to seek other interventions, some of which are being piloted with the Promise Pathways entering high school graduates.

Evaluation using statistical and qualitative methods has been employed with the development and ongoing refinement of the Promise Pathways first-year experience pilot. The decision to pilot an alternative placement model for incoming LBUSD graduates was, in itself, largely informed by a research study conducted by the Office of Institutional Effectiveness in collaboration with the California Partnership for Achieving Student Success (Cal-PASS). Five longitudinal cohorts of more than 7,000 LBUSD high school graduates were studied to determine what predicts how students assess and place into developmental courses, what predicts how students perform in those courses, and how well placement and performance are aligned. The research showed that high school transcript information was a far stronger

predictor of course success than standardized tests, either the California Standards Test (CST) or the ACCUPLACER tests used for placement in college courses ([1.B.61](#)). This research was validated by concurrent research emerging from the Community College Research Center at Columbia University. The Research and Planning Group of California sponsored a project intended to provide other colleges with technical support to conduct research similar to that carried out at Long Beach City College in order to reexamine their assessment and placement practices.

Alternative assessment using high school transcripts was first piloted in fall 2012 for English and math placements. The English Department decided, after extensive discussion with the director of Institutional Research about what the data showed regarding the predictive quality of high school grades, to pilot his proposal to place students who had earned A or B grades in their senior high school English course directly into transfer-level English. The Math Department settled on a model that utilized a combination of students' last math course taken in high school, grade in the last math class, 11<sup>th</sup> grade math California Standards Tests (CST) score, overall GPA in math, and overall high school GPA. Although significant gains in the completion of transfer-level English and math were observed for the first cohort of Promise Pathways, qualitative information from faculty, especially in the English Department about numerous struggling and failing students who had been directly placed in transfer-level English and about the challenges of faculty needing to manage more disparate levels of preparedness than they had ever faced prior to the alternative placement pilot, prompted changes to the pilot for the second cohort of Promise Pathways students. First, the predictive model was changed to use not only the students' last grade in English, but also overall GPA and the 11<sup>th</sup> grade CST score; it is also currently used in conjunction with assessment results to place students. In addition, the English Department created a new course called P-English (the "P" designates Promise Pathways) for students whose predicted likelihood of success was moderately high but whose assessment results would not place them into transfer-level English. Faculty teaching the P-English sections gave diagnostic assignments early in the semester and provided targeted interventions to move promising students into the transfer-level course, while keeping those with greater skill and knowledge gaps in the courses one or two levels below transfer. The English faculty teaching this course have reported greater satisfaction with the alternative placement using this model than with the model used for the first Promise Pathways cohort. Here is a clear example of the cyclical nature of the planning, review, modification and re-evaluation of components of the college's Student Success initiative.

Each of the pilot components of Promise Pathways, including the alternative placement, linked reading course, and success course and achievement coaches pilot have all been evaluated using quantitative and qualitative methods. Results are first shared and discussed extensively with the departments most directly impacted, and then communicated to the Promise Pathways Coordinating Team. Evaluative data have been used to inform and modify all of these pilots with the second year of the Promise Pathways program ([1.B.62](#), [1.B.63](#), [1.B.64](#), [1.B.65](#)).

### Self Evaluation

During this accreditation cycle the college has fully implemented and refined an integrated planning, review and resource allocation process. All units of the college have participated since the implementation of the process in 2009. Improvements in the quality of the plans and reviews are observable since the early implementation. These are credited to the validation teams and the Department Planning/Program Review Subcommittee for their efforts to make the process and resulting plans and reviews more meaningful and effective in securing resources needed to implement the projects and strategies articulated in their plans. Still, more effective participation in the process, not so much at the level of department planning, review and resource allocation, but rather at the level of institutional planning and participation on standing planning committees and task forces would improve the process.

Design of the processes ensures the use of evidence, both quantitative and qualitative, to inform departments, schools, divisions, and the institution as a whole of needed improvements. Each resource request must include rationales that describe how the resource is needed to implement plans designed to achieve improvements in student learning and achievement or in service effectiveness and satisfaction, in the case of student support and administrative units.

Despite the growing support of the process and recognition that it has improved department focus on key activities that better align with institutional goals, there are still occasions of disconnect between high and lower level plans so that departments may not be fully aware of the targets that directly affect them. Also, although during this cycle of accreditation transparency of resource allocations has improved, some departments have expressed concerns about why and how certain decisions are made regarding resource requests because there has not been a procedure in effect to report decisions back to departments and schools about the planning and resource (including facilities and human) requests that they had made.

The Planning Systems Analyst has been working with the academic deans and departments to refine the tools used to support this process. An Excel worksheet was implemented in 2010 but abandoned because people were, at that time, first learning the overall process and how to participate. With development of the 2014-15 school plans, a revised worksheet was used as well as single-paged documents summarizing the decision reached by the school planning group and the reason for the decision ([1.B.66](#), [1.B.67](#)). It will be important to evaluate whether this tool has been adequate in supporting the communication needed.

### Actionable Improvement Plans

The Department Plan/Program Review Subcommittee will collaborate with deans, department heads, vice presidents and the Office of Institutional Effectiveness to continue efforts to improve communication about resource prioritization decisions so that faculty and staff better understand the process and continue to learn how to more effectively make department and program improvements using the planning and review process. The next immediate step will be to determine how the worksheet containing department requests and school-level decisions and decision rationale can be modified to make it more user-friendly. Also, the Planning Systems Analyst will explore possible modifications to TracDat with the vendor so that this information can be entered into and extracted directly from TracDat.

At the March 21, 2014 meeting of the Budget Advisory Committee, members of the College Planning Committee held, for the first time and in accordance with fall 2013 modifications to the charge of the CPC, a joint meeting where institutional priorities developed by CPC, in part, through prioritization of the vice president-level plans, are incorporated in the budget assumptions for the upcoming fiscal year. Both bodies will evaluate the effectiveness of this change in fall 2014.

At the start of the planning process when department plans are being finalized for submission to the school or inter-level planning groups in October, communication will go out from the Superintendent-President and the College Planning Committee co-chairs restating the Educational Master Plan goals and performance targets as a reminder of the high-level goals that guide development of department projects and strategies. The Department Plan/Program Review Subcommittee will reinforce this communication in order to assist departments to better align their work with institutional goals and performance targets.

**I.B.4. The institution provides evidence that the planning process is broad-based, offers opportunities for input by appropriate constituencies, allocates necessary resources, and leads to improvement of institutional effectiveness.**

Descriptive Summary

Participation in college planning is provided at multiple levels of the planning process. At the *department level*, all faculty are encouraged to participate. However, it is usually the department head or a designee who leads the analysis of data and compiles the plan and review. These individuals are members of the Department Planning/Program Review Subcommittee and receive training from the chair of that subcommittee as well as from the Planning Systems Analyst on how to use TracDat.

At the *school level*, the composition of the planning groups is determined by the CPC and is organized and co-chaired by the area dean. One or two faculty members from each department within the area, depending on the department's preference, are to be chosen to serve on the group. The academic administrative assistant for the area, as well as any additional appropriate staff members, as agreed upon by the school, also comprise this level of planning group ([1.B.57](#), p. 44).

At the vice-president level, the planning group composition is also defined by the CPC and is organized and co-chaired by the area vice president and by a faculty member appointed by the Academic Senate (usually from the Academic Senate Executive Committee). Additional representatives from administration, faculty and staff who provide representation for all areas under the specific vice president's purview are included. Documentation of individual participation is solicited by the fields created in TracDat and appears in the plans that are ultimately produced ([1.B.57](#), p. 46).

The vice-president-level plans are carried forward to the College Planning Committee and used to develop annual *institutional* priorities that are sent on to the Budget Advisory Committee and used to inform assumptions of the upcoming fiscal year's budget ([1.B.68](#)).

Both of these standing committees include representatives from all constituent groups of the college.

Even with recent budget constraints, the college has relied extensively on its plans to allocate resources and to do so as efficiently as possible. Some of these allocations have utilized grant funding, and the Institutional Resource Development Department now requires that all grant requests support projects that have been prioritized at both the department and school levels. In 2008-09, a total of nearly \$142,000 was allocated using Block Grant funding to support 14 projects. Examples include \$55,000 to purchase books and periodicals for the LAC and PCC libraries; \$20,000 for microscopes to support a revised Biology Lab curriculum; and over \$5000 for a distillation system for the Organic Chemistry Lab. Over \$1 million of VTEA funding was allocated for the 2010-11 year. Some examples of CTE projects from within four of the college's academic schools that received VTEA allocations include lab expansions for Computer Business and Information Systems (now Computer Office Studies or COS), Commercial Music, Applied Photography, Emergency Medical Technician, Allied Health, Aviation, Sheet Metal and Welding, a lab upgrade for Culinary Arts, and simulation technology training for Vocational and Registered Nursing faculty. Cross-program projects received over \$420,000 of the 2010-11 VTEA allocations. Some examples include a CTE Career Counseling Enhancement project, a CTE Career Pathways Initiative, and a CTE Basic Skills project. 2011-12 VTEA allocations totaled over \$965,000: project examples include a Transfers Pilot project, Green Technologies Integration projects for HVAC and Construction programs, and lab upgrades for Fashion Design, Interior Design, and Dietetics/Food programs.

There are abundant examples from Academic Affairs where planning has directly informed resource allocations for improvement. The approval to hire full-time faculty for the 2011-12, 2012-13, 2013-14, and 2014-15 academic years was informed by plans written at the department and school levels. Despite workload measure reductions from the state since 2009 and the need to reduce the number of class sections offered, priorities established by the vice-president level Academic Affairs plans and in alignment with institutional priorities recommended by the College Planning Committee, augmentations to department budgets were made to increase "Golden Four" general educational offerings at the Pacific Coast Campus and to English, Math, Reading, Counseling and Learning and Academic Resources departments, in accordance with the needs to implement the Promise Pathways pilot. The vice president of Administrative Services at the September 10, 2013 meeting of the Board of Trustees presented recent allocations set for the 2013-14 fiscal year. Among the resource allocations identified that support the college's Student Success agenda include allocations to increase course offerings, a \$305,000 augmentation to the Basic Skills and Tutorial budgets to maintain support in the Student Success Centers amidst dwindling state Basic Skills Initiative funding, \$27,600 of stipends for ten Student Learning Outcome Officers, and a full-time permanent Educational Assessment Research Analyst for \$90,000 as a dedicated resource to faculty for SLO assessment, Learning and Brain Institute conference and travel fees of \$4150 to support faculty professional development, authorization of 17 new faculty positions at a cost of \$864,500, authorized 15 classified positions for \$1,122,000, and \$1 million of technology refresh funding to support implementation of the Technology Plan ([1.B.69](#)).

These college investments, informed by plans at multiple levels, are all contributing toward a variety of improvements. Departments are revising curriculum and delivering instruction based on the updated needs of those curricula. Faculty are being hired to replace retirees and to grow departments, based on their department plans. Instructional specialists, instructional assistants and tutors have been hired to develop and deliver supplemental learning assistance in the completely revamped Student Success Centers. Reallocations of funds have been directed by institutional priorities that support Student Success so that there are more courses in English, math and reading in order to increase students' ability to achieve significant educational milestones early in their educational careers, milestones that are known from national research to strengthen their momentum toward goal completion. (For example, the number of sections of transfer-level English sections offered in fall 2011 was 50. This was increased to 71 sections in fall 2012 and in fall 2013. The numbers of sections of the first course in Algebra increased from 44 in fall 2011 to 47 in fall 2012 and 51 in fall 2013.)

### Self Evaluation

Although the impact of the resources committed to the Promise Pathways pilot has been significant, the Academic Senate has voiced concerns about the allocation of resources to support Promise Pathways. Sections of English, math and reading were added to the 2012-13 and 2013-14 schedules in order to shift entering students' first-year experience to one that focuses on the foundational courses needed to succeed in transfer-level work in those subjects. Since Promise Pathways' evaluative data showed a positive impact from the achievement coaches, a second year of investment was directed to pay stipends for these coaches. Alternative placement has had an enormous impact on accelerating entering students' achievement of early educational milestones, even though this work required no additional resources beyond the additional effort from classroom faculty and staff in the offices of Matriculation, Outreach, Communication, Enrollment Services, and Institutional Effectiveness.

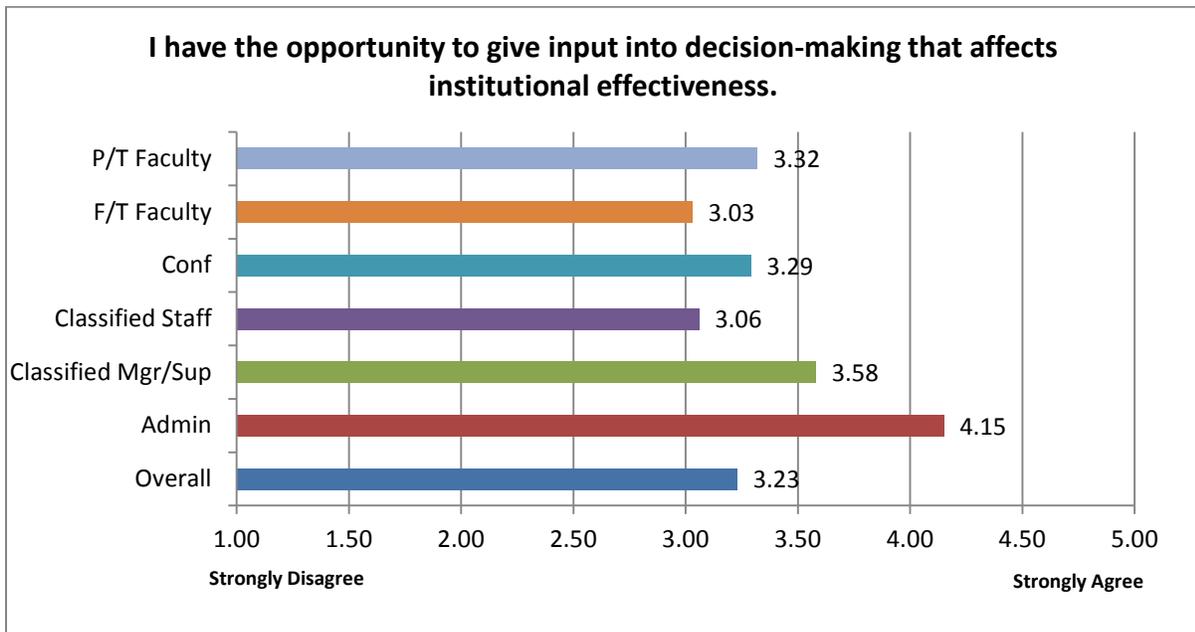
Aside from any specific concerns about resource allocations, at the start of the fall 2013 semester, leadership of the Academic Senate conveyed to the college administration its broader concerns about the Promise Pathways Coordinating Team and the various Promise Pathways Initiative Groups operating parallel to, rather than part of, the broader planning structure and processes of the college. Although numerous faculty were directly involved in the development and implementation of the different components of the Promise Pathways pilot, and especially those most directly impacted by the alternative placement pilot, prescriptive scheduling, paired reading and achievement coaching, the faculty at large and even many of the members of the Academic Senate shared their lack of awareness of the program other than the general impression that a great deal of institutional effort and resources had been dedicated to it. Given these concerns, the Academic Council, which comprises the executive leadership of the faculty Senate and the administration, kicked off the term with a retreat to address planning and governance issues in general. The accreditation co-chairs who conducted the faculty focus groups on governance, shared the results with the Academic Council at the start of the retreat and, for the remainder of time, members broke into work groups to discuss and document concerns around three major related issues including planning, communication, and trust and respect ([1.B.70](#)). Discussion continued at the next Academic Council meeting. The themes that emerged from the

Academic Council retreat were carried forward and shared with the College Planning Committee. A grid was utilized to further capture and clarify the position of Promise Pathways relative to other committees, aspects of the pilot that have worked well, aspects that did not work well, suggestions for changes to better integrate the work in the planning structure, and concrete next steps (1.B.71).

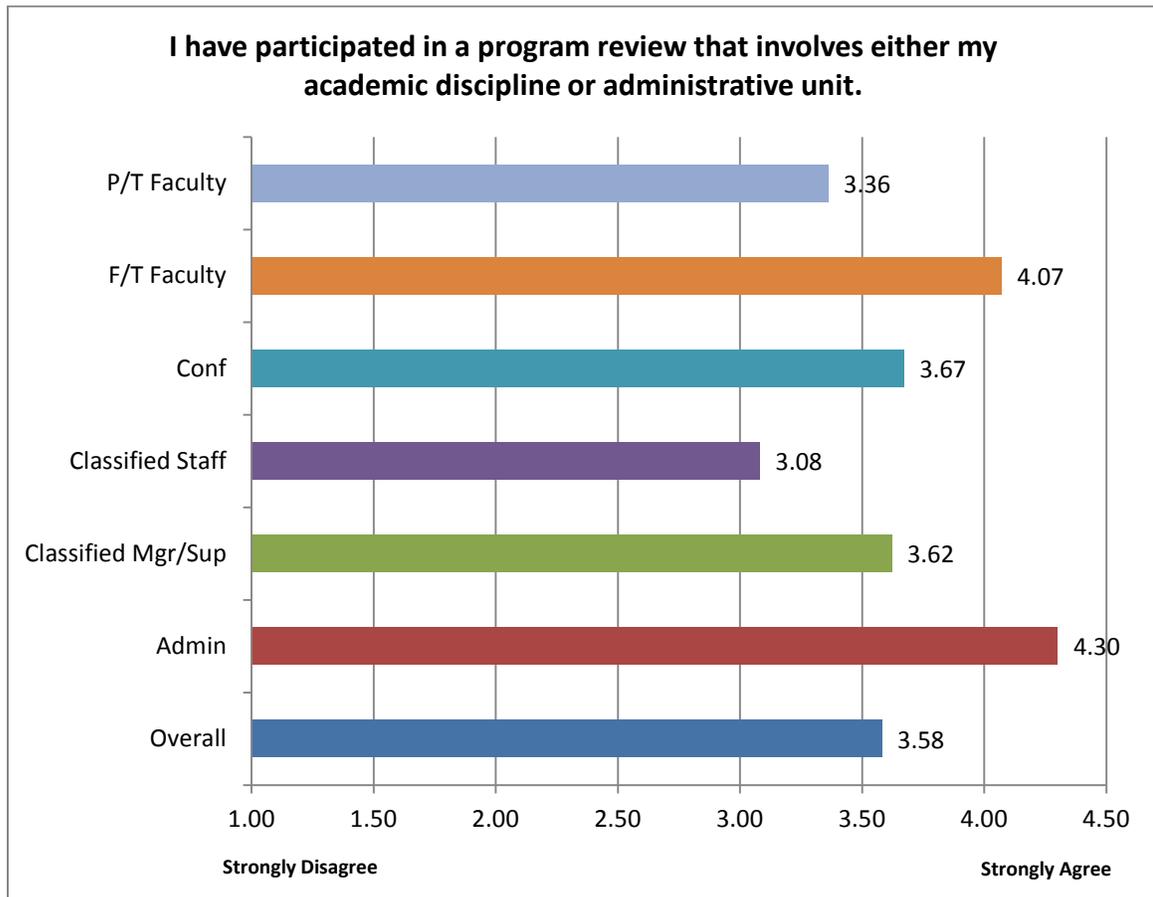
A key component of the evaluation of the college’s governance processes and structure that took place in spring 2013 through focus groups and through an employee survey administered in fall 2013, was to assess the extent to which participation in the planning process is broad-based and effectively offers opportunities for input by constituent groups. One finding from the focus groups was that “although planning is helping with resource allocations for longer-term goals, there is a need for better “contingency” planning. Some faculty expressed support of the planning processes but were concerned that the metrics used to assess programs are faulty. Another view expressed in the focus groups was that the planning process is “too bottom up in that so many requests come in with multiple foci.” Instead, there was an expressed desire for a high-level focus on two or three issues to determine what departments can do within those parameters (1.B.55, 1.B.56).

Findings from the employee survey also point to the need for ongoing improvements, despite the successful implementation of a thorough and evidenced-based process. Overall ratings for statements related to people’s experience with the planning and review processes were just above 3, or a neutral rating.

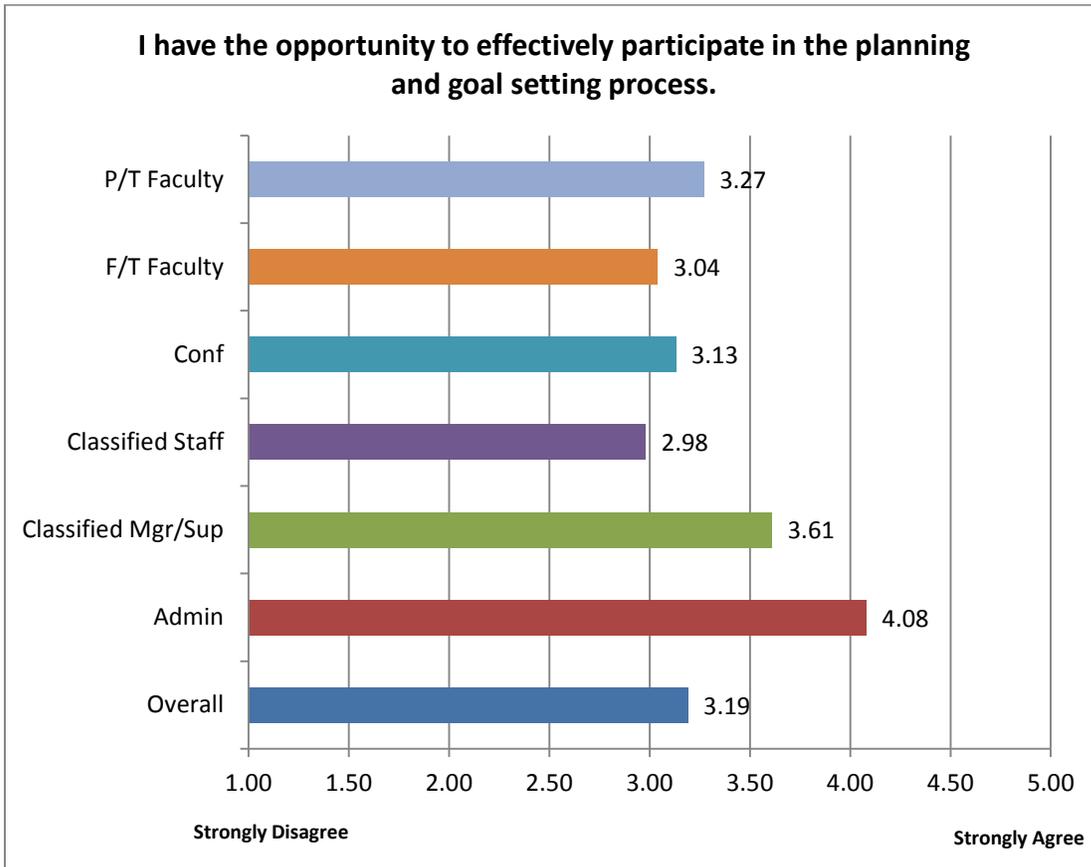
About 44 percent of survey respondents either agreed or strongly agreed that they have the opportunity to give input into decision-making that affects institutional effectiveness, but this sentiment was most strongly registered by the administrative and management groups. Another 25 percent, mostly, from the full- and part-time faculty and classified groups, registered disagreement with this statement. Another 21 percent indicated a neutral position. The average means for each group is shown below.



Over half of the respondents either agreed or strongly agreed that they had participated in a program review that involves either their academic discipline or administrative unit. About 15 percent were neutral, and just under 14 percent either disagreed or strongly disagreed. The average mean rating was 3.58. The mean ratings from each employee group are shown below.

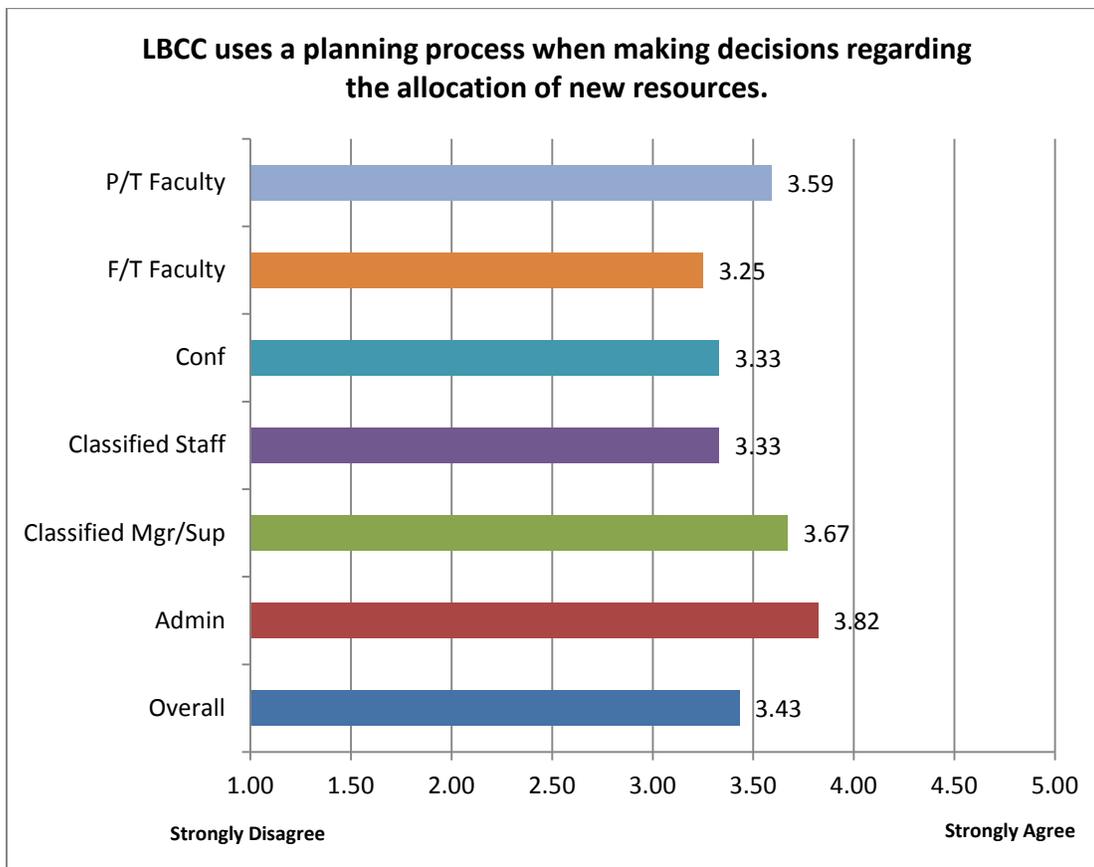


A similar pattern emerges from responses to the statement, “I have the opportunity to effectively participate in the planning and goal setting process at LBCC.” While overall, about 40 percent of respondents agree or strongly agree, 23 percent are neutral, and nearly 24 percent disagree or strongly disagree. The employee groups that were the most likely to disagree with this statement were all non-management groups. The average mean ratings for all groups are shown below.



The responses to these two questions suggest that despite relatively broad participation by faculty in the process, their perceived opportunity to effectively participate is lower than what is desired.

With regard to constituent group perception about the college using the planning process when making decisions on the allocation of new resources, the overall rating was 3.43, which is above neutral but not quite to a point where agreement was registered.



The administrative group, on the other hand, gave a 3.82 average rating to this statement, while full-time faculty gave a 3.25 rating. Given these results, work at the level of the school plan development should consider ways to improve the means by which resource decisions are made and communicated. Discussions at the Department Planning/Program Review Subcommittee and at CPC have been consistent with this assessment, and work is underway toward this effort. Specifically, the school planning groups used an Excel worksheet to document the prioritization decisions for each resource request from all departments and to capture a rationale for those decisions.

#### Actionable Improvement Plans

At its November 21, 2013 meeting, the College Planning Committee requested that the Student Success Committee review its charge and the Student Success Plan. Recommendations are to be presented to the CPC in spring 2014. CPC agreed that Promise Pathways will continue to report to the Student Success Committee which, in turn, reports to the CPC. Resource allocation requests for Promise Pathways can be carried forward to CPC

from the Student Success Committee and potentially incorporated into the development of annual institutional priorities. The effectiveness of this structure and flow of information will be evaluated at the end of the 2014-15 and 2015-16 years, to determine if the planning process more directly informs resource decisions for such programs as Promise Pathways.

**I.B.5. The institution uses documented assessment results to communicate matters of quality assurance to appropriate constituencies.**

Descriptive Summary

Since the development of the 2011-16 Educational Master Plan and completion of the first two annual progress updates on the targets set for the measurable objectives, a scorecard of the results has been posted on the college's Institutional Effectiveness website. The scorecard is a one-page display of the high-level summary results with color-coded arrows indicating progress, stasis, or decline in performance for the latest set of data in relation to the baseline metrics and targets ([2011-12 EMP Scorecard](#), [2012-13 EMP Scorecard](#); [1.B.41](#), [1.B.42](#)).

In compliance with the Chancellor's Office, LBCC data from the ARCC Scorecard are posted prominently on the right-hand navigation panel of the college's homepage. In the same navigation panel, the public can click on the Long Beach College Promise link that goes directly to an icon that links to [the Long Beach College Promise 5-Year Progress Report \(1.B.30\)](#). This progress report features preliminary results of the first cohort of nearly 1,000 Promise Pathways students and highlights the 500 percent gain in the number of transfer-level English courses completed by LBUSD graduates and the 200 percent increase in transfer-level math course completions for the entering cohort. Previous annual progress reports are available for viewing and download from the "Outcomes" tab of the [Long Beach College Promise](#) site.

Highlights of the outcomes of Promise Pathways first-year experience are posted on the front page of the [LBCC Promise Pathways](#). Graphs showing the first-year cohort progress toward early educational milestones appear immediately, as do the graphs that disaggregate the same progress data for students by ethnicity. At the right-hand panel are more detailed achievement data along with results from a student survey administered to the first cohort of Promise Pathways students upon completion of the first semester of the program. Results from the end-of-first-year student surveys are also available, along with survey results from faculty and staff regarding the Promise Pathways pilot. Available on this site is also the presentation made to the LBCC Board of Trustees on March 12, 2013 of the first-semester results from the pilot ([1.B.72](#)).

Given the deliberately experimental approach of Promise Pathways, the Office of Institutional Effectiveness has worked closely with the Promise Pathways Coordinating Team and Initiative Groups to first communicate evaluation results for each pilot component to those departments and faculty most directly involved in the pilot. This was done as a courtesy and so that immediate efforts to modify the pilots for improvement could be undertaken by the departments most able to do so ([1.B.62](#), [1.B.63](#), [1.B.64](#), [1.B.65](#)).

The college collects and utilizes data at multiple levels that address student access to courses and programs and the success of students in completing courses, certificates, degrees and transfer. To the extent possible, CTE programs collect data on licensure examination pass rates and graduate job placements. At the level of the departments, data showing three-year trends are updated annually for departments to prepare their plans and for programs to effectively conduct their evidenced-based reviews. These data are all made available on the college's website for Program Review in the "data packets" prepared each year.

Beginning spring 2014, [course and program assessment results](#) were posted on the college's Outcomes Assessment webpage. More detailed assessment results are available to college staff with access to TracDat. In 2009, the Program Planning and Program Review Oversight Task Force decided to allow faculty the right to control access to course and program assessment results in order to mitigate concerns that making these results public might interfere with the college's progress in using SLO assessment to make improvements in student learning. Presently, faculty have read-only access to TracDat and only the ASLO Subcommittee members, former SLO Officers, and the Educational Assessment Research Analyst have editing privileges. Service Unit Outcomes assessment results are posted on the website as no concerns were raised by administrative and student services support units to make these results public.

### Self Evaluation

The college has taken a number of steps to assess whether it is effectively communicating information about institutional quality both internally and externally. First, the Department Plan/Program Review Subcommittee has worked consistently with staff of Institutional Effectiveness to modify and expand the data made available to departments and programs for planning and review. This work entailed meetings with the DPPR chairs and IE staff to walk through each of the metrics and discuss the most effective means of conveying the information for faculty use. Recommendations from the subcommittee chairs and IE staff are also presented to the subcommittee members for feedback and final approval before any changes to the annual data packets are made. Whenever faculty from departments or school deans require additional data or analyses not readily available from the data packets, analysts from the Office of Institutional Effectiveness respond to custom research requests. Although there appears to be general satisfaction with the quality of the data provided in response to these requests, the Office of Institutional Effectiveness has set in its 2014-15 plan to develop and implement a more user-friendly and flexible reporting tool that enables faculty and staff to drill up or down on any of the measures and to select time frames according to their needs.

Although the Promise Pathways Coordinating Team has worked with the Office of Institutional Effectiveness to ensure that preliminary evaluative findings of pilot components of the program are first presented to those departments and faculty most directly involved in specific components of the pilot, initially some summary results appeared in articles that were published widely before department faculty had time to study and give contextual information about the work. Despite great interest in outcomes of Promise Pathways as it continues to be implemented and refined, release of the findings should adhere to the agreement made between the Promise Pathways Coordinating Team and the Office of Institutional Effectiveness.

Despite the public posting of college outcomes (both student achievement data and Service Unit Outcomes), the results of the assessments of SLOs remain password-protected to college personnel with TracDat access. During the beginning of this accreditation cycle, some results were posted on the outcomes website, but these were shared more as examples of what the outcomes assessment process entails rather than a comprehensive display of actual learning gaps and improvements at the course, program and degree levels. In spring 2014, under the leadership of the ASLO Subcommittee, the Visual Arts and Media department piloted development of a department website where course and program assessment plans, which include assessment results and actions taken to improve, are made publically available. Members of the ASLO Subcommittee are scheduled to work with other schools during summer 2014 to build SLO assessment websites using the Visual Arts and Media's site as a model.

The course and program SLO assessment plans that are captured in TracDat prompt faculty to analyze results in terms of whether or not students meet the criteria of satisfactory performance established by department faculty and, especially during the first years of assessment, whether or not the criteria and the assessment tools appropriately reflect faculty expectations for the course or program. These assessment plans also include the actions that faculty take in response to the analysis. While the data stored in TracDat is password protected for faculty use, in spring 2014 reports were developed showing course and program key findings in terms of methods of assessment used and types of actions faculty implemented in response to the SLO results ([1.B.73](#), [1.B.74](#)). Although student achievement data have been made publicly available for several years with the posting of "data packets" for department planning and program review, the college has proceeded cautiously with sharing the actual results of SLO assessments. While the initial sharing of these results within departments has begun to build faculty trust with the process and willingness to meaningfully participate in it, wider sharing and broader dialogue about assessment results and gaps between actual performance and criteria set for desired levels of content or skill performance mastery need to take place.

The community survey that was conducted in 2010 as part of the environmental scan used in the development of the 2011-16 Educational Master Plan provided the college the opportunity to hear from the community its perceptions of the quality of programs and services offered by the college. Responses from the survey showed, for example, the highest percentage of "excellent" ratings were for the quality of instruction, computer access, and library services provided by LBCC. On the other hand, ratings of "poor" were most prevalent for food services and access to needed courses ([1.B.75](#), pp. 23-24 ). (It should be noted that the college has secured a contract with a new food services vendor since that time and has focused on providing access to courses most critical in supporting student success by identifying "core" curriculum as part of its enrollment management efforts and notably through its Promise Pathways initiative.)

The focus groups on governance conducted in spring 2013 and the employee survey administered in fall 2013 also attempted to collect feedback from all college groups on the effectiveness of the college's presentation of data in communicating matters of institutional quality. The focus groups revealed a broad desire for better access to data regarding institutional effectiveness and to data that are easier to understand. The employee survey

revealed a similar sentiment. Of 580 responses, the following percentages of responses indicated agreement or strong agreement with the statements below:

- Long Beach City College has reliable data that can be used in the decision-making process. (35% agree; 27% neutral; 13.1% disagree)
- Data used for discussions and decision-making is current. (35% agree; 26.1% neutral; 10.2% disagree)
- Data at LBCC is easily accessible. (29% agree; 29.1% neutral; 21.7% disagree)
- It is easy to understand data used for planning and decision-making at LBCC. (25% agree; 32.2% neutral; 20.8% disagree)
- Reliable data is regularly used for decision-making at Long Beach City College. (25% agree; 29.4% neutral; 17.0% disagree)

These percentages indicate that although people feel the data available is mostly reliable and current, there is clearly a need for better access to data, as well as continuous training and education throughout the college.

The faculty and staff survey on the first year of Promise Pathways also revealed a desire for more and clearer communication about the results of the program ([1.B.56](#), p. 2).

#### Actionable Improvement Plans

The Office of Institutional Effectiveness will complete the development and implementation of the reporting tool that provides faculty and staff with more flexibility in generating program planning and review data.

Meeting the goals for the department of Institutional Effectiveness to “improve the accessibility and flexibility of program review data reporting and support continued integration of planning with decision-making and the allocation of resources” will entail continued development of the Cognos suite of Business Intelligence tools and an interactive dashboard for use by deans, department heads, and department faculty.

The Assessment of Student Learning Outcomes (ASLO) Subcommittee will propose to the Curriculum Committee a standardized way to report summary course- and program-level SLO results. The ASLO Subcommittee will also develop a reporting template for General Education Outcomes results.

The Office of Institutional Effectiveness will continue to collaborate with the Office of College Advancement and Economic Development (CAED) to more effectively communicate the results of key college initiatives such as Promise Pathways and other Student Success efforts. This will include, but is not limited to, the creation and publication of department and/or school-level briefs on the effects of Supplemental Learning Assistance for the courses in their programs, briefs on the effectiveness of the various pilot Student Success projects, such as Promise Pathways alternative placement, achievement coaching, and paired reading.

**I.B.6. The institution assures the effectiveness of its ongoing planning and resource allocation processes by systematically reviewing and modifying, as appropriate, all parts of the cycle, including institutional and other research efforts.**Descriptive Summary

Since the implementation of the college's modified planning, review and budget-development processes in 2009, the college has reviewed and assessed the effectiveness of all parts of the process. At the conclusion of the first year of implementation of the planning and review process, the CPC oversaw administration of a survey in spring 2010 to collect feedback on the effectiveness of the process from the perspective of the different constituent groups and from participants at different levels of the planning process. This evaluation had been planned in advance; the work was included as part of the charge of the Program Planning and Program Review Implementation Task Force. A total of 176 individuals from all employee groups responded to the survey. The results highlighted several positive aspects of the process. Many respondents felt that there was an increase in participation in planning across the college and a greater sense of collaboration at each level regarding agreement and/or focus on goals. Transparency of the process was improved. Specifically, access to information related to planning and resource allocation was available to the entire college through the use of new software, TracDat. Respondents also indicated that the process was a good start to better align and communicate priorities within areas. The results also pointed to several areas of concern. Communication about and within the process had increased, but the college needed to continue to improve communication across all areas (i.e., within departments, between deans and their schools, and between the CPC and the Budget Advisory Committee). Related to this were concerns about the timeliness of the feedback regarding decisions made. Many respondents said that they were not aware of the decisions that had been made regarding goal prioritizations and resource allocations. Respondents also felt that it was necessary to further clarify instructions provided to participate effectively in the new process ([1.B.76](#)).

Post first-year evaluation of the new process also involved a comprehensive review of all plans from all levels that had been submitted to and archived into TracDat. This review focused on the quality of each of the components of the plans as well as their overall cohesion. This review led the co-chairs of the Program Planning and Program Review Implementation Task Force to conclude that the college community needed further professional development on how to write effective plans that make clear and useful distinctions among goals statements, strategies and resource requests. It was further observed that planning groups at all levels needed to think about how they could, over time, identify successful achievement of their goals; that is, goals needed to be conceived in terms of measurable outcomes (either quantitative or qualitative) that would be captured annually and used to inform the group of their progress in relation to each goal. The college responded to these observations by having the co-chairs conduct workshops on goal writing. These workshops introduced the concept of SMART goals, goals that are specific, measurable, agreed upon, realistic and timely. A pilot session was first held with the English Department, and later sessions were held at a department head meeting (which includes academic school deans) and next at a special training session for the co- chairs of all five vice president-level planning groups.

In 2012, another survey was administered to collect feedback from the entire college community. (The first survey was promoted primarily among those individuals who had served on a planning committee or task force, while the second sought broader input.) The most significant improvement observed through the survey results was awareness of the final decisions regarding resource requests made by departments through their annual plans ([1.B.77](#)).

The year following the administration of the first survey, a subgroup of the Program Planning and Program Review Subcommittee met to determine ways to improve the experience of writing instructional department plans. One process improvement that came from this subgroup was to change the fields in TracDat from department “goals” to “projects/strategies.” This terminology better reflected the way faculty approach their annual planning work, and since each set of projects/strategies have to be linked to existing Educational Master Plan goals, the need for faculty to re-articulate higher-level goals was eliminated. The subgroup also recommended changing the name of the faculty Program Review Subcommittee to the “Department Planning and Program Review” Subcommittee to better distinguish between the departments’ annual updates of their plans and the three-year program review processes ([1.B.78](#), item 1 and [1.B.79](#), item IXA).

In addition to the ongoing assessments and refinements to the planning and review process at the department level, the college also engaged in critical discussions and improvement efforts at the institutional level. In late fall 2011, the College Planning Committee began discussing the need to provide departments with greater clarity on what resource requests should be included in department plans and what types of needs would be fulfilled as part of the normal operations of maintaining a department rather than enhancing it. This discussion led the CPC to establish a work group from its members charged to discuss this issue further and to bring recommendations for improvements back the following spring ([1.B.80](#), item 5). At its meeting on February 14, 2012 the work group brought forward a document called *Department Planning Resource Requests Information – What to Leave Out and What to Leave In*, which specifies those items that need to be included in department plans for consideration at the school level and for grant and hiring priorities. The document also maps out those items that departments need not include in their plans, as ongoing maintenance needs, such as normal equipment and furniture repairs, faculty substitute costs, etc. are met by the area dean or director upon notification through the department head or supervisor. This document marked a significant improvement to the process and alleviated pressure on departments to include every need in their plans, making them more focused on significant improvements. Departments continue to use it as a guide when making annual plan updates ([1.B.81](#)).

At its September 26, 2012 meeting, the CPC further discussed what could be done at the institutional level to strengthen the linkage between the college’s planning and resource allocation processes by reviewing the different and sometime disparate prioritization criteria used. These included, at the time, the budget reductions criteria from spring 2012, program discontinuance criteria, hiring priorities criteria, as well as the Prioritization of Resource Requests, which was created in 2009 by the Program Planning and Program Review Implementation Task Force. The CPC discussed the need to develop an overall, college-wide set of criteria that can be used for all resource allocations. The CPC established that the criteria to be developed must be measurable and prioritized or weighted ([1.B.82](#), item 5).

Although not established as the only institutional criteria for all resource prioritizations, the Faculty Hiring Priorities Committee did develop a new set of criteria with a clearly defined rubric to rank all new faculty position requests ([1.B.83](#), item 4). Student Learning Outcomes Assessment was among the new criteria, thereby strengthening the college's emphasis on improvements in learning as part of the resource allocation process. Contributions to "student success" and "improved quality of student experience" were among the other criteria used when ranking department requests to hire new faculty ([1.B.84](#)).

In early spring 2013, the CPC continued discussions on additional ways to strengthen the integration between planning and budgeting. The faculty co-chair of CPC expressed her concerns that CPC and the Budget Advisory Committee seemed "disconnected." Further discussions at CPC clarified that although linkages between planning and resource allocation were becoming clearer at the department and school levels and people were beginning to understand how plans inform grant and faculty hiring priorities, there was less clarity at the higher level of the institution. There were also some examples of efforts that still do not directly inform the planning process; Faculty Professional Development was the most pronounced case ([1.B.85](#), item 3).

By the May 21, 2013 CPC meeting, the CPC agreed upon the following attempts to strengthen the linkage between planning and resource allocation. After receiving the annual list of institutional priorities from the CPC, the Budget Advisory Committee (BAC) will forward its Budget Assumptions for the upcoming fiscal year to CPC as an action item prior to submitting them to the Superintendent-President. This process will give the CPC the opportunity to see that the budget assumptions adequately reflect the annual institutional priorities developed by CPC as the culminating step in the process that begins at the department level. The decision was also made to create a work group to further study the perceived weaknesses in integration and to make additional recommendations for improvements. A task force was created at the September 19, 2013 meeting, and at the October 17<sup>th</sup> meeting the work group recommended to the CPC addition of the following to the charge of the CPC: "Present annually to the Budget Advisory Committee institutional priorities and a ranked list of augmentation requests developed through prioritization of vice president-area goals and resource requests" ([1.B.86](#), item 2).

In concert with these changes made by the CPC, a document was developed by the chair of the Department Planning/Program Review Subcommittee chair and the college's Planning Systems Analyst designed to facilitate communication about the planning process, the flow of information through the entire process, and the significance of the steps and their interconnectedness. The refinements of the CPC were incorporated into this document as well ([1.B.87](#)).

### Self Evaluation

The college has ample evidence to show its ongoing efforts to evaluate all parts of its planning and resource allocation processes and to show that it uses that evidence to make improvements. Evaluations have included broad-based surveys to solicit feedback as well as in-depth discussions of the Department Planning/ Program Review Subcommittee and the College Planning Committee. Numerous improvements have been implemented since the

process was revamped in 2009 with each change resulting in incremental enhancements to clarity of the process and expectations of participants, buy-in, and transparency.

Although the two surveys administered during this cycle to specifically evaluate the effectiveness of the planning, review and resource allocation processes, showed incremental improvements, the most broad-based employee survey conducted in spring 2013 with an overall response rate of 44 percent did not show agreement that “district funds are allocated through a process that is clearly understood.” The college needs to re-administer this survey in 2014-15 to determine if improvements are realized through the changes overseen by the College Planning Committee.

One observation that has yet to be fully addressed is how to systematically and comprehensively incorporate plans from such groups as Faculty Professional Development into the official planning process.

#### Actionable Improvement Plans

The CPC will establish a work group to identify ways to formally incorporate Faculty Professional Development and any other areas of the college that engage in planning but are not explicitly integrated into the formal planning process, and to recommend ways for them to be integrated at whatever level(s) are appropriate.

The Office of Institutional Effectiveness will re-administer the Employee Survey within the first two years of the next accreditation cycle to determine if improvements in institutional effectiveness are perceived as part of the planning, review, and resource allocation processes.

#### **I.B.7. The institution assesses its evaluation mechanisms through a systematic review of their effectiveness in improving instructional programs, student support services, and library and other learning support services.**

#### Descriptive Summary

As described for standard IB2, the primary means by which the college assesses how well the culmination of work at the department, school and division levels (which includes SLO and SUO assessments and progress of goal achievement through program and department reviews) is through the annual status review of progress in reaching the targets of the Educational Master Plan. On an annual basis, data are collected and shared to show measurable improvements in the core delivery of instructional and support units: course success rates, progress through foundational skills sequences, improvements in student learning outcomes, and the completion of certificates, degrees and transfers. This move toward the use of objective measures to gauge improvements on an annual basis is a first for Long Beach City College. Along with indications from within the college community that LBCC has transformed itself into a culture of evidence, significant improvements across programs and services are also evident. Evidence now exists at the department and school levels, and is emerging at the level of institutional analysis as well. The Student Success

Committee has discussed the need for more qualitative data that illuminates the experiences of students and faculty. This has been partially addressed through systematic surveying of students, faculty, and staff at the conclusion of each semester regarding Promise Pathways. The Community College Survey of Student Engagement (CCSSE) administered in spring 2014 will also provide qualitative data that can be used in conjunction with the quantitative data that is regularly collected and reported.

In sync with the six-year cycle of accreditation, the college has engaged in high-level evaluation of how well the planning structure and processes work to advance the college's institutional priorities. This took place in 2007 when overwhelming consensus was reached about the need to condense the number of standing committees and to redirect the efforts of the remaining committees and task forces to be more action-oriented in making changes that drive institutional improvements and especially those central to improving student success. The Academic Council, which comprises executive leadership of the faculty and administration, was the body that led these efforts. In 2013-14, leadership has again stepped back to reassess whether the number of committees has again grown too large and to determine ways to improve the effectiveness of the significant investment in time spent at meetings of these committees. Communication continues to be a challenge between constituent group representatives who serve on the planning committees and task forces and those groups they represent. These discussions are documented in the minutes of the Academic Council and were the focus of discussion at its 2013-14 retreat.

Through the efforts of its Institutional Effectiveness department, the college has used advanced statistical methods as well as qualitative studies to evaluate and tease apart the relative impact of its key student success interventions. The first example of such an extensive and comprehensive evaluation was that tied to the LBCC Student Success Plan first developed in 2007. A research consultant was hired to assist the college in evaluating, using both process and outcomes-based approaches, the major strategies of that plan, most prominent of which was that of the Student Success Centers. More recently, the college is using logistic regression analyses to determine the relative impact of supplemental learning assistance provided in the Student Success Centers as compared to supplemental instruction (a model of support that uses student instructional leaders to support students at voluntary study sessions) and individual tutoring. Success courses, achievement coaching and reading classes paired with general education classes, all part of the Promise Pathways pilot, are also being studied with advanced research methodologies in order to inform ongoing improvements and the allocation of resources that support those efforts.

### Self Evaluation

Two important documents have emerged from the most recent efforts of the college to evaluate its governance and planning and resource allocation processes. These are *A Model of Governance – Competing Points of View and Tensions* document ([1.B.88](#)) which resulted from analyses of the focus groups conducted by the accreditation co-chairs in spring 2013 and the Promise Pathways Discussion matrix used by both the Academic Council and the College Planning Committee to begin to determine how to better incorporate the work of Promise Pathways, one of the college's most prominent student success efforts during this accreditation cycle, into the broader planning and resource allocation processes ([1.B.89](#)).

Initial steps were identified in fall 2013, and the work to carry them forward will happen in the next cycle. This work includes updating the college's overarching Student Success Plan that effectively guides the work of Promise Pathways and other student success efforts in an integrated and mutually reinforcing way across Academic Affairs and Student Support Services and other administrative support functions. Clear steps toward improving college morale and participation in and satisfaction with governance must also be more formally and comprehensively articulated and acted upon.

#### Actionable Improvement Plans

A group that comprised members of the Student Success Committee and Promise Pathways Coordinating Team will recommend to the CPC a revised LBCC Student Success Plan which adequately addresses the reporting lines of Promise Pathways into the broader planning structure and processes.

The workgroup of the Academic Council has been charged to once again study the college's planning structure and processes. It will utilize the findings from the focus groups on governance, the employee survey results, and other input from constituent groups to recommend improvements. These may include regular orientations to all members of the planning committees and task forces, modifications of templates used to document the minutes and actions taken by these groups or other means to facilitate communication between planning groups and constituent groups with representatives who serve on them. Work has already begun to develop a governance handbook, the first version scheduled for initial use in fall 2014.

## **Standard I.B Evidence List**

- [1.B.1](#) Board Goals 2007-2009, 2009-2011, 2011-2013, and 2013-2014
- [1.B.2](#) California Leadership Alliance for Student Success (CLASS) Project Overview and Summary of Findings, October 10, 2010
- [1.B.3](#) Board Presentation on Student Success Evaluation, April 27, 2010
- [1.B.4](#) Title V Grant, Support and Knowledge Improves Latino Learning Success, Final Results Summary
- [1.B.5](#) Preliminary Overview of the Effects of the Promise Pathways on Key Educational Milestones Achieved in First Year of Program, June 26, 2013
- [1.B.6](#) Overview of Results for the Fall 2013 Promise Pathways, February 10, 2014
- [1.B.7](#) LBCC Annual Institutional Effectiveness Report based on ARCC Data, Presented to Board of Trustees, August 26, 2008
- [1.B.8](#) LBCC Annual Institutional Effectiveness Report based on ARCC Data, Presented to Board of Trustees, July 14, 2009
- [1.B.9](#) LBCC Annual Institutional Effectiveness Report, Presented to Board of Trustees, September 14, 2010
- [1.B.10](#) LBCC Annual Institutional Effectiveness Report, Presented to Board of Trustees, September 28, 2011
- [1.B.11](#) LBCC Annual institutional Effectiveness Report, Presented to Board of Trustees, July 24, 2012
- [1.B.12](#) ARCC 2.0 Scorecard, LBCC 2013 Results, Presented to Board of Trustees, April 23, 2013
- [1.B.13](#) LBCC 2011-16 Educational Master Plan Presentation to Board of Trustees, December 13, 2011
- [1.B.14](#) LBCC 2011-13 Educational Master Plan Progress Update, July 23, 2013
- [1.B.15](#) College Planning Committee Charge and Composition
- [1.B.16](#) LBCC 2011-16 Educational Master Plan
- [1.B.17](#) Baseline Data for 2011-2016 Educational Master Plan
- [1.B.18](#) Institutional Research Advisory Committee Charge, Academic Senate Approved February 2, 2012
- [1.B.19](#) *Putting Research to Work: Tools to Support Students, Courses and Programs*, FLEX handout, March 18, 2014
- [1.B.20](#) Administrative Services Management Team Quarterly Meeting Agenda, May 2, 2014

- [1.B.21](#) Instructional Department Plans from 2013-14
- [1.B.22](#) School Plans from 2013-14
- [1.B.23](#) Student Support Services Unit Plans from 2013-14
- [1.B.24](#) Administrative Unit Plans from 2013-14
- [1.B.25](#) Program Review Template, 2013-14
- [1.B.26](#) Instructional Program Reviews, 2012-13 and 2013-14
- [1.B.27](#) Program Review 2012 Feedback Form
- [1.B.28](#) Department Planning/Program Review Subcommittee Meeting Minutes, March 6, 2014
- [1.B.29](#) Teaching and Learning Institute, Overview and Syllabus, Fall 2012
- [1.B.30](#) Long Beach College Promise Annual Reports 2010 to 2013
- [1.B.31](#) Student Success Committee Charge and Composition
- [1.B.32](#) Supplemental Learning Assistance Course Success and Retention Annual Reports (2008-09 to 2012-13)
- [1.B.33](#) Academic Senate Meeting Minutes, October 11, 2013, Item 14e
- [1.B.34](#) Academic Council, Meeting Summary Notes on Program Discontinuance; September 20, 2012, Item 5; October 18, 2012, Item 5; November 15, 2012, Item 3; December 6, 2012, Item 3; February 21, 2013, Item 4; March 21, 2013, Item 4; May 16, 2013, Item 6
- [1.B.35](#) Board of Trustees Meeting Minutes, January 22-23, 2013, Superintendent-President's Report, pp. 18-19
- [1.B.36](#) Student Success Committee Meeting Agenda, November 18, 2013
- [1.B.37](#) Criteria for Educational Master Plan 2011-16
- [1.B.38](#) School of Business and Social Sciences Plan, 2012-13
- [1.B.39](#) Progress on Goals of the 2011-16 Educational Master Plan, 2013
- [1.B.40](#) LBCC Career and Technical Education Program Assessment Methodology, Report of Beta Test, May 2012
- [1.B.41](#) Educational Master Plan Scorecard, 2011-12
- [1.B.42](#) Educational Master Plan Scorecard, 2012-13
- [1.B.43](#) Institutional Effectiveness Report, 2009
- [1.B.44](#) Institutional Effectiveness Report, 2010
- [1.B.45](#) Institutional Effectiveness Report, 2011
- [1.B.46](#) Summary Data, Title V, Fall 2005 and Fall 2010

- [1.B.47](#) Preliminary Overview of the Effects of the Promise Pathways on Key Educational Milestones Achieved in First Year of Program, June 26, 2013
- [1.B.48](#) College Facts, Fall 2013
- [1.B.49](#) Business and Social Sciences School Plan, 2012-13, p. 3
- [1.B.50](#) Student Success School Plan, 2013-14, p. 1
- [1.B.51](#) Counseling and Student Support Services Plan, 2013-14, p. 3
- [1.B.52](#) Business Program Review, 2012-13, p. 3
- [1.B.53](#) Baking and Pastry Arts Program Review, 2012-13, p. 1
- [1.B.54](#) Language Arts School Plan, 2013-14, p. 1
- [1.B.55](#) Interim Report on Evaluation of Governance, Presented to Academic Council, October 4, 2013
- [1.B.56](#) LBCC Employee Survey Results, Executive Summary
- [1.B.57](#) Program Plan and Program Review Process
- [1.B.58](#) College Planning Committee Meeting Summary Notes, March 13, 2012
- [1.B.59](#) Preliminary Findings, Student Success Center Student Feedback Survey, Fall 2008
- [1.B.60](#) Success Center Operations Status Report, Fall 2009
- [1.B.61](#) *What Role Does Transcript Analysis Play in Multiple Measures Assessment?*; Presentation with the RP Group, October 19, 2012
- [1.B.62](#) Overview of Results for First Cohort (Fall 2012) Promise Pathways
- [1.B.63](#) Promise Pathways: Paired Reading Pilot, Fall 2012
- [1.B.64](#) Promise Pathways Supporting Student Success: Success Courses, Achievement Coaching Pilot, and ePortfolio, Fall 2012
- [1.B.65](#) The Impact of Achievement Coaches in the Promise Pathways
- [1.B.66](#) School Prioritization Worksheet Sample
- [1.B.67](#) Inter-Level Group Decision for Department Resource Request Template
- [1.B.68](#) Annual Institutional Priorities, 2009-2014
- [1.B.69](#) Adopted Budget 2014 Presentation
- [1.B.70](#) Academic Council Meeting Summary Notes, October 4, 2013, Item 4
- [1.B.71](#) Academic Council Meeting Summary Notes, November 14, 2014, Item 3
- [1.B.72](#) Promise Pathways Board of Trustees Update, March 12, 2013
- [1.B.73](#) Course SLO Report, Data from Course Assessment Reports, 2014

- [1.B.74](#) Program SLO Report, Data from Program Assessment Reports, 2014
- [1.B.75](#) LBCC Educational Master Plan Community Survey Presentation to College Planning Committee, December 10, 2010, pp 23-24
- [1.B.76](#) Program Planning / Program Review Survey Results, Spring 2010
- [1.B.77](#) Department Planning / Program Review Process Summary Report, 2012
- [1.B.78](#) Program Planning and Program Review Subcommittee Meeting Minutes, September 1, 2011, Item 1
- [1.B.79](#) Committee on Curriculum and Instruction Meeting Minutes, November 16, 2011, Item IXA
- [1.B.80](#) College Planning Committee Meeting Summary Notes, December 6, 2011, Item 5
- [1.B.81](#) *Department Planning Resource Requests Information, What to Leave Out and What to Leave In*
- [1.B.82](#) College Planning Committee Meeting Summary Notes, September 26, 2012, Item 5
- [1.B.83](#) College Planning Committee Meeting Summary Notes, November 8, 2012
- [1.B.84](#) Weighted Ranking Criteria for Faculty Positions
- [1.B.85](#) College Planning Committee Meeting Summary Notes, April 16, 2013, Item 3
- [1.B.86](#) College Planning Committee Meeting Summary Notes, October 17, 2013, Item 2
- [1.B.87](#) Annual Department Planning Budget Year 2014-14, Contents and Flow
- [1.B.88](#) *A Model of Governance – Competing Points of View and Tensions*
- [1.B.89](#) Promise Pathways Discussion at CPC (matrix), November 21, 2014

## Standard II.A Instructional Programs

**José Ramon Nuñez** (Administrative Co-chair)  
**Allison Pop** (Faculty Co-chair)

**Classified:**

Joanne Breton  
Monique Fernandez  
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Maureen Mason  
Myke McMullen  
Rodney Rodriguez  
Sigrid Sexton  
Tim Shoemaker  
Lark Zunich

**Management/ Administration:**

Marilyn Brock  
Dina Humble  
Leslie Minor

**Student:**

Elizabeth DeSales



## Standard II: Student Learning Programs and Services

**The institution offers high-quality instructional programs, student support services, and library and learning support services that facilitate and demonstrate the achievement of stated student learning outcomes. The institution provides an environment that supports learning, enhances student understanding and appreciation of diversity, and encourages personal and civic responsibility as well as intellectual, aesthetic, and personal development for all of its students.**

LBCC offers a rigorous curriculum that prepares students to transfer to a four-year college or to transition into the work force, by creating high-quality instructional programs that meet student needs. For the 2013-14 academic year, the college offers a total of 11 Associate in Arts for Transfer and Associate in Science for Transfer degrees, 48 Associate in Arts degrees, 31 Associate in Science degrees, 68 certificates of achievement (18 or more units), and 73 certificates of accomplishment (fewer than 18 units). For Career Technology Education, the college offers 2 Associate in Science for Transfer degrees, 33 Associate in Arts degrees, and 27 Associate in Science degrees. Most of the certificates programs (134 of a total of 141 programs), are for Career Technical Education.

In fall and spring semester, the college has over 2000 class sections available from about 1000 different course offerings.

Course Type	2008 Fall	2009 Fall	2010 Fall	2011 Fall	2012 Fall	2013 Fall
Credit Degree Applicable	2505	2265	2050	2042	1986	1999
Credit Non Degree Applicable	235	201	188	149	156	173
Noncredit	155	84	31	22	20	21
<b>Total</b>	<b>2895</b>	<b>2550</b>	<b>2269</b>	<b>2213</b>	<b>2162</b>	<b>2193</b>

Most of these courses are credit-bearing (95% in 2008 and 98% in 2013). Although the number of class sections offered during this accreditation cycle has been reduced due to state budget reductions (from 2895 sections in fall 2008 to 2193 in fall 2013), recent improvements in state funding correspond to a recent expansion of section offerings. In spring 2014, almost 2400 sections were made available in the class schedule, a number nearly as high as that offered in fall 2009. For the first time in January 2014, LBCC offered a winter intersession that served nearly 1700 students enrolled in 43 class sections.

Faculty and administrative oversight and critical review through LBCC's Curriculum Committee and subcommittees (e.g., Course Evaluation, and Associate Degree/ General Education) and the annual Department Planning and Program Review ensure the integrity of this process. LBCC offers a myriad of student learning and other support services to guide

students toward achievement of student learning outcomes, as well as personal and civic growth.

Long Beach City College encourages personal and civic responsibility, along with the intellectual, aesthetic, and personal development of its students through curricular offerings and extra-curricular activities. The college's general education course patterns, Plan A (General Education Plan, AA/AS), Plan B (CSU General Education-Breadth), and Plan C (IGETC, for CSU and UC transfer, General Education Plan) all require students to take at least one course in humanities and arts, one course addressing wellness, and one course in analytical thinking. All general education course patterns aside from the A.S. degree also require at least one course in American history and one in political science. Plans B and C add requirements for scientific inquiry and quantitative inquiry.

In addition, there are curricular offerings in fine and performing arts and athletic programs. Students prepare and present theatre, music, dance, and other creative arts performances throughout the year and hold public exhibits of their artwork. Athletics programs are available for men and women in basketball, swimming, water polo, track and field, cross country, soccer, volleyball, tennis (women), football (men), softball (women), baseball (men), cheer and dance.

Libraries remain one of the most important resources serving all students at any college campus. Long Beach City College supports library services on both of its campuses. The Library Department, a component of the Office of Academic Services, currently employs six faculty librarians, nine adjunct librarians, and seven support staff members, as well as a fluctuating number of student workers. As an academic department, the library offers courses toward a Library Technician certificate, as well as library research courses that serve the general student population.

Student support services for all students begin with student assessment and orientation. These are mandatory for students planning to enroll at LBCC. The hour-long online orientation is broken up into seven segments that explain matriculation, introduce students to student services, highlight programs at the college, discuss time management and values, and talk about campus life and student conduct and safety. After completion of the orientation, students take a placement test, the Accuplacer test, to assess their preparation levels in English, reading, and math. Based on their Accuplacer score, students may be required to write an essay that will be used to assess their writing skills. Students can take a practice Accuplacer test before taking the exam. Beginning fall 2012, the college piloted as part of its Promise Pathways program an alternative placement method for entering LBUSD graduates using high school transcript information in addition to Accuplacer test and writing-placement scores.

Academic counseling is provided through the Department of Counseling and Student Development. The college provides career counseling, athletic counseling, transfer counseling, and online counseling among its services. Student schedules are accommodated with both drop-in and scheduled counseling appointments.

The Learning and Academic Resources (LAR) Department is both an academic department and a student learning resource. LAR offers a regular course to help students become successful (Learn11), as well as short-term workshops, and many online modules designed for student success. These include instructions on effective note-taking, listening, reading,

time management, and test-taking tips, as well as on wellness. LAR's Tutoring and Supplemental Instruction services are available at no cost to enrolled students in all levels for subjects including math, accounting, economics, physics, geology, chemistry, biology, anatomy, physiology, environmental science, philosophy, psychology, and foreign languages. The Tutoring Center employs community college and university students as tutors.

Under the direction of the LAR Department, the LAC Multidisciplinary Success Center (LAC MDSC) offers tutoring and supplemental instruction, subject-area improvement, and preparation for pre-professional programs (the TEAS test for Nursing students), study skills workshops, and study/preparation space including a multimedia presentation practice room. Most of these services are replicated at the PCC Multidisciplinary Success Center (PCC MDSC), with the addition of Career and Technical Education course preparation and supplemental instruction. The Math Success Center and the Writing and Reading Success Center (WRSC) at the LAC focus on their respective subject areas in promoting student success. The Academic Computing Lab offers drop-in computing and printing services for students who may not have these facilities in their homes. Two computer-ready classrooms are accessible by reservation, with an additional 164 computers available in an open lab setting. All of the centers are open extended hours to meet student need.

Several student service programs are available to bolster student academic success in targeted populations. The Disabled Student Programs and Services office (DSPS) facilitates services to qualifying students. Services include specialized academic counseling, assessment of learning disabilities, assistance with registration, a liaison to the Financial Aid office, referrals to on and off campus resources, assistive computer technology or sign language interpreters when necessary, and assistance with test taking. Extended Opportunity Programs and Services (EOPS) targets students affected by social, economic, educational, or language disadvantages, to improve retention and completion rates. EOPS offers support programs and services such as counseling (academic and personal), priority registration, tutoring, and assistance with textbooks, to eligible community college students.

LBCC offers TRIO programs funded through the federal Department of Education. Project LAUNCH provides student services at no cost to eligible students. Qualifying students are first generation college students with low income, who have learning or physical disabilities, and meet enrollment and residence status. The Growth and Opportunities (GO) Project provides comprehensive academic and personal support services to students with physical, learning, and/or psychological disabilities. Services include tutoring, academic advising, financial aid workshops, transfer advising, graduating advising, personal development workshops, and more.

The International Student Program assists prospective students during their application process, and provides specialized support and immigration advising to international students on F1 or M1 visas. The Veterans Affairs Office serves as a liaison between veterans and the Veterans Administration. Office staff provide additional services to veterans and their dependents including help to receive VA benefits, to enroll, and an environment that encourages success at LBCC.

Additional programs have been instituted to facilitate academic success. The Long Beach College Promise, in operation five years, is a partnership between Long Beach Unified School District (LBUSD), LBCC, and California State University, Long Beach (CSULB) to

assist students who are finishing high school to enter college and continue their education. The program offers a free semester at LBCC for local graduating high school students, guaranteed admission to CSULB, early outreach, intensive support, and additional services while enrolled.

The Honors program has been available at the LAC for more than 30 years. Classes are also available at the Pacific Coast Campus. Students who qualify take challenging honors sections of select courses. Honors students are eligible for library cards at local four-year public universities, participation in the National Collegiate Honors Council, honors academic counseling, and access to scholarships and awards. The Honors program has experienced tremendous growth over the past four years, serving just over 100 students in fall 2010 to more than 300 students in spring 2014. The diversity of the student population in the program has almost completely inverted from a primarily White, English-only student population to one in which a full 70 percent of the students identify as non-white and many are multilingual. The Honors program has also diversified its class offerings over the past four years. In addition to adding popular classes to the traditional social science and humanities IGETC offerings, it has added a learning strategies class tailored to the Honors students' needs, a computer application class for Honors students, a physical science class, two mathematics classes (first and second semester calculus), and two levels of Spanish for heritage speakers. Currently, an Honors biology lab class is being created, and discussions are under way with the Communication Studies Department to create an Honors speech class, with the goal of providing Honors-only classes in which any Honors student can satisfy his or her IGETC requirements entirely within the Honors program. Recent graduates of the Honors program have been admitted to Stanford University, Columbia University, Loyola Marymount University, Mills College, and the University of Southern California, to name a few private universities, as well as to all of the Universities of California and many California State Universities. Most of these include substantial scholarships.

The Transfer Center provides information sessions for prospective transfer students, assistance with applications, presentations and transfer fairs, and access to university resources and catalogs. The Puente Project is a learning community that targets transfer students who are interested in Latino and multicultural history. Counseling and mentoring are provided through this program with the goal of encouraging mentoring relationships that students will bring to future generations.

Extra-curricular offerings that encourage personal and intellectual development and civic responsibility include many student service and civic engagement clubs or associations (e.g., Viking Volunteers, Civic Engagement Club, Athena, Men of Aztlan, SANKOFA, The Ladies of Isis, Egalitaria, Model United Nations, The Order of Thor, and Thane). Many additional student clubs are themed toward the arts, languages, and cultures (e.g., Chinese Club, Dance it Up, Filipino Kalayaan Club, French Club, Cambodian Student Association, Haitian Club, German Club, Spotlight Theatre Club, Deaf Club, and Spanish Club). Still other clubs attract students from specific academic majors (e.g., English Majors and Minors Club, American Criminal Justice Association, Culinary and Baking Club, Air Conditioning and Refrigeration Club, Carpentry Club, Association of Future Firefighters, Archaeology Club, Political Science Student Association, Business Club, Child Development Club, Welding Club, and Economics Club) or overall academic achievement and intellectual development (e.g., AGS-KAPPA, Delta Alpha Phi, DAAP, PIPASS, The Honors Experience, and Puente Club).

## Standard II.A - Instructional Programs

**The institution offers high-quality instructional programs in recognized and emerging fields of study that culminate in identified student outcomes leading to degrees, certificates, employment, or transfer to other higher education institutions or programs consistent with its mission. Instructional programs are systematically assessed in order to assure currency, improve teaching and learning strategies, and achieve stated student learning outcomes. The provisions of this standard are broadly applicable to all instructional activities offered in the name of the institution.**

Aligned with the revised mission of the Chancellor's Office, which emphasizes transfer and workforce preparation, Long Beach City College offers an excellent variety of programs to address the needs of its student population. The Curriculum Committee, and specifically the Associate Degree/ General Education Subcommittee, oversee the development and maintenance of associate degrees, including the new Associate Degrees in Arts for Transfer and Associate Degrees in Science for Transfer (AA-T/ AS-T). LBCC has developed and received approval for 11 of the 22 Transfer Model Curricula (TMCs), and eight others are well along in the approval stage, and the remaining three are in development. Long Beach City College also maintains a robust variety of Certificates of Accomplishment and Certificates of Achievement, both dedicated to providing enhanced workforce preparation for students and for the city of Long Beach and its surrounding industries. To assure the highest quality of instruction and education, faculty regularly participate in program review, routine course review, SLO assessment, as well as ongoing curricular development of new courses and inactivation of obsolete courses. The Course Evaluation Subcommittee works closely with each department as it revises and develops curriculum, to ensure compliance with Title 5 regulations, adherence to the college's mission, and appropriate application of SLOs throughout the Course Outline of Record.

During the current self-evaluation cycle, LBCC was affected by the state-wide budget crisis, resulting in discontinuance of a number of programs as well as a college reorganization plan. LBCC notified ACCJC that these programs were being considered for discontinuance and provided information that led to notification from ACCJC that the college had taken appropriate steps to assist the enrolled students to complete their educational goals and that the discontinuance of the programs would not require a substantive change review ([2.A.1](#), [2.A.2](#)). The remaining programs continue their commitment to offering a high caliber of education, aimed at developing and growing careers.

**II.A.1. The institution demonstrates that all instructional programs, regardless of location or means of delivery, address and meet the mission of the institution and uphold its integrity.**

Descriptive Summary

The Long Beach City College Mission Statement states, “Long Beach City College promotes equitable student learning and achievement, academic excellence, and workforce development by delivering high quality educational programs and support services to our diverse communities” (2.A.3). This mission is accomplished through degree, transfer, career, technical, and certificate programs; basic skills; English as a Second Language; student support services that promote student access and success; economic development and workforce training; adult non-credit courses; and Community Education.

Long Beach City College maintains the integrity of instruction via policies that guide the Curriculum Committee, stipulated under Administrative Regulation 4005.2 (2.A.4). The Curriculum Committee is supported by various subcommittees, including: Academic Policy, Associate Degree/ General Education, Course Evaluation, Assessment of Student Learning Outcomes, and Department Planning and Program Review. These committees govern changes to curriculum and report directly to the Curriculum Committee. The Curriculum Committee approves curricular changes and sends necessary items to the Board for further approval. While transfer and general education programs strive to meet the needs of transfer students, many career and technical programs are designed to meet the demands of local and national industries and businesses. Additionally, Long Beach City College strives to produce innovative programs offered through student-centered scheduling and quality distance education.

Self Evaluation

Long Beach City College continues its commitment of offering programs and courses, which address the college’s mission at the highest of standards. Through the college’s ongoing strategic review process, faculty have the opportunity to assess programs and courses by engaging in dialogue, assessing student learning outcomes and consulting with the Career Technical Advisory Committees to make changes necessary to adhere to Title 5 regulations and the needs of workforce industries.

Long Beach City College has incorporated a strategic planning and review process for all programs and courses. Program review is conducted every three years. Progress towards curricular goals, projects and strategies, and the results of outcomes assessments are integral parts of the program review process. Approximately one third of programs undergo review in a given year, in accordance with the schedule set by the Department Planning/ Program Review Subcommittee (2.A.5). Additionally, all courses undergo a rigorous review every six years as they are evaluated and approved by a peer review team of the Course Evaluation Subcommittee (2.A.6).

Actionable Improvement Plans

None

**II.A.1.a. The institution identifies and seeks to meet the varied educational needs of its students through programs consistent with their educational preparation and the diversity, demographics, and economy of its communities. The institution relies upon research and analysis to identify student learning needs and to assess progress toward achieving stated learning outcomes.**

Descriptive Summary

Students' educational needs at Long Beach City College vary widely considering the broad demographics of students that comprise the student body. Such varied educational needs are represented in student age groups (over 40% of students at LBCC are 25 years of age or older), educational goals (57% of students have goals other than seeking transfer to a four-year institution), and ethnicity (over 75% of students are identified as other than White Non-Hispanic) (2.A.7). The institution has made a concerted effort to meet the varied educational needs of this broad student demographic. In consideration of this wide variance, in 2008 the institution initiated the first phase of a broad-based Student Success plan by creating Student Success Centers (2.A.8). These Success Centers were developed with faculty support to assist students at all levels, from Basic Skills up through transfer, to achieve their goals with greater success. One of the important ideas behind development of these Centers was to create instructional and service support in core subjects such as English, reading, and math and to provide the same for multiple disciplines and Career Technical programs. Faculty, staff, and administration came together to develop both curriculum and services in these Centers to help students overcome "roadblocks"—that is, common educational and college-cultural gaps that, when filled with advantageous learner-centered support, could provide greater achievement in the classroom and in the collegiate environment for students across the spectrum. The impetus to meet the needs of a varied student population continues to be seen in the Student Success Plan goals for the next five years, especially goal number 3: "Increase education gains in under-represented groups" (2.A.9).

Additionally, in fall 2012, the institution initiated Promise Pathways, a program providing a multi-pronged educational/financial/counseling support structure for students coming from Long Beach Unified School District. The program has since grown to include school districts outside of Long Beach Unified.

The Faculty Teaching and Learning Center, which was established under the college's Student Success Plan, hosts a variety of activities designed to assist faculty with meeting varied student learning needs. One of these is the Teaching and Learning Institute, which is a faculty-led seminar on student learning and creating student-centered learning environments (2.A.10). Funding innovative programs and seeking additional funding continues to be a focus of the college. Various Faculty Innovation Grants were awarded in the previous two years. For a few years during this self-evaluation cycle, the number of sabbaticals approved by the college was greatly reduced, but during the past two years the institution has renewed

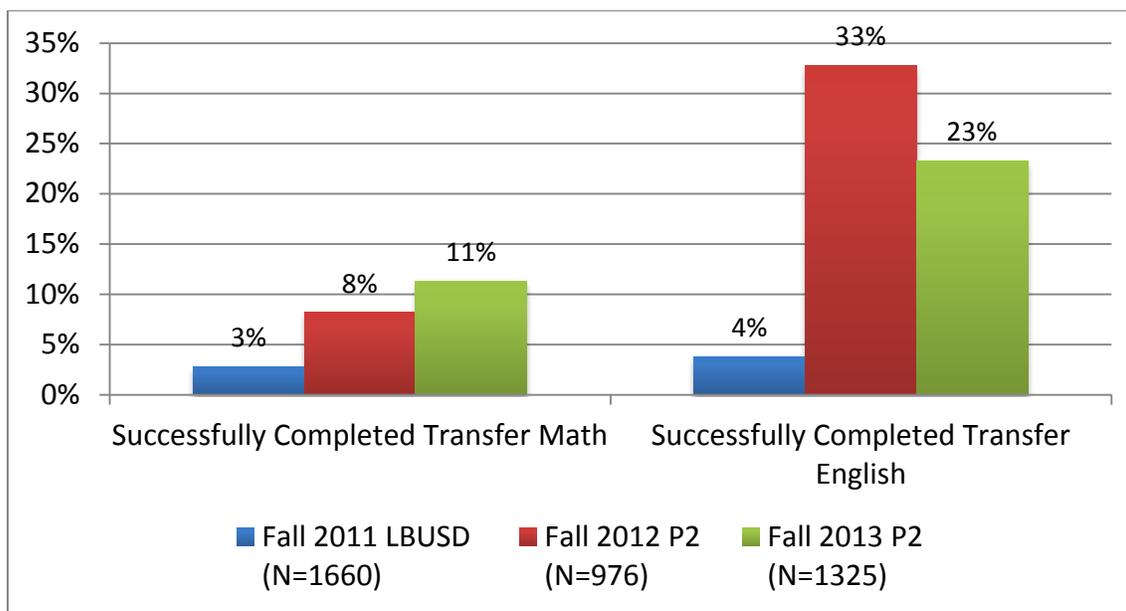
its support for sabbaticals to allow faculty to innovate and develop new and more effective curriculum and pedagogical practices for a wide variety of students. Sabbatical leave applications are carefully reviewed by the Sabbatical Leave Committee and projects that meet the committee’s standards are forwarded to the Board for approval.

The college implemented a 16-week calendar in fall 2012. The decision to adopt a compressed calendar was based on extensive discussions of analyses of student success in short-term classes from LBCC and from other California community colleges. This new calendar includes two 16-week semesters and summer and winter intersessions. In winter session 2014, the college rolled out the first fee-based intersession allowable under AB955. Six classes were available; five filled and one was cancelled for low enrollment. The college is permitted to offer these classes if the enrollment is at cap or beyond and has high-demand wait-listed classes. It is anticipated that summer 2014 will provide another opportunity to offer fee-based intersession classes.

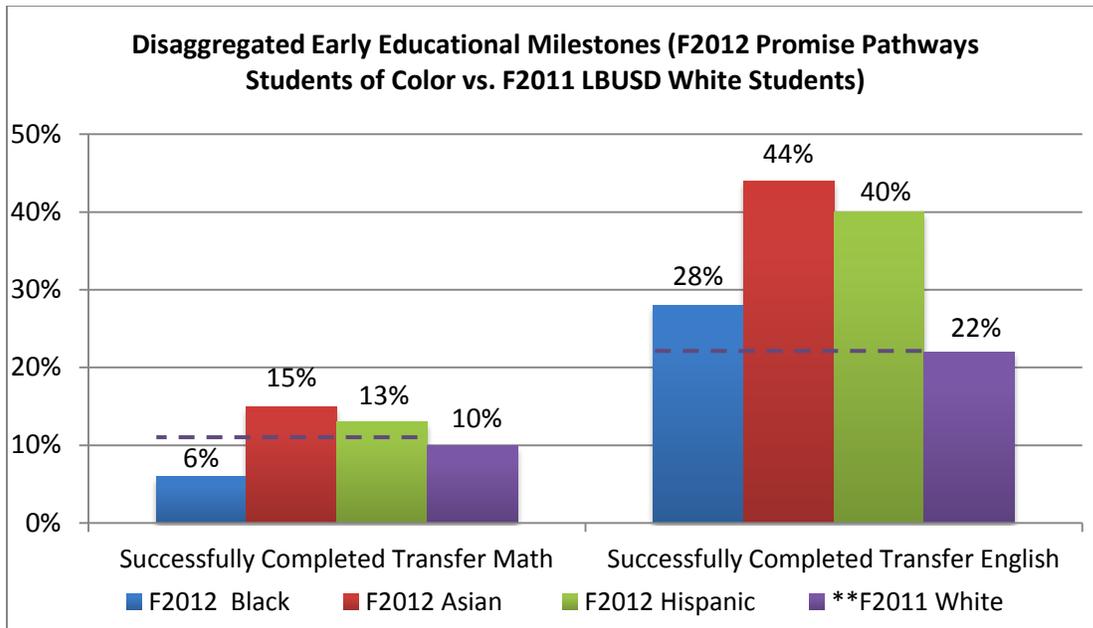
Self Evaluation

The Office of Institutional Effectiveness has been making concerted and creative strides to assess, describe, and evaluate outcomes of the various components of Promise Pathways and supplemental learning delivered in the Student Success Centers. High-level outcomes for the first two cohorts of students who participated in Promise Pathways show significant impact in first-time students’ attainment of early educational milestones.

*Percentage of cohort successfully completing transfer-level English and Math in the Promise Pathways compared to Fall 2011 cohort of first-time LBUSD students*

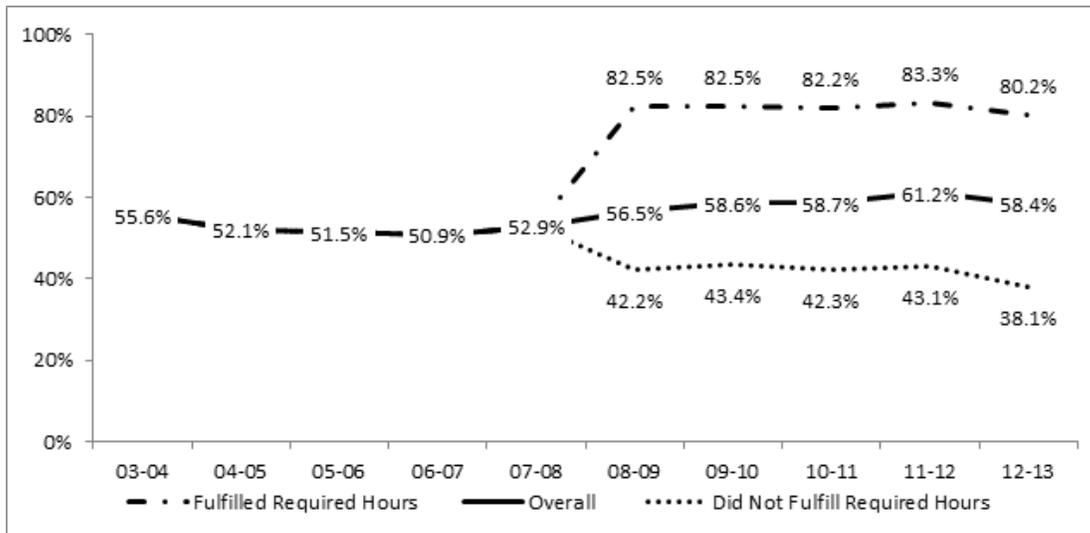


An analysis of the obstacles that prevent students from completing transfer requirements revealed that many students were not enrolling in required English or math classes until they had finished many of their other transfer requirements. One of the first strategies of Promise Pathways was to give these first-semester students priority at registration and to require that they enroll in English and math courses. Rates of achievement of early educational milestones increased for every demographic group with some of the largest relative gains made by Latino and African American students. In fact, the rates of achievement of these milestones by students of color in the Promise Pathways in 2012 outpaced those of white students in 2011 in every case except one.



Success rates for courses that have had supplemental learning activities (SLAs) added as requirements in the course outline show gains of about 5 percentage points. Additional analyses show differential gains based on subject.

*Success Rates for Courses with Supplemental Learning Assistance in Success Centers*



As reflected by the goals of the Educational Master Plan, the college is committed to obtaining and tracking data on the success and retention of varied student populations. This commitment has been further supported by a Lumina grant which is supporting collaborative community efforts to improve Latino college student success in the Long Beach area.

To date, there have been no formal analyses of the impact of the 16-week calendar changes on student outcomes.

Actionable Improvement Plans

Continue to evaluate effectiveness of SLAs delivered in Success Centers, focusing comparisons of effectiveness among the different SLA formats and with other learning support models such as supplemental instruction.

Conduct a study on the impact of compressed sessions on student success. This will compare outcomes for the traditional 18-week calendar with the compressed 16-week calendar as well as provide evaluative data on effectiveness of shorter-term classes offered in summer and winter intersessions.

**II.A.1.b. The institution utilizes delivery systems and modes of instruction compatible with the objectives of the curriculum and appropriate to the current and future needs of its students.**

Descriptive Summary

Methods of instruction for all courses in all delivery modes are determined by faculty and approved through the curriculum process. These methods include lectures, laboratory/activity, work experience, distance education, field experience, independent study, and service learning. The college delivery systems are listed on the instruction pages on the course outlines and, when applicable, include the distance learning addenda ([2.A.11](#), [2.A.12](#)). The Curriculum Committee and its Course Evaluation Subcommittee support faculty through the process of approving new courses for teaching in the distance learning modality. Every section of a course, regardless of the delivery mode in which it is offered, is taught using a common course outline, objectives, and student learning outcomes.

Changes to delivery mode are approved by the Course Evaluation Subcommittee first, and then sent to the full Curriculum Committee for approval. Throughout the curriculum development process, faculty are given support and guidance from the Course Evaluation chair, the Articulation Officer, and their individual department Curriculum representatives. Guidance is also offered on the Curriculum website, in particular, the [Curriculum Forms](#) page.

During this self-evaluation cycle, the Instructional and Information Technology Services ([IITS](#)) Department has taken strides to create more cohesive Learning Management Systems and to coordinate web design in order to make the use of institutional online resources more easily accessible and student- and faculty-centered ([2.A.13](#)). The college website has become more effectively coordinated across departments and disciplines, and Moodle has been chosen as the college's single Learning Management System so that students will only need to learn one system in their classroom experiences. The Instructional Media Production Services, under the IITS Department, is developing and increasing its use of YouTube academic videos specific to LBCC student coursework. And in coordination with Faculty Teaching and Learning at LBCC, various webinars and workshops have been held to train teachers in new ways to meet the various learning needs of a diverse student population.

As a result of a recent Computer and Office Studies Advisory Committee recommendation, IITS developed two Mobile App courses, designed to keep students in step with the smart phone industry. The Cyber Security program was also developed by this process and is currently being offered.

Math workshops using Assessment and Learning in Knowledge (ALEKS) software were piloted in winter 2013. ALEKS is a web-based, artificially intelligent assessment and learning system that uses adaptive questioning to quickly determine what a student knows and does not know in a course. Evaluation showed the workshops were effective so the Math Department has expanded use of this delivery system. Starting in fall 2013, the English Department began offering accelerated sequences of English courses extending from the pre-collegiate level to transfer-level courses. There has not yet been time to evaluate the effectiveness of these accelerated sequences.

### Self Evaluation

In recognition that not all students fall into the “traditional student” category, the college offers a variety of class times at both campuses, including early morning, afternoon, evening, and Saturday classes.

Math workshops, first offered in winter 2013, targeted students who had not earned passing grades in beginning algebra or intermediate algebra during the fall semester. The workshop featured self-paced progression via mastery through sequenced skill that was supported by “just-in-time” faculty support and ALEKS, a dynamic online system that constantly assesses and provides feedback on student performance. The pilot results suggest that the math winter workshops exhibited significant potential to decrease student time to retake a course they have failed and, more importantly, improve the rate at which students successfully complete the course. In addition, a student survey was administered to students who participated in the workshop. Valuable information on student experience with the online software and with the faculty-led mini sessions was collected and used to inform refinements to math courses offered in the following semester ([2.A.14](#), [2.A.15](#)).

Distance Learning continues to be a growth field, and is especially suited for some non-traditional students. To assure that the quality of instruction in online sections matches that of traditional classroom sections, the DL faculty work closely with the director of Distance Learning, who advises them on legal requirements, such as ADA compliance. All LBCC DL courses offer reasonable accommodations for disabled students. The director also supports new course proposals when they are under review by the Course Evaluation Subcommittee. He consults with the Course Evaluation chair on evolving DL curriculum matters. Recently, they worked together to produce an updated DL Addendum, which more clearly identifies the goals, methods, and adaptations of sample assignments for courses in the DL proposal process ([2.A.12](#)). These changes have led to a clearer articulation of how each DL course will be taught.

The data provided annually to departments for planning and program review show comparative course success rates for online, hybrid and face-to-face delivery methods. Some departments have used this data to inform efforts to close gaps in success rates across the different delivery methods, but the institution has not led a coordinated effort to address potential gaps for all DL offerings ([2.A.16](#), p. 8; [2.A.17](#), p. 4).

### Actionable Improvement Plans

As new methods of instruction are piloted, evaluation strategies of their effectiveness will continue to be incorporated into any pilot project to determine how effectively any instructional innovation achieves desired results.

The director of Distance Learning and faculty coordinator of the DL program will train department faculty and deans to focus on comparative rates of student success for courses delivered online, hybrid, and face-to-face so that gaps in success can be identified and addressed.

The director of Distance Learning and faculty coordinator of the DL program will implement an online certification program to ensure that all faculty teaching online have received

adequate training to teach courses that comply with Title 5 regulations and with local requirements. This certification program will build on the existing set of resources already available to faculty on the LBCC's [Distance Learning](#) website.

**II.A.1.c. The institution identifies student learning outcomes for courses, programs, certificates, and degrees; assesses student achievement of those outcomes; and uses assessment results to make improvements.**

Descriptive Summary

Over the last six years, Long Beach City College has made a significant institutional investment in student learning outcomes assessment and has integrated this assessment throughout the college. Beginning in 2009, the college developed a comprehensive plan to implement SLO assessment requiring that all courses and programs identify and assess SLOs ([2.A.18](#)). The college adopted the TracDat platform in order to carry out and track this implementation.

TracDat stores all course and program SLOs as well as assessment schedules and assessment data. Within TracDat, course and program SLOs are linked to the college's General Education Outcomes. Every program within the college provides SLO assessment updates within TracDat every semester, and the required responses to each assessment item require programs to make changes that address student learning needs. These updates link directly to the college's planning process which takes place on the same software platforms, and each step of the planning process must be supported by SLO assessment data.

All course and program SLOs are assessed on a regular schedule. Course and program-level SLOs and assessment data are entered into TracDat. This data entry was previously done by department SLO officers; now it is done by the college's Educational Assessment Research Analyst ([2.A.19](#), [2.A.20](#)). The SLOs in this database are linked directly to the course outline database and are part of the official course outline which is publicly accessible on the [Course Outline Database](#) ([2.A.21](#)). Specific details of ongoing assessment data are only accessible to the programs that enter them, but general reports are generated regularly and are made available to the community ([2.A.22](#), [Course SLO Report](#); [2.A.23](#), [Program SLO Report](#); [2.A.24](#) [Institution level assessment reports](#)).

Programs evaluate student achievement using a variety of methods and instruments. For example, some CTE programs use state licensure to measure student success. Some areas critique artistic performance. Some rely on performance data. Some use pre- and post- tests to assess learning. Some use objective exams and writing to assess achievement of student learning outcomes. Ten new Scantron machines were ordered for the campuses in spring 2014. These machines will separate scores based on course SLOs and give instructors feedback on achievement of the identifying SLOs. For those SLOs using multiple-choice responses for the assessment method, the automated scoring will greatly assist faculty with the high volume of SLOs requiring assessment.

The college's Educational Assessment Research Analyst works with departments to develop assessment methods and to use the resulting data for program improvement. Course- and program-level assessment data is maintained with TracDat. The ASLO Subcommittee oversees this outcome and assessment process. The SLO coordinator monitors and documents assessment work ([2.A.25](#), [2.A.26](#), [2.A.27](#)).

In order to assure the integrity of the SLO assessment process, the Curriculum Committee maintains the ASLO Subcommittee that oversees LBCC's SLO process, offers "best practices" recommendations to the departments, meets with the departments needing help in this area, offers SLO workshops for full-time and part-time faculty ([2.A.28](#), [2.A.29](#)), and selects SLO representatives for schools and departments ([2.A.30](#)).

### Self Evaluation

The college has made SLO assessment a top priority over the last six years. At the beginning of this period, the college had no SLOs in effect, no SLO assessment, and no link between SLO assessment and planning. Now, every course and program is required to have SLOs entered into the TracDat database and to assess each course according to the schedule maintained in that database. In order to make such dramatic changes, the college created the position of Department SLO Officer to organize department SLOs according to college standards, to set up assessment strategies, and to enter data into the database ([2.A.31](#), [2.A.32](#)). In addition, the college hired a clerk to help enter SLOs during the first year of the implementation. Every course outline includes the course SLOs. In the fall of 2012, the ASLO Subcommittee held a paid training session, before the beginning of school, to familiarize adjunct faculty with SLO assessment practices. In the fall of 2012, the then vice president of Academic Affairs decreed that any adjunct faculty who did not participate in SLO assessment would not be given a contract for the next semester. Although that approach may have produced more anxiety than benefits, it signals the urgency with which the college has approached this issue.

Since fall of 2010, the college has been assessing program- and course-level SLOs and has been assessing and reporting annually since that time. Newly hired faculty are already coming in with skills in writing and assessing SLOs; this has been a criterion built into the faculty hiring process. Every course is required to have an SLO plan that defines its SLOs, establishes the type of assessment and its frequency with clear deadlines, presents expected results, and includes, after the assessment is finished, a summary of what actions have been taken in response to this assessment.

Most departments have found close alignments between successful performance on individual SLOs and student performance in the course, so it is significant to point to work that the Office of Institutional Effectiveness (OIE) has done with specific departments. For instance, the English and Math Departments have revised their assessment requirements based upon OIE analysis of course completion data. The English Department, especially, has engaged in ongoing discussion with the college's research director in order to develop an assessment method that could meet the college's goal of increasing completions in college-level English without significantly damaging the quality of the class experience for all learners. This sort of dialogue, which requires a subtle consideration of both quantitative and

qualitative data, is likely to mark the future of meaningful assessment conversations at the college.

An integral part of LBCC's resource allocation is the completion of yearly department plans and 3-year program reviews. Both require the inclusion of SLO assessment results, analysis of them, and improvement decisions based on them. One of the criteria used to allocate new full-time faculty positions is the degree of department completion of course and program SLO assessment (2.A.33). Furthermore, the allocation of material resources is also linked to department plans, program review, and how the requested resources will improve SLO assessment results.

### Actionable Improvement Plans

After going through the first cycle of SLO assessment, departments and programs are refining their SLOs in order to develop assessment strategies that generate meaningful results. During the past four years, the college has had three different vice presidents of Academic Affairs, each with different directives about SLO assessment. SLO reports generated from TracDat reflect some confusion among the various SLO officers who have been entering data about what assessment has been required and how it should be recorded. More standardized SLO expectations and reporting should help to resolve some of these issues. The Educational Assessment Research Analyst is working with the ASLO Subcommittee and department faculty to create these standards.

### **II.A.2. The institution assures the quality and improvement of all instructional courses and programs offered in the name of the institution, including collegiate, developmental, and pre-collegiate courses and programs, continuing and community education, study abroad, short-term training courses and programs, programs for international students, and contract or other special programs, regardless of type of credit awarded, delivery mode, or location.**

All courses and programs offered by LBCC, including college-level, developmental, and pre-collegiate sequences are required to have student learning outcomes. This holds true for credit and non-credit courses and programs and for all modes of delivery. The assessment of these are supported by the Assessment of Student Learning Outcomes Subcommittee and monitored by the Office of Institutional Effectiveness through the reporting capabilities of the software TracDat. In addition, course success and retention rates are used by departments for planning and program review. These are provided on the program review website as part of the "[data packets](#)" posted at the start of each academic year and include comparisons of success and retention based on mode of instruction and credit type. Short-term training is offered through the College Advancement and Economic Development division of the college, and quality is ensured through student satisfaction surveys, employer feedback surveys on skills attainment by employees completing the courses, and success rates of students achieving industry certifications upon completion of training. Additionally, quality standards and outcomes are incorporated into contracts with third parties delivering short-

term training and other related services, along with monitoring via the annual program quality review process by college staff. The International Student Program is currently conducting a program evaluation, which will result in a new five-year plan for international student programming including the American Language and Culture Institute (ALCI) to be implemented in 2014-15. This plan will include the development of the infrastructure needed to at least double the program from the current 175 students and to triple student enrollment in ALCI.

The Accreditation Commission of Education in Nursing (ACEN) accredits [Long Beach City College's nursing program](#) and has been approved by the California of Registered Nursing (BRN) since 1959. For continued accreditation, the program must adhere to the new 2013 [ACEN standards](#). According to the [California Board of Registered Nursing](#), over 90% of Long Beach City College students passed the NCLEX exam from 2008-09 to 2012-13 school years ([2.A.34](#)).

Allied Health programs, RN, LVN, and DMI are regulated by state agencies and students take exams for licensing.

**II.A.2.a. The institution uses established procedures to design, identify learning outcomes for, approve, administer, deliver, and evaluate courses and programs. The institution recognizes the central role of its faculty for establishing quality and improving instructional courses and programs.**

#### Descriptive Summary

Course design, student learning outcomes, and evaluation are the purview of the college's Curriculum Committee. This is established under Administrative Regulation 4005 ([2.A.4](#)). Any new course proposal may be submitted to the Course Evaluation Subcommittee of the Curriculum Committee by an academic department, following the standards set by the committee after it has met the approval of department faculty and the appropriate area dean ([2.A.35](#)). A variety of [forms](#) and informational documents are available on the [Curriculum website](#) for faculty to use when developing and proposing new courses ([2.A.36](#)). Upon approval by the Course Evaluation Subcommittee, the course must be approved by the full Curriculum Committee, the vice president of Academic Affairs, and the Board of Trustees. The Curriculum Committee is made up of faculty representatives from each department and the academic administrators. The Board of Trustees relies primarily upon the recommendation of the Curriculum Committee for this academic and professional matter.

Four faculty members have been appointed to serve as curriculum reviewers for the college on behalf of the Course Evaluation Subcommittee and the Curriculum Committee. Each reviewer is responsible for reviewing course outlines (in areas outside of his or her own discipline) to ensure the quality of the outline, including the clarity and appropriateness of SLOs, course objectives, methods of instruction and evaluation, content, course textbooks, prerequisites, and co-requisites. Every course outline is reviewed on a six-year cycle to ensure currency and compliance with local standards.

The Associate Degree /General Education Subcommittee oversees the course's GE applicability as well as transferability. It also monitors the placement of courses on curriculum guides that publish all courses required by or applicable to each college program. Upon approval by the Board of Trustees, new and updated courses and curriculum guides are published in the college's fall catalog each year.

All courses engage in SLO assessment, and all programs undergo annual three-year program review. Each department develops and includes SLOs on the [course outline](#) of record. Faculty within a department write student learning outcomes for each course, create their own assessments, draw conclusions based on data collected from assessments, and decide which improvements they wish to pursue and how they want to implement those improvements to courses and programs. (See the Conducting [Course and Program Review \(2.A.37\)](#) and the [SLO Assessment Templates \(2.A.38\)](#) webpages of the Outcomes Assessment website.)

As part of the SLO process, department members periodically review data and make suggestions for improvement to teaching and learning, curriculum, a particular SLO, or the assessment tool. The department faculty members identify appropriate SLOs that are then evaluated during routine course review by the [Course Evaluation Subcommittee](#).

When a new course is submitted, the Course Evaluation Committee ensures that SLOs are established for all courses and programs as part of the [evaluation process](#).

Using on feedback from routine course reviewers, program faculty make revisions to courses and programs and these changes can be found in the [TracDat database](#). Examples of these improvements can be found in programs such as Human Services, Reading, Baking and Pastry Arts, and Nursing.

### Self Evaluation

The college has a clear and effective process for establishing and maintaining quality courses and involving faculty and administration throughout this process. The [Outcomes Assessment website \(2.A.39\)](#), which is publically available to all full- and part-time faculty, contains an enormous amount of information and guidance on assessment at the course, program and institutional levels. Despite the quality of information made available from the website, it grew to such an extent that it became difficult to navigate and to locate specific resources. A new website is currently in development, and it is designed to be more user-friendly and easier to navigate.

When the college developed a plan for incorporating SLOs throughout its curriculum and planning structure, a key component was the database where the records for this project would be maintained. Managing the incredible quantity of data produced by the SLO project remains an ongoing challenge for the college.

The college established an SLO Officers pilot program in 2010 ([2.A.31](#)). The first SLO Officers went through a training program and reported regularly to the ASLO coordinator about department progress on SLO development. SLO officers led each of their departments as they planned, executed, and organized SLO assessments and data collection After the first year of the project when a full-time clerk assisted with the data entry, SLO officers were responsible for entering all SLO data into the TracDat database. The database requires

significant maintenance by each program, and it became apparent that all 35 SLO officers did not follow the same conventions when entering data. As a result, college-wide SLO reports seem to have significantly under-reported SLO assessment activities throughout the college.

While faculty wanted to maintain control of the SLO assessment process, there was growing concern that individual discipline faculty needed expert assistance in how to assure the validity and soundness of assessment tools. Faculty have expertise within their own disciplines, but many feel that they lack the expertise required to interpret the data and to draw appropriate conclusions.

To address these issues (and knowing the SLO Officer pilot program would be scaled back to two Officers per school) the ASLO Subcommittee created a full-time, 12-month, classified job description for an Educational Assessment Research Analyst (EARA). This analyst assists the ASLO Subcommittee, is available to come to department meetings, and/or work with small groups of faculty to review data, and provide assistance with analysis, and update “next steps” into TracDat. She is qualified to help faculty look at current assessments and evaluate effectiveness of those assessments. This position was approved in August 2013, a job search conducted, and a successful candidate hired in October 2013. The first order of business from the ASLO Subcommittee to the EARA was to create electronic reporting forms for SLO TracDat updates ([2.A.38](#)). Forms include: New Assessment plans, Changing/Updating an SLO, Inactivating an SLO, Reporting Data/Conclusions, and “Next Steps.” These newly created electronic forms are intended to increase faculty involvement in the SLO process by allowing any faculty member to send information for inclusion into TracDat. The new analyst has also redesigned the Outcomes Assessment website to make it easier for faculty to locate specific instructions to support them through the process of SLO development, assessment, and improvements.

#### Actionable Improvement Plans

The Assessment of Student Learning Outcomes Subcommittee will continue to work with the Educational Assessment Research Analyst to improve the standardization of results reporting and quality of analysis. In addition, the analyst will work with department faculty to address their specific SLO assessment results and to support discussions about how to address gaps in student performance observed from the results.

In addition, the ASLO Subcommittee and EARA have plans for fall 2014 that should increase faculty involvement in the SLO process. Presently, the majority of faculty have read-only access to TracDat and only the ASLO Subcommittee members, former SLO Officers, and the EARA have editing privileges. The ASLO Subcommittee plans to open up editorial privileges to all faculty, both full and part-time, in fall 2014. Specifically, a certification program will be available to faculty who wish to have editing access to TracDat. The EARA will lead the certification program and any faculty who complete the sessions will be given editing access to their program(s) in TracDat. The ASLO Subcommittee is confident that this will encourage more faculty to participate in this step of the process because they will now have control over when and how their data is entered into the TracDat software.

Furthermore, the ASLO Subcommittee and EARA are working to create websites for each school at the college where data can be collected for SLOs. Each website will include all the programs that fall under a school and will have a separate webpage for each course that is taught in each program. Each course webpage will include a Google document with fill-in-the-blank questions where faculty can input their data from the current semester. When faculty enter data into the Google document, it will automatically populate an Excel spreadsheet for the course. In this way, faculty can keep track of how many sections have submitted data and all the raw data for each course will be organized in one central location. Once the data is ready for analysis, faculty in each department can analyze it or send the excel file to the EARA who can analyze the data for them and meet with them to discuss the findings. The ASLO Subcommittee believes that this method of data collection will simplify the SLO process for all programs and has hopes that faculty from each department will be willing to monitor their own programs' Google documents once the websites are complete.

**II.A.2.b. The institution relies on faculty expertise and the assistance of advisory committees when appropriate to identify competency levels and measurable student learning outcomes for courses, certificates, programs including general and vocational education, and degrees. The institution regularly assesses student progress towards achieving those outcomes.**

Descriptive Summary

All faculty are engaged in SLO assessment. Departments have created SLOs for each of their courses and established clear methods of assessment and standards of achievement for each SLO. Using SLO assessment data, departments make changes to SLOs, to curriculum, and to programs and record these changes in TracDat ([2.A.19](#), [2.A.20](#)). The college has incorporated these practices (and this record-keeping) into the regular curriculum and planning process so that programs continually examine and improve pedagogies across all disciplines. Many programs, especially CTE programs, have advisory committees that participate in the development and evaluation of curriculum and of SLOs.

To ensure that programs address industry standards, the CTE programs all engage in regular meetings with workforce advisory committees. These committees are composed of appropriate experts and employers from the connected industry, who advise and guide program development decisions. Departments include their advisory minutes as evidence when they present new course proposals to the Course Evaluation Subcommittee ([2.A.40](#)).

Self Evaluation

In response to input from workforce advisory committees and in recognition of a growing industry need, the college has commenced work on a new state-of-the art Culinary Arts facility which will open in 2015-16 and will include a working restaurant, where students will train and learn in an authentic work environment under the guidance of the Culinary Arts

faculty. To address the needs for new curriculum to suit the facility, as well as evolving industry standards, the Culinary Arts chair has already designed new courses and certificates, which will be available in coordination with the new facility. Throughout the discussion, advisory committee meetings, and consultations with the Course Evaluation chair, SLOs and their integration have been emphasized. This demonstrates an awareness by faculty of the importance of student outcomes as an integral component of their educational experience at LBCC. Participation in the SLO assessment process has been consistently added to key criteria used in the evaluation of new course proposals presented to the Curriculum Committee and was included as part of a beta project with 41 Career Technical Education programs to refine the assessment methodology to better support the needs of the CTE program review (2.A.41, pp. 6, 9, and 24). Over 2500 CTE degrees and certificates were awarded to students in the 2012-13 year. Gains in the number of CTE awards annually conferred appear especially in areas such as Child Development/Family and Consumer Studies, Computer Office Studies, Public Services and Trades and Industrial Technology (2.A.42).

#### Actionable Improvement Plans

None

### **II.A.2.c. High-quality instruction and appropriate breadth, depth, rigor, sequencing, time to completion, and synthesis of learning characterize all programs.**

#### Descriptive Summary

The Curriculum Committee ensures that the college maintains high-quality programs that meet the needs of the college. The Curriculum Committee oversees the development, evaluation, and revision of instructional courses and programs. Program faculty sequence courses in order to facilitate student success in the program.

Coursework leading to a degree or certificate is offered at both campuses. In the event that required courses cannot be offered every term, they are sequenced regularly to allow students to complete requirements in a timely manner.

In its Educational Master Plan, the college has established specific goals regarding educational milestones for students. These targets aim to increase the rate at which students complete required math, English, and reading courses. By enabling students to complete these courses early in their time on campus, the college aims to prepare students for the rest of their coursework and hopes that improved performance in these gateway courses will lead to greater degree and certificate completion.

Quality of course materials is maintained through the college's program review process and through the routine review of course outlines. In program review, each program must reaffirm that its programs and courses are relevant to the college's mission. At least every six years, each course outline undergoes a rigorous review by discipline faculty and by a

faculty member outside of the discipline to ensure that each course is current and that all outlines meet current standards of the college. The college establishes articulation agreements that demonstrate that the LBCC curriculum is equal in rigor to the institutions where students will transfer.

The college has developed a rigorous hiring process for both full-time and adjunct faculty to ensure that all faculty meet minimum qualifications, and that every hire emerges from a qualified pool of applicants. Once they are hired, all faculty are subject to regular formal evaluations of their knowledge of their discipline, the quality of their teaching materials, and their performance in the classroom. Ongoing workshops are provided for new full-time faculty.

### Self Evaluation

Significant resources (new sections, new faculty, new educational initiatives) have been devoted to reach the targets specified in the 2011-16 Educational Master Plan, and the institution monitors the results closely and publishes these results regularly to both the campus and the community ([2.A.43, EMP Scorecard, 2011-12](#) and [2.A.44, EMP Scorecard 2012-13](#)).

The college has discovered that because of a shortage of courses in required areas (such as math, English, and reading), students tended to delay taking these courses, courses which are designed to give students the skills they need to succeed in other college courses, until after they had finished many of their elective and major requirements. This failure in sequencing may provide one explanation of increasing instructor complaints about students coming to courses without adequate preparation. In order to address this sequencing problem, it is an Educational Master Plan priority to make these classes available to students during their first semester at the college. The college has opened up numerous additional sections of each class, has hired additional faculty in each of these areas, and has developed incentives for students to sign up for these classes within their first semester. The college is currently monitoring the results of these investments in resources. It is the expectation that better-prepared students will complete their programs at an improved rate and that they will perform better in their other classes as a result of early coursework in math, English, and reading.

### Actionable Improvement Plans

Using the model of Promise Pathways to identify the need for additional courses to support students' more timely completion of their foundational skills sequences and achievement of early educational momentum points, the enrollment management efforts will utilize input from the departments and support from the Offices of Academic Services and Institutional Effectiveness to identify the need for changes to course scheduling.

**II.A.2.d. The institution uses delivery modes and teaching methodologies that reflect the diverse needs and learning styles of its students.**

Descriptive Summary

Long Beach City College uses a variety of technologies and delivery modes for instruction, in recognition of student needs and diversity of learning styles. One of these methods is instruction delivered partly or wholly online through Internet technology. The college's Distance Learning program "is dedicated to supporting teaching and learning at LBCC, as well as contributing to student achievement and academic success by teaming up with faculty in all disciplines to integrate instructional technology into the curriculum of DL courses, through the design and facilitation of technology-mediated student-centered practices, and the provision of faculty professional development activities and college-wide training." (See the Distance Learning webpage, [DL@LBCC](#).) This program responds to students whose learning style and experience are more suited to an online modality rather than a face-to-face traditional lecture delivery style. The program also meets the needs of students whose schedules or life issues make it difficult for them to attend classes in a traditional format. Currently more than 200 classes are offered in an online format each term, with many instructors participating to some degree in online instruction. Instructors do receive training to teach online. Support is available through the DL Coordinator and IITS ([2.A.45](#), [2.A.46](#), [2.A.47](#)).

The college has recently begun moving online instruction to a Moodle portal (an open source course management system), rather than allowing instructors to use any course management system they prefer, in an effort to reduce confusion and enhance student success in learning. In addition to training on the Moodle system itself, staff members of IITS have offered FLEX day workshops related to students and technology, for example, "Empower Your Students with the Social Web" and "e-Z grades: Faculty Motivating Students to Succeed." The college offers instructors the free use of an online tutorial system, LYNDA.com.

Technology also enhances learning in a traditional classroom where students interact with the instructor in person. Classrooms on campus are in the process of being updated to "smart" classrooms in which technology aids in the delivery of course content through PowerPoint presentations, interactive Internet tools to supplement instruction, a viewing camera projector, as well as audio and video taped materials. Some courses are relying more heavily than in the past on technology integrated into a traditional classroom, as illustrated by the use of the ALEKS program in the Math Department.

Understanding diversity in learning styles and learning environments, and how best to recognize and appeal to that diversity, is supported through faculty and staff development opportunities. Recent FLEX day training sessions have included "How to Help Students and Staff Discover their Ideal Learning Environment," and "Increasing First-Year Student Engagement, Learning, and Success in Community College," and "Learner-Centered Strategies," and "Best Practices in College Teaching: Creating an Active Learning Environment."

The Nursing program provides a pre-semester success program called "Code Green" that runs for one to two weeks and includes a skills lab and simulation hospital setting. Nearly

90% of all nursing students participate even though it is an optional workshop. The program is grant-funded and recognized by the funding source, Song Brown, as an exemplary program that prepares students for success when they enter their courses. The recent nursing accreditation team also noted the success of this program.

For more experiential learners, field trips, laboratory work, peer instruction and group work are assigned. One of the strategies for active engagement of students is to assign cooperative, interdependent group work to students. Whether individual work or group work, as can be seen from the professional development training opportunity titles listed above, the college is working toward improving rates of student engagement. The Course Outline of Record for many courses explains the incorporation of diversity of teaching styles and methodologies into existing classes.

Regarding diversity of student need, one factor in diversity may be student schedules. While the online course offerings allow flexibility in “attending” class outside of regular class attendance hours, some students may have a need for a more compressed schedule. The summer and winter intersession course offerings and the regular term late-start course offerings allow students to complete coursework in four, five, six, eight, or twelve weeks, depending on the course.

The Counseling Department also offers courses designed for student success, with diverse learning styles in mind in the delivery of these courses. Counseling courses relevant here include COUNS 1 – Orientation for College Success, COUNS 7 – College and Professional Success, COUNS 48 – Career Exploration, COUNS 49 – College Study Techniques, COUNS 800 – Employment Skills and Self Concept, and COUNS 898 – Strategies for Academic Success.

Both the Counseling Department and Student Services are mindful of diverse student needs and learning styles when delivering their information to students. They may offer traditional individual counseling or academic advising, online counseling, small group workshops, and topical sessions, in addition to courses offered through Counseling. Special populations at the college may benefit from admission to a relevant program. Those offered include students with disabilities (DSPS, GO Project), first generation to college (Puente, Project LAUNCH, EOPS), Veterans Services, Honors, international students, and others.

### Self Evaluation

Online course delivery is now part of the permanent landscape in college instruction. The college continues to improve its delivery systems, technology access and training for instructors, and faculty instructional support for its distance learning delivery program. The Distance Learning Task Force, for example, is in the process of implementing a mentor/resource expert for instructors new to online teaching, and will continue to work toward improving distance delivery for students.

Professional development opportunities provide information and strategies in an easily accessed schedule and format. They create dialog between colleagues that is invaluable in modifying instructional methodologies to better meet the needs of learners, whatever their learning styles and needs. But professional development training, as with any new skill, is only successful when it is made available, relevant, and reinforced over time. Professional

development opportunities need to be presented in a way that faculty members find useful and easy to integrate with their current teaching methodologies, with follow-up sessions available as well.

The LEARN 11 course teaches students to maximize their strengths by understanding and utilizing their learning styles. In order for them to be successful, instructors also need to understand these aspects of learning styles. Opportunities exist on campus for instructors to engage in learning styles dialogue. The Learning and Academic Resources department, in particular, provides support to academic departments working to develop more group work and interactive learning in courses.

Counseling and Student Services departments are active in providing training to staff on delivery of services to students with student needs in mind. FLEX day activities that support their goals include “Academic Advising: The Future of Student Success,” “Back to the Basics: Providing Quality Customer Service in Higher Education,” “Providing Services 24/7: Restructuring How We Support Today’s Students,” and “Using Rubrics in Student Affairs: A Direct Assessment of Learning.”

#### Actionable Improvement Plans

The college’s IITS department will continue to be responsive to faculty concerns about moving to a Moodle environment, and continue to provide training opportunities both for the technical aspects of online teaching and the practical aspects of engaging students in an online environment. The training opportunities are regularly available. Mentor/resource instructors will be identified and will make their availability known to online instructors.

#### **II.A.2.e. The institution evaluates all courses and programs through an ongoing systematic review of their relevance, appropriateness, achievement of learning outcomes, currency, and future needs and plans.**

#### Descriptive Summary

As detailed below in II.A.2.f., the college is committed to a regular and rigorous annual department planning process and a three-year program review cycle. With department-wide engagement, the resources and goals of each area are addressed and assessed both for immediate revision and long-term strategic planning.

The college ensures the quality of its individual courses through the yearly routine review process, which abides by Title 5 standards of a six-year cycle. Documents in support of the routine review process can be found on the [Review](#) page on the Curriculum website ([2.A.48](#)). Routine review begins each fall semester with a distribution of the list of courses due for review, sent to each department chair and dean by the Course Evaluation chair. The area peer reviewer (trained faculty members from outside of the disciplines they evaluate, and who have Curriculum experience) then contacts the department chairs under his or her purview, to initiate the draft process. Faculty, who are content experts for the individual

courses, then create drafts of the course outlines, updating the content, textbooks, assignments, methods of instruction, methods of evaluation, and the outcome and objectives which inform the former. The peer reviewers then make recommendations for improvements based on the individual Course Outline of Record (COR), with special attention given to the execution and representation of outcomes and objectives and their related assignments. The second phase of Routine Review occurs throughout spring semester, with continued discussion between faculty who are updating the course and the peer reviewers. Once the update is completed, the department chair, dean, and peer reviewer sign the COR. All course outline revisions are due by late spring, and any courses out of compliance are placed on a warning list for inactivation (based on a Senate Resolution). The peer reviewers each continue to work with departments to assure all delinquent courses are completed. Since 2010, no courses have been inactivated for failure to complete Routine Review.

The college is also currently engaged in a review of student learning outcomes for all courses, as well as college-wide general education outcomes, as described in II.A.2.a.

### Self Evaluation

Following submission of the 2008 Institutional Self-Study report and the subsequent response from the visiting team, the college reevaluated several of the processes for systematic review to integrate SLO assessment into existing and effective processes in order to sustain ongoing efforts to improve student learning through SLO assessment.

College policies that affect curriculum are regularly reviewed, evaluated and updated by the Policy and Standards Subcommittee, which brings its recommendations to the larger Curriculum Committee for full discussion and adoption. All changes to policy and procedure are examined at least twice for a first and second reading and vote. With this method, the department representatives are required to bring proposed changes to their departments for discussion. Any department feedback or concerns are then brought back to the committee for the second reading.

### Actionable Improvement Plans

Improvements to curriculum are made on an ongoing basis. The college recognizes the need to continue the SLO assessment process and has taken aggressive steps toward “closing the loop” on this process. Departments are encouraged to begin their SLO assessment plans upon submission of new course proposals. A current practice requires an assessment plan for all new courses, but a recent discussion at Curriculum is inspiring needed revision of that policy to require departments to work directly with ASLO in adopting their Assessment Plan for new courses within a month of the course’s submission to the Curriculum Committee.

**II.A.2.f. The institution engages in ongoing, systematic evaluation and integrated planning to assure currency and measure achievement of its stated student learning outcomes for courses, certificates, programs including general and vocational education, and degrees. The institution systematically strives to improve those outcomes and makes the results available to appropriate constituencies.**

Descriptive Summary

The updated college-wide planning and review process begins with the revised [process plan](#) from 2009 ([2.A.49](#)). This document is the work of a Task Force put in place by the College Planning Committee (CPC) after feedback from the last comprehensive self-study. This document provides a detailed, yet concise, history of the major revisions to the college's planning and review process which was implemented in fall 2009.

In brief, the planning process, as it relates to academic departments/programs, was a three-year cycle that accounted for yearly needs (under the College Planning Committee, CPC), and program review was a six-year cycle (under the Program Review Subcommittee, under the Curriculum Committee). Under the new process, department planning has been changed to a yearly cycle and program review to a three-year cycle. Resources are allocated on the basis of department plans.

Both processes are now housed under the new Department Planning and Program Review (DPPR) Subcommittee of the Curriculum Committee. The new subcommittee comprises all department heads (or designee), academic deans, and the dean of Institutional Effectiveness. The chair (a faculty member) is selected by the subcommittee for a three-year term.

Self Evaluation

The revised planning and review processes were first implemented in fall 2009. In fall 2010, two new faculty co-chairs of the committee were elected to continue the work of further implementing the new process. During the three years (2010-12), the following processes and changes were implemented. The timing of the work was altered so that draft department plans were created in spring with peer feedback provided by April of each year, allowing departments until the following October to complete their plans (which inform the budget for the next fiscal year). Changes were also made to prompts in TracDat that better reflected department needs and the language used when mapping out future activities. The name of the committee was also changed from Program Review Subcommittee to Department Planning and Program Review (DPPR) Subcommittee to help clarify the distinction between annual department planning and 3-year program review.

Improvements made to program review during this accreditation cycle were significant and involve creation of a template that reflects a simplified and more narrative-driven approach than had been practiced in the past ([2.A.50](#)). The old six-year cycle included over 27 separate questions, and data was interspersed through the document. The template specifically seeks to integrate the new, more frequent cycle of planning, as well as the SLO data driven by the ASLO Subcommittee. By 2012, the template was integrated into TracDat, replacing a separate Word file uploaded to the database and allowing for the generation of reports that

extract information entered into the TracDat fields. To strengthen the linkage between program review and resource allocation, the DPPR Subcommittee recommended to the Curriculum Committee and to the College Planning Committee that completion of program review be included in the criteria of the Hiring Priorities Committee. By spring 2012, the subcommittee also piloted having programs volunteer to give brief presentations, with questions, before the Curriculum Committee. The goal is that every program will present. How the Curriculum Committee responds to these presentations has yet to be determined.

### Actionable Improvement Plans

Due dates for planning and review were changed for the 2013-14 year so that their deadlines were *not* on the same date. Faculty seem to appreciate the extra time to complete what is now referred to as IPR (Instructional Program Review) and SPR (Service Program Review).

The DPPR Subcommittee is considering changing the deadline for program review (possibly more towards late spring) and modifying the peer feedback process as well. The subcommittee is considering strengthening the review process by making it more like an "accreditation team" process so everyone learns more and the review is more structured.

The DPPR Subcommittee will continue to refine the department planning process to ensure that the innovative projects/strategies related to department and program structure are more broadly communicated and considered for support.

### **II.A.2.g. If an institution uses departmental course and/or program examinations, it validates their effectiveness in measuring student learning and minimizes test biases.**

#### Descriptive Summary

The English Department eliminated its common exam for ENGL 1 and ENGL 105, but it discontinued this practice in fall 2011 in anticipation of the implementation of the 16-week schedule. With the compressed schedule, the final exam occurs on the last day of class rather than during a final exam week. The timing of these exams does not allow for a tamper-proof common final exam. The SLO assessment for the writing courses (ENGL 1, ENGL 105, ENGL 801A, and ENGL 801B) is based on a common rubric that is applied to the last/most extensive paper that students write in each course. The Math Department used to administer a department final but discontinued its use with implementation of the 16-week schedule for the same reasons that the English Department decided to discontinue the use of the department final.

#### Self Evaluation

The college does not utilize department finals, but departments do use common assessments for measuring student learning outcomes.

Actionable Improvement Plans

None

**II.A.2.h. The institution awards credit based on student achievement of the course's stated learning outcomes. Units of credit awarded are consistent with institutional policies that reflect generally accepted norms or equivalencies in higher education.**

Descriptive Summary

Each course outline of record includes the SLOs and objectives for the course as well as methods of assessment used for grading and awarding credit. In compliance with the California Code of Regulations, Title 5, the Curriculum Committee requires these elements for every outline. Credits and grades are awarded based upon student attainment of the learning outcomes and other objectives. This information is provided directly to students in the course syllabi and in the college's online course schedule. The college catalog outlines the grading system in use, academic standards, qualifications for honors, policies on prerequisites, and how to question those policies.

Units of credit issued for courses are consistent with local institutional policies (Long Beach City College Policies and Regulations 4005 ([2.A.4](#)) and 4028 ([2.A.51](#)), provisions of Title 5 and guidelines from the Chancellor's Office, as well as guidance from the Curriculum Committee of the Academic Senate for California Community Colleges. Articulation with four-year colleges and universities ensures that credits are awarded consistent with accepted norms in higher education. Units of credit are awarded based on the generally accepted Carnegie Unit, in which 18 hours of standard lecture equal 1 unit of credit.

To ensure integrity in online education, it is essential that the identity of online students be verified so that credit is correctly awarded. Long Beach City College uses the Moodle course management system, which requires student authentication through the use of unique user IDs and passwords.

Self Evaluation

In 2007, the college discovered that many courses at the college did not comply with state standards on applying the Carnegie Unit. The college issued a statement clarifying compliance standards and tasked the deans of each school with bringing each of these courses into compliance by March 2012. The Curriculum Committee has monitored the changes to hundreds of courses as they have been brought into compliance. This task is complete.

Actionable Improvement Plans

None

**II.A.2.i. The institution awards degrees and certificates based on student achievement of a program's stated learning outcomes.**

Descriptive Summary

Every program at the college has established clear outcomes that a student should achieve in order to complete that program and has conducted assessment of student achievement of these outcomes. Program outcomes are closely correlated to SLOs that students achieve within each course that is required within that program. All course and program SLOs are linked to institutional GEOs.

In addition, in order to earn a degree, each student completes a sequence of General Education courses and should thereby satisfy the college's general education outcomes.

The college has many approved programs leading to certificates and degrees. Satisfactory completion by the student allows the certificate or degree to be awarded. Departments and Admissions and Records handle this process once work is completed.

Self Evaluation

In some areas, evaluation of student achievement at the end of a program is relatively straightforward. The nursing program, for instance, has an external licensure exam. The fact that students who have completed the nursing program pass this exam at a high rate demonstrates that these students have achieved the program's stated learning outcomes. The current pass rate for the state nursing licensure for LBCC students is over 90%.

Some of the most meaningful assessment that is currently taking place at the college looks at the progress of students through the institution. Rather than focusing on individual programs, the research looks at the extent to which success in foundational courses leads to success in degree and certificate achievement. This ongoing research is not taking place in isolation. As each semester's data becomes available, it is shared with the college and this data has a direct impact upon curricular developments. In the English Department, for instance, this data has led directly to the creation of an experimental course (P-ENGL) for students with a proven record of academic success but with low assessment test results. The department has worked closely with the Office of Institutional Effectiveness to refine the placement standards, and, in its first semester, the result has been a success rate that is higher than the general population of English 1 students. The Office of Institutional Effectiveness has been able to provide high quality data, and the department has been able to analyze this data in the context of actual classroom experiences in order to arrive at curricular experiments that the college has supported and that have had immediate results. Considering data on student completion and data about students before they enter the course has been far

more significant than anything that the department has been able to do with SLO data because student learning outcome assessment, at best, re-measures, re-packages, re-considers, and re-contextualizes what instructors already measure when evaluating students in a course. The data that is being measured in this project is truly new—instructors are considering the impacts of what happens before a student gets to the course and also what impacts the course has on that student's success after (if not necessarily because of) the course.

The college is aware of the fact that many more students complete the course requirements for certificates and degrees than those who actually apply and are awarded the completion. The process for awarding certificates and degrees needs to be changed in order to more fully capture program and degree completions.

#### Actionable Improvement Plans

The college has made significant progress in all phases of student-learning outcomes and assessment, specifically in the area of ongoing assessment at the program level. Authentic assessment, focusing on the concept of continuous improvement based on actual evidence gathering and the identification of gaps, has been taking place. Hence, institutional dialogue continues to focus on the process of learning outcomes and assessment through data-collection and analysis. As a plan for improvement, this has been immediately addressed through the consolidation of SLO officers and the implementation of the new positions of AM Advisor and Educational Assessment Research Analyst, whose primary responsibility is to continue the push to gain 100% participation in this most important standard.

In addition, relying on support from the Office of Institutional Effectiveness, programs will analyze gaps in program SLO standards and student performance against rates of certificate and degree completions so that more comprehensive changes can be considered.

The Office of Admissions and Records will collaborate with Institutional Effectiveness in order to utilize the college's data warehouse and Cognos reporting tool to track student completion of certificate requirements excluding the final application for the award. These students can be notified either through Admissions and Records or the department that they are eligible for a certificate.

**II.A.3. The institution requires of all academic and vocational degree programs a component of general education based on a carefully considered philosophy that is clearly stated in its catalogue. The institution, relying on the expertise of its faculty, determines the appropriateness of each course for inclusion in the general education curriculum by examining the stated learning outcomes for the course.**

### Descriptive Summary

The LBCC College Catalog clearly states the skills, knowledge, and information that any student who graduates, transfers, or receives a certificate has acquired after completing her/his education. In the catalog, students find the three paths for degree attainment they can follow. Those three options define the general education components that students must fulfill. Those components are linked to the general education philosophy stated in the catalog, to the SLOs established for any course included in each area of knowledge, and to the established program and degree SLOs. In addition, the three degree paths and the mentioned SLOs are linked to LBCC's General Education Outcomes. The LBCC college catalog is available both online and in print ([2.A.52](#), [2.A.53](#), [2.A.54](#), [2.A.55](#)).

### Self Evaluation

In order for a course to be included on the general education list, it needs to follow a rigorous process defined by the Curriculum Committee and its Associate Degree/ General Education Subcommittee. The department submitting the course has to document how it fulfills the content requirements, how it aligns with the general education philosophy of the educational path/s selected and that course SLO assessments are up-to-date.

### Actionable Improvement Plans

LBCC is working on the assessment of institutional general education outcomes (GEOs). The ASLO Subcommittee will continue the work of mapping the GEOs to course and program SLOs ([2.A.56](#)).

**General education has comprehensive learning outcomes for the students who complete it, including the following:**

**II.A.3.a. An understanding of the basic content and methodology of the major areas of knowledge: areas include the humanities and fine arts, the natural sciences, and the social sciences.**

### Descriptive Summary

To ensure that GE courses include appropriate content and methodology, a rigorous process exists. The Department that wishes to place a course on the A, B, or C general education plans must contact the Curriculum Committee, AD/GE Subcommittee, and complete an application to be reviewed, considered and voted upon. The review includes the Department's information, and the Course Outline of Record to be sure that the content and methodology required are included. ("To submit existing courses on plan A (local GE), Plan B (CSULB), or Plan C (UC IGETC) General Education, ... satisfy the requirements outlined in the Handbook of New GE Courses and fill in the appropriate areas." [2.A.57](#), [ADGE Webpage](#); [2.58](#)) All courses at LBCC have student learning outcomes (SLO) assessment

plans, and all courses are required to review these plans at least every three years. The evaluation of assessment data, collected from student samples of work, seeks to determine that students who successfully complete courses have achieved the SLOs.

According to the “Philosophy of General Education” for associate degrees published in the college catalog, “General Education justifies its course of study by the foundation of knowledge it imparts, which becomes an essential preparation for specialization as students move into their major fields of study. This ongoing process of forming, reforming, and integrating these basic conceptualizations allows students to achieve a synthesis of skills, comprehension, and information about oral and written communication, physical and natural sciences, humanities, the arts, and the social sciences, health, and wellness.” ([2.A.52](#), 2013-14 College Catalog, p. 41) This reflects the conviction of Long Beach City College that those who receive an associate degree should possess in common certain basic principles, concepts and methodologies in the various disciplines. The general education experience should enable individuals to use this knowledge when evaluating and appreciating the physical environment, arts, culture and the society in which they live. Most importantly, since education is a lifelong process, general education should lead to better self-understanding and the capacity to adapt, respond and grow in a changing world. In its general education program, Long Beach City College strives to create coherence and integration among the separate requirements. Further, through this program, the college involves students in examining the values inherent in proposed solutions to major social problems.

### Self Evaluation

The college’s philosophy of general education is articulated and defined in the catalog. The ASLO Subcommittee has developed an assessment strategy for the college’s GEOs. This assessment puts processes in place for agreed upon college-wide ongoing assessment, faculty development, curriculum change, and reassessment in each of the general education areas. In the 2008 Institutional Self-Study report, it was noted that, “both faculty and administration have concerns that the 2020 timeline for completing the assessment is not moving fast enough to complete a full cycle of assessment in all eleven areas.” In response, the ASLO Subcommittee conducted a survey of the faculty to solicit feedback on the GEOs in an effort either to merge or eliminate some of them in order to complete a full assessment in a more timely manner. This resulted in the GEOs being reduced to five, and assessment of those five GEOs is almost complete ([2.A.59](#), [2.A.24](#)).

The college is also reviewing revised Policy/Regulations on The Philosophy and Criteria of General Education, and The Philosophy and Criteria of Awarding the Associate Degree.

### Actionable Improvement Plans

Although the ASLO Subcommittee has developed rubrics to assess components of general education and institutional level outcomes, further work needs to be done to refine the process of assessing GEOs to yield meaningful data. The ASLO Subcommittee will continue to educate both the college community and the constituencies on the GEOs, assessment of them, and the use of assessment results.

**II.A.3.b. A capability to be a productive individual and lifelong learner: skills include oral and written communication, information competency, computer literacy, scientific and quantitative reasoning, critical analysis/logical thinking, and the ability to acquire knowledge through a variety of means.**

Descriptive Summary

Written and oral communication, critical analysis, logical thinking, reading, information and mathematical competency are essential components of the core requirements for all degree programs. The college's General Education breadth requirements include natural sciences, social and behavioral sciences, as well as critical thinking.

The college has established [General Education Outcomes](#) (GEOs) to address skills of life-long learning. These GEOs have been identified as Communication, Critical Thinking, Aesthetics and Creativity, Civic Engagement, and Wellness ([2.A.59](#)).

Discipline faculty have developed maps to demonstrate that each SLO in Plan A courses (General Education required course) align with the institution's GEOs ([2.A.60](#)).

The Library Department faculty ensures quality of information competency courses through SLO assessment and program review. Computer literacy courses, once offered by the Learning and Academic Resources department, are now supported by the Computer and Office Studies department where SLO assessment and ongoing refinement occurs.

Lifelong learning and awareness of metacognitive processes involved in learning are provided by the Learning Academic Resources department through direct instruction with the Learning and Academic Strategies course.

Self Evaluation

All levels of classes at the college encourage students to develop skills that will make them productive lifelong learners. Transfer-level classes assist students to prepare for academic pursuits. CTE courses prepare students with vocational training. Community Education courses meet the needs of community members who seek the enrichment that comes from lifelong learning.

College research has suggested that due to challenges with registration priority and impacted classes, many students have been unable to take the core learning courses until after they have established priority by taking classes that require the reading, writing, and computational skills that core courses are designed to improve. The college's Educational Master Plan addresses this challenge by setting benchmark goals for students to attain transfer-level competency in these skills within their first year at the college. This initiative has resulted in additional sections of impacted courses, revised assessment strategies, and incentives for students to take math, English, reading, and counseling courses during their first semesters.

Actionable Improvement Plans

None

**II.A.3.c. A recognition of what it means to be an ethical human being and effective citizen: qualities include an appreciation of ethical principles; civility and interpersonal skills; respect for cultural diversity; historical and aesthetic sensitivity; and the willingness to assume civic, political, and social responsibilities locally, nationally, and globally.**

Descriptive Summary

Long Beach City College breadth requirements include humanities, fine arts, natural sciences, social and behavioral sciences, life skills/critical thinking, physical assessment, and cultural diversity. Within these areas of study, as well as throughout its academic offerings, the curriculum provides students with guidance toward becoming ethical human beings and effective citizens.

The general education outcomes of civic engagement include both democracy and cultural sensitivity/ diversity, which address the ability to measure student learning about ethical and effective citizenship ([2.A.59](#)).

As with all the General Education Outcomes, all departments in the college had the opportunity to identify which courses developed, practiced, and mastered each outcome. The General Education Map documents the identification of courses to the General Education Outcomes ([2.A.60](#)).

In addition to courses that teach civic engagement, many of the campus leadership committees include student membership and encourage students to practice involvement in leadership and local government. These committees include, but are not limited to, Board of Trustees, Budget Advisory Committee, Student Success Committee, Assessment of Student Learning Outcomes Subcommittee, Curriculum Subcommittee, and Academic Senate.

Self Evaluation

Through the college's general education program as well as opportunities for service provided through the institution, the college helps students to recognize and apply the attributes to be an ethical and effective citizen and human being. Understanding the diverse cultures in the community will help students be aware of their place in the global community. Through the courses and programs offered at the college, students are encouraged to develop an appreciation for the arts, a sensitivity to diverse viewpoints, and a sense of civic responsibility.

Actionable Improvement Plans

None

**II.A.4. All degree programs include focused study in at least one area of inquiry or in an established interdisciplinary core.**

Descriptive Summary

Long Beach City College follows established procedures to ensure that new programs and changes to existing programs have a focused study as per California Law.

Specifically LBCC follows this provision in Title 5, Section 55063, which prescribes the degree requirements for a major or area of emphasis: At least 18 semester or 27 quarter units of study must be taken in a single discipline or related disciplines, as listed in the community colleges "Taxonomy of Programs," or in an area of emphasis involving lower division coursework which prepares students for a field of study or for a specific major at the University of California or the California State University.

The process involves review of the degree by the AD/GE Committee to ensure that all degree programs require completion of general education requirements or IGETC or CSU General Education and a minimum of 18 units in a major or area of emphasis for a total minimum of 60 units. After approval by the AD/GE Committee, the degree is reviewed and approved by the Curriculum Committee, and then the Board of Trustees. The degree is then sent to the state Chancellor's office for final approval before it is offered by LBCC.

Information about approved degree programs are published through the college catalog, and in curriculum guides that are specific to the discipline, and made available via the school website and by counselors.

Self Evaluation

All college programs focus on one or more disciplines or areas of study.

Actionable Improvement Plans

None

**II.A.5. Students completing vocational and occupational certificates and degrees demonstrate technical and professional competencies that meet employment and other applicable standards and are prepared for external licensure and certification.**

### Descriptive Summary

LBCC offers 61 Certificates of Achievement that require more than 18 units. These are one- or two-year programs in occupational/technical areas that provide training in job skills and employment opportunities. LBCC also offers (102) Certificates of Accomplishment, which require fewer than 18 units. They are designed to certify a competency in a given area. Both certificates are state approved and have been designed to meet the needs of students who wish to obtain entry-level positions, upgrade their current job skills, pursue an external license and/or certification, or explore a potential area of interest.

The 2013-14 LBCC catalog also offers 68 Associate in Arts (AA) and Associate in Science (AS) degrees and 11 Associate in Arts for Transfer (AA-T) and Associate in Science for Transfer (AS-T) degrees. In addition, all Certificates of Achievement and Associate in Arts and Sciences degrees for Career and Technical Education (CTE) have been reviewed and approved by the LOWDL (Los Angeles/Orange County Workforce Development Leadership) regional consortia as prescribed by the CTE Division at the Chancellor's Office. These approved programs are recorded with the California Community Colleges Curriculum Inventory.

CTE certificates and degrees are reviewed and evaluated by their industry advisory committees at least once a year for alignment with specific industry hiring needs and trends. In November 2013, the School of Trades and Industrial Technologies hosted a Trades Advisory Dinner along with breakout roundtable discussion. The industry partners made recommendations in regards to basic, technical and soft skills that needed to be incorporated into the curriculum. Fifty-four people attended and were very supportive of Career Technology Education at LBCC.

LBCC awarded 1,444 certificates in the 2011-12 Academic Year ([2.A.61](#), see [Data for Planning and Program Review web page](#)). Forty percent of these CTE certificates and degrees have identifiable technical and professional competencies that meet employment standards.

The Career Technical Education (CTE) programs have developed certificates in fields of Green Technology, and under Green Grant funds, have developed a number of courses in Leadership in Energy and Environment Design (LEED) certification. These courses/programs lead to certifications that allow students immediate entry into the job market. LBCC also partners with local employers to offer training to their employees. In 2010, the Office of Homeland Security asked LBCC to develop and offer a Transportation Security Administration (TSA) certificate for Long Beach Airport TSA employees. LBCC was only one of two colleges in the state asked to offer this program. The college partners with Boeing, a local employer, to offer courses designed to update the skills of their employees. Additionally, a Construction Technology Program is under development by a team of faculty from programs, including Electrical Technology, Sheet Metal, Heating, Carpentry, and Ventilation and Air Conditioning. The goal is to prepare students for entry-level jobs in the building and construction industry or entry-level maintenance jobs. This 18-unit certificate is meant to introduce students to the various career options in the building trades, so they can qualify for entry into a registered apprenticeship, can pass a maintenance civil service entry exam or qualify for an entry level construction or maintenance job. This basic certificate will also offer students a chance to sample the various trades to assist them

in finding an appropriate career path. After the Construction Technology Program, a student may decide to continue in the electrical or metal fabrication programs for an additional certificate in a specific trade. The Construction Technology Program prepares students for entry-level careers in a wide variety of occupations. It includes a hands-on approach to learning. Students will learn the tools of the various trades and actually use them in a small simple building project. They will also be given workplace competency skills for the building, construction and maintenance industries.

The Electrical Technology program prepares students for employment in a wide variety of careers in the electrical industry. This program meets the standards set by the California Department of Apprenticeship Standards towards the current Electrician Certification Testing and was the first California community college program to become an approved trainer for the newly passed electrical certification law. All electricians must be enrolled in an approved training program or must pass the electrical certification exam. Faculty from this department were part of the committee that wrote the exam and have continued to be active in assisting other community colleges through their own certification process.

There are some programs for which the college has solid evidence of successful completion of certificates and achievement of employment competencies. The Associate Degree Nursing Program awarded 121 A.S. degrees in Nursing in 2011-12.

Historical data indicates that between 95 to 100% of the graduates will pass the National Council Licensure Examination for Registered Nursing (NCLERN) and upon 6 months after graduation, 90% will be either working as a Registered Nurse or pursuing a B.S. degree in Nursing. The Accreditation Commission of Education in Nursing (ACEN) accredits Long Beach City College's nursing program and has been approved by the California Board of Registered Nursing (BRN) since 1959. For continued accreditation, the program must adhere to the new 2013 ACEN standards (see the [ACEN website](#)). According to the California Board of Registered Nursing, over 90% of Long Beach City College student passed the NCLEX exam from 2008-09 to 2012-13 school year ([2.A.34, Board of Registered Nursing Pass Rates](#)).

Allied Health programs, RN, LVN, and DMI are regulated by state agencies and students take exams for licensing.

Licensure Exam Pass Rates and Job Placement Rates reported in the ACCJC Annual reports from 2007-08 to present are shown on the next page.

**Licensure Exam Pass Rates**

Program	National (N) / State (S)	Licensure Exam Pass Rates					
		07-08	08-09	09-10	10-11	11-12	12-13
Culinary Arts	N				91%	82%	88%
Dietetic Service Supervisor	S	90%	85%	93%	94%	95%	96%
Dietetic Technician	N	20%	25%	66%	86%	89%	No data*
DMI	N & S	96%	96%	95%	96%	96%	73%
MRI	N					88%	
EMT	N					70%	70%
Registered Nursing	N	92%	96%	98%	92%	95%	92%
Vocational Nursing	N	90%	100%	95%	97%	90%	90%

**Job Placement Rates**

Program	Job Placement Rates					
	07-08	08-09	09-10	10-11	11-12	12-13
Dietetic Service Supervisor	88%	100%	100%	71%	37%	56%
Dietetic Technician	71%	100%	100%	72%	56%	No data*
DMI	95%	70%	66%	70%	75%	70%
MRI					80%	70%
EMT					77%	75%
Medical Assistant					77%	72%
Phlebotomy					74%	70%
Insurance Billing					80%	70%
Registered Nursing	95%	75%	75%	55%	83%	37%
Vocational Nursing	90%	75%	70%	70%	70%	68%

*\*exam is no longer offered*

Self Evaluation

The Curriculum Committee, along with CTE advisory boards and industry partners, strive to ensure that students completing vocational and occupational certificates and degrees

demonstrate technical and professional competencies that meet employment and other applicable standards and are prepared for external licensure and certification. The successful accreditation of programs by external agencies further testifies to the quality of education received by LBCC students.

The college collects some data on employment, competencies, licensure and certification for its vocational and occupational programs. Career and Technical Education programs are challenged to keep up with industry standards. In 2010, in order to address this deficiency, LBCC embarked on an effort to improve its ability to assess and improve its CTE programs. Twenty-seven programs in 11 departments participated in a data-driven Beta test gathering information on a variety of perspectives. Involved departments participated in defining data points and analyzing data. They developed responses to improve their programs based on the data collected.

Lessons learned from the Beta test included the identification of college-wide issues that, when addressed, will improve the ability of CTE programs to serve the needs of the students. Specifically, all programs could benefit from stronger ties to their respective Advisory committees and their graduates. Also, students view programs as only one part of their overall experience. LBCC will benefit by focusing on the educational plan development, certificate issuance, registration, transfer preparation, and other nonacademic issues. Finally, the faculty pointed out many areas (facility, clerical and security issues) that should be absorbed by administrative staff, freeing up faculty to focus on student and pedagogical issues ([2.A.41](#)).

Efforts are underway to improve the functioning of advisory committees and improve the employability of students graduating from the programs. Most programs would benefit from a college-wide effort to support faculty in identifying business leaders who could participate actively in supporting student success. These businesses could advise programs through regular advisory committee meetings, in the skills required of the students, ensuring that programs and graduates are current. For smaller programs, LBCC could also support faculty in planning for and coordinating advisory committee meetings to maximize their overall effectiveness. Finally, improved partnerships will expand opportunities for offering student work experience, enhancing their attractiveness as potential employees after graduation.

When the college finds that programs are not viable, a process has been developed to ensure that students, faculty, and the community are not adversely impacted ([2.A.62](#)).

In the past year, LBCC shared in the statewide budget crisis, resulting in discontinuance of 11 programs as well as a college reorganization plan. The remaining programs continue their commitment to offering a high caliber of education to students.

The LBCC Academic Senate Program Discontinuance Workgroup recommended to the senate that it participates in revising regulation 4024 Section 5 by creating a separate process for program discontinuance due to extreme budgetary shortfalls versus non-viability of programs ([2.A.63](#)).

#### Actionable Improvement Plans

Establish a college-wide database of all applicable external licenses or exams, certificate and degree progress and completion, and post-completion employment.

**II.A.6. The institution assures that students and prospective students receive clear and accurate information about educational courses and programs and transfer policies. The institution describes its degrees and certificates in terms of their purpose, content, course requirements, and expected student learning outcomes. In every class section students receive a course syllabus that specifies learning objectives consistent with those in the institution's officially approved course outline.**

#### Descriptive Summary

New students have the opportunity to get information from the Counseling office when their education plans are completed. Current students may get information from faculty, the college catalog, and other on-campus sources. Students are invited to participate in advisory committees as well as to become acquainted with industry people.

Within the first week of school, all enrolled students receive a syllabus of record that includes SLOs for the course. Syllabi for all classes are collected and stored in the deans' offices.

#### Self Evaluation

Although curriculum guides are provided in the college catalog and on the college website, the extent to which departments publish recommended course sequences and relate the completion of particular programs to career options varies ([2.A.54](#), [2.A.5](#)).

The college is just beginning to capture education plans for all students using a standard tool that is integrated into the PeopleSoft enterprise management system.

#### Actionable Improvement Plans

Develop and publish program of study guides throughout the curriculum.

Fully implement use of electronic student education plan for all students.

Train faculty on how to communicate programs of study to students.

**II.A.6.a. The institution makes available to its students clearly stated transfer-of-credit policies in order to facilitate the mobility of students without penalty. In accepting transfer credits to fulfill degree requirements, the institution certifies that the expected learning outcomes for transferred courses are comparable to the learning outcomes of its own courses. Where patterns of student enrollment between institutions are identified, the institution develops articulation agreements as appropriate to its mission.**

### Descriptive Summary

Administration Policy 4019.1 states: A. The vice president of Academic Affairs, shall be responsible for establishing appropriate standards for the acceptability of transfer credit. B. The dean of Enrollment Services shall be responsible for enforcing the standards of acceptability and for maintaining appropriate records on all transfer credit ([2.A.64](#)).

### Self Evaluation

These processes are in place and being continually refined.

### Actionable Improvement Plans

None

### **II.A.6.b. When programs are eliminated or program requirements are significantly changed, the institution makes appropriate arrangements so that enrolled students may complete their education in a timely manner with a minimum of disruption.**

### Descriptive Summary

In 2012, Long Beach City College faced a sharply reduced budget and chose to discontinue a number of CTE programs in order to close the budget gap. As part of the process, the college notified ACCJC with a report to explain the process of discontinuance as it affected this standard ([2.A.1](#)). The report details the LBCC district's Board of Trustees actions, following the college's Administrative Regulation 4024: Program Establishment, Modification, and Discontinuance, to discontinue 11 of its Career and Technical Education (CTE) programs ([2.A.62](#)). ACCJC responded with a letter stating, "The evidence provided demonstrates that the College has taken appropriate steps to assist the enrolled students to complete their educational goals, including developing a student resource guide for every CTE program which includes four components (where applicable): 1) summer teach-out courses, 2) approved course substitutions, 3) courses reverse articulated at local colleges, and 4) similar programs at local colleges" ([2.A.2](#)). Although the college continues to offer a wide-range of CTE programs (LBCC still offers 37 CTE programs and 57 CTE areas of emphasis), faculty and staff have been diligent with efforts to support students who had been enrolled in those discontinued programs so that they could complete their educational requirements in a timely manner and with as minimal disruption as possible.

Classes were held in summer 2013, fall 2013, and some classes in spring 2014 to allow students to finish as many of their course requirements as possible. Students in the Aviation program transferred to Orange Coast College (OCC) to complete their work. LBCC surplused the equipment for the program and was able to transfer it to OCC for use by LBCC students and their students in the Aviation program.

Self Evaluation

The college submitted to ACCJC a document that describes the need for the program discontinuance, lists the programs discontinued, and documents the provisions extended to date to support the impacted students in completing their educational goals. The college received a response from ACCJC which confirmed that the evidence provided in the submitted document demonstrated that students were provided opportunity to complete their educational goals in each of the discontinued CTE programs and that a substantive change review would not be required.

Actionable Improvement Plans

None

**II.A.6.c. The institution represents itself clearly, accurately, and consistently to prospective and current students, the public, and its personnel through its catalogs, statements, and publications, including those presented in electronic formats. It regularly reviews institutional policies, procedures, and publications to assure integrity in all representations about its mission, programs, and services.**

Descriptive Summary

The Office of Academic Services assumes responsibility to coordinate the annual review of the college catalog. All policy sections of the catalog are sent to the deans or managers in charge of their respective areas of oversight. For example, new or updated policies regarding financial aid and student learning outcomes are included in the most recent revisions. All revisions and updates are sent to Academic Services so that the current information is reflected in the forthcoming college catalog. Since the academic year 2002-03, an online version of the college catalog has been posted on the college's website.

According to the employee survey administered in fall 2013, the overall mean response rating to the statement, "The course catalog is easy to understand and use" was 3.63 which suggests that no concerns with the college were registered by the respondents.

Each year, curriculum changes recommended by the Curriculum Committee and approved by the Board of Trustees are included in the process of catalog and course database updates. Staff members in the Office of Academic Services are dedicated to ensure that these changes are accurately reflected in the catalog and schedule.

The Office of Academic Services is also responsible for building the schedule of classes for each term. A draft schedule is sent to the deans and department heads for their review of all aspects of what will be printed in the schedule about each class section. Modifications are sent by the department heads, with the respective deans' approval, to Academic Services where changes in the PeopleSoft database are made. After this process of review and revision has been made, a printer's proof is generated from the information entered into

PeopleSoft and is then sent out again to department heads and deans for a final approval. The final schedule is then sent to Community Relations and Marketing (CRM) which combines the complete class schedule publication and the catalog for publishing. CRM works with an external publisher to make sure there are no printing errors before the schedule and catalog is released to students and the public.

### Self Evaluation

The Office of Academic Services works closely with the Office of School and College Articulation to produce a catalog and other print and online publications that accurately reflect the many ongoing changes to curriculum and to college policies. The current system relies on deans, department heads, and managers to update all information related to their areas.

To increase efficiency, currency, and accuracy in catalog and schedule publications, Academic Services and the Office of Articulation would benefit from purchasing and implementing software that better communicates and integrates these areas of the college. This is under consideration. The current system relies on information being manually entered into different online locations by personnel in different offices, which increases the opportunity for error. In the current system, as well, changes are not tracked in a manner that allows students to easily locate policy, procedural, or curricular modifications.

Recent changes to the college schedule, for example the change to a compressed 16-week schedule, have highlighted some inefficiencies in the scheduling procedures. Changes to these processes are underway.

Long Beach City College maintains an online public database of all approved course outline of record. These [course outlines](#) are used for articulation agreements, for linking to ASSIST.org, and for the reference of students and other academic institutions ([2.A.65](#)).

### Actionable Improvement Plans

The Office of Academic Services is currently reviewing catalog software products that have the capability to align and integrate documents from its curricular processes with the Office of School and College Articulation, housed in the Admissions and Records Department. This modification to catalog production processes will reduce some manual tasks performed in Academic Services, creating a process that is more efficient, with fewer errors, and increased communication with the Office of Articulation.

Beginning with the academic year 2013-14, Academic Services has published an online mid-year [addendum to the catalog](#). This addendum is important in meeting obligations to students regarding notification of major changes to curriculum and college processes. The catalog addendum needs an efficient updating process to retain currency and accuracy of major changes in the coming terms ([2.A.66](#)).

Regarding building the schedule of classes for each term, beginning in the academic year 2014-15 the college will be using a newer software system designed to make more efficient use of classroom space and college facilities, Schedule25. Full implementation and a soft launch of the system occurred in fall 2013 with a partial scheduling of the spring 2014 term.

Further adjustments to maximize efficiencies of the system as well as training of all user groups (deans, faculty department heads, academic administrative assistants) will occur as needed into the foreseeable future. Some issues occurred with scheduling two campus sites. Further modifications are necessary to make the software as efficient as possible.

**II.A.7. In order to assure the academic integrity of the teaching-learning process, the institution uses and makes public governing board-adopted policies on academic freedom and responsibility, student academic honesty, and specific institutional beliefs or world views. These policies make clear the institution's commitment to the free pursuit and dissemination of knowledge.**

**II.A.7.a. Faculty distinguishes between personal conviction and professionally accepted views in a discipline. They present data and information fairly and objectively.**

#### Descriptive Summary

LBCC takes seriously its obligation for faculty to present the material in as objective a manner as possible, thereby providing students with the relevant and necessary content to be successful not only in each course, but in future transfer and employment opportunities; at the same time, faculty strive to provide an appropriate context for debate and dissent, as relevant to the content of the course. This requires a combination of content specific data and the academic freedom to present such data in a variety of pedagogical forms. Put differently, this requires a balance between responsibility to the student and the material on the one hand, and the protection of academic freedom on the other hand. There are several policies, documents, evaluation procedures, and best practices in place to ensure that this is happening:

- The Course Outline of Record with clearly stated outcomes and content expectations; these are included in every syllabus as well ([2.A.11](#)).
- The [Faculty Handbook](#), which is available on the college website, has extensive discussion on the matter, beginning on page 47 where the topic of academic freedom is introduced. Chapter 9 of the Faculty Handbook addresses ethics and responsibilities and explicates faculty obligation to exercise critical self-discipline and judgment as well as to protect students' academic freedom. This obligation extends to recognition of the unique circumstances of each student's life and how these may have contributed to students possessing learning styles, which hinder them from benefiting from traditional methods of instruction ([2.A.67](#)).
- An [Adjunct Faculty Handbook](#) was created in 2014 ([2.A.68](#)).
- The [Master Agreement](#), Article X (p. 27), Faculty Evaluation, Section C. Professional Standards, No. 2 Professional Responsibilities, Par. F, states:
  - Accepts and respects differences of opinion, attitudes, and procedures in professional matters on the part of students, faculty, classified staff, and

administration as important to the development of an educational institution ([2.A.69](#)).

- Student Evaluations of faculty as part of the regular faculty review process provide an opportunity to address concerns on this matter. In addition, the Faculty Contract specifically addresses the matter as part of regular review. See below.
- New Faculty Orientation highlights the above items as a regular part of every new full-time faculty member's introduction to the college. Part-time faculty are also instructed in the requirements of the syllabi to include the course outcomes, and other details from the course outline.
- The college catalog provides language from the board policy on academic freedom ([2.A.70](#)).

### Self Evaluation

As this issue relates to academic freedom, the Academic Senate, the Curriculum Committee, and the Academic Policies and Standards Committee all had extensive discussion during the 2011-12 academic year on revising Administrative Regulation 4012 on Academic Freedom ([2.A.71](#)). This discussion also branched into a discussion of Administrative Regulation 6006 (not under the direct purview of Senate/Curriculum, but within consultation) regarding academic freedom within the context of electronic communication ([2.A.72](#), [2.A.73](#)). This discussion and the ensuing changes directly reflects the college's commitment to serious consideration of the responsibility and protection of faculty regarding the presentation of course material. The latest version of the regulation was presented to the Board of Trustees on July 24, 2012 ([2.A.74](#)).

In addition, a workshop, "Protecting Academic Freedom: How does the SLO/GEO Process Protect Academic Freedom?" was held March 11, 2013 at PCC.

Based on the results of the employee survey, the college indicated relatively strong agreement that "LBCC faculty presents course content fairly and objectively in accordance with approved college curriculum" (3.89), and full-time and part-time faculty gave the highest ratings (4.07 and 4.00). Students, however, have not been directly asked a question related to their perception of the fair and objective delivery of college curriculum ([2.A.75](#)).

### Actionable Improvement Plans

The Community College Association-LBCC and the LBCC district will consider adding a direct prompt on this issue to the Student Evaluations form for faculty review.

**II.A.7.b. The institution establishes and publishes clear expectations concerning student academic honesty and consequences for dishonesty.**

Descriptive Summary

Academic regulations including academic honesty are listed on pages 23-33 of the college catalog and include grading regulations, course enrollment guidelines, academic program requirements, academic scholarship, and standards of student conduct. The policy on academic honesty is found on page 31 ([2.A.52](#)).

The Office of Student Conduct is responsible for enforcing the Student Code of Conduct, including issues pertaining to academic dishonesty. Per Administrative Regulation 4018, faculty and or/staff members are responsible for identifying student cases of cheating and plagiarism by students which happen under their supervision. The director of Student Discipline, in conjunction with the dean of Student Affairs, and the vice president of Academic Affairs is responsible for administering this policy. The consequences of cheating at any time at the college may range from a verbal reprimand to failure in a course. If there is sufficient evidence that cheating has taken place, the faculty and/or staff member should address the student, and require a response from the student. If the faculty or staff member is convinced that cheating has occurred, he or she should notify the student involved of the consequences for that course. In addition, the faculty or staff member should send a written memorandum, detailing the specifics of the incident to the director of Student Discipline for possible administrative discipline ([2.A.76](#)).

Self Evaluation

In 2012-13, seventeen Incident Reports were filed with the Office of Student Conduct involving acts of academic dishonesty. Each was resolved according to district policy.

Actionable Improvement Plans

None

**II.A.7.c. Institutions that require conformity to specific codes of conduct of staff, faculty, administrators, or students, or that seek to instill specific beliefs or world views, give clear prior notice of such policies, including statements in the catalog and/or appropriate faculty or student handbooks.**

Descriptive Summary

Faculty are provided with a listing of their professional responsibilities and professional expectations in the CCA and CHI collective bargaining agreements which are outlined separately in the Evaluation Article of each agreement ([2.A.69](#), [2.A.77](#)). In addition, the classified bargaining unit has a listing of types of conduct that constitute grounds for

disciplinary action which can be found in Chapter 12 of the Personnel Commissions Rules and Regulations (2.A.78). Finally, administrators/managers are governed by a Management Team Procedure Manual that outlines professional responsibilities and a commitment to ethical behavior for all members of the Administrative/Management Team (2.A.79).

In addition to professional responsibilities and expectations outlined in collective bargaining agreements, Personnel Commission Rules and Regulations, and the Management Team Manual, LBCC Board of Trustees has adopted Administrative Regulation 3008 – Institutional Code of Ethics. In June of 2009, the Board adopted an Institutional Code of Ethics which put in place a formalized regulation that governs professional expectations as well as expectations for ethical conduct for all faculty, administrators, and staff members. The Institutional Code of Ethics outlines the importance of ethical conduct, compliance with laws, as well as providing examples of ethical conduct and conflicts of interest. Violations of Administrative Regulation 3008 can be filed with the vice president of Human Resources for review and investigation (2.A.80).

A new memorandum on email etiquette was completed, vetted through the Academic Senate, and was distributed at the start of spring 2014.

The college catalog includes standards of student conduct that were established for compliance with state educational code (p. 32 of 2013-14 College Catalog). In addition, the catalog outlines several rules for student behavior designed to create a collegiate environment (p. 31).

#### Self Evaluation

The college provides clear statements for expected codes of conduct for staff, faculty and students. These appear in the collective bargaining agreements for faculty, in the Management Team Manual for staff, and in the college catalog for students.

#### Actionable Improvement Plans

None

### **II.A.8. Institutions offering curricula in foreign locations to students other than U.S. nationals operate in conformity with standards and applicable Commission policies.**

#### Descriptive Summary

Long Beach City College does not participate in foreign locations of study.

## **Standard II.A Evidence List**

- [2.A.1](#) LBCC Program Discontinuance Documentation Submitted to ACCJC, July 30, 2013
- [2.A.2](#) Letter from ACCJC Regarding Program Discontinuance, August 5, 2013
- [2.A.3](#) LBCC Mission Statement
- [2.A.4](#) Administrative Regulation 4005 - Curriculum and Instruction
- [2.A.5](#) Instructional Program Review Schedule 2011-2014
- [2.A.6](#) Routine Course Review Cycle 2013-2018
- [2.A.7](#) College Facts, Fall 2013
- [2.A.8](#) LBCC Student Success Plan, Fall 2007
- [2.A.9](#) Student Success Plan, 2012-2017
- [2.A.10](#) Teaching and Learning Institute, Overview and Syllabus, Fall 2012
- [2.A.11](#) Course Outline Template
- [2.A.12](#) LBCCD Distance Learning Addendum
- [2.A.13](#) Instructional and Inform Technology Services website
- [2.A.14](#) *Building Success: How an Intersession Workshop Transformed Student Outcomes in Math*, presented at Strengthening Student Success Conference, October 9, 2013
- [2.A.15](#) Midterm Findings for Math Winter Workshop, Winter Intersession 2013, Research Brief from the Office of Institutional Effectiveness, LBCC, January 22, 2013
- [2.A.16](#) College-wide Data 2010-11 to 2012-13, p. 8
- [2.A.17](#) Learning and Academic Resources Department Data 2010-11 to 2012-13, p. 4
- [2.A.18](#) LBCC Accreditation Blueprint, April 20, 2010
- [2.A.19](#) Sample Course SLO Reports
- [2.A.20](#) Sample Program SLO Reports
- [2.A.21](#) Course SLOs on Course Outline Database, Sample
- [2.A.22](#) Course SLO Report, 2014
- [2.A.23](#) Program SLO Report, 2014
- [2.A.24](#) Institution SLO Reports, 2009 – 2014
- [2.A.25](#) Course SLO Ongoing Assessment Summary, May 5, 2014

- [2.A.26](#) Course SLO Ongoing Assessment, All Courses by School, May 5, 2014
- [2.A.27](#) Program SLO Ongoing Assessment Report, June 4, 2014
- [2.A.28](#) *Using SLOs in Classroom Teaching*, Adjunct Seminar, August 2012
- [2.A.29](#) Adjunct Faculty SLO Seminar, 2013
- [2.A.30](#) Assessment of Student Learning Outcomes Subcommittee Members, 2013-14
- [2.A.31](#) SLO Job Assignment, 2012-13
- [2.A.32](#) Memorandum of Understanding, SLO Officers, 2012
- [2.A.33](#) Weighted Ranking Criteria for Faculty Positions
- [2.A.34](#) Board of Registered Nursing, NCLEX Pass Rates, 2008-09 to 2001-13
- [2.A.35](#) Course Evaluation Subcommittee Minimum Standards for Acceptance of Curriculum Proposals
- [2.A.36](#) Curriculum Website Screen Shot
- [2.A.37](#) Conducting Course or Program Reviews Webpage Screen Shot
- [2.A.38](#) SLO Assessment Templates Webpage Screen Shot
- [2.A.39](#) Outcomes Assessment Website Screen Shot
- [2.A.40](#) Advisory Committee Meeting Minutes
- [2.A.41](#) LBCC Career and Technical Education Program Assessment Methodology, Report of Beta Test, May 2012, pp 6, 9, and 24
- [2.A.42](#) Awards Data from 2009-10 to 2012-13
- [2.A.43](#) Educational Master Plan Scorecard, 2011-12
- [2.A.44](#) Educational Master Plan Scorecard, 2012-13
- [2.A.45](#) LBCC Distance Learning Department Online Educator Training Process
- [2.A.46](#) Distance Learning Department Regular Effective Contact Requirements
- [2.A.47](#) Distance Learning Training, Guidelines and Procedures Webpage Screen Shot
- [2.A.48](#) Curriculum Review Webpage Screen Shot
- [2.A.49](#) Program Plan and Program Review Process
- [2.A.50](#) Program Review Template, 2013-14
- [2.A.51](#) Administrative Regulation 4028 – Course Credit
- [2.A.52](#) LBCC College Catalog; Associate Degree Requirements pp 34-35, GE Requirements CSU General Education-Breadth, pp. 38-39, Intersegmental GE Transfer Curriculum, pp. 38-39, Curriculum Guides, pp. 52-102
- [2.A.53](#) LBCC Philosophy of General Education

- [2.A.54](#) Curriculum Guides Webpage Screen Shot
- [2.A.55](#) Sample Curriculum Guide Showing SLOs
- [2.A.56](#) General Education Outcomes Assessment, Curriculum Mapping Report, Fall 2010
- [2.A.57](#) Associate Degree/General Education (ADGE) Subcommittee Webpage Screen Shot
- [2.A.58](#) *LBCC: A Handbook for Proposing New General Education Courses*
- [2.A.59](#) LBCC General Education Outcomes
- [2.A.60](#) General Education Outcomes Assessment, Curriculum Mapping Addendum Report, Spring 2011
- [2.A.61](#) LBCC Awards, All Levels, 2010-11 to 2012-13
- [2.A.62](#) Administrative Regulation 4024 - Program Establishment, Modification, and Discontinuance
- [2.A.63](#) Academic Senate Meeting Minutes, May 24, 2013, VIII. Item C, Program Discontinuance Workgroup Report
- [2.A.64](#) Administrative Regulation 4019 – Acceptance of Transfer Credit from Other Institutions
- [2.A.65](#) Course Outline Webpage Screen Shot
- [2.A.66](#) LBCC Addendum to Catalog 2013-2014
- [2.A.67](#) *Faculty Handbook, LBCC Full-Time Faculty, 2013-14*
- [2.A.68](#) *Long Beach City College Adjunct Faculty Handbook, March 2014*
- [2.A.69](#) Master Agreement, LBCCD and CCA, June 2012 – June 2014
- [2.A.70](#) Board Policy 4012 – Statement of Academic Freedom
- [2.A.71](#) Administrative Regulations 4012 – Academic Freedom
- [2.A.72](#) Administrative Regulation 6006 – Computer, Telecommunications, and Classroom Technology Use
- [2.A.73](#) Academic Senate Meeting Minutes on Administrative Regulations 4012 and 6006: October 28, 2011, Item X.A; March 3, 2012, Item VII.A.3 and Item X.C; April 6, 2012, Item IX.A and B; September 14, 2012, Item IX.E; October 12, 2012, Item IX.F.; October 26, 2012, Item IX.B; November 16, 2012, Item VII.A; May 24, 2013, Item VIII.F
- [2.A.74](#) Board of Trustees Meeting Minutes, July 24, 2012
- [2.A.75](#) LBCC Employee Survey Results, Executive Summary
- [2.A.76](#) Administrative Regulation 4018 – Academic Honesty

- [2.A.77](#) Master Agreement, LBCCD and CHI, July 1, 2013 – June 30, 2016
- [2.A.78](#) Personnel Commission Rules and Regulations, Chapter 12, Procedures for Disciplinary Action and Appeal
- [2.A.79](#) *LBCC Management Team Procedure Manual, 2012*
- [2.A.80](#) Administrative Regulation 3008 – Institutional Code of Ethics

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# Standard II.B

## Student Support Services

**Lorraine Blouin** (Faculty Co-chair)  
**Greg Peterson** (Administrative Co-chair)

### Classified:

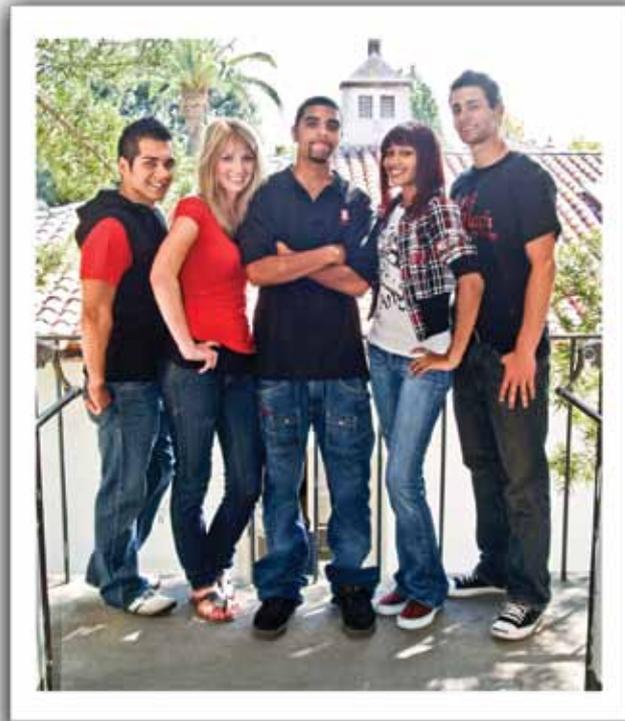
Tracy Bejarano  
Mike Birong  
Joanne Breton  
Tina Cassar  
Shyra Compton  
Monica DeAnda  
Nelly Delgado  
Susana Duran  
Nikki Frederick  
Sylvia Garcia  
Daniel Gilpatrick  
Rachel Kempf  
Farsio Kottab  
John Laseman  
Jessica Legault  
Jonah Lopez  
Corinne Magdaleno  
Sharon Milkes  
Elizabeth Morales  
Judy Quilaton  
Joy Rodrigues  
Debbie Wall

### Faculty:

Marianne Allen  
Candace Dickerson  
Lee Douglas  
Erainia Freeman  
Blanca Galicia  
Dan Hansch  
Kenna Hillman  
Roarke O'Leary  
Judy Oh  
Ruben Page  
Trevor Rodriguez

### Management/ Administration:

Margaret Antonio-Palomares  
Anita Gibbins  
Lillian Justice  
Alicia Kruizena  
Ruth MacCullen  
Rosio Mendoza  
Franc Menjivar  
Ross Miyashiro  
Yvette Moss  
Connie Sears  
Kaneesha Tarrant  
Tom To



## Standard II.B - Student Support Services

**The institution recruits and admits diverse students who are able to benefit from its programs, consistent with its mission. Student support services address the identified needs of students and enhance a supportive learning environment. The entire student pathway through the institutional experience is characterized by a concern for student access, progress, learning, and success. The institution systematically assesses student support services using student learning outcomes, faculty and staff input, and other appropriate measures in order to improve the effectiveness of these services.**

### Descriptive Summary

As an open-admissions institution, Long Beach City College admits a diverse student body in alignment with the state regulations for community colleges and the college's mission. Admissions policies are published in the college catalog, schedule of classes, and on the college's website. Residency requirements for in-state and out-of-state students are published and enforced through the Admissions and Records Office and have been recently updated to reflect residency changes for AB540 students. In addition, international students seeking enrollment in credit or noncredit courses must meet TOEFL score requirements; all international students, including those seeking admission to the not-for-credit American Language and Culture Institute (ALCI) are subject to all federal immigration requirements which are monitored by the International Student program ([2.B.1](#)). Students with the intent to enroll in specific health programs within the School of Health and Science must meet additional prerequisite course requirements for admission ([2.B.2](#)).

In 2008, leaders from the Long Beach Unified School District (LBUSD), Long Beach City College (LBCC) and California State University, Long Beach (CSULB) signed the Long Beach College Promise, committing the three institutions to providing local students with greater opportunities to complete their higher education. The goals of the Long Beach College Promise are to: a) increase the percentage of LBUSD students who are prepared for and attend college directly from high school; b) increase the percentage of LBCC students who earn degrees and/or career and technical certificates; c) increase the percentage of LBCC students who successfully transfer to CSULB or another four-year college or university; and d) increase the percentage of CSULB students who graduate with a bachelor's degree and/or advanced degrees ([2.B.3](#)). This agreement emphasizes strong collaboration between the three institutions to prepare LBUSD students to succeed in college, including preferential admission requirements for LBUSD and LBCC transfer students to CSULB and the Long Beach College Promise Scholarship for all LBUSD and Lakewood area high school graduates, which covers all tuition fees for the first fall semester of enrollment at LBCC.

Initial results from the Long Beach College Promise were promising. In 2009, over 70 percent of LBUSD graduates immediately enrolled in college in the fall semester, up from 60 percent in 2006. First-time LBCC freshmen from LBUSD also assessed higher in math (21 percent at transfer level compared to 11 percent) and were more likely to persist than their counterparts from other school districts (67 percent from fall to fall compared to 34 percent)

(2.B.3). That same year, LBCC transfer students to CSULB had an acceptance rate of more than 54 percent, which was more than twice that of transfer applicants from other institutions. In 2010, LBCC fall enrollment of LBUSD graduates increased to 1,674, an increase of 2.6 percent over 2009 and up from 1,349 in 2007. That year, more than 500 students received the Long Beach College Promise Scholarship through the initial pilot funded by the LBCC Foundation and the Long Beach Rotary (2.B.4). Despite significant budget reductions in 2011, which forced the college to offer fewer sections than in prior years, LBUSD graduate enrollment at LBCC remained at 1,675 students and all of these students were awarded the Long Beach College Promise Scholarship that year (2.B.5).

While the Long Beach College Promise has shown progress towards meeting its goals of increasing the percentage of LBUSD students attending college directly from high school and increasing the percentage of LBCC students who successfully transfer to CSULB, LBCC was concerned about the limited improvement in certificate and degree completion rates for LBUSD students. In 2011, the college created an initiative planning group composed of administrators and faculty with the goal to develop a first-year program for LBUSD graduates that would increase student preparation and progress to certificate and degree completion. The effort was built as an extension of the Long Beach College Promise, with four initiative workgroups reflecting the Long Beach College Promise Committees (Preparation for College, Counseling Initiative, Expanding Pathways, and Postsecondary Success) and a Coordinating Team composed of the co-chairs of the workgroups and additional faculty and administrators (2.B.6). More than 40 faculty and 25 administrators were involved in the planning and development of the program over two years, meeting weekly for 60-90 minutes (2.B.7). From this effort, the Promise Pathways pilot was implemented in the fall of 2012 with a cohort of 966 students. Promise Pathways requires students to attend full-time and frontload their foundational coursework in English/ESL, reading, and math; participate in a student success course, including a career exploration course if they have not chosen a major upon admission to the college; and follow a predetermined semester schedule that could include a reading course paired with a general education course or a mentoring component. In return, Promise Pathways students are given higher priority registration with a guarantee to secure enrollment in foundational coursework, additional access to counseling services, and inclusion in the alternative placement pilot for English and math placement. The first Promise Pathways cohort brought in a student population reflecting the diverse community of Long Beach and included students at all levels of college preparation from all six of LBUSD's comprehensive high schools as well as from multiple LBUSD alternative high schools (2.B.8).

The five-year results from the Long Beach College Promise were staggering. Even with budget reductions and more students applying to CSULB than ever before, LBCC transfer students gained admission to CSULB at a rate 18 percent higher than applicants from other community colleges. These students continue to persist at a higher rate than non-local California students who are admitted with more rigorous criteria. Over three-quarters of LBUSD students enroll in college directly from high school, and LBCC awarded 4,000 free semesters of college through the Long Beach College Promise Scholarship. In addition, the Promise Pathways program increased the number of LBUSD students completing transfer-level English in the first year of college by 500 percent over the previous year and 200 percent over the previous year for transfer-level math (2.B.9).

In fall 2013, LBCC invited five more local school districts to participate in Promise Pathways and brought on two additional school districts—Paramount Unified School District and Bellflower Unified School District—bringing the total number of students in the second cohort of Promise Pathways to 1,345 ([2.B.10](#)). Two additional unified school districts, a local private high school, and a large charter high school will be joining Promise Pathways in 2014, and the college is looking for ways to expand the program so that it becomes the common experience for all incoming students.

Serious state budget reductions for community colleges from 2009 to 2013 forced all college divisions, including Student Support Services, to downsize staff and consolidate programs and services. Student Support Services reorganized its areas to streamline services for students and increase efficiencies between departments. In 2012-13, The dean of Financial Aid position was eliminated and Admissions and Records, Financial Aid, and Veterans Services were consolidated into Enrollment Services; staff in the Call Center were cross-trained in admissions and records and financial aid to streamline general information services for students and a shared front counter was created at the Liberal Arts Campus in the newly renovated A Building. In 2013-14, the management structure for Enrollment Services was further restructured to create a director of Enrollment Services and a deputy director for each campus. In spring 2013, all Admissions and Records and Financial Aid staff were grouped into teams to improve communication across areas and Records Technicians in Admissions and Records were cross-trained to evaluate veteran program eligibility in order to batch process veteran documents in a more timely manner ([2.B.11](#), [2.B.12](#)).

The Scholarship Office was moved under Student Support Services and combined with the Outreach Office, Upward Bound, GEAR UP, the International Student Program, the American Language and Culture Institute, and the Summer Recreation program—all the student services programs with a recruitment/outreach component ([2.B.11](#)). The new area, titled Student Relations, oversees Promise Pathways recruitment, the Long Beach College Promise fourth-grade tours (all LBUSD fourth-graders visit one of the LBCC campuses each year and make a commitment to attend college), and the Latino Student Success community collective impact grant funded by the Lumina Foundation. Since 2012, all outreach activities have focused entirely on LBUSD and strong relationships have been built with counselors at each of the local high schools. As more local school districts are added to Promise Pathways, a formula has been developed to scale up outreach staffing in proportion to the number of high school sites, with each new high school needing approximately five hours of staffing coverage each week.

The Student Affairs area also saw broad changes in 2012-13. The dean of Physical Education and Athletics position was eliminated and the dean of Student Affairs position was modified to include the newly renamed Kinesiology Department and Athletics. To address faculty and staff concerns regarding the responsiveness of the Student Affairs Office to student discipline and Student Health Center issues, two new director positions were created—the director of Student Conduct and Student Life and the director of Student Health Services and Student Life—that also unified student activities and student government at both campuses. New Student Life Coordinator positions were hired for each campus as well and psychological services were coordinated with the Pacific Coast Campus’s Women’s and Men’s Center’s network of local social service agencies. In spring 2013, a permanent athletic director and a

new athletic coordinator were hired, and in 2013-14 the Health Education program was moved under the Kinesiology Department ([2.B.11](#)).

In 2011-12, the Extended Opportunity Programs and Services (EOPS) was moved from Financial Aid into Counseling and Student Support Services to better align the counseling/advising functions. In 2012-13, the student services categorical programs were consolidated under a new director of Categorical and Special Programs position and a new counseling assignment model was implemented. In addition, the Career Centers and Transfer Centers at each campus were combined in an effort to better coordinate resources with reduced staffing. These changes are explained in greater detail below ([2.B.11](#)).

### Self Evaluation

The Statewide budget reductions that occurred between 2009-10 and 2012-13 forced Student Support Services to dramatically change its structure and be more conscious and deliberate in the programs and services provided to students. In the reorganizations that occurred in the division, direct services to students were protected where possible and initial cuts were made in administration and in non-direct services. For example, between 2009-10 and 2012-13 the number of administrators in Student Support Services decreased by 42 percent from 24 to 14 compared to a 4 percent decrease of classified staff; there were no reductions made in full-time counseling faculty positions. During this same time period while cuts were being made, funding was intentionally shifted to increase staffing support in the Financial Aid Office, DSPS, and in counseling to meet the core demands of students. These decisions were made based upon state mandates (requirements linked to BFAP and the new SB1456 legislation) as well as significant increases in student demand in these areas. For example, the number of FAFSAs processed by the Financial Aid Office increased from 20,292 in 2007-08 up to 40,003 (a 97 percent increase) in 2011-12 with disbursements growing from \$18,842,135 to \$74,532,492 (a 296 percent increase) over the same time period ([2.B.13](#)). Similarly, direct loan applications increased from 632 to 3,538 during this time period (a 459 percent increase). By increasing financial aid staffing, the college was able to better respond to the growing student need as well as leverage state categorical dollars earmarked for financial aid programming. During the same time frame, the Counseling Department saw a decrease in students seeking counseling appointments between 2009-10 and 2012-13, accounting for a decrease of approximately 15 percent; however, students were still turned away from the Counseling Department because of a lack of enough counseling appointments ([2.B.14](#)). The limitations in counseling were compounded by greater competition in transferring to the CSU and UC systems, reductions in course offerings at the college making it more difficult for students to complete program requirements, and a surge in counseling services provided to students in Promise Pathways.

At the same time, Student Support Services has become more targeted in the services provided to students and more collaborative across departments to better utilize limited resources. Outreach activities were limited to only LBUSD and other school districts participating in Promise Pathways and these activities were coordinated with similar efforts built into the Upward Bound and GEAR UP grants. The Student Life Office was restructured in order to focus resources on activities that promote student leadership, diversity, personal and civic responsibility, and personal development, resulting in the elimination of some

longstanding social events. Programs with similar services, such as CalWORKs and Cooperative Agencies Resources for Education (CARE), were combined into the same department to increase efficiencies; all counselors across Student Support Services—including Disabled Students Programs and Services (DSPS), EOPS, Matriculation, and Financial Aid—were moved into the Counseling Department to improve communication and coordination of services (2.B.15); and effective strategies were expanded where possible, such as the use of MSW interns in providing wellness workshops and resources as part of Psychological Services (2.B.17). The division has been forced to do more with less, and this has been accomplished by making difficult decisions and being mindful as to where the greatest impact on students could be achieved.

The Student Support Services division continues to evaluate the changes that were made in its organizational structure and makes modifications as needed in support of its student learning and success goals. In 2012, a process was developed by the Academic Council to evaluate reorganizations after one and three years of implementation. In fall 2013, a task force of faculty and staff reviewed the Student Affairs, Kinesiology, and Athletics reorganization that occurred in 2011, which included surveying over 200 faculty and staff, reviewing student and program outcome data, and evaluating budget information linked to the reorganization (2.B.17). Based upon these data, Academic Council recommended that the Kinesiology Department be moved back under Academic Affairs into the School of Health Sciences, improving alignment in the planning process and balancing the scope of work of the dean position.

#### Actionable Improvement Plans

Reorganization evaluations of the Categorical and Special Programs, and the new counseling model will be conducted in fall 2014 using the same process developed by Academic Council. The International Student Program is currently conducting a full program evaluation, which will result in a new five-year plan for international student programming including the American Culture and Language Institute (ALCI) to be implemented in 2014-15. This plan will include the development of the infrastructure needed to at least double the program from the current 175 students and to triple student enrollment in ALCI.

**II.B.1. The institution assures the quality of 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.**

#### Descriptive Summary

In alignment with the mission of the Long Beach City College District, Student Support Services provides support structures and programs for potential and enrolled students that promote equitable student learning and achievement. These support services are provided at both the Liberal Arts and Pacific Coast campuses as well as online through the college's website, ensuring access for all students to trained, highly qualified staff. The breadth of

support services provided is listed in the college catalog (2.B.18, p. 12-17, 20-22) as well as online at [www.lbcc.edu/students](http://www.lbcc.edu/students). In 2012-13, Student Support Services standardized office hours at each campus to create greater consistency for students to access services.

Students can access additional information on college programs and policies on the college’s website, [www.lbcc.edu](http://www.lbcc.edu). The website also allows students access to their individual records and to complete many matriculation functions, including the ability to apply for admission and financial aid, track financial aid award status, sign up for counseling appointments, complete orientation, access unofficial transcripts, request a degree audit or grade check, and register for classes. Students access many of these functions via the OLE self-service system [<http://www.lbcc.edu/ole.cfm?semester=FALL> (2.B.19)]; other services, such as scheduling a counseling appointment, are provided through separate web applications linked to the website.

Student support services are organized into four college areas: enrollment services, counseling services, student affairs, and student relations. In order to meet the needs of the college’s diverse student population, the following support services are provided on campus or online:

*Location of Services at LBCC*

<b>Student Support Services</b>	<b>LAC</b>	<b>PCC</b>	<b>Online</b>
<i>Enrollment Services</i>			
Admissions and Records Office	X	X	X
Articulation Office	X		X
Cashier’s Office	X	X	X
Financial Aid Office	X	X	X
Veteran’s Services and Veteran’s Center	X		X
<i>Counseling and Student Support Services</i>			
Counseling Services	X	X	X
California Work Opportunities and Responsibility for Kids (CalWORKs)		X	
Cooperative Agencies Resources for Education (CARE)	X	X	
Disabled Students Programs and Services (DSPS)	X	X	
College 2 Career Program (C2C)	X		
Extended Opportunity Program and Services (EOPS)	X	X	
Matriculation: Assessment	X	X	
Matriculation: Orientation			X
Puente Program		X	
STAR Program		X	

<b>Student Support Services</b>	<b>LAC</b>	<b>PCC</b>	<b>Online</b>
Transfer and Career Center	X	X	
TRIO Project Launch and Project Go	X	X	
<i>Student Affairs, Kinesiology, Athletics and Health Education</i>			
Associated Student Government	X	X	
Athletics	X		
Food Services	X	X	
Campus Safety and Security	X	X	
Child Development Center	X	X	
Student Life	X	X	X
Student Health Services	X	X	
Student Conduct Office	X		
Viking College Bookstore	X	X	X
<i>Student Relations</i>			
American Language and Culture Institute	X		
Outreach Office/Long Beach College Promise	X		
International Students Office	X		
Scholarship Office	X	X	X
TRIO Upward Bound	X		
GEAR UP	X		
President's Ambassadors	X		
Promise Pathways	X	X	X

### *Enrollment Services*

Students are able to access Enrollment Services at both campuses and online. The Admissions and Records Office and the Financial Aid Office are temporarily located across from each other at the Pacific Coast Campus in MD-135 and MD-146 during the construction of the new student support services building. Both offices have been combined at the Liberal Arts Campus in Building A. Offices are open from 8:00 a.m. – 6:00 p.m. Monday through Thursday and 8:00 a.m. – 12:00 p.m. Friday. In addition, both admissions and records and financial aid services can be accessed by students via the OLE self-service system. For admissions and records, students can apply to the college, view an enrollment appointment, search and register for classes, enter a permission number for late registration, add to a course waitlist, view a schedule and deadline dates, view grades, and view record holds. For financial aid, students can view the status of their financial aid application, missing documents that are needed, award summaries, scheduled disbursements, and loan application information ([2.B.19](#)). The Cashier's Office is open at each campus from 8:00 a.m. – 5:00

p.m.; in addition, students can use the self-service to check an account balance, make a payment, buy a parking pass, view a 1098-T, and view the system's To Do List function ([2.B.20](#)).

While veterans can receive information through Financial Aid at both campuses, an expanded Veterans Center was opened at the Liberal Arts Campus in fall 2013 in E-010. Students can apply for VA benefits, access support services, and study or participate in the veteran student community. Information is also provided online at the Financial Aid/Veteran's TV ([2.B.21](#)), which hosts over a dozen videos. The Articulation Office is also located at the Liberal Arts Campus in A-1058.

### *Counseling and Student Support Services*

A Counseling Office is located at both campuses (MD-129 and A-1111) and each is staffed with full-time faculty counselors. The Counseling Offices are open until 7:00 p.m. one night a week, 8:00 a.m. – 6:00 p.m. the other days from Monday to Thursday, and 8:00 a.m. – 12:00 p.m. on Friday. Both campuses provide career and transfer services, though these services are headquartered at the Liberal Arts Campus in A-1079 until the new student support services building is completed at the Pacific Coast Campus ([2.B.22](#)). Athletic counseling is housed in the Athletic Department at the Liberal Arts Campus, and online counseling is available through the college's website ([2.B.23](#)). There is also an Assessment and Orientation Office at each campus, orientation is provided online, and students can access a practice assessment test online and see the assessment test schedule online as well ([2.B.24](#)). The assessment schedule was modified in 2011-12 to eliminate the need for appointments and now allows students to assess on a walk-in basis during the posted schedule.

Disabled Students Programs and Services (DSPS) has an office at each campus that is open from 8:00 a.m. – 6:00 p.m. Monday through Thursday and 8:00 a.m. – 12:00 p.m. Friday. Students can begin the process of entering the program by either accessing the program website or in person ([2.B.25](#)). The intake and accommodation process is facilitated in-person. The EOPS and CARE are also housed at each campus and keep the same standard student support services operating hours; CalWORKs is co-located with EOPS/CARE at PCC ([2.B.26](#), [2.B.27](#)). In addition, the two TRIO programs, Project Launch and Project Go, have been moved into the new EE Building at PCC and are also open during the standard student support services operating hours.

Two special population cohort programs are offered through Counseling and Student Support Services. Through a partnership with the Harbor Regional Center, College 2 Career (C2C) (housed in DSPS) serves students with developmental disabilities and students on the Autism spectrum at the Liberal Arts Campus by providing educational coaching support, the development of independent-living skills, and career placement ([2.B.28](#)). Puente is a learning community that helps more Latino students successfully transfer to a four-year institution and is coordinated by a full-time English faculty member and a full-time counselor housed at the Pacific Coast Campus ([2.B.29](#)). The Students and Teachers Achieving Results (STAR) program, also housed at PCC, offers two learning communities targeting re-entry students and support student progress through the foundational reading and English sequences ([2.B.30](#)).

*Student Affairs, Kinesiology, Athletics, and Health Education*

There is a strong student affairs infrastructure at both the Liberal Arts Campus and the Pacific Coast Campus. The Associated Student Government has a student leadership body on both campuses and works closely with Student Life to support clubs, educational and leadership events, social activities, intramurals, and student participation in shared governance processes ([2.B.31](#)). A Student Health Center is located at each campus and is open from 8:00 a.m. – 6:00 p.m. Monday through Thursday and 8:00 a.m. – 12:00 p.m. on Fridays. Student discipline issues at both campuses are overseen by the Office of Student Conduct at the Liberal Arts Campus. Each campus also houses a child development center and is assigned patrol officers by the Long Beach Police Department. At the Liberal Arts Campus, Building I was remodeled to house the Viking Bookstore; at the Pacific Coast Campus, the Viking Bookstore recently opened in the newly renovated EE Building. Students can also purchase textbooks and other class materials online through the bookstore's website ([2.B.32](#)).

Food services are provided at both campuses by an external vendor, S&B Foods. The Liberal Arts Campus boasts a grill and hot food options, coffee, and grab and go items. Until the GG Building is completed at the Pacific Coast Campus, food services are provided by a food truck for both breakfast and lunch and grab and go items are available in the bookstore. In fall 2013, a student dining room was designated at PCC in the MM Building for students frequenting the food truck. When the GG Building opens, S&B Foods will offer a full complement of food options comparable to those available at LAC. As all of the athletics facilities and outdoor classrooms are located at the Liberal Arts campus, the Athletics Department is housed in Building Q. The department also houses the Student Athlete Success Center, which provides a study area, tutoring, orientations and workshops, and counseling services Monday through Friday from 8:00 a.m. – 5:00 p.m. ([2.B.33](#)).

*Student Relations*

The Outreach Office and Scholarships Office are co-located at the Liberal Arts Campus and are open the standard student support services operating hours. Both of these departments have information accessible online. The common scholarship application can be completed online through the college website ([2.B.34](#)). Both campuses also have a scholarship committee that facilitates scholarship awards each year. The Outreach Office coordinates welcome tents at both campuses during the first week of each semester and holds Long Beach College Promise fourth-grade tours at each campus. These offices also serve as the point of contact for students in Promise Pathways, and students can take courses in Promise Pathways at either campus or with special permission online. In addition, the Outreach Office facilitates the GEAR UP grant in partnership with Long Beach Unified School District, and GEAR UP workshops and activities are offered at the local high school and on both campuses ([2.B.35](#)).

TRIO Upward Bound was recently moved across campus at LAC to the O Building for better facilitation of high school student and parent events; many of the services are also provided on-site in the local high schools. The American Language and Culture Institute and the International Student Program are housed at the Liberal Arts Campus ([2.B.36](#), [2.B.37](#)).

### *Program Planning and Review*

The Division of Student Support Services assesses the quality of its programs and services through the department planning and program review processes. This process allows student services departments to 1) assess whether its services are effectively linked to evidence in support of student learning; 2) ensure consistency with the educational goals and standards of the institution; and 3) celebrate and expand its successes.

The annual department plan is completed by the Counseling Department and includes a description of program goals and objectives, activities, successes, and challenges. The department plan also outlines the internal and external conditions impacting the department, goals and rationale, resources needed, and related Board and Educational Master Plan goals. In addition, each department submits annually an assessment plan that includes the service unit outcomes (SUOs) and/or student learning outcomes (SLOs) (if applicable) linked to each goal, assessment tasks, criteria to be assessed, responsible parties, and the current status level of the goal (2.B.38). State funded categorical programs such as EOPS, DSPPS, and Matriculation and federal TRIO programs include ongoing assessment and evaluation as required by their funding sources.

Once department plans are completed, they are consolidated into a prioritized plan by the inter-level planning group (organized into the four primary areas in Student Support Services). The inter-level plans are then forwarded to the vice president-level planning group consisting of the vice president, student services deans, faculty from each counseling area, and a classified representative. The vice president-level planning group then reviews all division goals and further prioritizes the goals and related resource requests into a single list (2.B.39). While the departments assess goals each year, every three years the vice president-level planning group evaluates the entire division plan and sets new goals for the next three-year cycle.

### Self Evaluation

Student Support Services has done a good job of building its department and assessment plans on the foundational work done early on in 2007-08. The department and assessment plans contain detailed strategies with related assessment metrics and appropriate resource requests. This structure has enabled the departments to begin the more difficult process of collecting and assessing data and then modifying programs and services based upon this information.

The division has also made modest progress in evaluating annual goals and modifying programs and services based upon the results. For example, in 2008 the Scholarships Office piloted the Long Beach College Promise Scholarship with the intent to serve 250 students; however, the Office was barely able to award 50 students. Initially, the college had set the requirement that all students complete the FAFSA when applying for the College Promise Scholarship but this requirement became a significant barrier for many students. In 2011, the FAFSA requirement was removed, resulting in 1,675 students receiving the scholarship. The Scholarship Office continues to analyze student recipient data each year to determine if variances exist between high school sites or other student demographics and has been able to increase the number of scholarships awarded each year.

Another example of data-driven progress can be found in the Financial Aid Department. Since 2010-11, the Financial Aid Office has been tracking the speed and efficiency of financial aid processing in order to reduce student wait times. Using 2008-09 data as a baseline, the department has analyzed the average completion time of key financial aid documents to see where changes can be made to reduce processing times. The data has also led to the implementation of multiple strategies, change in process requirements for students to streamline document collection, increased communication strategies to encourage students to apply early, and modification of staffing structures to increase the number of staff able to process and package financial aid awards. The data has shown a continued growth in FAFSAs processed by the Financial Aid Office, with a 124 percent increase in FAFSAs processed. The total review for student requests to reinstate (1,210), student requests to extend their financial aid (925), and mandated verifications of FAFSA information (4,618) totaled 6,753 in 2012-13. In order to meet the demand of review in a timely manner along with the regular increased processing of new applications, the Financial Aid Office created a priority deadline for students to change the behavior of filing late applications, closed down the office a half day per week (advertised ahead of time) in order for the staff to focus on file review, and moved away from a part-time counselor model to a classified staff model, hiring two additional Financial Aid Advisors to increase the file review for reinstatements, extensions, and verifications. Work processes were also modified, such as holding verification parties where all staff review files together in one room for hours at a time and assigning Federal Work Study students to pull files for staff to reduce transition time between files.

Each Student Support Services department has developed an SUO assessment plan for 2010-11, 2011-12, and 2013-14; in 2012-13, the departments participated in completing the first program review cycle for the division and are establishing goals for the next three years ([2.B.38](#)). These plans reflect assessment and improvements made over time and have been adjusted to meet new state mandates and institutional priorities. The division feels confident in the assessment and improvement efforts it has institutionalized over the last few years.

The recent reorganizations in Student Support Services highlighted two key areas for improvement in the collection and analysis of data across the division. First, while all departments were collecting and assessing data, these data were siloed in individual departments using different collection and assessment tools. To enable the sharing of data, new systems are being implemented that standardize how student and department performance data is measured. For example, the full SARS suite has been adopted by all departments with counseling services, standardizing how student contacts and activities are collected. This allows the Counseling Department to measure student traffic and counseling interactions for general counseling, DSPS, EOPS, and CalWORKs. The new electronic student educational plan (SEP) that was piloted in fall 2013 will become mandatory for counseling services in 2014-15, ensuring that SEPs are tracked consistently for all students. The Office of Student Conduct began implementation in fall 2013 of a new online student discipline tracking software, Advocate, which will be fully implemented in 2014-15. Advocate will enable the communication of student information between student discipline, Psychological Services, and potentially even early alert systems. The division will continue to work on the collection and analysis of these shared data at the inter-group and vice president planning levels.

Second, with all of the reductions in staffing and restructuring of duties, the division has identified a need to improve systems for collecting and reporting MIS data. Previously, the responsibility for MIS data was assigned to different levels of classified staff and administrators and was completed with varying levels of accuracy and timeliness. To resolve these issues, two Business Systems Analyst II positions were created in spring 2014 that were tasked with the collection and submission of MIS data for all departments under Counseling and Student Support Services and Enrollment Services, the two areas with the majority of MIS reporting requirements. In spring 2012, the Athletics Department created a new classified Athletics Coordinator position directly responsible for tracking MIS and compliance data. The Student Support Services Leadership Team will be reviewing the effectiveness of these new models as measured by the timeliness of submission and the number of corrections identified each period by the Chancellor's Office.

Actionable Improvement Plans

None

**II.B.2. The institution provides a catalog for its constituencies with precise, accurate, and current information concerning the following:**

**II.B.2.a. General Information**

- **Official Name, Address(es), Telephone Number(s), and Web Site**
- **Address of the Institution**
- **Educational Mission**
- **Course, Program, and Degree Offerings**
- **Academic Calendar and Program Length**
- **Academic Freedom Statement**
- **Available Student Financial Aid**
- **Available Learning Resources**
- **Names and Degrees of Administrators and Faculty**
- **Names of Governing Board Members**

### Descriptive Summary

The Office of Academic Services oversees the publication and updating of the annual college catalog, which includes general information, academic requirements, and major policies affecting students. The following information is updated each year based upon input from departments and constituent groups: course, program and degree offerings; the academic calendar and program length; description of available student financial aid; listing of available learning resources; names and degrees of administrators and faculty; and names of governing board members.

The college catalog is accessible to students in the college libraries, Career and Transfer Centers, and in the Counseling Department. The catalog is also used as a required textbook for the Counseling 1 College Orientation course. The annual college catalogs covering the last eight years (from 2006-07 to 2013-14) are posted on the college's website at <http://www.lbcc.edu/catalog/> (2.B.40). This website also provides quick links to the most frequently visited sections of the catalog, including the academic calendar, the general education outcomes, the general associate degree and transfer plans, and the current curriculum offerings.

In a recent employee survey, 61 percent of respondents agreed that the course catalog was easy to understand and use. Comments made by those who felt the catalog was not user-friendly cited general concerns with the accuracy of information but did not provide any specific examples. The accreditation catalog workgroup reviewed the information and found minor changes in the locations of services due to current construction and made those changes; the workgroup then reviewed each of the catalog areas listed below (2.B.41).

General information on the college is provided in the college catalog. This general information in the [2013-14 catalog](#) is found on the following pages:

- *Official college name, institutional addresses, telephone number, and website:* The official name of the college is found on the catalog's cover and on page III along with the telephone numbers and addresses for both the Liberal Arts and Pacific Coast campuses and the off-campus location of the Office of Economic and Resource Development. The website is listed on the catalog's cover as well as on the bottom corner of the right side of every page.
- *Educational mission:* The college's mission and values are found on page 1.
- *Course, program, and degree offerings:* Program and degree offerings are found on pages 34-51. Curriculum guides for all programs and degrees offered at the college are contained on pages 52-102. A list of all courses offered within each instructional program is found on pages 103-261.
- *Academic calendar and program length:* The academic calendar for the 2013-14 academic year is found on page III. The length of each program offered by the college is found in the curriculum guides for each program on pages 52-102.
- *Academic freedom statement:* The academic freedom statement is found on page 31.
- *Available student financial aid:* All financial aid options available to students are contained on pages 15-16. This includes information on federal aid programs (grants

and loans), state programs, important financial aid dates, and contact information for the Financial Aid Office.

- *Available learning resources:* All available learning resources are listed on pages 20-22 under ‘Learning Assistance.’ These resources include the libraries, the Learning and Academic Resources department, media materials, tutoring, supplemental instruction, and the many instructional learning centers housed on both campuses.
- *Names and degrees of administrators and faculty:* A list of all administrators by name and title is provided on page 262. All full-time faculty employed by the college are listed by name and degree on pages 263-273. A list of part-time faculty employed by the college by name and instructional program is provided on pages 274-282.
- *Names of governing board members:* The names of the five members of the district’s Board of Trustees are provided on page 262.

### Self Evaluation

The college catalog is made accessible to students and contains the general information required by the accreditation substandard. In reviewing this substandard, it was noted that while administrators are listed by name in the college catalog, they are not listed by the degrees they completed. To address this omission, the degree information for administrators will be added to the online catalog and included in the 2015-16 college catalog.

### Actionable Improvement Plans

None

## **II.B.2.B. Requirements**

- **Admissions**
- **Student Fees and Other Financial Obligations**
- **Degree, Certificates, Graduation and Transfer**

### Descriptive Summary

The college catalog includes student information on requirements for admissions, student fees and financial obligations, and degree and certificate programs including those that lead to transfer. This information is found on the following pages of the 2013-14 catalog:

- *Admissions:* Admissions information is found on pages 5-7. This includes information on admissions and registration as well as the matriculation process required for each student. This section also includes specific information on admissions and registration for international students.
- *Student fees and other financial obligations:* Information on student enrollment fees and other expenses is found on page 8. This includes information on both resident and

nonresident enrollment fees; books, supplies, and course material fees; the College Service Card fee and student health fee (including exemptions); the parking fee and printing fee; and a general statement on student indebtedness.

- *Degrees, certificates, graduation and transfer:* General education course patterns are found on pages 34-51. The general education degree plan and the general education transfer plans for CSU and Intersegmental General Education Transfer Curriculum (IGETC) are found on pages 43-44. Curriculum guides for all programs and degrees offered at the college are contained on pages 52-101.

### Self Evaluation

The college catalog contains the general information required by the accreditation substandard.

### Actionable Improvement Plans

None

## **II.B.2.c. Major Policies Affecting Students**

- **Academic Regulations, including Academic Honesty**
- **Nondiscrimination**
- **Acceptance of Transfer Credits**
- **Grievance and Complaint Procedures**
- **Sexual Harassment**
- **Refund of Fees**

### Descriptive Summary

The college catalogs include major policies affecting students. This information is found on the following pages of the 2013-14 catalog:

- *Academic regulations including academic honesty:* Academic policies are listed on pages 23-33 and include grading regulations, course enrollment guidelines, academic program requirements, academic scholarship, and standards of student conduct. The policy on academic honesty is found on page 31.
- *Nondiscrimination:* The nondiscrimination statement is found on page 17 along with the Title IX statement, AB1088 sexual violence prevention statement, and information on the Americans with Disabilities Act of 1990.
- *Acceptance of transfer credits:* Information on the transfer of credits from other colleges, universities and institutions is found on page 29. Specific information about

the acceptance of transfer credit in the Registered Nursing degree program is found on page 30.

- *Grievance and complaint procedures*: Information on the student grievance policy is found on page 6. This information includes the telephone number for the office of Student Conduct and Discipline, which assists students in determining the appropriate process for their grievance.
- *Sexual harassment*: The sexual harassment statement is found on pages 17-18.
- *Refund of fees*: Information on refunds is found on pages 8-9.

#### Self Evaluation

The college catalog contains the general information required by the accreditation substandard.

#### Actionable Improvement Plans

None

### **II.B.2.d. Locations or Publications Where Other Policies May be Found**

#### Descriptive Summary

Additional policies are contained in the 2013-14 college catalog and can be found on pages 2-16. These policies include information on distance learning, the honors program and courses, interdepartmental class transfer rules and refunds, change of address and name information, student rights and responsibilities, student right-to-know and campus security act statement, and available student and community services. In addition, all college policies and administrative regulations are posted on the college's website under "Policies and Regulations" at <http://www.lbcc.edu/policies/> (2.B.42). A link to the policies webpage can be found under the site index.

#### Self Evaluation

The college makes all college policies and regulations available to students either in the college catalog or online on the "Policies and Regulations" webpage.

#### Actionable Improvement Plans

None

**II.B.3. The institution researches and identifies the learning support needs of its student population and provides appropriate services and programs to address those needs.**Descriptive Summary

The college has a strong tradition of tracking student performance data and providing this information to each department for department planning and program review activities. The Office of Institutional Effectiveness provides numerous reports to the college community on student demographics and student success and retention rates. These reports and studies support the college's strategic planning process, operational activities of the college, the college's program effectiveness and student learning outcomes process, and departmental planning. Many of these reports can be found on the Department Planning and Program Review webpage ([2.B.43](#)).

In 2010-11 the college completed a comprehensive Educational Master Plan with measurable objectives targeting improvements in student performance ([2.B.44](#)). Since 2011, the annual vice president-level goals for Student Support Services have been built upon the primary college goals of student success—namely increases in student persistence, successful course completion, and academic goal completion—and equity in the success rates of different student subpopulations. While student support services might not have a direct impact on student performance within the classroom, the division felt strongly that its programs and services significantly affected student success outcomes.

Self Evaluation

In 2011, Student Support Services led the efforts to implement the Promise Pathways program, using data to modify existing college systems and processes. In review of student persistence and completion data, it became apparent that student need for remediation in English/ESL, reading, and math was strongly correlated with lower persistence and degree or certification completion rates. In 2010-11, more than 88 percent of all new students entering LBCC assessed into at least one remedial course in English/ESL, reading, or math with many new students assessing into more than one level below college level in multiple disciplines ([2.B.45](#)). Based upon these data, the college decided to focus on student placement into foundational courses as a key component of Promise Pathways. This led to significant changes in the assessment and placement processes for incoming students (greater detail on the assessment process is provided in II.B.3.e).

In the summer of 2013, new student workshops were coordinated to provide course selection, registration and financial aid information for new, incoming students. The goal of the workshops was to provide general information to students, as well as, provide a one semester educational plan. The workshops were facilitated by the Enrollment Specialists; Academic Counselors attended the last portion of the workshop to assist with the development of the electronic educational plan.

Promise Pathways also led to a full re-examination of the matriculation process at the college, referred to as the “front door experience.” For example, in 2012, orientation and assessment became mandated services for all students ([2.B.46](#)). In 2012-13, Student Support

Services convened a workgroup to align all orientation activities across programs to eliminate barriers and reduce redundancies where appropriate. Changes were made to orientation activities required by EOPS, DSPS, and Athletics in order to move students more seamlessly into these programs (2.B.47). As for assessment, many students were turned away from assessment testing sessions in 2010-11 because these sessions floated between available computer labs and resulted in a limited number of available testing appointments. In 2011-12, a large computer lab at the Liberal Arts Campus was designated as a permanent testing facility and testing moved from an appointment-only model to a more flexible, drop-in testing format; in 2012-13, a similar lab was designated at the Pacific Coast Campus. The number of tests administered each year has increased significantly:

Number of Tests Administered					
2007-08	2008-09	2009-10	2010-11	2011-12	2012-13
22,273	23,281	30,048	34,911	43,859	42,423

In tracking changes in student demographics, Veterans Services saw an increase in veterans applying for chapter benefits from 298 veterans in fall 2008 to 594 veterans in fall 2010 (2.B.48). The college designated a room in the Student Union and worked with the Veterans' Student Club to create a Veterans Center, which opened in spring 2011. In 2012-13, the college assigned two staff to the Center and cross-trained all Records Specialists in Admissions and Records to batch process veteran benefit applications each semester. In fall 2013, LBCC moved the Veterans Center to a larger facility in the same building and partnered with the U.S. Department of Veterans Affairs to provide the VetSuccess on Campus (VSOC) program. VSOC provides on-campus support to veterans transitioning to student life, including housing a Veterans Affairs counselor on-campus. In addition, the college has aligned its VSOC program with its sister program at California State University, Long Beach to improve transfer support for veterans (2.B.49).

Student performance data have continued to show gaps in performance for students of color, particularly Latino and African American students. For example, Latino and African American students in the fall 2011 Long Beach Unified School District cohort showed an 11 percent and a 5 percent behavioral intent to transfer respectively as compared to 22 percent for white students; these students were also less than half as likely as their white peers to successfully complete transfer-level English and math. By providing a more structured first-year experience, Promise Pathways has dramatically reduced these gaps in student performance:

	2011 LBUUSD White Students (benchmark)	2012 Promise Pathways African American Students	2012 Promise Pathways Latino Students
Attempted Transfer Math	14%	20%	22%
Successfully Completed Transfer Level Math	10%	6%	13%
Attempted Transfer English	28%	48%	63%
Successfully Completed Transfer Level English	22%	28%	40%
Behavioral Intent to Complete	58%	61%	73%
Full-time in Fall	54%	78%	84%
Full-time in Fall and Spring	31%	53%	62%
Behavioral Intent to Transfer	22%	28%	33%

Historically, the college has also offered learning communities targeting diverse student populations and has recently reviewed these programs in order to increase the impact had on the broader student body. In fall 2013, a small workgroup led by the vice president of Student Support Services—including the English and Counseling department heads and representation from the Latino Faculty Association—met to review data from the Puente learning community in order to identify activities and strategies used by Puente that could be integrated into the Student Success Plan to benefit more students ([2.B.50](#)). Similar conversations will be held in 2014-15 with the Sankofa (Umoja) learning community and the Black Faculty Association. Additionally, in 2011-12 LBCC was awarded lead on the Long Beach Latino Student Success grant, an initiative focused on creating collective community impact around Latino student postsecondary success. In 2013 alone, over 65 community leaders from 19 different local non-profit organizations participated in monthly professional development sessions around cultural competency, developing shared data systems, identifying high-impact practices, and sustaining organizational capacity ([2.B.51](#), [2.B.52](#)).

The Promise Pathways Coordinating Team, composed of more than 20 faculty and administrators, reviews Promise Pathways student performance data each semester and makes recommendations for program modifications or the implementation of new strategies.

This evaluation process has already led to changes in the placement model for English as well as changes in how counseling services are provided. In spring 2014, two additional pilot programs were reviewed: 1) the use of “themed,” contextualized reading courses linked to a general education course and 2) “achievement coaches,” a graduate student appreciative-advising mentoring model. Challenges in the implementation of the contextualized reading pilot over multiple terms led to the recommendation that other reading pilot options be considered for 2014-15. However, data on the achievement coaches model demonstrated increased persistence and successful course completion rates for participating students, resulting in the pilot being continued for the next student cohort ([2.B.53](#)).

#### Actionable Improvement Plans

The Coordinating Team is also developing a process map that connects specific early alert and support services to student performance indicators at designated times throughout the semester with the intent to initially implement the process map in fall 2014 ([2.B.7](#)). This process map will be reviewed in 2014-15.

### **II.B.3.a. The institution assures equitable access to all of its students by providing appropriate, comprehensive, and reliable services to students regardless of service location or delivery method.**

#### Descriptive Summary

The Long Beach City College Student Support Services Division takes steps to provide access to all its services to students. Student Support Services departments engage in many activities and utilize delivery formats to ensure each student can effectively complete the matriculation and ongoing registration processes, develop a clear plan leading to one or more specific educational goals, and connect with programs and services that will support his or her progress. This is achieved through outreach and recruitment efforts, online student support services, and the standardization of provided services at both campuses ([2.B.54](#)).

#### *Student Relations*

The Student Relations Department oversees all general college outreach efforts, including coordinating the Long Beach College Promise 4<sup>th</sup> grade tours, in which over 6,000 4th graders from Long Beach Unified School District visit LBCC each year ([2.B.55](#)). Due to limited resources over the past few years, outreach efforts have been built around the Long Beach College Promise and Promise Pathways as a core commitment to serving local students first. Student ambassadors are assigned to each local high school and work in the high school career centers assisting students in completing the matriculation process. Outreach staff regularly attend “college night” events at other locations and conduct parent and student workshops on campus. College marketing materials are available online ([www.lbcc.edu/outreach](http://www.lbcc.edu/outreach)) or by mail per request ([2.B.56](#)).

All scholarship information is available online, including the scholarship application, the faculty/staff recommendation form, how to claim scholarship installments, and outside scholarship opportunities (<http://www.lbcc.edu/scholarship/>) (2.B.57). Staff are available to help students navigate the scholarship process in-person and also conduct autobiography workshops to assist students in completing the application. The Scholarship Office also visits student clubs and specific classes, such as those in the Honors Program, to increase student awareness of scholarship opportunities.

The International Student Office hosts a website that is translated into Spanish and Chinese with links in seven other languages. International students are able to access general program information, application information, F-1 and M-1 requirements, and additional support services (<http://www.lbcc.edu/international/>) (2.B.36). Marketing materials are mailed to potential students, and the college partners with an international agency to market the program as well. For students visiting, the office conducts tours and holds orientation sessions.

In 2008, the Child Development department was awarded a grant through LAUP to provide support to students majoring in Early Childhood Education and Child Development. Counseling services were provided via individual appointments, classroom presentations and workshops. Through individual appointments students were provided a comprehensive education plan listing courses needed for graduation and/or transfer. Through these counseling services, Child Development found an increase in graduation rates and transfer.

### *Counseling*

While Student Relations has taken on the primary outreach role for the college, the Counseling department continues to work closely with Long Beach Unified School District in coordinating student transition into college. The dean of Counseling and the department head meet regularly with the district counseling coordinator at LBUSD as part of the Long Beach College Promise; these meetings also serve to coordinate student participation in Promise Pathways at each high school (2.B.58). In fall 2013, the Counseling Department adopted the full SARS software suite, which included the functionality of allowing students to schedule counseling appointments online. The Counseling Department offers its orientation course, Counseling 1, in online and face-to-face formats. Counselors and support staff are housed at both campuses for student group and individual appointments. Beginning in 2013-14, counselors were also assigned to each instructional school to improve counseling visibility and strengthen relationships between counselors and program faculty and staff (2.B.59).

In response to assuring equitable access for students, LBCC has supported the implementation and continuation of online counseling services, which remains a statewide model for online counseling development. The fully web-based secured system is 508 compliant, is available 24/7 during the academic year, and is utilized by former, current, and potentially future students who have convenient access directly from the LBCC home page. The online counselor supports student learning by explaining and providing resources for students to review, referrals to campus and community services, and by following up in-person with the student, if necessary. The website contains information and links that enhance learning opportunities, as well (2.B.23).

DSPS, as a part of its outreach efforts to area high schools and organizations, provides a DSPS orientation, administers college assessment tests, and conducts intake procedures on campus with students at Cabrillo, Long Beach Poly, Wilson, Millikan, and Jordan high schools, as well as the Poly Academy Accelerated Learning (PAAL). DSPS counselors and staff also attend information fairs at the Harbor Regional Center, Long Beach Mental Health, Long Beach Unified School District Special Education, and many other events. Students with disabilities can access all DSPS program information online ([2.B.25](#)). The webpage includes a link to the College Online Counseling portal where students can ask DSPS counselors detailed questions. The college works to assure that all student support services online services and applications are Section 508 compliant.

The CalWORKs program regularly interfaces with the County Department of Public Social Services (DPSS) field offices to keep DPSS staff informed of the opportunities for education and training available at LBCC for welfare-to-work participants ([2.B.27](#)). CalWORKs coordinates outreach to childcare resources with the EOPS CARE program and recruits eligible EOPS students to increase the success of these low-income and first generation students. EOPS focuses on internal outreach during the fall semesters through workshops and newsletters in order to educate faculty, staff, and current students on the purpose of EOPS and its services; in the spring semesters, staff present at local high schools and community organizations. With the new structure combining categorical programs into one department, CalWORKs and EOPS host bi-annual advisory board meetings with DSPS to share program information with key community partners and to ensure services align with community needs ([2.B.60](#)).

Career and Transfer Services works closely with on-campus partners in communicating services and activities to students. Communications such as emails are sent to the following programs, and emails via email distribution lists are sent directly to students in these programs to help insure services to the diverse student populations: EOPS, TRIO funded Project GO, TRIO funded Project LAUNCH, Honors, PUENTE, SANKOFA Scholars, and Child Development Project RISE. Contact information, such as a student's email address, is also collected through transfer and career outreach activities (e.g., tabling and classroom presentations) at both campuses to establish transfer and career interest lists. Off-campus outreach efforts also include transfer presentations and workshops for the local area high schools as well as participation in various high school events such as college/university nights. Students, staff and faculty are also educated about transfer and career services through the use of various technologies and marketing mediums such as the transfer center website, the career center website, Long Beach City College Homepage, Facebook, Twitter, Instagram, faculty emails, staff emails, YouTube videos, LBCC IE News video interviews, transfer and career center brochures, LBCC Viking newspaper articles, and various flyers and posters.

### *Enrollment Services*

The Office of Financial Aid conducts extensive outreach throughout the district's service area. Outreach efforts are coordinated by a designated financial aid advisor who collaborates with other student service entities such as General Counseling and EOPS. Financial Aid conducts off-campus outreach efforts using informational tables at community events such as

park festivals and at local shopping areas and malls. Also, Financial Aid representatives present at “Financial Aid” nights within the Long Beach City College Service area to students and parents. Financial Aid also partners with other departments at outreach events such as high school college night events. On-campus outreach efforts include information tables at the annual College Day event, participation on panels for student and parent Promise Pathways forums, and through interactions with staff during registration (2.B.61).

Admissions and Records has reorganized its webpages to assist with navigation of the main page and its subsequent pages. In addition to structural changes, content was changed to include revised and updated information about policies, procedures and services offered (2.B.62). The site also now contains revised, updatable forms for students to complete, print and submit. Providing the forms online allows students to complete, print and submit via mail rather than making a trip to the office just to file a form. The college is investigating the possibility of allowing submission of forms electronically, eliminating the need to print and mail or deliver the form in-person.

The Office of School and College Articulation began a phased implementation of the PeopleSoft Academic Advisement (Degree Audit) Module. The degree audit became available to counseling faculty and Records Specialists in November 2012. In addition, the student self-service degree audit was released to students on July 1, 2013; students are now able to access their degree audits online (2.B.63, 2.B.64, 2.B.65). Currently, the audit is available only for the college’s degree programs. The college’s certificate programs are expected to be available in the degree audit in the first half of 2014. The Articulation Office revised its website in 2009 to streamline information and refine navigation. In 2009, the college began utilizing College Source’s Transfer Evaluation System (TES) which is used to route and track equivalency requests and store evaluated equivalencies (2.B.66). LBCC added the TES public view link to their website to allow students and other interested parties access to view all course equivalencies.

The veterans at Long Beach City College have a home within the Veteran Services Office (VSO). The VSO is a 1,000-square-foot office that houses a variety of services ensuring that veterans (and veteran dependents) have a supportive environment as they pursue their academic goals. The VSO acts as a liaison between the veteran (or dependent) and the federal Veterans Administration (2.B.67). Within the VSO, students have access to a resident VetSuccess On Campus (VSOC) Counselor, a program that provides outreach and transition services for veterans from military to college life. Long Beach City College is one of only 94 colleges in the country that maintain the VSOC program in the entire country (2.B.49). Additionally, in partnership with the USC School of Social Work and U.S. Vets, the VSO participates in the “Outside the Wire” program whose primary goal is to respond to the growing need to provide preventative and early mental health treatment to veterans returning from Iraq and Afghanistan. Through “Outside the Wire,” veterans may schedule private, in-office counseling sessions. The VSO also provides services including (but not limited to) veteran-dedicated educational counselors; in-office tutoring by fellow veterans; assistance with application for benefits and federal financial assistance; private computer lab and printing; bi-weekly workshops regarding veteran benefits and opportunities within the community; and off-campus college tours.

Veterans can access information regarding the VSO at the Long Beach City College website, <http://www.lbcc.edu/veterans/>, (2.B.67) as well as through social

media, <http://www.facebook.com/LBCCVSO>. The VSO actively engages in communication with its students and compatriots electronically through email lists, social media (Facebook/Twitter) and conducts outreach at campus events. The VSO coordinates with student veterans to participate at the Long Beach Rock for Vets event in April and in the Long Beach Veterans Parade and Festival in November.

### *Student Affairs, Kinesiology, Athletics and Health Education*

The Associated Student Body provides opportunities for students to become involved in campus governance, activities, and services. To increase student involvement in student groups and clubs, Student Life implemented OrgSync in 2009-10. OrgSync is a collaborative portal specifically designed to help student groups collaborate and communicate and includes online forms for data collection and program evaluation, a co-curricular transcript for tracking and recognizing student participation, and a website builder that makes it easy for student organizations to create and maintain public websites. Campus clubs use OrgSync to apply for charters, design and maintain club websites, recruit and register members, track budgets and attendance, schedule events, and advertise club news. The Viking Volunteer program, which coordinates and recognizes student volunteering, uses OrgSync for students to apply to the program, log their service hours, and request transcript notations (2.B.68).

The Office of Student Life has expanded its online presence in its outreach efforts to students. The Student Life website provides information on Student Life policies, ASB, leadership programs, clubs and organizations, intramurals, the Viking Volunteer program, and general events; as of 2010, students are also able to access online voting for all student elections (2.B.69). Student Life staff also provide updates for campus news and events through YouTube, Facebook, and Twitter. YouTube is used for training tutorials for student groups checking out sound equipment and media carts.

The Office of Student Conduct implemented a new discipline tracking software, Advocate, in spring 2014. This software will allow campus community members to report conduct violations online and for internal departments to receive information on student conduct cases more quickly. The Advocate software is also being used to track all Student Affairs requests, including background checks and academic record holds (2.B.70).

### Self Evaluation

The Educational Master Plan specifically identifies the need to “provide equitable access and support to its diverse students” as a core goal of the institution (2.B.44). This is further broken down under “Equitable Student Access” as the need to “increase support services and courses required for degree and certificate completions and transfer preparedness at the Pacific Coast Campus” (p. 11). In 2013-14, the Student Support Services vice president-level planning group selected this focus on the Pacific Coast Campus as one of its two primary goals for the 2013-16 program review cycle. While core student support services are provided at each campus, the division felt it was important to ensure these services were accessible and consistent across the district. This same interest has been reflected in broader campus discussions. For example, approximately half of the respondents to the recent employee survey agreed the college identified and addressed the learning support needs of its

students but noted concerns with the accessibility of services at both the Liberal Arts and Pacific Coast campuses and services for evening students. One faculty leader wrote, “Services to faculty, staff and students at PCC are lacking in comparison to those at LAC. However, recent efforts have been made to improve upon this” ([2.B.71](#)).

To ensure equitable services at both campuses, the operating hours for all student support services departments have been standardized at both campuses from 8:00 a.m. – 6:00 p.m. Monday through Thursday and 8:00 a.m. – 12:00 p.m. Friday. This eliminated the swirling of students between campuses to access open offices and guaranteed similar availability of services. The Counseling Office at both campuses is also open one evening until 7:00 p.m. in order to better serve evening students. In larger departments, such as Financial Aid, Admissions and Records, Counseling, and DSPS, staff are assigned to each campus; in smaller departments, such as Student Life and the Transfer and Career Center, staff schedules include time each week at both LAC and PCC. EOPS, CARE, and CalWORKs were combined into shared offices in order to provide a presence at each campus. Each campus convenes a scholarship committee every year to review student applications and make awards, and the hosting of the annual Scholarship Reception rotates between campuses every other year ([2.B.72](#)). In 2011-12, intramural activities were also expanded to the Pacific Coast Campus ([2.B.73](#)).

In 2009, the district teamed up with ASB to fund a shuttle bus service between campuses in order to increase student access to programs and services. With approximately 204 students riding the shuttle on average three times a week in 2012, the shuttle bus service hours were expanded from one shuttle bus running 7:30 a.m. – 7:00 p.m. to a second shuttle bus running during the peak times of 7:30 a.m. – 10:00 a.m. and 3:00 p.m. – 7:00 p.m. ([2.B.74](#)). In 2012-13, Long Beach Transit approached the college regarding a new pilot bus line that would link the two campuses and LBCC has formed a committee led by ASB to review how a transit partnership might best serve students.

In addition to an analysis of on-campus services, Student Support Services has also reviewed the effectiveness of its online services. For example, the online counseling website consists of two tiers through which people may ask questions of a counselor. Quick Questions is useful for obtaining answers to a wide variety of general questions and it does not require a login to access the system. Detailed Questions, however, requires a login and is reserved for LBCC students (past and present). Services provided through Detailed Questions are comprehensive and include all services offered through traditional counseling with the exception of probation counseling and psychological counseling. Reviewing usage over the past five years, students have submitted on average over 1,500 questions per academic year. It is important to note that the actual number of questions submitted is substantially higher as students continue to ask new and different questions during an open Detailed Questions session that the system does not capture. As of June 1, 2013, there were 9,396 student accounts that had been created through the Detailed Questions component of online counseling.

Enrollment Services has also expanded its online presence to streamline services for students at both campuses and for students taking online courses. In 2012-13, the area created a Business Systems Analyst position to oversee student communications and implemented Blackboard Connect, a comprehensive communication suite that sends phone calls, emails, and text messages to targeted student groups.

As a primary goal of the Student Support Services vice president-level plan, the division is focusing on increasing the effectiveness of student support services at the Pacific Coast Campus over the next three-year planning cycle. This includes a review of staffing and business processes in Enrollment Services, Counseling, and Student Affairs. In spring 2014, construction began on a new Student Support Services building at the Pacific Coast Campus and division-wide planning has gone into the programming and layout of the new building. The division has also assessed the effectiveness of programming in Building A, the newly remodeled Student Support Services building at the Liberal Arts Campus, and has made layout changes in order to improve the student experience and to apply those assessment results to Building GG, the PCC building under construction.

#### Actionable Improvement Plans

As part of the Student Support Services Leadership Institute, in fall 2013 all student services managers began developing a division-wide, coordinated student communication plan. This plan, to be implemented in fall 2014, is intended to centralize key student communications, appropriately time the communication of information to students to ensure greater relevancy, and improve internal awareness of ongoing department efforts ([2.B.75](#)).

### **II.B.3.b. The institution provides an environment that encourages personal and civic responsibility, as well as intellectual, aesthetic, and personal development for all of its students.**

#### Descriptive Summary

Through the Associated Student Body and Student Life Programs, the college offers co-curricular programs that provide opportunities for students to participate in a variety of leadership, service learning, cultural, and athletic activities.

The Office of Student Life also creates a co-curricular environment that supports intellectual, athletic and personal development, and civic responsibility. Student activity and leadership programs are designed to support a co-curricular educational experience for students. Associated Student Body (ASB) bylaws exist to provide parameters for the operation of these programs. Students elected and appointed to the ASB Cabinet represent the official voice of the student body. Through the LAC and PCC Club Senates, over 60 student clubs are organized with weekly meetings held on each campus. The college club system provides numerous events that represent a wide variety of interests supporting ethical and personal development and civic responsibility. Civic responsibility is also emphasized through the Viking Volunteer Program with community and college service learning opportunities for students, faculty and staff ([2.B.76](#)).

The college further fosters personal development through intercollegiate athletics. Twenty-one different sports allow participation for men and women ([2.B.33](#)). An intramural sports program offered recreational competitive opportunities for students, sponsoring over 80

events throughout the year through 2012-13; in 2013, the intramurals program was restructured and reduced due to statewide budget reductions ([2.B.73](#)).

The Associated Student Body provides opportunities for students to become involved in campus governance and development of activities and services for the student body. Opportunities for civic involvement include student participation on campus and on district committees. The LBCC Board of Trustees includes a student member. Through the various programs of the LAC Club Senate and PCC Club Senate, the ASB sponsors leadership training with weekly meetings, speakers, seminars, and workshops. The ASB Cabinet supports its co-curricular programs with revenue from the sale of ASB College Services cards. With an annual operating budget of slightly under a million dollars, the ASB supports campus programs such as athletics, theater, dance, visual arts, music, and journalism ([2.B.77](#)).

The LAC Club Senate and PCC Club Senate represent over 60 student organizations. The Senates provide entry-level leadership training and experience for students. Student clubs offer students opportunities to organize activities that support a common interest or purpose. Each club selects a representative to Club Senates at LAC or PCC. Both senates meet weekly to approve activities and fundraisers. These student government organizations also provide input and recommendations to the ASB Cabinet. From 2008 to 2013, students participated in numerous activities that support personal and civic responsibility, as well as intellectual, aesthetic and personal development including an annual Student Leadership Conference, leadership trainings, and service learning projects in the community.

The Viking Volunteer Program coordinator networks with the campus community and the community at large to provide service-learning opportunities for Long Beach City College students, staff, faculty, and administrators. Between 2008 and 2013 the program has had an average of 200 students per semester participate and students recorded approximately 80,000 service hours. The program continues to work with a variety of community organizations to engage students as volunteers. The Student Life Viking Volunteer Program teaches students personal and civic responsibilities through various service projects and donation drives made available to them. Students learn through service that they are a part of a larger community and that in order for that community to thrive, people need to get involved ([2.B.78](#)).

The Recreation Program at Long Beach City College is composed of two separate entities, the Intramural-Recreation (IM-REC) Program and the Summer Youth Recreation Program. The IM-REC Program is open to all students, faculty, and staff at Long Beach City College and provides them an opportunity to participate in competitive or recreational activities per school year. The Summer Youth Recreation Program serves the youth of the Long Beach community. The program teaches children ages 4-14 the fundamentals of various sports while building up their confidence and self-esteem. The program also serves as a mentor program allowing LBCC's current and former athletes to show the children their passion and love for sports. The activities offered every summer by trained professionals are baseball, football, soccer, tennis, golf, basketball, cheerleading, swim lessons and diving classes ([2.B.79](#)).

### Self Evaluation

Long Beach City College offers students a variety of programs and activities that support development of their personal and civic responsibility. In addition to student learning outcomes built into instructional courses and programs, the Office of Student Life and ASB offer a variety of programs that encourage intellectual, aesthetic, and personal student development. Over the last few years, Student Life has focused on increasing student leadership programming by creating the annual Beverly O’Neill Student Leadership Conference. The conference includes keynote speakers, workshops, and a community “Mentor Mixer” for students to network with community leaders. In 2012, 60 students participated; in 2013, this number increased to 87. Student Life does an evaluation of each conference and continues to make adjustments in order to increase student participation and participation satisfaction ([2.B.80](#), [2.B.81](#)).

Student Life has also revamped the process of appointing students onto college committees in order to increase meaningful student involvement. In 2012, Student Life identified an issue with student participation on shared governance committees; in reviewing student involvement, the office found that few students applied to committee openings and fewer still attended those meetings regularly ([2.B.82](#)). It was also found that students placed onto hiring screening committees were dropping off these committees due to class schedule conflicts with the hiring committee’s preparation and interview sessions. In response, a plan was developed in 2012-13 to increase student awareness and participation by creating a master document of all committees available to students, developing “talking points” for how participation would benefit students, matching committee opportunities to related educational majors, placing committee requests on every LAC ASB and PCC Student Council agenda, and placing students on hiring screening committees before meeting schedules are created so class conflicts are avoided ([2.B.83](#)). A benchmark for previous student participation was identified and the plan has been implemented and is being monitored each semester.

Over the last few years, the number of student discipline cases related to student wellness issues has increased substantially, with more incidents being of a more serious nature. In 2012-13 alone, 199 student conduct cases were processed resulting in 275 sanctions issued. To assist students in gaining the skills and knowledge needed to uphold the Student Code of Conduct, the Office of Student Discipline partnered with Psychological Services to provide students on discipline with free workshops on topics such as anger management, conflict resolution, and substance recovery. These workshops are provided by Master of Social Work (MSW) graduate student interns on a flexible schedule; typically, students are required to complete a certain number of workshop sessions to meet reinstatement requirements ([2.B.16](#)).

During the program discontinuance process in 2012-13, some students participating in student government expressed concerns about the level of involvement of students on shared governance committees. A review of student involvement found that some policies did not specifically outline the participation of students and that students had not been actively attending many of the shared governance committee meetings ([2.B.82](#)). In response, the Office of Student Life has taken a proactive approach to increasing student participation on college committees (as described above) in order to ensure student voice on these committees. Similarly, college policies such as those related to program modification and

discontinuance are being reviewed through the President's Leadership Council process to determine how best to engage students in the related college-wide decisions.

In the fall 2014 semester, Student Life will also implement a student leadership institute composed of a series of smaller sessions with local leaders to prepare students to serve in prominent ASB positions, on a college committee, or as a student trustee. This institute is based upon a city-wide leadership program, Leadership Long Beach that has proven to successfully prepare local professionals for leadership positions. The institute will be offered each year during the spring semester to increase the number of students applying for student leadership positions.

#### Actionable Improvement Plans

None

### **II.B.3.c. The institution designs, maintains, and evaluates counseling and/or academic advising programs to support student development and success and prepares faculty and other personnel responsible for the advising function.**

#### Descriptive Summary

The Counseling Department consists of 28 full-time counselors and 21 part-time counselors including one department head, 18 general academic counselors, one international student counselor, three DSPS counselors, three EOPS counselors, and two faculty coordinators for Matriculation and the Transfer and Career Center. For the last two years, one full-time counselor has been on extended leave and recently resigned from her position; another counselor is on a one year sabbatical this year, and one counselor stepped into an interim administrative role, reducing the total number of full-time counselors to 26.

The Counseling Department provides one-on-one counseling sessions, group sessions, workshops, online counseling, and counseling courses. With the limited counseling staff, the Counseling Department has been very strategic in identifying ways to provide counseling services to the largest number of students. For example, the first cohort of Promise Pathways (960 students) was required to take the Counseling 1: College Orientation course during their first year in which is embedded the development of a student educational plan (SEP). In analyzing student progress from this first cohort, the counselors realized the majority of these students had not declared a major and were not prepared to complete an SEP; to address this issue, students in the second cohort of Promise Pathways were required to take both the Counseling 1 and the Counseling 48: Career Exploration class if they had not selected a major upon admission to the college. The Promise Pathways Coordinating Team is currently monitoring the effectiveness of this intervention to determine if taking Counseling 48 increases the number of students who declare a major by the end of their first year in college and, if the intervention is successful, the team will look to expand this service to all incoming students. In the summer of 2013, the Counseling Department implemented a mandatory group counseling model for new students to reduce redundancies in the dissemination of

general college information and maximize one-on-one counseling student interactions. Within this two-month period, over 780 students were seen in this group counseling format, significantly reducing the lines and wait-times to see counselors in the Counseling Offices at both campuses ([2.B.84](#)).

Specialized counseling for students participating in the International program, Athletics, and Honors programs is provided in order to monitor and guide students through the education pipeline and leading to graduation and/or transfer. These programs require specific eligibility requirements in order for students to participate. The counselors assigned to these programs play a critical role in making sure students take appropriate classes and monitor their progress semester to semester.

### Self Evaluation

In fall 2013, the Counseling Department also implemented a new organizational structure in which counselors are assigned to work with specific instructional schools in order to improve the integration of counseling services into academic programs ([2.B.59](#)). This change reflects a need for greater integration between academic programs and student services, which was echoed in many of the comments made in the recent employee survey. A little more than half of all survey respondents agreed that the college provided adequate counseling and academic advising programs with a response mean of 3.57 (with 1 being strongly disagree and 5 being strongly agree). Survey respondents noted a need for more counselors as well as better communication between counselors and classroom faculty. One respondent stated, “Faculty are under informed, on the whole, of how to either be more effective in advising students how to seek counseling or on the new counseling system” ([2.B.85](#)). The new structure assigns general academic counselors to instructional schools and provides time for these counselors to interact with program faculty, provide input in the development of program pathways, and specialize in specific instructional areas. This model has been effective in the past in providing counseling to specific instructional programs such as athletics, nursing, and the early childhood development’s Project Rise program. The Counseling Department developed an implementation and evaluation plan and officially deployed counselors into instructional schools in the spring 2014 semester.

There is a concern that the Counseling Department does not have enough full-time counselors to meet the student counseling demand. This year, the department included new faculty positions in its program plan and submitted hiring requests to the college’s Faculty Hiring Priorities Committee. Four new counseling positions were approved to be hired for fall 2014: two general academic counselors, one DSPS counselor, and one EOPS/CalWORKs counselor. In addition, a para-professional classified position, Enrollment Specialist, was created in the spring of 2013 to provide additional support to the Counseling Department. Three enrollment specialists were hired in 2013 and report to the faculty coordinator for the Transfer and Career Center. The enrollment specialists supplement the work of counselors by assisting students with general registration questions, reviewing basic college information about degrees, certificates, and transfer as well as college terminology ([2.B.86](#)).

Significant changes have also occurred in counseling-related categorical programs over the last few years. In 2013, the new Student Success and Support Program (SSSP) was created,

officially replacing the Matriculation program and mandating four key services for all students: orientation, assessment, student educational planning, and counseling follow-up services. The college was well-positioned to respond to these new requirements. In spring 2012, the college implemented mandatory orientation and assessment for all students. This led to an increase in the number of assessment tests administered, from 34,911 in 2010-11 to 43,859 in 2011-12. To accommodate the increase in the number of students completing orientation, the new student orientation was provided in an online format and the number of face-to-face orientation sessions was dramatically decreased. Orientation numbers jumped as well, with 28 percent more students completing orientation before registering in 2011-12 than in the previous year.

An additional review of the orientation model has also occurred over the last year. In fall 2012, the dean of Counseling convened a task force across Student Support Services to review the “front door experience” for students as they matriculate into the college. This task force mapped all of the touch points for new students, gaps in information, and redundancies or overlaps in orientation-like activities held by individual programs such as DSPS, EOPS, and Athletics. As a result, the sequence of the steps has been revised leading to a more effective and efficient process for students ([2.B.47](#)).

In order to address the new SSSP requirements that mandate student educational plans for all students linked to priority registration, the Counseling Department has implemented a new electronic student educational plan tool in the PeopleSoft Student Information System. As of the end of fall 2013, 1,779 official SEPs had been captured in the electronic tool ([2.B.87](#)).

In addition to general academic counseling, the DSPS Office provides additional support each year to over 1,500 students with disabilities. Due to state budget reductions to categorical programs in 2009-10, DSPS was forced to reduce staffing that year by almost 50 percent. This led to serious challenges in meeting student accommodation needs and in maintaining student files; in 2011-12 and 2012-13 the DSPS Office had audit findings related to missing documentation in student files. In response, during additional layoffs in 2012-13 the Student Support Services division reallocated funding from other areas to increase staffing in DSPS at both campuses by 2.5 FTEs. In addition, the DSPS faculty coordinator position went vacant in 2011-12 and was covered by interim assignments as a full review of the DSPS program was conducted by the administration with the assistance of the Galvin Group. With the results of a full program review, a new director of Categorical and Special Programs with a strong background in DSPS was hired in the summer of 2013 ([2.B.88](#)). Since the new director has come on, a primary focus has been placed on the processing of student files through improved use of staff and technological resources ([2.B.89](#)). The new director has also led a task force of student services, academic affairs, and information technology staff in the development of processes for ensuring closed captioning for instructional materials ([2.B.90](#)).

In strengthening the student services categorical programs, DSPS, EOPS, and CalWORKs were organized under the new director of Categorical and Special programs in the summer of 2013. To meet Title 5 requirements, a certificated Assistant EOPS director position is being developed. This will continue to support the work of EOPS, which continues to successfully serve over 1,100 students each year. EOPS has seen progress in decreasing the time to determine eligibility for student participation in the program ([2.B.91](#)).

CalWORKs, the newest member of Student Support Services, continues to serve over 630 students. Efficiencies have been created in the program by sharing an office presence at the Pacific Coast Campus with EOPS and by coordinating similar services provided by CalWORKs and CARE. Inclusion of the program in Student Support Services will allow for continued collaboration with other like programs and allow the college to leverage limited resources.

#### Actionable Improvement Plans

The Counseling Department fully implemented the use of electronic student education plans in spring 2014 and a “Counseling Technology” committee made up of the dean and a small group of counselors will evaluate the effectiveness of the tool and needed modifications through fall 2014. At the same time, the next phases in the build-out of the online degree audit tool will rolled out in 2014-15 and will also be reviewed by the Counseling Technology committee.

Similarly, the new counseling model with counselors assigned to instructional schools was fully implemented by the end of spring 2014 and will be evaluated each semester in 2014-15 by the dean and counselors representing each instructional school. This new model included the hiring of enrollment specialists to support counseling functions, and the effectiveness of these positions will also be reviewed during this evaluation process.

#### **II.B.3.d. The institution designs and maintains appropriate programs, practices, and services that support and enhance student understanding and appreciation of diversity.**

##### Descriptive Summary

The ASB has established a Cultural Affairs Council (CAC) at both campuses, which provides workshops, guest speakers, forums, activities, and events dedicated to the celebration and exploration of cultural and ethnic diversity. The CAC is open to any student, faculty, or staff member at the college. The ASB government provides an annual budget for the CAC to fund various activities and events; weekly meetings are held at each campus. In collaboration with the CAC, college faculty and staff coordinate celebrations such as Black History Month, Women’s History Month and National Coming Out Day ([2.B.92](#)).

Many student clubs within Student Life promote student appreciation of diversity. These clubs include the PCC Cambodian Student Association, Coalition for Latino Advancement, LAC SANKOFA Scholars, LAC French Club, Development of Afro-American Professionals, Spanish Club, Pacific Islanders Pursuing Academic Student Success, LBCC Puente Club, The Doors Are Open, LBCC Gay Straight Alliance, Filipino Kalayaan Club, The Society of Mexican American Engineers and Scientists, Chinese Club, Latin Dance Club, LAC Muslim Student Association, German Club, Alpha Ladies of Color, and Model United Nations.

The Women's and Men's Resource Center has teamed up with Student Life to provide diverse programs and activities. Women's History Month events have included an essay contest coordinated with LBCC's English Department, a Women's History Month reception, and Women in History displays as part of the month long celebration by the Women's and Men's Resource Center and the Office of Student Life. Other events include the Youth Conference for 14–24 year olds and LBCC students as a day-long conference to increase dialogue and respect for diversity and decrease the incidence of violence and bullying. In 2010, participants learned how to convey this message through the use of art, music, dance and spoken word ([2.B.93](#)).

### Self Evaluation

Over half (57 percent) of the respondents to the recent employee survey agreed that the college has created structures to encourage student understanding and appreciation of diversity. One faculty leader wrote, “the college tries and keeps trying to improve and support diversity” ([2.B.94](#)); another faculty added, “I haven't seen churches provide the commitment to equality and neutrality that LBCC provides”.

Cultural Affairs Council (CAC) events have been held regularly, including an Afro-American artifacts display, a Cinco de Mayo event, Museum of Tolerance trips, the Lunar New Year, Mardi Gras, OctoberFest, and participation in the Long Beach Pride Parade. Both CACs at each campus have maintained an active presence over the last six years and have continued to offer diverse programming engaging the broader student community. Long Beach is a very diverse city, and this prominent commitment to diverse student programming is reflective of the local community's culture.

In 2000, the Women's and Men's Resource Center implemented the Safe Zone program across both campuses. The goals of the Safe Zone program include establishing a campus-wide network of easily visible allies who can provide support, information and assistance to lesbian, gay, bisexual and transgendered students and who foster academic and professional success and reduce discrimination and harassment based on perceived or self-reported sexual orientation. Each year, Safe Zone trainings are held on campus and currently there are more than 50 trained staff members in 26 different departments ([2.B.95](#)). In addition to inviting all staff to participate in annual trainings, students are also invited to participate, and a handful have participated over the years.

Student Services continues to identify ways to support diverse groups of students and enhance overall student awareness and appreciation of diversity. LBCC's recent partnership with the U.S. Department of Veterans Affairs' VetSuccess on Campus (VSOC) program is in initial implementation and will be evaluated each year to increase the visibility and support for student veterans on campus. Recent changes in state registration regulations has also increased visibility for foster youth, and Student Services is working closely to align current services for foster youth offered by the Office of Student Life with those provided through the Foster and Kinship Care program. Finally, a new international student program plan will be completed by the end of spring 2014 with the intent to increase the size and visibility of the international student program in the next five years as well.

Actionable Improvement Plans

None

**II.B.3.e. The institution regularly evaluates admissions and placement instruments and practices to validate their effectiveness while minimizing biases.**

Descriptive Summary

In 2010-11, the college partnered with California State University in accepting the CSU Early Admissions Placement (EAP) for student placement into foundational courses at LBCC. Historically, Long Beach Unified School District (LBUSD) had offered an Expository Writing, Rhetoric and Composition (EWRC) course developed by CSU faculty for students who did not successfully pass the EAP in English, and this model had proven to be successful. As the course had been developed by CSU faculty, LBUSD requested that LBCC consider performance in the course as a substitute for student placement into English using an Accuplacer test and a writing sample. In response, the Office of Institutional Effectiveness conducted a study of 6,000 LBUSD students over a five-year period who had enrolled at LBCC after graduation. The results of the study were surprising: contrary to the widely-accepted belief that the majority of high school students are appropriately placed into remedial coursework, the study showed that many students being placed into remedial English courses could be successful in a transfer-level English course if given the chance (2.B.96). The statistical predictive power of a set of high school performance indicators were shown to be as effective in placing students into the appropriate level of English coursework as the standardized Accuplacer test. Based upon these preliminary results, the Office of Institutional Effectiveness conducted a similar study for math and found comparable results.

Using these data, the college modified its placement requirements to allow students in Promise Pathways to use either the Accuplacer results or the alternative assessment predictors in determining placement into English and math courses. The Matriculation Office created a special information session at all Early Bird enrollment events in 2011 for incoming LBUSD students to learn about the alternative assessment option and worked closely with LBUSD counselors at each high school site (2.B.97).

Self Evaluation

In 2013, the college used the Promise Pathways program to pilot an alternative placement model using high school performance data in placing incoming students into English and math courses. The English and Math Departments were provided five years of data representing over 6,000 students who attended high schools in Long Beach Unified School District and then used these data to determine which high school performance metrics were the strongest predictors of successful college performance. For the first year, the English Department determined that any student who earned a “B” or better in the second semester senior year English class would be allowed to place into transfer level English; the Math Department developed a multivariable formula that weighted a student’s high school GPA in

math, overall GPA, last math course taken, and the student's eleventh grade California Standards Test (CST) score. The results were dramatic. For math, 26.6 percent of the incoming Long Beach Unified School District cohort attempted transfer-level math and 15 percent successfully completed the course, compared to 10.5 percent attempting and 5.1 percent completing in the previous year. For English, the number of students attempting transfer-level English in the first year went up from 17 percent to 63.2 percent and completion rates increased from 11.9 percent to 41.4 percent (2.B.98). In reviewing the effectiveness of the alternative placement model, the use of high school performance data in placing students proved to be as effective as placing students using the Accuplacer standardized test based upon overall student course performance. As a side note, all students were required to take the Accuplacer test in addition to receiving an alternative placement option so that the college could fully evaluate the pilot.

After the results were collected from the first Promise Pathways cohort, data on the pilot were provided to the English and Math Departments for review. The Math Department chose to keep the same formula for placement for the second cohort, while the English Department developed a more comprehensive formula that included last grade in English, overall GPA, and a student's eleventh-grade CST score. In addition, the English Department developed a P-ENGL course—a placeholder course that allows faculty to assess student preparation during the first week of the term and then determine the appropriate course-level placement. Initial placements for the fall 2013 semester show higher student placements in English similar to the previous year with English faculty feeling more confident in student placements (2.B.99).

English faculty have found that the changes in the assessment process have had profound impacts on the classroom experience. The typical expectation had been that a student placed in English 1 would be ready to read, analyze, and discuss college-level texts, but instructors are no longer able to make that assumption about students placed by the alternative placement system. Although the students assessed by the alternative method tend to be much more likely to attend class and to complete the semester, instructors have significantly changed their curricula in order to accommodate students who would previously have enrolled in pre-collegiate classes. These students are currently only a fraction of the total students enrolled in English 1, but their presence has had a significant impact. In many instances, students now read shorter, simpler works, and in place of class discussion, instructors create directed class activities that students are capable to complete. Since they are not gatekeepers, English instructors have reacted to this change by giving students who show up in their classes the writing instruction that is appropriate to those students' needs, so in the absence of any assessment of student reading and writing skills as an entry requirement, the experience that students have in English 1 has changed significantly with the implementation of the alternative assessment process.

In spring 2014, the English Department reviewed the results of the pilot P-ENGL course and determined the model successfully increased the number of students placed into English courses. Based upon this review, the P-ENGL course model will be continued in fall 2014.

Actionable Improvement Plans

Student performance data in reading is currently being reviewed by the faculty in the Reading Department to determine if an alternative placement model for reading can be piloted as well in 2015-16.

**II.B.3.f. The institution maintains student records permanently, securely, and confidentially, with provision for secure backup of all files, regardless of the form in which those files are maintained. The institution publishes and follows established policies for release of student records.**

Descriptive Summary

Long Beach City College adheres to strict regulations and procedures concerning student records. Administrative Regulations 2007 and 5010 outline responsibility, definitions, and rights of students and release of records ([2.B.100](#), [2.B.101](#), [2.B.102](#)). Family Education Rights and Privacy Act (FERPA) regulations are published in the faculty handbook, college catalog, and the class schedule.

In Admission and Records, staff members are required to sign a “Student Administration Confidentiality/Security Agreement.” Student records are secured in locked cabinets at both campuses. Sensitive records are protected off-site in secure storage. Release of record information is outlined on the student webpage, faculty handbook and college catalog. Transcript requests require student signatures and are not faxed. All counter transactions require college identification or a state/federal issued identification.

A confidentiality policy established July 1, 2005, outlines procedures for release of student information in Financial Aid. Confidential information regarding awards, checks, addresses, etc., is given only in person to the student and only by Financial Aid staff. Similar to Admissions and Records, all transactions done in person require a Long Beach City College identification or state- or federally-issued identification. Financial aid awards concerning individual amounts are not provided over the phone or at the reception area of an office. Student files are secured in locked file cabinets at both campuses. Student loan files are secured in fire-safe cabinets. After five years, files are sealed, transported to campus warehouses, and destroyed off campus by a bonded company.

The Veterans Services files are kept in locked file cabinets. All files and any paperwork containing and IDN, SSN and/or student name being reviewed by staff are kept in locked office desk cabinets while under review. Consistent with all Enrollment Services areas, ID verification occurs any time a student requires information from a veteran file. Similarly, the International Student Office has hard copy files that are kept in a double-lock filing cabinet and uses Atlas security software for all sensitive information provided online.

Beginning with the 2008-09 application process, students have been able to apply online for all scholarships instead of using hard copy applications. Those applications were kept on file until the awarded process had been completed and then the files were destroyed. The office

ensures security by purchasing additional SSL Certificates to protect information stored online.

Student test scores are secured electronically in the Assessment Office with access limited to employees of the college with the appropriate PeopleSoft access. Student files in CalWORKs, EOPS, and DSPS are kept in a locked file cabinet. Student information is held for two years. Files are then transported to a warehouse for destruction by a bonded company. Student information is not released to off-site agencies, with the exception of GAIN eligibility workers for CalWORKs students.

Student conduct files include confidential incident reports, meeting notes, case findings and any correspondence related to a student conduct case which is submitted for investigation. Student Conduct (paper) files are currently stored in locked filing cabinets. Over the last several months, several departments have been scanning paper files and converting them into electronic files via Laserfiche. The electronic files are stored in a shared drive, which is only accessible by authorized personnel. Processes have been established for the request of all disciplinary records, including agencies conducting background checks for government employment, common applications for universities, and subpoenaed records; background check and common application requests are only released with written authorization from the student in question.

All athletic training records for student intercollegiate athletics programs are stored in locked cabinets and meet all HIPPA requirements. A software program, SportsWare, serves as an electronic sports injury track and documentation program and is password protected.

Student health records maintained by Student Health Services are used to document student/patient contact, diagnosis and interventions. Past paper records are kept in locked cabinets and behind locked doors. For two years, electronic records using the Point n Click system document contact, diagnosis, and interventions. Point n Click is attached to an LBCC username and once the program is accessed all records are password protected. Student mental health records are kept in locked cabinets behind locked doors as well, with online student appointment information username and password protected.

### Self Evaluation

In the last few years a concerted effort has been made to store more student information electronically and the college has made efforts to ensure the security of this information. All online student information is secured publicly by username and password set up by the student; all self-service tools are password protected. Transcript requests have been moved primarily to an online system offered through Credentials Solutions, who has a secured web service with an encrypted online page for payment and personal information submission and review ([2.B.66](#)).

All staff members in Enrollment Services are trained annually on the Family Educational Rights and Privacy Act (FERPA) ([2.B.103](#)). Standardized training on FERPA is also provided to all new staff on initial employment. Privacy protocol is also followed for in-person and telephone interactions to validate student identity. For example, a form of photo identification is required for all in-person transactions; similarly, the Call Center has established a question procedure to confirm identity before releasing student information.

Actionable Improvement Plans

None

**II.B.4. The institution evaluates student support services to assure their adequacy in meeting identified student needs. Evaluation of these services provides evidence that they contribute to the achievement of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.**

Descriptive Summary

Long Beach City College regularly assesses and evaluates programs and departments in the Division of Student Support Services. Program reviews are conducted on a regularly scheduled cycle that occurs at least every three years, and department goals are linked to division wide priorities pulled from the measurable objectives outlined in the Educational Master Plan. In addition, assessment of department-level programs and services occurs routinely as state and federal guidelines change.

All departments have developed service unit outcomes (SUOs) with assessment plans, assessment results, and follow-up actions that are updated annually. The Counseling Department also develops an annual school plan, including the development and assessment of student learning outcomes (SLOs) in instructional counseling courses ([2.B.104](#)).

Self Evaluation

Student Support Services is in a constant evolution to more effectively meet the needs of its diverse student population. The annual Service Unit Outcome evaluation has been useful in analyzing the current efforts of individual departments to better meet student needs. For example, the Financial Aid Office has worked hard to increase the speed at which students are awarded aid packages in order to equip students early in the term with the resources needed to pay for books and student fees. It set a service unit outcome to grant awards by the first week of the fall semester to all students who submit a FAFSA by the May 15<sup>th</sup> priority deadline and successfully achieved this goal in 2012-13. In 2013, these same efficiencies in the Financial Aid Office led to a reduction in the number of days to award from application completion, awarding students that year on average in 42.6 days instead of 58.8 days.

Over the last few years, Admissions and Records has focused on increasing online student access to key processes. For example, in fall 2012 the department launched an online Degree Audit tool representing 22,000 articulation agreements with over 500 educational institutions. The Degree Audit addresses the need of students to track progress towards a specific academic certificate or degree. This product was originally rolled out to counselors as an internal tool for student advising; within a semester, Degree Audit was then launched externally for direct student use ([2.B.63](#), [2.B.64](#), [2.B.65](#)). Functionality in the Degree Audit also allows the college to link student program progress and course scheduling needs. For example, the Degree Audit was used in reviewing course needs of students recently impacted

by program discontinuance, and this review informed the teach-out courses offered in the summer and fall of 2013 (2.B.105). With this ability, LBCC can monitor student progress towards stated goals, guide students to meet outstanding requirements, and identify where barriers in course-taking patterns exist.

As early as 2008-09, the Transfer and Career Center began to track how students were using the centers with the hope to substantiate primary usage being for transfer and career services. However, data revealed a different story, with only 7 percent of students utilizing the centers for direct transfer and/or career services and the majority of students visiting the centers to complete general course registration activities in 2011-12. During 2012-13, student computer kiosks were expanded in Admissions and Records and the Transfer and Career Center was relocated into a new facility at the Liberal Arts Campus, redirecting student course registration to more appropriate resources and freeing up the Transfer and Career Center to designate resources specifically to transfer and career functions. Transfer and Career activities were further expanded with the assignment of enrollment specialists to the centers. Last year, the centers saw significant increases in the number of students accessing the resources for transfer and career purposes and is currently tracking student usage with the goal to see the majority of student usage related to the center's core services in 2013-14.

In 2010-11, the EOPS Department did an extensive analysis of the processing time of new applications to the program with the goal of reducing the processing time from 3-4 weeks down to 1-2 weeks. In this analysis, EOPS found disparate processing periods based upon the campus location where the application was submitted. This led to an evaluation of the staffing structures at each campus and ultimately the consolidation of staff at the Liberal Arts Campus, centralizing all application processing and standardizing response times. In the most recent year, the processing time for new applications has decreased to 2-3 weeks, and the department continues to monitor and adjust its processes to meet its 1-2 week goal.

Due to budget cuts in 2011-12, the Outreach Office was eliminated and the outreach functions were reorganized. This caused a gap in the planning process for outreach service unit outcomes set in 2010 and required the department to re-evaluate how it would measure effectiveness with significant resource limitations. With insufficient staff to administer pre- and post-tests on incoming students, Student Relations (where outreach functions are now housed) accessed a temporary recruitment student-information database to track the use of services by students who had attended an outreach activity in which those services were presented. Student information in the recruitment database was linked to service indicators in the PeopleSoft system, identifying which students had accessed orientation, assessment, resources in the student success center, and financial aid services. In fall 2012, 65 percent of the students participating in outreach activities utilized at least one of the listed services prior to the first semester; in fall 2013, this number increased to 70 percent. These data were used to determine the efficiency of outreach activities (i.e., the number of students attending outreach activities that ultimately enrolled at the college). By focusing primary outreach efforts on school districts participating in Promise Pathways, outreach activities have become more efficient in targeting and assisting students transitioning into the institution. Student Relations continues to monitor student enrollment in relation to its efforts with a hope to further increase the return rate on its efforts.

The successful implementation of Promise Pathways has been a primary goal of Student Support Services at the vice president-level of the planning process. Metrics used to assess

the effectiveness of the program include student performance in foundational coursework, the number of units students attempt each semester, student course completion ratios, student persistence, and program completion. Baseline data from LBUSD students enrolling for the first time at the college in 2011 is used to measure gains for students participating in Promise Pathways cohorts. In addition to gains in successful completion of foundational coursework (including transfer-level coursework), 72 percent of students demonstrate behavioral intent to complete (as compared to 58 percent in the baseline cohort) and 36 percent demonstrate behavioral intent to transfer (as compared to 13 percent previously), both as defined by the California Community Colleges Chancellor's Office. Full-time attendance also increased from 50 percent to 85 percent for the Promise Pathways fall 2012 cohort and has remained at this level while maintaining high persistence rates ([2.B.106](#)).

At the end of the fall 2012 semester, student participants in Promise Pathways were surveyed regarding various aspects of the program as well as their general first-semester experience at LBCC. There was a 22.7 percent response rate for the survey, with 200 respondents reporting participation in Promise Pathways from enrollment to the end of the fall semester ([2.B.107](#)). The results from the student survey identified two areas of concern with recommendations for change. First, students requested that changes be made to the course registration process. In order to ensure Promise Pathways students were able to enroll in a full load of prescribed classes in the fall 2012 semester, the Admissions and Records Office manually enrolled these students into courses based upon their first semester education plans. However, this meant that student schedules often reflected courses at many different times during the day and at both campuses. As a result, many students struggled with managing their full-time loads as prepared for them. In response to student input, the registration process was modified in the spring 2013 semester to allow students to self-register for courses by holding required open lab workshops in which students were assisted through the online registration process. This change all but eliminated student complaints about the registration process and has been used each semester since.

Second, students responding to the survey recommended that Promise Pathways participants receive more structured time with counselors in the initial advising process. In preparation for the fall 2012 semester, the Counseling Department attempted to provide initial counseling to Promise Pathways students in "quick and dirty" group sessions (the Counseling department head often referred to the model as "speed dating") both on campus and at high school sites in an effort to ensure all participating students received the initial advising needed. In response to student concerns about this model (and counselors' supporting input), counseling for Promise Pathways students was provided in subsequent semesters in first-come-first-serve traditional individual counseling appointments. While this ensured more quality interaction between counselor and student, the sheer number of students participating in the program could not be served with this model. The Counseling Department once again reviewed the effectiveness of counseling services for these students and will be implementing a longer, more structured workshop model for the third Promise Pathways cohort in fall 2014.

Actionable Improvement Plans

In spring 2013, Student Support Services completed the first full prioritization of department SUOs and related resource allocation requests at the vice president planning level. The division will track how closely resources allocations in the department are aligned with this prioritized list and will continue to monitor annually where priorities should be adjusted in order to best serve student needs. The division will also continue to identify and assess service unit outcomes and student learning outcomes on an annual basis.

## **Standard II.B Evidence List**

- [2.B.1 International Student Admissions Requirements](#)
- [2.B.2 Allied Health Programs Admissions Requirements](#)
- [2.B.3 2010 Long Beach College Promise Report](#)
- [2.B.4 2011 Long Beach College Promise Report](#)
- [2.B.5 2012 Long Beach College Promise Report](#)
- [2.B.6 Promise Pathways Organizational Chart](#)
- [2.B.7 Promise Pathways Structure 2013-14](#)
- [2.B.8 Promise Pathways Faculty Symposium Presentation 2011](#)
- [2.B.9 Long Beach College Promise 5-Year Progress Report 2008-2013](#)
- [2.B.10 Promise Pathways Board of Trustees Retreat Update 2013](#)
- [2.B.11 Student Support Services Organizational Charts 2013-14](#)
- [2.B.12 Enrollment Services Cross-Training Meeting Agenda Sample](#)
- [2.B.13 Financial Aid Growth Data 2007-12](#)
- [2.B.14 Counseling Appointment Data 2012-13](#)
- [2.B.15 LBCC-CCA Counseling Side Letter Agreement 2013](#)
- [2.B.16 Student Affairs Mental Health Plan 2013](#)
- [2.B.17 Student Affairs, Kinesiology and Athletics Reorganizational Evaluation Notes](#)
- [2.B.18 College Catalog – Student Services](#)
- [2.B.19 OLE Student Self-Service Information Page](#)
- [2.B.20 OLE Student To-Do List Function](#)
- [2.B.21 LBCC Financial Aid TV](#)
- [2.B.22 LBCC Counseling Main Page](#)
- [2.B.23 LBCC Online Counseling Home Page](#)
- [2.B.24 Assessment and Orientation Home Page](#)
- [2.B.25 DSPS Home Page](#)
- [2.B.26 EOPS Home Page](#)
- [2.B.27 CalWORKs Home Page](#)
- [2.B.28 College 2 Career Orientation Page](#)
- [2.B.29 Puente Home Page](#)

<a href="#">2.B.30</a>	<a href="#">STAR Learning Community Home Page</a>
<a href="#">2.B.31</a>	<a href="#">Student Government Home Page</a>
<a href="#">2.B.32</a>	<a href="#">Viking Bookstore Home Page</a>
<a href="#">2.B.33</a>	<a href="#">LBCC College Athletics Home Page</a>
<a href="#">2.B.34</a>	LBCC Universal Scholarship Application 2012-13
<a href="#">2.B.35</a>	GEAR UP 2012-13 Contract
<a href="#">2.B.36</a>	<a href="#">International Student Program Home Page</a>
<a href="#">2.B.37</a>	<a href="#">American Language and Culture Institute Home Page</a>
<a href="#">2.B.38</a>	<a href="#">Student Support Services 2012 Program Reviews</a>
<a href="#">2.B.39</a>	<a href="#">Student Support Services Vice President Level Plan 2013-14</a>
<a href="#">2.B.40</a>	<a href="#">LBCC 2013-14 College Catalog</a>
<a href="#">2.B.41</a>	Employee Survey Results, p. 42
<a href="#">2.B.42</a>	<a href="#">LBCC Policies and Regulations</a>
<a href="#">2.B.43</a>	<a href="#">Department Planning and Program Review Website</a>
<a href="#">2.B.44</a>	<a href="#">2011-2016 Educational Master Plan</a>
<a href="#">2.B.45</a>	Promise Pathways 2012-13 Student Placement Data
<a href="#">2.B.46</a>	2012-13 Assessment Orientation Policy
<a href="#">2.B.47</a>	2012-13 Front Door Meeting Agendas
<a href="#">2.B.48</a>	2008-14 Veteran Chapter Benefit Applications
<a href="#">2.B.49</a>	Veterans Success Program Article
<a href="#">2.B.50</a>	Sample Puente Coordination Meeting Agenda 2013
<a href="#">2.B.51</a>	Latino Student Success Partner Development Institute Welcome Presentation
<a href="#">2.B.52</a>	Latino Student Success Partner Development Institute Participant List
<a href="#">2.B.53</a>	Achievement Coach Pilot Evaluation
<a href="#">2.B.54</a>	Student Support Services Student Tasks Grid
<a href="#">2.B.55</a>	LBCC 4 <sup>th</sup> Grade Tours Visit List 2012
<a href="#">2.B.56</a>	<a href="#">Outreach Home Page</a>
<a href="#">2.B.57</a>	<a href="#">Student Scholarships Home Page</a>
<a href="#">2.B.58</a>	Long Beach College Promise Counseling Initiative Meeting Agendas
<a href="#">2.B.59</a>	Counseling Reorganization Preliminary Model Information
<a href="#">2.B.60</a>	EOPS-DSPPS Advisory Group

<a href="#">2.B.61</a>	EOPS Prospective Student Presentation
<a href="#">2.B.62</a>	<a href="#">Admissions and Records Home Page</a>
<a href="#">2.B.63</a>	<a href="#">Degree Audit Overview</a>
<a href="#">2.B.64</a>	<a href="#">Accessing Degree Audit Instructions</a>
<a href="#">2.B.65</a>	<a href="#">Navigating Degree Audit Instructions</a>
<a href="#">2.B.66</a>	<a href="#">Online Transcript Ordering Instructions</a>
<a href="#">2.B.67</a>	<a href="#">Veterans Services Home Page</a>
<a href="#">2.B.68</a>	<a href="#">LBCC OrgSync Information</a>
<a href="#">2.B.69</a>	<a href="#">Student Life “Get Connected” Webpage</a>
<a href="#">2.B.70</a>	Advocate Student Conduct Software Overview
<a href="#">2.B.71</a>	Employee Survey Results, Appendix A, pp. 141-147
<a href="#">2.B.72</a>	Spring 2012 Scholarship Committee Assignments
<a href="#">2.B.73</a>	Intramural Sports Program
<a href="#">2.B.74</a>	LBCC Shuttle Bus 2013-14 Schedule
<a href="#">2.B.75</a>	Student Support Services Communication Plan 2013-14
<a href="#">2.B.76</a>	<a href="#">Associated Student Body (ASB) Constitution</a>
<a href="#">2.B.77</a>	Associated Student Body Budget 2013-14
<a href="#">2.B.78</a>	<a href="#">Viking Volunteer Program Information Packet</a>
<a href="#">2.B.79</a>	<a href="#">LBCC Summer Recreation Program Facebook Page</a>
<a href="#">2.B.80</a>	2014 Beverly O’Neill Leadership Conference Agenda
<a href="#">2.B.81</a>	2013 Beverly O’Neill Leadership Conference Student Evaluation Results
<a href="#">2.B.82</a>	ASB Student Participation on Shared Governance 2010-13
<a href="#">2.B.83</a>	<a href="#">Associated Student Body Committee Participation Information</a>
<a href="#">2.B.84</a>	2012-13 New Student Group Counseling Model
<a href="#">2.B.85</a>	Employee Survey Results, Appendix A, pp. 152-154
<a href="#">2.B.86</a>	<a href="#">Enrollment Specialist Job Classification</a>
<a href="#">2.B.87</a>	Electronic Student Education Plan Screenshot
<a href="#">2.B.88</a>	2013-14 DSPS Organization Chart
<a href="#">2.B.89</a>	DSPS 2013-14 Student Documentation Process Plan
<a href="#">2.B.90</a>	Closed Captioning Request Flowchart
<a href="#">2.B.91</a>	<a href="#">EOPS Service Unit Outcome Results 2011-2012</a>

<a href="#"><u>2.B.92</u></a>	Student Cultural Affairs Activities
<a href="#"><u>2.B.93</u></a>	2010 Youth Conference Overview
<a href="#"><u>2.B.94</u></a>	Employee Survey Results, Appendix A, pp. 147-151
<a href="#"><u>2.B.95</u></a>	<a href="#"><u>LBCC Safe Zone Program Information</u></a>
<a href="#"><u>2.B.96</u></a>	Report on Using High School Data in Student Placement
<a href="#"><u>2.B.97</u></a>	Matriculation Early Bird Calendar
<a href="#"><u>2.B.98</u></a>	Promise Pathways Year One Research Brief
<a href="#"><u>2.B.99</u></a>	<a href="#"><u>Promise Pathways Fall 2013 Cohort 1st Semester Achievement</u></a>
<a href="#"><u>2.B.100</u></a>	<a href="#"><u>Administrative Regulation 2007 - Retention and Destruction of Records</u></a>
<a href="#"><u>2.B.101</u></a>	<a href="#"><u>Administrative Regulation 5010 - Release of Student Information</u></a>
<a href="#"><u>2.B.102</u></a>	FERPA Training Presentation
<a href="#"><u>2.B.103</u></a>	FERPA Fact Sheet
<a href="#"><u>2.B.104</u></a>	Counseling School Plan 2013-14
<a href="#"><u>2.B.105</u></a>	Program Discontinuance Student Update 2012-13
<a href="#"><u>2.B.106</u></a>	<a href="#"><u>Promise Pathways Board of Trustees Update, March 12, 2013</u></a>
<a href="#"><u>2.B.107</u></a>	Promise Pathways First Semester Student Survey

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## Standard II.C Library and Learning Support Services

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## Standard II.C - Library and Learning Support Services

**Library and other learning support services for students are sufficient to support the institution's instructional programs and intellectual, aesthetic, and cultural activities in whatever format and wherever they are offered. Such services include library services and collections, tutoring, learning centers, computer laboratories, and learning technology development and training. The institution provides access and training to students so that library and other learning support services may be used effectively and efficiently. The institution systematically assesses these services using student learning outcomes, faculty input, and other appropriate measures in order to improve the effectiveness of the services.**

### Descriptive Summary

Long Beach City College (LBCC) Library, a department under the direct supervision of the associate vice president's office at the Pacific Coast Campus, and comprising the Liberal Arts Campus (LAC) Library and the Pacific Coast Campus (PCC) Library, has a comprehensive and active program in place to fulfill its responsibilities in support of the educational mission of the college. One of the Library Department's most important goals is to prepare students to enter the workforce, equipped with self-confidence and information skills, which will sustain them throughout their career and support lifelong learning. Since the last accreditation, institutionalizing information competency as an AA/AS graduation requirement demonstrates Long Beach City College's and the Library Department's commitment to and awareness of the importance of information competency for students to succeed in the Digital Age. Students are transitioning from a reliance on linear information to a greater dependence on nonlinear information formats—such as hypertext, videos, CDs, DVDs and e-books—and from physical research resources within the library to research of a global scope in the online, interactive environment of the Internet. In the past six years, the Library has migrated from Voyager, a third-generation, locally managed Integrated Library System (ILS) and web-based Online Public Access Catalog (OPAC), to the cloud-based Worldshare Management Services (WMS). Full-text academic databases, once only accessible via CD-ROM or individually, can now be searched concurrently through the metasearch capabilities of WMS. Library faculty teach students how to effectively and critically evaluate and search for information found on the Internet.

The Learning Academic Resources Department (LAR) provides multidisciplinary instruction and support services to Long Beach City College students in cooperation with faculty and staff so that students will be more successful in their academic and occupational programs. Recognizing that the college community is composed of students with diverse educational backgrounds, varied levels of preparedness, and a variety of academic needs, LAR offers instruction and a wide range of programs, services and materials to promote college success. Components of the department include Learning and Study Strategies courses, Basic Adult Education, Supplemental Instruction, Tutorial Services, Supplemental Learning Assistance, the LAC Academic Computing Center, and both Multidisciplinary Success Centers (LAC

and PCC). In addition, the Writing and Reading Success Center and the Math Success Center offer support in these core areas.

The LAC Multidisciplinary Success Center (LAC-MDSC), the PCC Multidisciplinary Success Center (PCC-MDSC), the Writing and Reading Success Center (WRSC), and the Math Success Center offer specific locations where students can go to access assistance with coursework. The MDSC locations offer study space, assessment tests for classes and programs, individual help with coursework, and administration of course-required supplemental learning activities (SLAs). These may include directed learning activities (DLAs), directed study groups (DSGs), and workshops led by Instructional Specialists. The PCC-MDSC also offers tutoring and academic services for Career Technical Education (CTE) coursework. Prior to the program discontinuance process, CTE tutoring and supplemental instruction was housed in its own location at PCC; now it is available in the library.

Supplemental Instruction and Tutoring, also under the direction of the LAR Department, offer tutoring for specific courses (currently approximately 30 courses), as well as supplemental instruction for designated courses. Supplemental instruction (SI) consists of peer-led group study sessions set up for difficult courses such as Chemistry and Anatomy. Open-access Academic Computing Centers are located on both the Liberal Arts and Pacific Coast Campuses. The LAC location in L-251 houses 162 computers at individual stations, as well as two classrooms that can be reserved. Software for general use as well as course-specific work is loaded onto these computers. The PCC location in LL-216 currently shares space with the ESL computer lab staff and students. PCC students can access computers for their use at the PCC Academic Computing Center, the Library, or the PCC-MDSC. Each of the three locations employs staff trained to help with specific needs.

The Learning and Academic Resources (LAR) Department offers a three-unit study skills course, LEARN 11, that assigns students to complete activities to understand their learning style (visual, auditory, kinesthetic, and so on), with suggestions for improving their learning with strategies that capitalize on their strengths. This course served 1500 students during the 2012-13 academic year in both online and traditional formats, at both the Liberal Arts and Pacific Coast Campuses. In addition to LEARN 11 – Learning and Academic Strategies, the LAR Department offers additional assistance to students with specific needs through LEARN 11 H, an Honors study skills class; LEARN 610 – Basic Study Skills Laboratory, LEARN 650 – Supervised Tutoring, and LEARN 810 – Learning Skills.

### Self Evaluation

In recent years, the Library faculty has particularly focused on the goal of working collaboratively with faculty from other departments to integrate information literacy across the curriculum.

Meeting diverse curriculum needs in the vocational fields, the Library now offers courses covering different information competencies for Nursing, Business, and Law. These courses were designed to give students involved in these three disciplines a competitive edge and the training needed to upgrade their job skills. Additionally, working in close conjunction with faculty from other departments, the librarians have made a concerted effort to develop

subject-specific library orientations and workshops, which are not only meaningful but also couches the instruction to the level of student' competence. Sensitive to the distinction between first-level learning skills of students, that is, learning *about* technology, and second-level skills, which is learning *through* technology, the librarians have emphasized the purpose of information fluency that can only be developed through a scaffolding and staggered approach to critical-thinking and effective use of technologies.

It has been noted that the Library is heavily used and the increasing level of foot-traffic from previous years indicates how central the Library and its resources and instructional program are for student success. In spring 2009, the LAC Library moved into the renovated L Building. The Library lost square footage during this renovation because it moved from a four-floor facility into a one-floor facility. Library faculty and staff had tried to rectify the problem of lost square footage by weeding out obsolete books in order to create quiet study areas for students. Even after this creative reconfiguring of space by Library staff, the lack of study space is prominent to visitors. There is a growing need for more study rooms and study carrels at both campus libraries. Since, the move, the number of students visiting the Library has grown consistently with the peak number of 384,286 patron (gate) count for the academic year 2010-11. The number declined for the last two academic years, 2011-12 and 2012-13 reflecting lower enrollment at the college due to budget reductions ([2.C.1](#), [2.C.2](#)).

The computer research centers at both LAC and PCC libraries and the Academic Computing Centers at both libraries are filled to capacity every hour the libraries are open. For student use, the LAC Library has three audio/visual stations, and three microfiche readers; and PCC Library has two audio/visual stations and one microfiche reader.

#### Actionable Improvement Plans

None

**Standard II.C.1 The institution supports the quality of its instructional programs by providing library and other learning support services that are sufficient in quantity, currency, depth, and variety to facilitate educational offerings, regardless of location or means of delivery.**

#### Descriptive Summary

The LAC Library is open 15 hours per day, Monday through Thursday, nine hours on Friday, and six hours on Saturday; the PCC is open 13 hours Monday through Thursday, eight and one-half hours on Friday, and four hours on Saturday. The combined weekly hours for both campuses total 139.5 hours. Success Centers are open on both campuses for 12 hours per day, Monday through Thursday, six hours on Friday and on Saturdays. In addition, online services are also available to students. For instance, Success Center student learning activities may be completed online with online support for any students enrolled in online classes.

As of June 30, 2013, the Library's collections at both LAC and PCC include 150,468 titles of various formats: 128,377 books, 19,948 e-books, 179 print periodicals, 29 online databases, 1,549 instructional VHS/DVDs, 1,156 circulating VHS/DVDs, 80 books on CD, 239 Audiobooks, and 298 CD-ROMS.

The Library's collections at both LAC and PCC include: 29 online databases and 39,968 e-books. The LAC Library collection includes: 32,717 books, 104 print periodicals, 22 circulating VHS/DVDs, 4 audiobooks, and 64 CD-ROMs. The PCC Library collection includes: 191,074 books, 75 print periodicals, 1,133 circulating VHS/DVDs, 1,545 instructional VHS/DVDs, 76 audiobooks and 234 CD-ROMs.

The Library collects primary and secondary publications, bibliographic and reference resources, and machine-readable materials in the format best able to support the educational and informational needs of Long Beach City College faculty, students, and community in all subjects relevant to the college curriculum and instructional programs. In spring 2010, the Library received \$75,000 from capital outlay to purchase new books for the LAC and PCC circulating and reference collections. In fall 2013, the Library received \$33,000 from the associate vice president to purchase new books for the LAC and PCC circulating and reference collections; the Library also received \$15,000 for alternative access materials. The Library's meager book budget for LAC library (\$7,500) PCC Library (\$4,500), and periodicals budget (\$20,000) are now line items in the Library annual budget.

In spring 2010 and 2012 semesters, the Library also received a \$10,000 grant for Reserve textbooks from LBCC Auxiliary/Pepsi. Additionally, the Library has been receiving a \$1,500 grant from the Associated Student Body each semester since spring 2009.

The 2008 Accreditation report drew the college's attention to the lack of current materials to support vocational fields. \$80,000 was used to purchase books in Allied Health. Currently a faculty survey in this field is being conducted to gather information regarding how well the college has met the research and curriculum needs of students in Nursing and Allied Health ([2.C.3](#)).

### Self Evaluation

The Library has suffered budget cuts, affecting the purchase of new materials and this has impacted the Library's ability to keep the collections updated ([2.C.4](#)); a loss in classified personnel; and reduction in workload of four classified staff from 11 or 12-month to 10-month positions. This has impacted the workflow efficiency; increased the workload of other personnel and forced the Library to depend more on the assistance of student workers in order to avoid interruption in services to faculty and students. The Library also currently does not have a full-time librarian to manage the Integrated Library System (ILS), Online Public Access Catalog (OPAC), and the Library website.

In spite of the Library's shrinking budget, practices have been established that improve services to students. To help with collection development, librarians conscientiously read reviews of books from notable publications in order to make informed decisions with building the library resources collection. Librarians' service at the reference desk provides insights into students' needs and helps identify the lacunae in the collection. To keep current with the community's needs the Library has an online suggestion form on the Library

website. Librarians continually weed the collection. Two Librarians serve on the Curriculum Committee (Course Evaluation Subcommittee and Associate Degree/General Education Subcommittee). Participation in these committees allows librarians to gain in-depth knowledge of new courses and new programs offered. This advanced knowledge enables librarians to respond to the new information needs in a timely manner.

The Library Reserve textbook collection comprises 1,597 textbooks and articles at LAC's Library and 813 textbooks at PCC's Library. LBCC students have been benefiting from this Reserve textbook program as demonstrated by long lines at the Reserve desk. Circulation statistics have shown that Reserve textbooks lending accounted for almost 80 percent of the total number of LBCC Library resources lending ([2.C.5](#)).

#### Actionable Improvement Plans

The Library will continue to seek out resources to maintain its collection in order to address specific needs that faculty identify.

**Standard II.C.1.a Relying on appropriate expertise of faculty, including librarians and other learning support services professionals, the institution select and maintains educational equipment and materials to support student learning and enhance the achievement of the mission of the institution.**

#### Descriptive Summary

The college strives to keep technology resources for teaching and learning current and competitive. A new Technology Initiative and Technology Plan ([2.C.6](#)) developed through a collaborative and collegial process provides for a replacement and refreshment cycle for instructional, faculty, and staff computers and peripherals to support teaching and learning environments. The Library also hosts two computer research centers dedicated to academic research. Equipment in the Library research centers and the multimedia classrooms have all been replaced with modern, state-of-the-art equipment and are on a regular upgrade schedule. For instance, at the end of the fall 2013 semester, all of the computers and printers in the LAC Academic Computing Center were upgraded. Library faculty have assigned responsibilities for connecting with academic departments to provide information and serve as a conduit for updates on Library services and offerings. In addition, regularly issued Library Updates distributed online to the campus community also keep the campus abreast on library services and offerings. Faculty from diverse disciplines work closely with library faculty and staff to build the library collection and help in the weeding process of obsolete library material.

#### Self Evaluation

At LBCC, librarians and teaching faculty share an important role in building and maintaining the collections through a process of ongoing assessment and consultation to ensure that the

books, periodicals, electronic resources, and audio-visual media are acquired for LBCC students. To fulfill its mission, the Library has an arsenal of online databases that serve the information needs of on-site and remote students and faculty. In the academic year 2012-13, in order to enhance the functionality and interactivity of the Library's website as a means of promoting student success and supporting the growing community of distant learners, the Library redesigned the Library website. The updated website content includes LibGuides interactive tutorials, and overall maintenance of consistent and accurate information. In the last three years, regular usability testing has provided input to ensure that the website is functional and usable and meets the needs of all library patrons. Librarians continue to create new and customized LibGuides for specific orientation to support the curriculum, and update and manage their Library faculty subject guides within LibGuides. LBCC Library fully implemented since the last accreditation EzProxy to allow access to resources from off-campus. The Library also offer virtual reference through live chat, email, text messaging and phone. Comparable services to DE/CE students are provided extensively through virtual reference -- via live chat with a librarian, email, and text messaging and phone calls.

In spring 2013, the Library sent out a survey to faculty to gather faculty input for the purpose of evaluating and assessing its collections. The only response that came back with a majority of “Barely Satisfactory” answers was the question regarding the collection of print journals (17 percent "Barely Satisfactory") ([2.C.7](#)).

To address the widening achievement gaps of historically under-represented and under-privileged students, the goal in the next three years is to create targeted and discrete online videos of library learning modules, both in English and Spanish, and disseminate them at various centers. Librarians worked closely with faculty with subject specialties across the curriculum to develop a multicultural dimension to the library collection in all formats, including books, CDs, electronic databases, and close-captioned audio and video instructional materials. The Library expanded its collection of Spanish-language materials, selecting resources based upon favorable reviews in publications, such as *Criticas*, which cover the publishing industry from a Latino perspective. Additionally, the Library collection not only provides books on a wide variety of topics, but also offers books appropriate for all reading levels to assist limited-English speakers, developmental readers, and students enrolled in the Child Development programs who seek children’s literature. Additionally, sensitive to the “digital divide” and language barriers that LBCC ESL and Latino students face, the librarians provide instruction that emphasizes hands-on experience delivered at a speech rate comprehensible to nonnative speakers of English. The pending two new faculty librarian hires should further enhance targeted learning modules with assistive technology available in Spanish that will also be close captioned and mounted on workstations at DSPS, EOPS, LAR and Research Centers for easy accessibility. One requirement of current faculty recruitment has been for librarians who are bilingual and bicultural—and even trilingual and tri-cultural—and they promise to lend their expertise to the collection-development process.

#### Actionable Improvement Plans

Aggressive educational efforts will continue to familiarize faculty and students with the effective use and discovery of online versions of print periodicals. The Library will continue to strive and build on its process of resource acquisition using faculty liaisons and continue to

develop a systematic, broad-based, and clear process of faculty involvement in library acquisitions.

**Standard II.C.1.b The institution provides ongoing instruction for users of library and other learning support services so that students are able to develop skills in information competency.**

Descriptive Summary

The Library instruction program at Long Beach City College includes a variety of methods of instruction including credit courses that meet information competency requirements, workshops, orientations, and instruction at the reference desks. The LBCC Library courses are designed to meet the information competency requirements of students, now a mandated graduation requirement to matriculate with an AA/AS degree. All credit courses offered by the Library integrate information competency learning outcomes (as defined by the Academic Senate for California Community Colleges and the Association of College and Research Libraries). Most courses are offered every semester. Since information competency became a graduation requirement at LBCC, the Library has progressively increased the number of LIB1 courses from five sections in fall 2010 to 14 sections in fall and spring 2011, and to 15 sections in fall and spring 2013. The number of students who took LIB 1 also reflected the following increase: 179 students in fall 2010, 474 in 2011, 502 in 2012, and 459 in 2013 (The slight dip in the number of students in 2013 can possibly be attributed to lower overall college enrollment in 2013).

In addition to its credit courses, the Library also provides information competency workshops and orientations to faculty, students, and staff in both face-to-face and online formats. Drop-in workshops increased from 65 students at LAC in 2009-10 to 287 in 2011-12 to 191 in 2012-13. Following a similar trajectory the drop in workshops increased from 24 at PCC in 2009-10 to 188 in 2011-12, and to 135 in 2012-13. The topics covered in these workshops impacted a wide swath of discipline courses and included help with accessing nursing databases, Modern Language Association citation format, how to find jobs in a tight economic market, and building proper and marketable resumes and cover letters. The subject-specific library orientation covering diverse disciplines from English to Psychology to History and Political Science increased from serving 1,493 students in 2010-11 at LAC to 2094 in 2011-12, and to 1,923 in 2012-13. At PCC, the numbers ballooned from 502 in 2010-11 to 800 in 2011-12, and to 893 in 2012-13 ([2.C.8](#), [2.C.9](#), [2.C.10](#)).

LBCC librarians consider every encounter with students at the Reference desk an information competency instruction session. Within the constraints of the limited resources available, including personnel, the LBCC Library continues to have at least one librarian monitor students' search strategies for research purposes at the students' Research Centers during peak hours and provide timely guidance to steer the gathering of information in the right direction.

Moreover, the Library continues to encourage faculty to integrate library research and activities into their syllabi and to invite librarians into their classrooms to demonstrate to the students the inseparable link between class assignments and effective research strategies.

In order to expand its mission into the vocational field and prepare a new information competent generation of library technicians, the Library has successfully run a Library Technician Program since 2007, which is the only program in Southern California that is offered completely online.

The Library recently completed the first three-year cycle of assessment of the library at the course and program levels, including student learning outcomes and service unit outcomes ([2.C.11](#)).

### Self Evaluation

In order to achieve assessment results that are truly measurable, manageable, and meaningful, the department identified student learning outcomes for the Library courses. The pre-test establishes what students already know and the post-test determines if the students have closed the gap between what they know and what they need to know in order to be information competent.

With a larger portion of class-time devoted to evaluating information, 90 percent of students met the bench mark in spring 2012, up from 88 percent in the previous semester. To improve the success rate percentage the department increased hands-on, group projects and i-clickers exercises with a focus on evaluating information drawn from books, electronic resources and the Internet. The department also increased the LIB 1 units from one to two units in fall 2012. The spring 2013 SLO assessment in the information competency credit courses, LIB 1 and LIB 3, was the culmination of the three-year assessment cycle and results showed that 92 percent of students met the expected level of achievement. ([2.C.12](#), [2.C.13](#)) Students earning a passing grade in LIB 1 (information competency requirement) increased from 275 students in 2010-11 to 341 in 2012-13. Similarly, course success rates have increased from 64 percent to 70 percent during the same time period ([2.C.14](#)).

The service unit outcomes, an integral part of assessing the library program, had to meet the bench mark related to intended outcomes (i.e., meet a minimum 70 percent or higher level of patrons' satisfaction in all aspects of library services; including reference, circulation, Research Centers, and Media, including an overwhelming number of titles from library collection will be from the 21st century) ([2.C.15](#)).

The survey for the first outcome was conducted during a three-year span and the results from the survey done at two different times yielded some startling results. The result of the first survey conducted predominantly among patrons (students, staff and faculty) visiting the library showed high levels of satisfaction for all areas of library services. Though gratifying, the results of this survey did not measure the attitudes of the many faculty and students who used the library resources less frequently or not at all. A second survey was conducted to solicit more candid and unvarnished responses from students, faculty and staff, and provided a more realistic and authentic picture of the Library's strengths and weaknesses. With an expectation that 70 percent of responses will be satisfactory, all aspects of the library met the minimum criteria, with circulation at 81 percent, Media services at 79 percent, Reference services at 81 percent, the Research Center at 84 percent, and the overall Library Department at 81 percent ([2.C.16](#)).

The slight drop in the satisfaction percentage impacting all areas of services can be attributed to the inability to reach out to those segments of the Library users who are reluctant to take advantage of the services available to them. The corrective action requires the Library to re-think its modes of delivery of library services, deploy effective strategies to market library services to all constituencies, and in particular meet faculty and students' needs at their level of comfort with technology.

Working within the parameters and constraints of the state Budget and Bond measures, the two new Libraries at LAC and PCC have been completed since the previous self-study. However, these new facilities are too small to accommodate any large expansion of library resources that the exponential growth in the general education classes on both campuses demand. In spite of budget and space constraints, LBCC Libraries are making concerted efforts to bring in the resources that reflect current knowledge for all the disciplines taught at the college, including emerging new disciplines.

Recommendations already adopted by the college include:

- Line item budget for online databases
- Line item budget for books every year
- Update books and library materials in all disciplines and bring current holdings to reflect 21<sup>st</sup> Century resources

#### Actionable Improvement Plans

There are multiple reasons why faculty and students do not access the facilities and services of the Library. The Library is addressing this problem by increasing activities in the following areas:

- Access to Library resources, through mobile phones, tablets and e-readers
- Outreach efforts, marketing library services to faculty (on Flex Days) and students (College Day and class visitations)
- Partnering with the ASB to publicize the role information competency plays in student success, retention and transfer to four-year colleges

**Standard II.C.1.c The institution provides students and personnel responsible for student learning programs and services adequate access to the library and other learning support services, regardless of their location or means of delivery.**

#### Descriptive Summary

In addition to the traditional means of access to support services, the institution is committed to adapting to the needs of students and staff through the integration of technology on campus to provide increasing access to services that help ensure student success. Access to learning support services is provided through a variety of means and is the joint effort of

primarily three areas: The Library, Instructional and Information Technology Services (IITS), and LAR as well as discipline-specific learning resources programs.

Technology provides one means of access as the college addresses current and future needs and growth to support the infrastructure for technology deployment. IITS, in conjunction with the Technology Plan, is responsible for the district's information systems, including operational activities and services associated with academic and administrative computing within the district and between the district and external locations, as well as the maintenance of computer labs and audio/visual equipment. There are 2,471 student workstations throughout the district that are supported by IITS, along with 60 multimedia classrooms. The full-time faculty, including 40 tenure-track faculty, to be hired in the fall of 2014 are each assigned a computer that is also supported by IITS. Part-time faculty have computer access through the Faculty Resource Centers on both campuses. Currently there are 20 workstations at the Faculty Resource Center at LAC and 14 workstations at PCC ([2.C.6](#)).

In spring 2009, the LAC Library moved into the renovated L Building; since then, the number of students visiting the Library has grown consistently with the peak number of 384,286 patron counts for academic year 2010-11. The number declined a little for the last two academic years 2011-13 due to the 16-week calendar. The LAC Library lost square footage during this renovation and there is not enough room to accommodate all students who come to the libraries looking for some space to study. Library staff has tried to rectify the problem by shifting some books into another area in order to create additional quiet study areas for students, but the lack of study space is prominent to visitors.

The recently redesigned Library website (<http://lib.lbcc.edu/index.cfm>) serves as a gateway to all the information needs of students, faculty, and staff. The Library also moved from Voyager, the ILS and OPAC, to WorldShare Management Services and WorldCat Local, a cloud based Software As A Service (SAAS) environment. From the Library website, the LBCC community gains access to the library blog, wiki, chat service, and online forms for requesting various services such as virtual reference, interlibrary loan for books and periodical articles, suggestions for book purchases, rush processing of a new book, and to report a WMS catalog error. LBCC faculty gain access to the same services plus online forms to request library orientations at either campus, to evaluate of library orientations, to place items on reserve, to reserve videos for instructional use, and to make suggestions and comments.

Since 2009, the Library faculty have been creating research guides for effective use of the varied information resources and to highlight important and exceptionally useful items in the collection. To date, librarians at LBCC have published 84 research guides using the LibGuides service ([2.C.17](#)). The Library's research guide collection spans a wide range of disciplines, ranging from culinary arts and business administration to psychology, computer science, and English literature. Individual course guides have been developed to help students in classes on child development, political science, English and psychology. Use of these guides has dramatically increased as faculty have increased the number of guides and promoted their use in library orientations. As of February 2014, library research guides have been accessed a total of 41,657 times since their launch ([2.C.18](#)). In the fall of 2012, the Library contracted with the virtual chat service [LibraryH3lp.com](http://LibraryH3lp.com) to provide virtual reference services to the college. Reference librarians on duty at both campuses log on to field questions

students and faculty type in from the Library webpage. To date, the Library faculty have engaged in 790 virtual reference sessions ([2.C.19](#)).

The Library website is constantly reviewed by the Library Technology Task Force for compliance and WMS integrated system for functionality and accessibility. The Library Technology Task Force has been making recommendations to improve the functionality of the Voyager online catalog and to run the Library's webpages through online accessibility checkers and validation services to ensure that the pages comply with Section 508 requirements and that the code is well formed and valid.

The Library uses EzProxy to allow access to off-campus resources and students validate their proof of library affiliation by logging in with their last name and student id number. Faculty and staff can also access electronic resources. The Library also offers virtual reference through live chat, email, text messaging and phone. Comparable services to DE/CE students are provided extensively through virtual reference -- via live chat with a librarian, email, text messaging and phone calls.

While the Library continues to offer traditional library services, such as providing access to collections, reference, and bibliographic instruction in its various forms, it continuously explores the possibility of more effectively delivering these services through the application of new integrated learning technologies. For example, the Internet permits students to access library collections and avail themselves of library services 24/7, thus promoting greater access, convenience, flexibility, and a more user driven experience. The Library provides a myriad of resources and services to students. During the fall 2012 and spring 2013 semesters, the Library provided more than 659,000 patron contacts as documented through the Library's WMS integrated library system, various online database usage statistics, and the Online Computer Library Center (OCLC) database system ([2.C.20](#)).

The library accommodates the pedagogical needs of vocational and traditional instruction. It serves the expectations of distance education programs by delivering information resources through emerging media: podcasting, webcasting, and online and hybrid courses.

The various learning assistance resources are also heavily used. The statistics below are from fall 2012 to spring 2013:

<b>LAR programs Fall 2012 – Spring 2013</b>			
<b>CENTER/PROGRAM</b>	<b>UNIQUE STUDENT #</b>	<b># HOURS</b>	<b># VISITS</b>
LAC MDSC	4,176	22,017	12,137
LAC Tutoring	1,716	10,543	6,270
SI	1,231	8,508	9,800
PCC MDSC	5,896	34,573	24,378
MDSC - CTE	487	2,573	2,229
<b>Total:</b>		173,102	54,814

Statistics on usage of the Writing and Reading Success Center and the Math Success Center at LAC are for fall 2012.

CENTER/PROGRAM	UNIQUE STUDENT #	# VISITS
LAC Math	5,236	19,841
LAC WRSC	3,991	12,393

### Self Evaluation

The institution's commitment to the integration of technology on campus continues to grow and adapt to the needs of students and staff, providing increasing access to services that help ensure student success. The Library and learning support services featured in the library homepage and the over 80 discipline-specific labs on campus provide adequate access to resources at both campuses as well as virtual resources such as online tutoring, online SI, remote access to online databases, Helpdesk, online Library research tutorials, and 24/7 reference desk. These have become a trademark of LBCC's commitment to support students beyond the classroom with their learning activities. The college uses the departmental planning process to address current and future needs and growth to support the infrastructure for technology deployment.

In order to improve student retention and success the library has begun to construct targeted learning modules that will enhance the sustained, strategic, intrusive and integrated, and personalized support for every student, particularly those at high risk. For example, the Library will prepare small, targeted library tutorials, both in English and Spanish, using a variety of multimedia tools such as You Tube, podcasting (using Camtasia), Video streaming, and PowerPoint presentations, that students can access anytime, anywhere and learn through small problem-solving assignments new skill sets at their own pace and learning ability. The learning modules and video tutorials will cover not only the library credit courses on how to access the online catalog, diverse online databases and properties of search engines and meta search engines but also tutorial and learning modules to support all disciplines using databases and libGuides tailored for each discipline. Finally, the Library will integrate subject-specific library learning modules across disciplines and embed these tutorials using video streaming and podcasts in online and web-enhanced courses using the college's uniform Learning Management System, Moodle ([2.C.12](#), [2.C.15](#)).

Librarians are sensitive to the educational needs of physically challenged students and have made a concerted effort to make all their webpages ADA compliant. All instructional videos in the Library Media center are similarly being close-captioned in order to comply with section 508. Keeping current with the latest trends and resources in educational technology the Library is aggressively producing targeted learning modules both in English and Spanish using videos, podcasts, webcasts, blogs, and wikis with close captions with the singular purpose of expanding the accessibility to learning modules beyond the classroom for students at DSPS, EOPS, LAR and the library's two Research Centers. Whether these educational technologies better deliver services and connect the LBCC community is something that needs to be studied.

### Actionable Improvement Plans

The Librarians will continue to study the relevance of evolving technologies that connect students to librarians and library resources and make recommendations that meet the needs of students.

### **Standard II.C.1.d. The institution provides effective maintenance and security for its library and other learning support services.**

#### Descriptive Summary

The Library's security gates are under contract maintenance with 3M Company. These gates are only deterrents for anyone removing materials from the Library without properly following library policies. The gates do not guarantee that materials from the collection would not be lost. To obtain statistical data on how many library materials that have been lost due to the malfunction of the gates is impossible to gather. Here are some of the reasons:

- The absence of a signal when the gates start to malfunction. At times it can take hours or days before anyone notices that the gates are not working as they should.
- Materials are taken away secretly. The material is gone for days and weeks before it can be noticed.
- Shortage of staff who can enforce security checks when the gates sound the alarm.

Increasing staffing at the circulation desks and establishing a program to increase student ethical values (honor) should help deter stealing of library materials. Materials that are not returned are fined and the money is deposited into the Library funds.

The Library's new ILS, WMS, under contract with OCLC, makes access to online resources quicker, more efficient, and stable. The Library provides access to its online databases, licensed through various vendors.

LBCC Library currently contracts out its Microfiche machines maintenance service with Omega Imaging Systems, Inc.

The Library currently contracts its copying and printing services for students to the Network Digital Resources and Services Inc. (NDRS).

#### Self Evaluation

Through a variety of safeguards and mechanisms, the institution provides effective maintenance and security for its library and other learning support services. The college's commitment to safeguard the Library collection was demonstrated recently when, in spite of limited funds, the Library purchased one 3M sensitizer/desensitizer for the PCC Library to replace a very old broken one.

### Actionable Improvement Plans

The Library will move the gate at the PCC Library in order to get a more accurate assessment of library usage to include the use of computer research centers and also to decrease the number of lost items.

**Standard II.C.1.e When the institution relies on or collaborates with other institutions or other sources for library and other learning support services for its instructional programs, it documents that formal agreements exist and that such resources and services are adequate for the institution's intended purposes, are easily accessible, and utilized. The performance of these services is evaluated on a regular basis. The institution takes responsibility for and assures the reliability of all services provided either directly or through contractual arrangement.**

### Descriptive Summary

The Library's efforts to marshal the best resources in a cost effective way in the light of escalating costs of electronic journals take two distinct and complementary directions. Long Beach City College Library is part of the California Community Colleges Consortium, which helps substantially to lower the costs of print and electronic journals by being part of a larger bargaining unit. In addition, the LBCC Library has an articulation agreement with CSULB and CSUDH for mutual use of library resources by students, faculty, and staff. Data is available that tracks crossover usage at these three institutions. Moreover, with the Governor's mandate to accelerate students' journey through the four-year baccalaureate degree with the passage of SB 520, which makes the 50 most oversubscribed lower division courses in California's higher education system available online, the co-operation and strengthening of ties among these institutions is critical. An active resource-sharing program supplements the LBCC Library holdings ([2.C.21](#)). The policies for interlibrary loan ([Lending](#) and [Borrowing](#)) are available at the Library website ([2.C.22](#)). And internally, the Library works cooperatively by sharing information, resources, and teaching tools with sister departments such as Learning and Academic Resources (LAR) and interdisciplinary Success Centers. The Library also works very closely with Distance Education in constructing and teaching a wide range of library courses online that support and augment students' understanding of and mastery in core disciplines across the curriculum.

### Self Evaluation

Long Beach City College's recent Promise Pathways Initiatives focus on retention, persistence and the successful transfer of a cohort of high schools students from two-year degree to four-year colleges. It is an important area where the Library, in co-operation with the Success Center, Learning and Academic Resources, and Counseling can initiate learning modules and share resources for student success, retention and transfer to four-year institutions. There is also potential for working with CSULB and CSUDH, bringing the

mandated information competency requirements to reflect the curriculum needs and expectations of these institutions.

Actionable Improvement Plans

None

**Standard II.C.2 The institution evaluates library and other learning support services to assure their adequacy in meeting identified student needs. Evaluation of these services provides evidence that they contribute to the achievement of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.**

Descriptive Summary

The institution initiated the first phase of a broad based Student Success plan by creating Student Success Centers. These Success Centers were developed with faculty support to assist students from basic skills up through transfer levels to achieve their goals with greater success. One of the important ideas behind development of these Centers was to create instructional and service support to students as well as instructors in core classwork such as English, reading, and math as well as to provide the same for multiple disciplines and Career Technical Education programs. Faculty, staff, and administration came together to develop both curriculum and services in these Centers to help students overcome “roadblocks”—that is, common educational and college-cultural gaps that, when filled with advantageous learner-centered support, could provide greater achievement in the classroom and in the collegiate environment for students across the spectrum ([2.C.23](#)).

LAR offers a number of support services to students enrolled in classes other than those with a specific Success Center component. For instance, some classes have a Student Instructor (SI) who attends the class and holds scheduled study sessions (without the faculty instructor) for students. LAR also provides tutoring for students.

Self Evaluation

The Office of Institutional Effectiveness has been making concerted and creative strides to assess, describe, and evaluate outcomes of the supplemental learning delivered in the Student Success Centers. Success rates for courses that have had supplemental learning activities (SLAs) added as requirements in the course outline show gains of about 5 percentage points. Additional analyses show differential gains based on subject. In response to the finding that SLA for English 1 did not have a measurable impact upon student success in that class, the English Department decided to remove the SLA requirement for that class beginning in fall 2014.

LAR conducts regular surveys of students to measure satisfaction with learning support services. The 2013 Math Success Center survey, for example, reveals that overall students are pleased with the service they receive through the Center. Over half of the students who responded to the survey (62.7 percent) were enrolled in Math 110 or Math 130. Of these students, 68.2 percent stated that they visited the Center to complete a DLA ([2.C.24](#)).

In fall 2012, a survey was given to students who participated in LAR tutoring. Students reported positive experiences:

- 72.5% strongly agreed and 27.5 % agreed that the tutor(s) knew the subject matter well.
- 41.5% strongly agreed and 38.5% agreed that their studying was more effective because of the time they invested in tutoring.
- 48.4% strongly agree and 35.9% agreed that they were more aware of how they best learn as a result of tutoring.

The tutoring program exists for the purpose of helping students become independent learners who are able to honestly assess their own learning preferences and strategies, utilizing metacognitive techniques in so doing with an eye toward bettering their academic experience across the curriculum. The three bullets mentioned above suggest a correlation between LAR's tutoring practices, student growth, and student success rates ([2.C.25](#), [2.C.26](#), [2.C.27](#)).

In addition to the semesterly, formal evaluations done of SI Leaders by students, faculty, and the SI coordinator, the SI program occasionally conducts a less formal survey to assess student interest in and benefit from the program. The most recent of these informal surveys was conducted in fall 2013. Although the response was somewhat limited due to the lateness of the survey's administration, interesting findings are noted:

- 65.4% indicated they attended more than 10 SI sessions associated with their class
- 73.1% indicated they "Strongly Agree[d]" that they received better grades in their class as a result of SI attendance. Another 19.2% selected "Agree."
- 42.3% indicated they "Definitely" or "Possibly" would have dropped their class had SI not been available to them.

The SI program focuses on historically difficult courses at LBCC—in particular, transfer-level math and science courses without other intervention strategies attached to them (such as an SLA requirement), so it is encouraging to read that many students feel this program is filling a need.

### Actionable Improvement Plans

Continue to evaluate effectiveness of SLAs delivered in Success Centers focusing comparison on the different SLA formats and compare their effectiveness with that of other learning support models such as Supplemental Instruction.

## **Standard II.C Evidence List**

<a href="#"><u>2.C.1</u></a>	LAC Library Gate Count
<a href="#"><u>2.C.2</u></a>	PCC Library Gate Count
<a href="#"><u>2.C.3</u></a>	<a href="#"><u>Nursing Collection Assessment</u></a>
<a href="#"><u>2.C.4</u></a>	Collection Analysis by Campus and Format
<a href="#"><u>2.C.5</u></a>	Library Reserve statistics
<a href="#"><u>2.C.6</u></a>	Technology Plan 2012-2017
<a href="#"><u>2.C.7</u></a>	Collection Assessment Results
<a href="#"><u>2.C.8</u></a>	Workshops, Orientations, and Reference Statistics
<a href="#"><u>2.C.9</u></a>	Library Orientations Pre-test Results
<a href="#"><u>2.C.10</u></a>	Library Orientations Post-test Results
<a href="#"><u>2.C.11</u></a>	Three year SLO/SUO Report
<a href="#"><u>2.C.12</u></a>	LIB 1 SLO Assessment Report
<a href="#"><u>2.C.13</u></a>	LIB 1 Pre- and Post-Test Results 2010-13
<a href="#"><u>2.C.14</u></a>	LIB 1 Course Success Rates
<a href="#"><u>2.C.15</u></a>	SUO Three-year Assessment Report
<a href="#"><u>2.C.16</u></a>	SUO Results Spring 2013
<a href="#"><u>2.C.17</u></a>	LBCC Library Research Guides by Topic
<a href="#"><u>2.C.18</u></a>	LibGuides Access 2009-14
<a href="#"><u>2.C.19</u></a>	Library H3lp Chats per Month
<a href="#"><u>2.C.20</u></a>	Library Program Review 2014
<a href="#"><u>2.C.21</u></a>	Interlibrary Loan Statistics
<a href="#"><u>2.C.22</u></a>	Interlibrary Loan Lending and Borrowing Policies
<a href="#"><u>2.C.23</u></a>	Student Success Centers/Learning and Academic Resources Department Program Review
<a href="#"><u>2.C.24</u></a>	Math Success Center Survey Results
<a href="#"><u>2.C.25</u></a>	LAR Program Survey Results
<a href="#"><u>2.C.26</u></a>	LAC MDSC Center Survey Results
<a href="#"><u>2.C.27</u></a>	PCC MDSC Center Survey Results

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## Standard III – Resources

Ann-Marie Gabel (Administrative Co-chair)  
Kevin Ryan (Faculty Co-chair)

### Standard III.A – Human Resources

Rose DelGaudio (Administrative Co-chair)  
Christiane Woerner (Faculty Co-chair)

**Classified:**

Anne Engel  
Barbara Lemle

**Faculty:**

Suzanne Acone  
Steven Andrews  
Lee Douglas  
John Downey  
Otto Figueroa  
Angeli Francois  
Darya Myers  
Rodney Rodriguez

**Management/ Administration:**

Pam Axup  
Diane Bangs  
Julie Kossick  
Cindy Vyskocil

**Students:**

Kathya Padilla  
Liliana Ralls



## Standard III: Resources

**The institution effectively uses its human, physical, technology, and financial resources to achieve its broad educational purposes, including stated student learning outcomes, and to improve institutional effectiveness.**

### Standard III.A - Human Resources

**The institution employs qualified personnel to support student learning programs and services wherever offered and by whatever means delivered, and to improve institutional effectiveness. Personnel are treated equitably, are evaluated regularly and systematically, and are provided opportunities for professional development. Consistent with its mission, the institution demonstrates its commitment to the significant educational role played by persons of diverse backgrounds by making positive efforts to encourage such diversity. Human resource planning is integrated with institutional planning.**

**III.A.1. The institution assures the integrity and quality of its programs and services by employing personnel who are qualified by appropriate education, training, and experience to provide and support these programs and services.**

#### Descriptive Summary

The employment process begins with adhering to the hiring policies and regulations of each respective classification: classified, academic administrators, full-time faculty, and part-time faculty. These policies and practices are regularly reviewed and revised to enhance effectiveness and ensure compliance with state and federal laws:

[Rules and Regulations of the Classified Service \(3.A.1\)](#); Administrative Regulation 3003: Administrative Regulations on Academic Administrative Hiring, Chapters 3-8; Administrative Regulation 3012: Administrative Regulations on Hiring Contract Faculty; and Administrative Regulation 3013: Administrative Regulations on Hiring Hourly Part-Time Faculty - Administrative Regulations - 3000 Series [\(3.A.2\)](#).

In addition to the established hiring policies, the college uses rigorous hiring criteria for its faculty, classified support staff and administrative positions. This is accomplished by consistent application of standardized hiring criteria, utilization of trained and diverse hiring committees and comprehensive job descriptions that are designed by the supervisor in collaboration with Human Resources to match contemporary job expectations in alignment with program needs and the goals of the institution.

### *Classified Employees' Qualifications and Hiring*

Long Beach City College is a merit system district that adheres to extensive testing and hiring procedures as well as Personnel Commission Rules and Regulations to ensure that highly qualified individuals are hired.

To ensure that qualifications for each position match programmatic needs, the College has processes that begin at the department level to ensure that positions requested are clearly defined through accurate and relevant job descriptions. The job descriptions for the classified service are posted on the public website at: [Job Classification Specifications - Personnel Commission \(3.A.3\)](#). The Personnel Commission staff maintains class specifications and descriptions for classified staff on the College's public Human Resources website to ensure transparency and access to job classification information for all internal and external applicants, ([3.A.4](#), Chapter 3.2.A, Assignment of Duties).

Classified qualifications interview panels consist of three persons and at least two persons to perform screening for technical qualifications. In the event a classified recruitment includes supplemental examination questions, subject matter experts in the field are secured to rate the applicants responses. Where a written test is utilized to rate candidates, test questions are secured from CODESP which is an independent test bank agency that provides class specific questions for classification. CODESP's test materials allow the College to determine whether or not applicants possess competency levels required for success on the job prior to hiring. This maximizes the ability to hire qualified employees who are capable of performing the essential functions of the job. The recruitment and examination processes are prescribed in the LBCCD Personnel Commission Rules and Regulations, Chapter 5 ([3.A.5](#)).

### *Full and Part-Time Faculty Qualifications and Hiring*

Qualifications as a full-time and part-time faculty member are predicated on the minimum standards adopted by the Board of Governors of the California Community Colleges that are outlined in the *Minimum Qualifications for Faculty and Administrators in California Community Colleges* ([3.A.6](#)). The resulting minimum qualifications serve as a statewide benchmark for promoting professionalism and rigor within the academic disciplines and a guideline for day-to-day decisions regarding suitability for employment. However, in consultation with the department head and dean, the department is given the latitude to include "desirable qualifications" in the job announcement. These desirable qualifications go beyond the minimum qualifications as a means to reflect those qualities that are considered necessary and of highest value to the department and institution. Desirable qualifications are commonplace within the job announcements.

LBCC's Policy on Equivalency 3022 ([3.A.2](#)) also states that all applicants for faculty positions who possess "qualifications that are at least equivalent" to the Minimum Qualifications shall be provided an avenue to petition for a determination of equivalency by an Equivalency Committee. If a candidate applies for equivalency and the screening committee selects that candidate for interview, the chair of the screening committee shall ask the Equivalency Committee to review the candidate's application to confirm that the candidate's qualifications are equivalent to the minimum qualifications. The committee includes four faculty from disciplines in which a master's degree is generally expected or

available, four faculty from disciplines in which a master's degree is not generally expected or available, one representative from the Academic Senate who also serves as the Equivalency Committee chair, one nonvoting ex officio faculty representative from the discipline (the department head or his or her designee), two voting instructional administrators and the vice president of Human Resources (or designee) serves as the final nonvoting member. Once a decision has been made regarding a candidate's qualifications, the Equivalency Committee informs the screening committee, in writing, whether the candidate's qualifications were or were not found to be equivalent to the minimum qualifications. Candidates who are determined by the Equivalency Committee to possess at least the equivalent of the minimum qualifications may then be invited for interview by the screening committee.

Applicants for full-time and part-time positions are required to be recruited, approved and hired through the process as outlined in Administrative Regulation 3012 (3.A.2), entitled Administrative Regulations on Hiring Contract Faculty and Administrative Regulation 3013 (3.A.2), entitled Administrative Regulations on Hiring Part-Time Hourly Faculty. These regulations are administered and complied with by both the district and the Academic Senate. In addition, all full-time faculty hiring committees receive comprehensive Equal Employment Opportunity (EEO) training and education prior to the committee beginning their work.

In an effort to further the interests of hiring qualified individuals, in 2010 the Academic Senate in collaboration with Human Resources developed faculty institutional profiles (3.A.7) for the College. These profiles provide applicants and selection committees an overview of the professional responsibilities and expected competencies of faculty at Long Beach City College. These profiles were specifically designed to assist hiring committees, departments, and area deans in the faculty hiring process. The profiles are also utilized by Human Resources to instruct faculty during screening committee EEO trainings on how to develop effective screening criteria, interview questions and writing exercises that will elicit information from candidates and ascertain whether or not they *fit* the LBCC Faculty Profile; enabling the College to realize its mission and hire faculty candidates who exhibit an understanding and commitment to the LBCC mission (3.A.8), and who have a passion for and commitment to student success.

In collaboration with the vice president of Academic Affairs and the Academic Senate, Human Resources sponsors a free hiring seminar once per year to attract qualified full-time faculty applicants. The seminar is entitled, *Improve Your Marketability* (3.A.9), and is specifically designed to educate potential candidates in their understanding of the desired profile of a full-time faculty member at LBCC. That is, the valued teaching qualities and service orientation to students, the institution, and the community. The seminar also instructs applicants about the College's online application process (NeoGov), about all elements of the internal hiring process, and about how to better prepare themselves for success in obtaining a full-time teaching position, ideally at LBCC. This is the fourth consecutive year that LBCC has offered the hiring seminar to part-time faculty seeking full-time positions and the feedback has been decidedly positive and helpful as evidenced by the data located in the 2010-11 Annual Staff Equity Board Report (3.A.10). The February 2014 seminar resulted in the training of over 130 participants with the goal that a certain percentage of those participants would be successful in the full-time faculty hiring process.

The Faculty Internship Program ([3.A.11](#)) that began as a pilot in 2010-11 is intended to help develop greater pools of qualified diverse candidates for possible future adjunct or contract teaching positions. The program provides developmental opportunities for persons interested in pursuing a community college teaching career through a semester long internship which pairs interns with discipline-related full-time faculty mentors. The program provides mentoring in the classroom setting, observing educational methodology where the intern learns to present lectures, team teach, construct classroom instruction or conduct counseling sessions, and perform other academic duties under the direct supervision of the assigned mentor.

The goal of the Faculty Internship Program is to recruit diverse candidates who are qualified by appropriate education, to train and mentor them to provide the highest caliber of support to students in the classroom and through student programs and services, and to provide them opportunities to become part-time faculty who might develop the skills and experience necessary to be competitive candidates for full-time faculty position.

#### *Academic Administrators' Qualifications and Hiring*

The hiring process for academic administrators is set forth in Administrative Regulation 3003 ([3.A.2](#)) which was recently updated and revised in November 2012. When an academic administrative vacancy occurs, the Superintendent-President makes a decision as to whether or not to fill the position in consultation with the President's Leadership Council. Once a decision is made to fill an academic administrative position, a hiring committee is created. In accordance with Administrative Regulation 3003, the hiring committee is composed of twelve voting members representative of all constituent groups and one non-voting EEO representative.

Qualifications as an academic administrator are also predicated on the minimum standards adopted by the Board of Governors of the California Community Colleges that are outlined in the *Minimum Qualifications for Faculty and Administrators in California Community Colleges* ([3.A.6](#)). While the minimum qualifications set the standards, the institution adds their own desirable qualifications for the purpose of attracting and hiring the highest qualified individuals possible. Job descriptions and job announcements are vetted through the Executive Committee to ensure that job descriptions and announcements reflect the desired qualifications necessary in alignment with institutional goals.

#### Self Evaluation

The district has well established policies, practices and programs in place that provide for not only the training of individuals to attain the skills necessary to become a qualified candidate, but structured hiring processes that result in the hiring of individuals with the appropriate education, training, and experience.

Policies and procedures governing the hiring process ensure that hiring processes are carried out in a uniform and equitable manner with rigorous testing and interview criteria that promote the hiring of a highly qualified and experienced workforce. The College's hiring regulations and employment practices are regularly reviewed by human resources staff as

well as members of the Staff Equity Committee to support adherence to state and federal law as well as to support compliance with equal employment opportunity principles.

Upon the decision to hire for a position, job descriptions are first vetted through department heads, deans, supervisors, and the Executive Committee to ensure that the job description is comprehensive and reflects the knowledge/education, skills, and abilities needed by the respective department or program and are in alignment with institutional goals. Once applications are received, Human Resources reviews the applications to ensure that candidates meet the respective minimum qualifications before submitting to selection committees. Any applications that do not meet the minimum qualifications are eliminated from the process.

Further, in support of the hiring of individuals with the appropriate education, training, and experience, the college conducts two programs that support this goal:

1) *The Faculty Internship Program* (3.A.11): The mission of the program is to create a pipeline of qualified diverse part-time faculty. To this end, it has mentored 23 interns since its inception in 2010. Of the 23 interns, 42 percent of the interns who have completed the program to date, have been offered part-time faculty positions (3.A.12). The goal is to expand the program to include more participants each year and to extend the internship from one semester to two semesters (3.A.13). However, this goal has been difficult to achieve since staff reductions occurred in Human Resources. Another goal is to increase the number of interns being offered part-time assignments. To that end, the role of the department heads in the selection of the interns must be expanded.

2) *The Improve Your Marketability seminar* (3.A.9): The seminar was initiated in 2010 and trained 110 individuals on the skills necessary for success as a full-time faculty member; 34 became candidates and applied to LBCC recruitments. Of this group, 50 percent passed to the first level interview, 48 percent passed to the final interview and 38 percent were hired as full-time probationary faculty. In February 2014 over 130 participants attended the Improve Your Marketability seminar. It is too early to assess spring 2014 participants.

Long Beach City College has established processes, protocols, and standards for the purpose of hiring highly qualified individuals. The institution has established programs that support the recruitment and training of individuals to be experienced, well qualified candidates for employment with the district.

#### Actionable Improvement Plans

Work directly with department heads to educate them on the Faculty Internship Program (3.A.11), with the goal of increasing the hiring of qualified faculty interns into part-time faculty positions.

Expand the Faculty Internship Program to a two-semester program, and increase the number of interns as Human Resources staffing is increased.

**III.A.1.a. Criteria, qualifications, and procedures for selection of personnel are clearly and publicly stated. Job descriptions are directly related to institutional mission and goals and accurately reflect position duties, responsibilities, and authority. Criteria for selection of faculty include knowledge of the subject matter or service to be performed (as determined by individuals with discipline expertise), effective teaching, scholarly, and potential to contribute to the mission of the institution. Institutional faculty play a significant role in selection of new faculty. Degrees held by faculty and administrators are from institutions accredited by recognized U.S. accrediting agencies. Degrees from non-U.S. institutions are recognized only if equivalence has been established.**

#### Descriptive Summary

Criteria, qualifications, and procedures for the selection of personnel are clearly and publicly stated in a variety of sources accessible to the public via the college's Human Resources website, the LBCCD Personnel Commission website, the Personnel Commission's Rules and Regulations of the Classified Service, Chapters 3-6 ([3.A.1](#)), employment announcements, Administrative Regulations 3003, 3012, and 3013 ([3.A.2](#)), The California Community College Registry ([3.A.14](#)), and NeoGov recruitment postings (the district's online applicant tracking system).

Implementation of NeoGov began in 2007. Today, the NeoGov, applicant tracking system provides for an online application process for all applicants resulting in greater recruitment outreach – due to web-based advertising. This system has also resulted in increased applicant pools. The system also provides for continuous applicant pools for part-time faculty, supports a formalized process for part-time faculty hiring, and provides system support for department heads in the hiring process.

#### *Classified Staff*

Consistent with the LBCCD Rules and Regulations of the Classified Service, the Personnel Commission classifies all classified positions, and maintains a classification plan for all positions. In accordance with California Education Code and the LBCCD Rules and Regulations of the Classified Service, the Commission is responsible for the following: allocation of all positions to appropriate classes, arrangement of classes into occupational hierarchies (job families), determination of relationships between the classes, and preparation of written class specifications.

The LBCCD Personnel Commission and its staff consistently review and update job descriptions as vacancies occur to ensure class specifications are related to the institutional mission and goals.

According to Chapter 3 of the Rules and Regulations of the Classified Service ([3.A.1](#)), for each classification the Personnel Commission establishes and maintains a class specification which includes: class title, definition of the class, distinguishing characteristics which differentiates the class from other related or similar classes, examples of duties allocated to the class, and a statement of the minimum qualifications for service in the particular class.

When a vacancy occurs and it is approved to be filled, in compliance with the Rules and Regulations of the Classified Service, the director of Human Resources ensures that classified employment opportunity notices contain the class specification as approved by the Personnel Commission.

When there is any substantial change in the duties of existing positions, the LBCCD Rules and Regulations of the Classified Service require this information be promptly reported in writing to the director of Human Resources, who then conducts a review to determine whether the position should be allocated to a new or different class. Should a change in classification be warranted or necessary, the director of Human Resources shall submit recommendations to the Personnel Commission for action.

#### *Full-Time and Part-Time Faculty*

*This standard has also been addressed in III.A.1., and III.A.6., Hiring Priorities Committee – Faculty Hiring.*

For full-time faculty hiring, faculty play a significant role in the hiring as established in Administrative Regulation 3012 [\(3.A.2\)](#):

*Selection committees are comprised of at least two (2) faculty members selected through a shared governance process (i.e., majority vote or consensus) by the full-time faculty of the department(s) or subject area and approved by the Academic Senate. Whenever possible, faculty members chosen to serve on the screening committee shall be from the discipline into which the new faculty member will be hired.*

For part-time faculty hiring, the Selection Committee comprises the department head and at least one other full-time faculty member from the department.

The Human Resources staff, in consultation with departments and in accordance with Administrative Regulation 3012 [\(3.A.2\)](#), ensures that job announcements are directly related to the institutional mission and goals of the college and accurately reflect the position, minimum qualifications, desired qualifications and responsibilities. Criteria for selection of full and part-time faculty, as evidenced by the Faculty Profiles [\(3.A.7\)](#) developed in 2010-11 in collaboration with the Academic Senate, are provided to selection committees to use as criteria in the job announcement, interview questions and/or writing and teaching exercises for new faculty hires, which includes the teaching competencies, and service responsibilities listed below:

#### *Teaching Competencies*

- Ability to create a dynamic learning environment that values instructor/student interaction
- Ability to effectively engage with and facilitate authentic learning for students of diverse backgrounds, cultures, and experiences
- Ability to adapt teaching pedagogy to the knowledge level (developmental through transfer) and personality of each individual and class

- Ability to self-reflect and respond to an evidence-based assessment of student learning
- Ability to use online and interactive technologies to engage students in on-campus and online courses (where academically appropriate); and intrinsic motivation and ability to develop and teach online courses
- Ability to communicate effectively orally and in writing

#### *Service Responsibilities*

- Assume leadership roles both within the department and in the institution as a whole
- Demonstrate commitment to serving the needs of the student, department, college, and community
- Collaborate across disciplines and leverage of student support resources
- Participate in department, division, college committees, and participatory governance activities
- Develop curriculum and programs
- Work collegially and collaboratively with colleagues
- Participate in ongoing professional development

In addition, all faculty job announcements require expertise in the discipline as a standard hiring criteria. The minimum qualifications are listed on the job announcements for faculty positions as established in the *Minimum Qualifications for Faculty and Administrators in California Community Colleges* (3.A.6). The Human Resources staff screens all applicant files to ensure they meet the minimum qualifications or have submitted a request for *Supplemental Equivalency Application* (3.A.15) which is located on the [Human Resources website](#) (3.A.16). Since the college is at liberty to establish local qualifications beyond the minimum standards defined in the disciplines list the Human Resources department forwards these applications to the faculty screening committees to enable the faculty to assess whether the committee would like the Academic Senate's Equivalency Committee to review the candidates application prior to an interview.

Human Resources staff screen application materials to ensure that degrees completed by faculty are from institutions accredited by recognized U.S. accrediting agencies. Complete transcripts of all lower and upper division, and graduate level college/university course work with the degree conferral date shown are required. Transcripts from countries other than the United States must be evaluated by an agency that is a member of the National Association of Credentials Evaluation Service (NACES).

Once application requirements, minimum qualifications and transcripts are reviewed for degree conferral and accreditation of the degree granting institution, the applicant files are released to the screening committee. As evidenced by Administrative Regulation 3012 and 3013 (3.A.2), faculty play a significant role in the hiring process of faculty as they develop job descriptions and associated criteria, screen applications for interview, and conduct first level interviews.

Upon selection, the Human Resources Department evaluates the candidate's official transcripts to determine that the candidate meets the minimum qualifications and that the candidate's official transcripts are identical to any unofficial transcripts previously submitted.

The candidate's employment by the district is contingent on approval of his or her official transcripts by the vice president of Human Resources.

### *Academic Administrators*

*The hiring of Academic Administrators is also addressed in III.A.1.*

The Executive Committee ensures that job announcements are directly related to the institutional mission and goals of the college by reviewing and updating job descriptions prior to each announcement. All job descriptions contain general responsibilities, distinguishing characteristics, representative duties, supervisory relationships, personnel reporting relationships, desired qualifications, knowledge and abilities and any license or certification required to perform the duties of the position.

Application materials are screened by the Human Resources staff to ensure degrees held by applicants are from institutions recognized by U.S. accrediting agencies, appropriate transcripts are submitted, and that transcripts from countries other than the United States are evaluated by an agency that is a member of the National Association of Credentials Evaluation Service (NACES).

Screening committees are composed of all constituents per Administrative Regulation 3003 (3.A.2). The final selection of academic administrators is made by the Superintendent-President in consultation with the Executive Committee.

### Self Evaluation

The NeoGov Applicant Tracking system has been both a blessing and a curse. It has facilitated an online applicant tracking system for applicants which has led to an ease of application, increased applicant pools, allowed selection committees to screen applications online anywhere/anytime, and it is in compliance with Equal Employment Opportunity principles. On the other hand, the large volume of applicant pools has created an increased workload for the Human Resources staff who must manually screen applicants for minimum qualifications. It has also created an increased workload for department heads who must now manage significantly higher levels of applications for part-time positions. However, this increase in workload was one factor that was considered in the percentage of reassigned time and stipend amount allocated to department head restructure in 2013-14.

### Actionable Improvement Plans

None

**III.A.1.b. The institution assures the effectiveness of its human resources by evaluating all personnel systematically and at stated intervals. The institution establishes written criteria for evaluating all personnel, including performance of assigned duties and participation in institutional responsibilities and other activities appropriate to their expertise. Evaluation processes seek to assess effectiveness of personnel and encourage improvement. Actions taken following evaluations are formal, timely, and documented.**

#### Descriptive Summary

Full and part-time faculty, management, and classified support staff are evaluated at regular intervals using standardized evaluation forms. The evaluation process, criteria, and evaluation schedules are contained in the master agreements and respective administrative regulations:

- Article X, Master Agreement: LBCCD and CCA-LBCC ([3.A.17](#))
- Article VI, Master Agreement: LBCCD and CHI/CTA/NEA ([3.A.18](#))
- Article 15, Master Agreement: LBCCD and LBCCE/AFT/AFL-CIO ([3.A.19](#))
- Administrative Regulation 3007–Evaluation of Management Personnel ([3.A.2](#))

#### *Full-Time Faculty Evaluations*

Administrative Regulation 3006 ([3.A.2](#)) and the CCA Master Agreement, Article X ([3.A.17](#)) govern the faculty evaluation process. Faculty evaluations for probationary faculty are distinct from tenured faculty evaluations in that probationary evaluations are specifically designed to assess the professional competence of the faculty member and whether or not they should be granted tenure with the institution. Evaluations for tenured faculty which occur every three years are intended to ensure that the faculty member has remained professionally competent while also ensuring that he or she has engaged in ongoing professional development in an effort to stay current in his or her academic field. The evaluation process for both probationary and tenured faculty, serves as a tool for providing feedback that faculty can now use in the teaching and learning process.

The evaluation procedure for full-time probationary and tenured faculty was revised in March 2012 with the goal of bolstering the integrity of the process, and providing meaningful feedback that encourages improvement in support of effective teaching and learning pedagogy. It also reflects the college’s commitment to institutional ethics. These changes include the following new components:

- 1) Under the area of *Professional Responsibilities*, the following criteria were added:
  - Develops and utilizes effective pedagogical techniques (as applicable) in order to enhance the communication of ideas and promote optimal learning, critical thinking, and performance skills
  - Demonstrates, cultivates, and encourages courtesy, respect, and professionalism in relationships and learning environments with students, colleagues, staff members, and the community; and

- Adherence to ethical standards and principles as per Administrative Regulation 3008 - *Institutional Code of Ethics* ([3.A.2](#)).
- 2) A component was added to the faculty member's Self-Evaluation Report: Appendix E-10 ([3.A.20](#)) that now requires the faculty member to describe his or her involvement with student success and student learning outcomes assessment.
  - 3) Changes were made to the evaluation rating tool to make it easier for students to understand and complete as well as to assure student confidentiality. In addition, the student evaluation was re-designed to solicit more useful feedback for the faculty member and the evaluation committee members, CCA-LBCC Contract - Appendix E-8.A-F: Student Evaluation Forms ([3.A.21](#)).
  - 4) Prior to 2012, the faculty member being evaluated could elect whether or not he or she wanted to be observed in the classroom. Under the revised process, a classroom observation is now required.
  - 5) The revised evaluation promotes greater integrity by ensuring that appointments of area faculty to serve on evaluation committees are now done by CCA-LBCC (faculty union) and the Academic Senate, rather than the evaluatee.
  - 6) The revised evaluation process is now narrative driven instead of one in which boxes are checked allowing the evaluatee to receive very specific, comprehensive, and constructive feedback that will assist the faculty member in his or her professional development.

#### *Department Head Assessments*

With the change in department head structure in 2013, the district implemented a comprehensive Department Head Evaluation procedure ([3.A.22](#)). Prior to this, department heads did not receive an evaluation. This process was created with the intention that it will provide department heads with timely and constructive feedback on their performance so that they remain effective in support of institutional goals, departmental goals, and area faculty.

The Department Head Assessment Committee comprises three individuals: the area dean and two faculty members within the department. Should the Committee determine that the department head receive an overall rating of *Needs Improvement*, the dean, in consultation with the other two members of the assessment committee, will prepare an improvement plan for the area(s) of concern.

The department head assessment procedure is to be fully implemented in 2014-15. Once the department head assessment procedure has been fully implemented, the district will need to evaluate the effectiveness of the process.

#### *Part-Time Faculty Evaluations*

The part-time faculty evaluation process can be found in the CHI-LBCC Contract, Master Agreement, Article VI - Evaluation ([3.A.18](#)). Part-time faculty evaluations occur the first semester of employment and at any point thereafter as deemed necessary, but at a minimum of once every three years. Evaluations are intended to assess and support the professional

competence of the part-time faculty and to ensure that every effort is made to assist and support their development as professional educators.

The evaluation procedure for part-time faculty was also revised in August 2013 to incorporate several important changes.

1) Beginning fall 2013, all part-time faculty members are required to participate in student learning outcomes (SLO) assessment by providing SLO assessment data to their department head and/or dean when such information has been requested by the department/program. This change is contained in the CHI-LBCC Master Agreement, Article VIII – Working Conditions ([3.A.23](#)).

2) Under the area of *Professional Responsibilities*, the part-time faculty also incorporates the same changes adopted by the full-time faculty.

3) The area dean is now required to review and sign a part-time faculty evaluation where the overall rating is either *Needs to Improve* or *Unsatisfactory*. And, any part-time faculty member who receives a *Needs to Improve* or *Unsatisfactory* may now request a meeting with the area dean to discuss any related concerns. The dean’s involvement in the process allows for the dean to be more informed and aware of the part-time faculty issues that may exist in his or her area, and therefore inform future training activities for the part-time faculty.

#### *Classified Support Staff Evaluations*

The classified performance evaluation process is contained in the LBCCD–LBCCE/AFT Master Agreement, Article XV Evaluation ([3.A.19](#)). It is intended to encourage excellence in the performance of the classified employees duties and to promote continued professional growth.

Classified evaluations are sent to supervisors in a systematic and timely manner by the Human Resources Department. Classified staff receive two-month and five-month evaluations during a probationary period before being recommended for permanent status by their supervisor. Thereafter, an annual evaluation is conducted to enhance employee supervisor communication regarding job expectations and professional growth. Permanent classified employees who have been with the district five or more years may be evaluated once every two years if the last two evaluations have been overall outstanding. Classified staff is evaluated using a set of criteria for various performance areas. Currently the ratings of classified employees are conducted with the use of the following scale; four (4) is outstanding, three (3) is meets expectations, two (2) is needs improvement, and one (1) is unsatisfactory. Ratings of *needs improvement* or *unsatisfactory* in any performance area must be accompanied by a written statement of the facts and suggestions for improvements. The classified evaluation process rates performance in the following areas: quality of work, productivity, work relations, attendance, punctuality, dependability, communication teamwork, safety, trade and industrial, analytical/data analysis, information technology, and leading others.

Unsatisfactory performance is formally noted through the evaluation process and the classified employee receives improvement plans and directives for improvement to maximize job performance. If a permanent classified employee receives an overall evaluation rating of *needs to improve* or *unsatisfactory* a re-evaluation may be initiated by either the employee or

the supervisor. The re-evaluation process is the opportunity for the employee to improve his or her performance and have the improvement reflected in a re-evaluation and a part of his or her permanent employee file.

### *Management Team Evaluations*

The evaluation process for management team personnel is governed by Administrative Regulation 3007 (3.A.2) and the Management Professional Development/Evaluation Personnel Plan (3.A.24). The Plan was adopted by the Board of Trustees in the fall of 2012 and Administrative Regulation 3007 was also revised in 2012 to reflect those changes and includes the frequency of evaluations.

The management evaluation process was changed in several ways:

- 1) *Merit based salary increases*: The new evaluation process establishes a merit pay system based on employee performance.
- 2) *Behavioral Rating survey*: The rating survey now provides for evaluative feedback from faculty and staff that work closely with or in direct contact with the management team member being evaluated.
- 3) *Objectives*: The process incorporates objectives that are developed in consultation with the supervisor. The objectives are intended to integrate the unit needs with the institutional goals.
- 4) *Professional Development Plan*: The management team member must develop a Professional Development Plan in consultation with his or her supervisor. The plan should include goals, objectives, and strategies to achieve the plan.

The purpose of the new management evaluation process is to: 1) encourage higher levels of performance, 2) identify areas requiring improvement in order to increase the overall effectiveness and efficiency of the operation of the college, and 3) to align objectives with the goals adopted by the Board of Trustees.

### Self Evaluation

In the last few years the institution has implemented a number of changes to the evaluation processes. These changes have occurred as a means to ensure that the evaluation is useful and effective in measuring employee performance and that the process provides appropriate and constructive feedback for self-improvement and professional development where needed.

Prior to 2009, the institution had the ability to track the receipt of completed evaluations. However, with the conversion to PeopleSoft 9.0, that feature was lost. Therefore, it has not been possible to assess the timeliness and receipt of evaluations at this time.

Since the department head evaluation, the full-time faculty evaluation, and the Management Evaluation Procedures and Plan are new or recently revised, they will need to be evaluated to assess their effectiveness.

Actionable Improvement Plans

Assess the effectiveness of the new department head assessment procedure by surveying deans and department heads in the spring of 2015.

Assess the effectiveness of the changes to the faculty evaluation process.

Assess the effectiveness of the new management evaluation process by surveying the college community in spring of 2015.

Work with Instructional and Information Technology Services (IITS) to reinstitute a PeopleSoft evaluation tracking system that provides for assessment of completed evaluations and timeliness.

**III.A.1.c. Faculty and others directly responsible for student progress toward achieving stated student learning outcomes have, as a component of their evaluation, effectiveness in producing those learning outcomes.**

*This standard was addressed in III.A.1.b.*

**III.A.1.d. The institution upholds a written code of professional ethics for all of its personnel.**

Descriptive Summary

The district's strong commitment to upholding and fostering ethical behavior throughout the campus community is demonstrated in a number of ways. First, the Mission Statement ([3.A.8](#)) of the college includes a commitment to encourage a civil and ethical campus environment and one that values the perspectives of all individuals. Secondly, in June 2009, the college adopted its new Administrative Regulations on Institutional Code of Ethics - Administrative Regulation 3008 ([3.A.2](#)). This new regulation has become an important tool for preventing unethical and unprofessional conduct. The entire management team received training on this regulation at the time of its adoption. In an email dated February 11, 2014, Associate Vice President Cindy Vyskocil sent AR 3008 to all employees along with Email Netiquette Guidelines ([3.A.25](#)).

Board Policy 3008 - Institutional Code of Ethics ([3.A.33](#)) is a policy that provides the college community with a definition of and expectations for ethical behavior. The Administrative Regulation 3008 was created in partnership with the President's Leadership Council and the college's Academic Senate and outlines eleven ethical standards to which all employees are required to adhere. The vice president of Human Resources is responsible for overseeing this regulation. There are multiple avenues for reporting violations of the institutional code of ethics or unprofessional conduct. Written or verbal complaints can be reported to an area supervisor/manager, dean or vice president. Complaints can also be reported directly to the

Human Resources Department. The college has also implemented a confidential fraud hotline where individuals can anonymously report allegations of fraud. Such allegations can be reported directly to the Internal Auditor or to Human Resources. Individuals wanting to remain anonymous can access the LBCC Fraud Hotline where individuals can make complaints by phone to (562) 938-4987 or by using a Submit a Tip form ([3.A.26](#)) that can be found on the LBCC website. Any reported violations of the Institutional Code of Ethics or allegations of fraud are immediately and appropriately investigated by the Office of Human Resources and/or Internal Auditor. Violations of the Institutional Code of Ethics and/or acts of fraud may result in mandatory training for the individual and/or the imposition of appropriate discipline.

In addition to the college having a board policy that governs professional ethics for all employees, both the full-time and part-time faculty collective bargaining agreements have been recently revised and updated through the collective bargaining process to include the expectation that all faculty members demonstrate, cultivate, and encourage courtesy, respect, and professionalism in relationships and learning environments with students, colleagues, staff members, and the community and that they adhere to the ethical standards and principles as referenced in the Institutional Code of Ethics.

#### Self Evaluation

Long Beach City College's commitment to foster and maintain ethical behavior begins with the college Mission Statement ([3.A.8](#)) that includes a commitment to a civil and ethical campus environment. In addition to its Mission Statement and written policies and procedures that provide standards of conduct for all personnel, the college has also adopted a comprehensive code of ethics that governs the entire college community. Administrative Regulation 3008 - Institutional Code of Ethics ([3.A.2](#)) was adopted in 2009 and provides expectations as well as guiding principles for standards of behavior for all employees of the college. The Institutional Code of Ethics is intended as a tool to help foster, support, and maintain a culture of collegiality, respect, and integrity throughout the institution. The addition of Administrative Regulation 3008 allows the college to address specific kinds of conduct, both formally and informally, in a manner that was not present before. This regulation also acts as a tool that can be used by managers and supervisors in order to prevent specific kinds of conduct from occurring by educating employees on specific standards of conduct.

#### Actionable Improvement Plans

None

**III.A.2. The institution maintains a sufficient number of qualified faculty with full-time responsibility to the institution. The institution has a sufficient number of staff and administrators with appropriate preparation and experience to provide the administrative services necessary to support the institution’s mission and purposes.**

Descriptive Summary

The institution strives to maintain a sufficient number of qualified faculty, staff and administrators to support the institution’s mission and purposes. To that end, there are established processes that support that goal. However, due to the state’s four-year budget crisis and the district’s budget deficit, beginning in 2010 the district was compelled to limit hiring to positions considered essential to the mission and begin a process of layoffs that led to the reduction of management and classified support staff over the course of three years from 2010-11 to 2012-13. Faculty also experienced layoffs in 2013. Since 2009-10 these circumstances have resulted in significant reductions in all classifications as indicated in the chart below (see Table 1).

*Table 1: Number of Employees per Fiscal Year*

	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	Fall 2013
<b>Management</b>	110	109	107	105	103	91	83
<b>Classified</b>	501	518	488	448	416	377	381
<b>Confidentials</b>	19	18	18	17	18	16	16
<b>Full-Time Faculty</b>	344	332	334	312	308	306	270

These reductions were achieved through each vice president’s area working directly with management to assess and determine where efficiencies could be achieved and would allow for the continued support of the mission of the department and institution. These decisions were determined by established Budget Reduction Criteria ([3.A.27](#)), which included the extent to which the program, service or activity advances the institutional priorities.

Faculty experienced fifteen layoffs in July 2013. The faculty layoff process that is governed by Administrative Regulation 4024 - Administrative Regulations on Program Establishment, Modification, and Discontinuance ([3.A.28](#)) began on August 16, 2012 when the faculty and department heads were notified of program discontinuance. Following a series of meetings held with faculty, department heads, and the Academic Council, on December 20, 2012 the Superintendent-President’s Executive Committee submitted their recommendation to the Superintendent-President. Through this process eleven programs were identified for discontinuance. The outcome resulted in the discontinuance of 19 faculty positions, leading to the layoff/retirement of 15 faculty members. Thus the layoffs coupled with limited faculty hiring, retirements, and resignations have resulted in a significant reduction in faculty.

- AR 4024.5 – Program Discontinuance Process: Presentation to Board, Jan. 23, 2013 ([3.A.28](#))
- Presentation to the Board, “Reorganization and Program Discontinuance”, March 12, 2013 ([3.A.29](#))
- Resolution to the Board regarding Reduction or Discontinuance of Particular Kinds of Service ([3.A.30](#))

Nevertheless, following the layoffs in July 2013, in fall 2013 the district began the evaluation of staffing campus wide. A negotiated reorganization of the department head structure led to fewer department heads with more increased reassigned time. Therefore, a Side Letter Agreement signed on May 17, 2013 ([3.A.31](#)) between the faculty union and the district requires the deans to meet and confer as to how current clerical support will be redistributed to align equitably across schools and department/department clusters in alignment with the new department head restructure. The Side Letter also establishes that should additional clerical support be needed after resources are realigned, the district will prioritize new classified hires as the budget situation stabilizes and improves.

All other areas will be reviewed (Student Services, Human Resources, Administrative Services, and College Advancement and Economic Development) and priority hiring determined based on program review and program plans, institutional priorities, and budgetary imperatives. The program plans will identify priority hires for each vice president’s area that will then be reviewed by the Executive Committee for final priority hiring based on budget availability.

The district hired fourteen faculty members across various disciplines who began employment in spring 2014. And, aware that the California Community College Board of Governors will lift the freeze on the Full-Time Faculty Obligation Number (FON) and that the district’s FON as required by Title 5 is significantly below the required obligation, the district is in the process of hiring 38 full-time faculty for fall 2014 in order to meet the FON. Additionally, in spite of the layoffs that occurred in 2013, as part of the reorganization in 2013, the district authorized the hire of fifteen classified positions ([3.A.32](#)) for the purpose of supporting the Student Success agenda per the district’s Board Goals.

### Self Evaluation

Eighty-five percent of the district’s budget is dedicated to personnel costs. This is a significant percentage that compels the district to perpetually evaluate, organize, and hire in a manner that provides for the staffing necessary to support institutional goals balanced with the available budget.

In the last four years due to budget reductions, the priority has been to operate as efficiently as possible. The budget deficit thus compelled the institution to engage in an institution-wide reorganization that resulted in the reduction of staff across all constituencies. This reorganization will be evaluated at the end of the first year (fall 2014) that in part will determine if “The reorganization provides the existing departmental staff and/or services with better support” and if “The reorganization has more effectively aligned services with staff and/or students’ needs.”

Therefore, whether the district has an appropriate level of staffing currently is yet to be determined pending the results of the “Reorganization Evaluation Survey” to be conducted in fall 2014, and also the next cycle of the department planning and program review. The department plans will identify staffing needs that will then be prioritized for hiring based on the availability of the budget.

Actionable Improvement Plans

None

**III.A.3. The institution systematically develops personnel policies and procedures that are available for information and review. Such policies and procedures are equitably and consistently administered.**

**III.A.3.a. The institution establishes and adheres to written policies ensuring fairness in all employment procedures.**

Descriptive Summary

Policies and procedures pertaining to personnel are contained in the Administrative Regulations 3000 series ([3.A.2](#)) and the Board Policies 3000 series ([3.A.33](#)) as well as the Personnel Commission’s Rules and Regulations of the Classified Service ([3.A.1](#)). In addition, the faculty and the classified unions' master agreements and the *Management Professional Development/Evaluation Personnel Plan* (3.A.24) also contain personnel policies and procedures that are governed by these agreements and plan which pertain to, for example, wages, benefits, evaluations, working conditions, and grievances.

The management team is trained yearly on contract administration to support the appropriate and consistent administration of personnel related provisions through Professional Development Trainings ([3.A.34](#)).

However, in an effort to address, in a timely manner, constituent concerns related to potential contract or policy infractions, Human Resources meets regularly with the president of the full-time faculty association (CCA), and the president of the part-time faculty association (CHI). These meetings occur regularly or as necessary and provide for open and continuous communication between the unions and the district on matters of importance to the faculty.

To further support fair and appropriate treatment, in 2007 the Employee Employer Relations Council (EERC) was established in an effort to effectively and expeditiously address issues and concerns affecting classified employees. EERC comprises district representatives and the Executive Committee of the classified union (AFT). EERC meetings take place once per month with additional meetings scheduled as needed. The EERC is intended to address issues and concerns affecting classified personnel, such as potential contract or policy infractions as they arise before such matters lead to formal complaints or grievances.

Policies and procedures related to personnel are developed in consultation with the shared governance process so that everyone has opportunity for input. Personnel policies and procedures are reviewed regularly and updated as needed to ensure they are effective, relevant, and in compliance with current law. In addition, the district consistently meets with the collective bargaining units to review and renegotiate contemporary language. Each of these collective bargaining agreements contains provisions for filing informal/formal complaints and grievances should issues or concerns arise.

#### Self Evaluation

Long Beach City College continues to systematically develop and revise personnel policies and practices that adhere to state and federal law and that promote the principles of equity and fairness. Personnel policies -3000 series ([3.A.33](#)) are available to the college community and the public for review on the LBCC website ([3.A.16](#)). Regular and consistent efforts are made to evaluate and revise current Board-approved personnel policies and practices to ensure currency with applicable laws and alignment with institutional goals. However, the Rules and Regulations of the Classified Service ([3.A.1](#)) require updating in order to remain in alignment with Education Code and Title 5 – including best practices. These established policies and regulations promote the fair and consistent administration of the institution’s rules and regulations.

#### Actionable Improvement Plans

Review and update Classified Personnel Commission Rules and Regulations.

### **III.A.3.b. The institution makes provision for the security and confidentiality of personnel records. Each employee has access to his/her personnel records in accordance with law.**

#### Descriptive Summary

Personnel files contain employment applications, performance evaluations, written confirmation of employment actions, personal data, leave and attendance records and any additional information used to determine the employee’s qualification for employment, promotion and compensation. Due to the highly confidential nature of the documents contained within the personnel file the district purchased and installed Laserfiche in 2008, a paperless system, to allow all employee records to be housed electronically and accessed by approved personnel. Personnel records for community college district employees are to be retained indefinitely even after separation and the Laserfiche system allows for retention of all files without the need for space to store and secure paper files. The Education Code requires that all medical files be secured and housed separately from personnel files.

Education Code §87031 ([3.A.35](#)) gives employees the right, “at reasonable intervals and at reasonable times” to inspect personnel records relating to their work performance or any grievance relating to them. The Education Code also outlines reasonable rules regarding the

inspection of personnel files. The Human Resources department has developed a personnel file review protocol for employee viewing of Laserfiche documents in compliance with the Education Code and the right of employees to access their personnel records. When an employee makes an appointment to view his or her personnel file, Human Resources staff follow the established protocol, which includes specific steps that ensure identity verification, confidentiality and privacy.

#### Self Evaluation

The district has policies and regulations in place that demonstrate integrity in the placement of documents in personnel files, ensures the security of these files through the Laserfiche protocol outlined above and follows the Education Code for records use and records retention. Personnel files are readily accessible to the employee and secured through the use of the Laserfiche paperless system.

#### Actionable Improvement Plans

None

### **III.A.4. The institution demonstrates through policies and practices an appropriate understanding of and concern for issues of equity and diversity.**

#### **III.A.4.a. The institution creates and maintains appropriate programs, practices, and services that support its diverse personnel.**

#### Descriptive Summary

Long Beach City College has a firm commitment to understanding and addressing issues of equity and diversity in its programs, policies, and practices. In 2007, the Board of Trustees established *diversity* as a Board goal. That same year, the Academic Senate created a Senate resolution in support of *diversity*. In 2008, LBCC created the Staff Equity Committee and a corresponding Staff Equity Plan. The Staff Equity Plan is designed to address issues of equity and diversity within the institution and in its recruitment and hiring practices. The Staff Equity Committee reports directly to the College Planning Committee and is co-chaired by three individuals: the vice president of Human Resources, a faculty representative, and a classified representative. Staff Equity Committee reports, meeting minutes, and all other information pertaining to the Staff Equity Committee is located and available for review by the college community and the public on the Human Resources [Staff Equity Committee](#) website (3.A.36). The charge of the Staff Equity Committee is to assist the district in implementing and monitoring its comprehensive Staff Equity Plan (3.A.37) as well as to provide suggestions for plan revisions as appropriate. The Committee actively assists in promoting an understanding of equal employment opportunity and nondiscrimination

policies and procedures. The Committee has the authority to propose and sponsor events or other activities that promote and support equal employment opportunity, nondiscrimination, retention, and diversity in collaboration with other campus groups.

The LBCC Staff Equity Plan has three areas of focus: 1) Dialogue; 2) Recruitment/Hiring; and 3) Policies and Procedures. The dialogue portion of the plan is intended to create an ongoing and intellectual dialogue on the topic of equity as it relates to students and staff. The purpose of this area of focus is to promote organizational learning while creating a climate of shared commitment and responsibility throughout the college community. The second component of the plan is a focus on recruitment and hiring efforts. The purpose of this component is to increase efforts to recruit, hire, and retain a diverse workforce that meets the needs of students. The third and final component of the Staff Equity Plan is a focus on reviewing and updating, on a regular basis, policies and procedures that relate to hiring and ensuring compliance with legal requirements and adherence to contemporary practices which foster equitable hiring.

Between 2008 and 2014, the Staff Equity Committee developed and implemented a number of diversity and equity initiatives in accordance with the Staff Equity Plan ([3.A.37](#)):

1. Implemented NeoGov – a comprehensive applicant tracking system that has increased the college’s ability to recruit, hire, and track each recruitment process more efficiently, which has resulted in the increase in diverse pools of applicants
2. Updated and revised board policies that directly relate to hiring or non-discrimination
3. Created and implemented an *Improve Your Marketability* ([3.A.9](#)) seminar for part-time faculty seeking full-time positions to better assist and support the hiring of faculty from diverse backgrounds
4. Developed *Institutional*, *Student*, and *Faculty* profiles ([3.A.7](#)) in conjunction with the Academic Senate for use by hiring committees and as a component of recruitment brochures in an effort to recruit and hire individuals that best align with the needs of the diverse students and the mission of the college
5. Implemented a comprehensive *Faculty Internship Program* ([3.A.11](#)) to increase diversity in part-time faculty hires, with a further goal of leading to diversity in full-time hires
6. Provided EEO/Diversity Training ([3.A.38](#)) to the Executive Committee, deans, and department heads
7. Conducted annual Flex Day workshops ([3.A.39](#)) for faculty that specifically focused on issues relating to equity and diversity
8. Collaborated with the Theater Arts Department to promote equity- and diversity-themed theater productions each academic year
9. Co-sponsored *Into the Fire*, a powerful two-person play that explores issues related to returning veterans with disabilities and combat related trauma
10. Co-sponsored (with faculty professional development) the *Walking the Talk: Diversity, Equity, and Inclusion Conference* – October 9, 2012 ([3.A.40](#))

11. Hosted a campus wide forum with GLIDE – Gays and Lesbians Initiating a Dialogue for Equality to support LGBT faculty, staff, and students ([3.A.41](#))
12. Hosted keynote speaker, Dr. Daryl G. Smith: *Diversity's Promise for Higher Education: Making it Work* ([3.A.40](#))
13. Hosted keynote speaker, Dr. Joseph White: *The Browning of America: Implications for Diversity in Higher Education* ([3.A.40](#))
14. Developed and sponsored the *Walking the Talk: Diversity, Equity, and Inclusion Certificate Program* ([3.A.42](#)). The program provides all employees with the knowledge and tools to support diverse students and staff – implemented Flex Day, spring 2014

In addition to the tremendous work performed by the Staff Equity Committee each academic year, Faculty Professional Development also initiates a number of annual Flex Day events and New Faculty Orientation events that help to better support and educate the campus community. Both the Pacific Coast Campus and Liberal Arts Campus have student cultural affairs committees, which often collaborate with the Staff Equity Committee to meet, discuss, and plan campus wide events for students and staff members. Because the city of Long Beach is well known for its LGBT community, the college has implemented a comprehensive Safe Zone ([3.A.43](#)) training program to assist faculty and staff in providing better support to LGBT students and staff. In spring 2014, in partnership with the Long Beach Historical Society, created and sponsored a mobile campus exhibit titled *Coming Out in Long Beach* ([3.A.44](#)). The exhibit chronicles the story of the LGBT community in Long Beach.

### Self Evaluation

Long Beach City College's commitment to equity and diversity in policy and practice is interwoven into all aspects of institutional and campus life; from Board policies and hiring practices to ASB student sponsored events, to faculty sponsored Flex Day activities, to campus wide forums, to the *Diversity, Equity, and Inclusion Conference and Certificate Program*, LBCC demonstrates a strong and sustained commitment to examining, discussing, and celebrating topics and events related to diversity and equity.

The Staff Equity Committee is specifically designed to provide oversight, guidance and regular monitoring of policies, procedures, practices, education and training that advance the college mission with respect to diversity and equity and ensure compliance with district policy, state and federal law. The Staff Equity Committee is also tasked with recommending and sponsoring campus events that support a more educated and inclusive campus community. When the Staff Equity Committee sponsors campus events, participants are provided with an evaluation form in order to provide important feedback related to the value and effectiveness of the information, speaker, and event. The evaluation forms that are used to evaluate events are consistently assessed and revised to improve the usefulness of the feedback collected. As an example, evaluation forms being used by Faculty Professional Development were recently improved to include questions such as: what the participant knew before attending the event and what they gained as a direct result of attending the event. This

allows the Staff Equity Committee and Faculty Professional Development to gain a greater and more meaningful perspective about the value and effectiveness of each specific event.

In addition, the Human Resources Department provides oversight and support of the college's diverse faculty and staff through regular assessment of policies and practices to ensure that they comply with state and federal law and equal employment opportunity principles. The district has policies and practices to provide an appropriate understanding of and concern for issues of equity and diversity. In fall 2013, a campus-wide survey ([3.A.45](#)) was conducted by the Office of Institutional Effectiveness that assessed the college commitment to issues of diversity in relation to LBCC's institutional mission and values. The survey affirmed, for example, that a large majority (a mean of 4.26 on a scale of 5) of employees believe that "a diverse community of learners enriches the educational environment at LBCC." Faculty and staff professional development also consistently create and sponsor diversity and equity events intended to support and educate the campus community. Since the creation of the Staff Equity Committee in 2008, the college has dedicated both resources and time specifically focused on the area of staff diversity and equity. Such efforts are substantial and ongoing. In spring 2014, the college implemented a comprehensive campus climate survey (Community College Survey of Student Engagement). It is expected that information and feedback collected from this survey will alert the college to existing concerns or areas in need of improvement, and that such information will be used by Faculty Professional Development, the Staff Equity Committee, and college administration when making decisions related to future events, training, and professional development.

#### Actionable Improvement Plans

None

### **III.A.4.b. The institution regularly assesses that its record in employment equity and diversity is consistent with its mission.**

#### Descriptive Summary

The mission ([3.A.8](#)) of the college is to cultivate equity and diversity by embracing all cultures, ideas, and perspectives and by striving for equitable opportunities and outcomes for all. While the institutional policies and procedures clearly promote diversity, the Human Resources Department is responsible for recruiting, hiring, retaining and cultivating equity and diversity through regular assessment of its progress. The vice president of Human Resources is responsible for ensuring that all aspects of Title 5, §53023 ([3.A.46](#)), are adhered to and monitored effectively.

Each position description is reviewed for language and qualifications that respect and promote equity and diversity and to ensure that job announcements are written without barriers and are designed to be sensitive to ethnically diverse individuals. The Human Resources Department ensures that job announcements include both Equal Employment

Opportunity and diversity statements that are designed to encourage diverse individuals to apply. Comprehensive recruitment is conducted to reach diverse groups and attract and recruit a highly qualified and diverse pool of applicants. Recruitment practices and advertising is reviewed annually to determine the effectiveness of each publication.

Each year, recruitment and hiring data is monitored and evaluated for each employee group. The data provides a longitudinal view of the ethnicity of applicant pools, hires, and current employee groups. This report is presented annually to the Board of Trustees as a means to provide an overview of the progress being made to diversify staff at LBCC ([3.A.47](#)).

**Full Time Faculty Diversity Applicant Pools/Hires**

Ethnicity	2008-2009		2009-2010		2010-2011		2011-2012		2012-2013	
	Applicant Pool	Hired								
African American	21	0	3	0	51	0	22	0	2	0
Hispanic	34	1	10	1	103	3	38	1	12	1
Asian/Pacific Islander	41	2	10	0	89	2	25	1	21	0
Caucasian	157	3	25	2	274	5	128	3	37	1
Native American	3	0	1	0	6	0	3	0	1	0
Unknown	30	0	8	0	40	0	0	0	5	0
<b>Total</b>	<b>286</b>	<b>6</b>	<b>57</b>	<b>3</b>	<b>563</b>	<b>10</b>	<b>216</b>	<b>5</b>	<b>83</b>	<b>2</b>
<b>Total Diversity</b>	<b>35%</b>	<b>50%</b>	<b>42%</b>	<b>33%</b>	<b>44%</b>	<b>50%</b>	<b>41%</b>	<b>40%</b>	<b>55%</b>	<b>50%</b>

**Part Time Faculty Diversity Applicant Pools/Hires**

Ethnicity	2008-2009		2009-2010		2010-2011		2011-2012		2012-2013	
	Applicant Pool*	Hired	Applicant Pool	Hired						
African American		8	408	9	455	6	468	6	330	15
Hispanic		11	495	3	548	15	442	8	398	41
Asian/Pacific Islander		17	437	9	496	12	463	8	354	29
Caucasian		75	1282	41	1404	41	1145	27	952	101
Native American		1	58	0	78	0	63	0	7	1
Unknown		0	234	0	235	0	193	0	155	0
<b>Total</b>		<b>112</b>	<b>2914</b>	<b>62</b>	<b>3216</b>	<b>74</b>	<b>2774</b>	<b>49</b>	<b>2196</b>	<b>187</b>
<b>Total Diversity</b>	<b>*Data Not Available</b>	<b>33%</b>	<b>48%</b>	<b>34%</b>	<b>56%</b>	<b>45%</b>	<b>52%</b>	<b>44%</b>	<b>57%</b>	<b>46%</b>

**Management Diversity Applicant Pools/Hires**

Ethnicity	2008-2009		2009-2010		2010-2011		2011-2012		2012-2013	
	Applicant Pool	Hired								
African American	152	2	179	2	39	1	116	3	61	0
Hispanic	147	3	212	6	25	1	103	3	49	3
Asian/Pacific Islander	95	3	150	3	19	1	49	1	32	3
Caucasian	193	5	348	6	54	5	173	12	117	3
Native American	4	0	6	0	4	0	19	0	2	1
Unknown	100	0	141	0	8	0	25	0	14	0
<b>Total</b>	<b>691</b>	<b>13</b>	<b>1036</b>	<b>17</b>	<b>149</b>	<b>8</b>	<b>485</b>	<b>19</b>	<b>275</b>	<b>10</b>
<b>Total Diversity</b>	<b>58%</b>	<b>62%</b>	<b>53%</b>	<b>65%</b>	<b>58%</b>	<b>63%</b>	<b>59%</b>	<b>37%</b>	<b>57%</b>	<b>70%</b>

**Classified Diversity Applicant Pools/Hires**

Ethnicity	2008-2009		2009-2010		2010-2011		2011-2012		2012-2013	
	Applicant Pool	Hired								
African American	668	12	659	4	717	1	319	0	547	2
Hispanic	742	33	682	8	944	7	429	8	732	12
Asian/Pacific Islander	480	20	432	1	491	5	235	3	355	4
Caucasian	773	39	650	6	746	7	436	18	499	13
Native American	19	3	17	0	18	1	27	2	9	1
Unknown	314	0	286	0	189	0	72	0	142	0
<b>Total</b>	<b>2996</b>	<b>107</b>	<b>2726</b>	<b>19</b>	<b>3105</b>	<b>21</b>	<b>1518</b>	<b>31</b>	<b>2314</b>	<b>32</b>
<b>Total Diversity</b>	<b>64%</b>	<b>64%</b>	<b>66%</b>	<b>68%</b>	<b>70%</b>	<b>67%</b>	<b>67%</b>	<b>42%</b>	<b>71%</b>	<b>59%</b>

Self Evaluation

The district has policies and regulations in place that subscribe to, advocate for and demonstrate integrity in the hiring of its administration, faculty and staff to ensure the mission of the college is met. The district provides an annual recruitment analysis to the Chancellor's Office of the California Community Colleges through the District Expenditure Report for the Equal Employment Opportunity Fund. This report serves as the District's performance report on activities conducted to promote diversity. The AB 1725 funds and other expenditures are reflected by the performance indicators for both academic and classified recruitments. The staff diversity data reflects the increase in diversity as a result of the Staff Equity Committee, Academic Senate, Human Resources department and the Board of Trustees' efforts over the past seven years.

Actionable Improvement Plans

None

**III.A.4.c. The institution subscribes to, advocates, and demonstrates integrity in the treatment of its administration, faculty, staff and students.**

Descriptive Summary

The district has policies and regulations that support integrity in the treatment of personnel and students. The district ensures that its personnel and students are treated fairly through policies, regulations and practices that guarantee student rights are recognized and observed, and that employee rights are recognized and respected.

The college's *Institutional Code of Ethics* - Administrative Regulation 3008 ([3.A.2](#)) clearly delineates the standard by which management, classified staff and faculty are to be treated and how they are to conduct themselves during the course and scope of the performance of their responsibilities. The policy and regulations define the spirit in which the district intends employees to conduct business and should guide daily conduct.

The *Institutional Code of Ethics* requires district employees to adhere to ethical standards such as: exercise due diligence in the ethical performance of duties, model the highest standard of ethically responsible behavior, facilitate a climate of trust, mutual support, and courteous consideration through actions that demonstrate respect for reason, freedom of expression, and the right to dissent, avoid knowingly making false or malicious statements about other employees or students, use care and integrity in sharing information, guard privacy rights of all individuals, and avoid disclosing information about selection processes, colleagues or students obtained in the course of professional service unless disclosure serves a valid business purpose, or is required by law, exhibit mutual respect, cooperation, and promote a team environment, and confront issues and people without prejudice.

The Student Code of Conduct ([3.A.48](#)) also addresses the treatment of staff and students and general expectations of student conduct. The Student Code of Conduct prohibits students

from willful disobedience to directions of college officials (including faculty) acting in the performance of their duties and prohibits students from committing violations of college rules and regulations such as Administrative Regulation 3008 discussed above.

The district relies on board policies to further guide and support its actions. Such policies include: 3001 Affirmative Action, 3002 Allegations of Unlawful Discrimination, 3031 Sexual Harassment, and 3034 Gender Equity ([3.A.33](#)).

Finally, collegiality and respect are important tenets that guide personal and professional interactions between members of the Long Beach City College campus community. However, going through a fiscal crisis that has resulted in employee, faculty, and management reductions in force tends to create a culture of frustration and mistrust among and between employee groups. To begin to address this issue, the Superintendent-President initiated a working group that would examine and recommend ways to improve campus collegiality and morale. In the fall of 2013, the college Collegiality and Morale Advisory Group ([3.A.49](#)) was created as a working group of committed faculty and staff whose goal is to impact positive change at Long Beach City College and to continue to create a culture of trustworthiness and respect between and among constituent groups. This working group is intended to meet three to four times per year. The recommendations of this advisory group will be presented to the Superintendent-President for further consideration and action by the Superintendent-President's Executive Committee. The college Collegiality and Morale Advisory Group is a good example of the college's continuing commitment and ongoing efforts to improve the campus climate and provide for a more respectful and collegial working environment for all employees.

#### Self Evaluation

The district has policies and regulations in place that subscribe to, advocate for and demonstrate integrity in the treatment of its administration, faculty, staff and students. These policies and regulations are evaluated, updated, and revised on a consistent basis to respond to changes in state or federal law or to address specific campus concerns. In addition to policies and regulations, the Superintendent-President has recently created the college Collegiality and Morale Advisory Group in an ongoing effort to support a more positive and cohesive campus climate for both students and staff members. It is too soon to tell whether or not the recommendations of the new advisory group will result in any measurable or meaningful outcomes for improving the college climate for faculty, staff and students. However, the feedback received by the Superintendent-President regarding his decision to create the college Collegiality and Morale Advisory Group has been overwhelmingly positive.

#### Actionable Improvement Plans

None

**III.A.5. The institution provides all personnel with appropriate opportunities for continued professional development, consistent with the institutional mission and based on identified teaching and learning needs.**

**III.A.5.a. The institution plans professional development activities to meet the needs of its personnel.**

Descriptive Summary

The district supports college-wide professional development for all employee groups, which include management, classified support staff, and full and part-time faculty. In July 2012, the classified and management professional development program was restructured to be administered and coordinated through each area vice president includes: Academic Affairs, Administrative Services, College Advancement and Economic Development, Human Resources, and Student Support Services. As a consequence, each vice president working through his or her deans and directors is responsible for coordinating professional development activities with his or her program goals in alignment with the institutional mission.

A synopsis of the professional development activities through the various vice president areas include the following:

*Academic Affairs*

Academic Affairs provides professional development opportunities on a regular and consistent basis to faculty, department heads, and deans.

The Faculty Professional Development Coordinator reports to the vice president of Academic Affairs and to the Academic Senate. The Faculty Professional Development Program (FPD) is a multifaceted professional development program for full-time and part-time faculty. Its purpose has been to provide professional development, which leads to better teaching utilizing best classroom practices, classroom management techniques, as well as through the orientation and mentoring of faculty members.

The Faculty Professional Development Office oversees seven committees:

- 1) Flex Subcommittee
- 2) New Faculty Mentoring Subcommittee
- 3) Faculty Professional Development Resources and Opportunities Subcommittee
- 4) New Faculty Orientation Subcommittee
- 5) Faculty Advertisement and Communication of Excellence Subcommittee
- 6) Faculty Teaching and Learning Center Subcommittee
- 7) Faculty Professional Development Steering Committee

The mission and programs of each committee can be seen on the FPD website ([3.A.50](#)).

### *Administrative Services*

Administrative Services managers actively participate in industry specific organizations such as the Community College Facility Coalition (CCFC), Public Agency Risk Managers Association (PARMA), directors of Education Technology/California Higher Education (DEUTCHE), and the Association of Chief Business Officials (ACBO). Management and classified staff are also funded to attend industry specific conferences, webinars and trainings. For college-related processes, Fiscal Services offers trainings on how to use PeopleSoft for all district employees. The internal auditor conducts fraud prevention training twice a year based on generally accepted auditing standards found in the *Statement on Auditing Standard 99*. Based on an analysis of workers compensation claims, Business Support Services provides safety and emergency response trainings for all district employees, specialized trainings on district contracting and procurement processes, and ergonomic evaluations. In 2013, Instruction and Information Technology Services (IITS) subscribed to Lynda.com, an online training tool, available to all district employees, that has over 1,000 modules available on myriad topics. They also provide trainings on technology within the Instructional Technology Development Center and have conducted since January 2013, two intensive week-long sessions for faculty on Moodle, the newly implemented open source learning management system used for online education. These sessions were evaluated through the flex evaluation form which was converted to an online format in Moodle (Flex Evaluation for Moodle Core Fitness Courses) ([3.A.51](#))

### *College Advancement and Economic Development (CAED)*

CAED's staff professional development program includes a number of components. Directors overseeing each program area are responsible for implementation of staff professional development in each of their areas. Professional development activities are intended to support the achievement of the college's mission and programs' strategic objectives, including the enhancement of workforce knowledge, skills, and leadership capabilities that contribute to high performance.

CAED staff professional development includes ongoing professional development activities identified either by the supervisor or staff member related to job functions. A professional development plan for each staff member is discussed during the annual performance evaluation process. A structured training/orientation program and onboarding process is conducted for new staff members. Ongoing professional development opportunities are provided to staff. Monthly CAED management team meetings provide a venue for professional development and training on relevant and timely topics. The CAED leadership team conducts two annual planning sessions.

In addition, the two programs listed below have heightened staff professional development requirements as mandated by either federal funding or private funder standards:

- 1) The *Los Angeles Regional Small Business Development Center (SBDC) Network*, funded by the U.S. Small Business Administration requires specific staff professional development per federal program accreditation standards, and for the SBDC to maintain accreditation status. Additional staff professional development includes attendance at the annual national Association of SBDC (ASBDC) conference, and the annual network wide staff training and

development activities. The trainings are targeted to all SBDC staff and business advisors in the network.

2) The *Goldman Sachs 10,000 Small Businesses* program requires program staff and business advisors to participate in an annual national training session delivered by Babson College, a program partner.

### *Human Resources*

The Human Resources Department provides district personnel with a multitude of professional development opportunities that support enhancement of workplace knowledge, skills, and leadership capabilities that will lead to student success. For example, based upon the part-time faculty union's expressed interest in negotiations for a part-time faculty orientation, in fall 2013 a Part-Time Faculty Employee Orientation Program was initiated. The topics presented included: student learning outcomes, education accommodations for students with disabilities, management of student discipline issues, and payroll matters. Other efforts include a Department Head Academy ([3.A.52](#)) and mandated department head training. This professional development effort began in 2008 as a one-day summer workshop targeting a multitude of topics; however, it has been changed into a once-a-month training targeting a single topic. Department heads have been surveyed as to their greatest need to determine which workshops to offer. Incorporated into the CCA Agreement in August 2013, Article XIII, Department Head Assignments ([3.A.22](#)), the Department Head Academy was established, planned and administered through Faculty Professional Development. The FPD coordinator works closely with Human Resources to monitor attendance and other contractual agreements. The district also conducts new employee orientations for full-time faculty and classified support staff.

The district also sponsors a number of management professional development programs, which includes a Human Resources sponsored series of workshops on topics such as: Classified and Management Team Evaluation Training, Basics of How to Conduct an Investigation, and Unlawful Discrimination and Sexual Harassment Prevention. The district also supports participation in management development programs such as Admin 101 and 201, the Community College Leadership Development Institute (CCLDI), and Leadership Long Beach.

In response to the "dialogue" goal in the Staff Equity Plan to provide opportunities for dialogue on the issues of diversity and equity, the Staff Equity Committee designed the Walking the Talk: Diversity, Equity and Inclusion *Certificate Program* ([3.A.42](#)) for faculty and staff focused on topics of diversity, equity and inclusion that was implemented in spring 2014. Among the workshops in the spring 2014 program were: *Responding to a Student in Crisis*, *White Privilege Revisited*, and *LGBTQ – Safe Zone*. For a detailed overview of professional development opportunities provided by the district, see college sponsored Professional Development Opportunities ([3.A.53](#)).

### *Student Support Services*

The division of Student Support Services has provided opportunities for staff to participate in trainings, conferences and webinars through committees and professional groups. This has

included: the Student Support Services Leadership Institute (3SLI); monthly development sessions for all managers focused on strength-based leadership; Student Support Services Leadership Institute Mondays (3SLIM); California Association of Community College Registrars and Admissions Officers (CACCRAO); new Financial Aid director training; Region 8 Financial Aid Directors Conferences; state-level task forces (SB 1440, Priority Registration, SB1456 matriculation); Veterans Services; new categorical directors; Student Success and Support Summit; Region 8 Counseling Group; TRIO; Mental Health Trainer; Student Mental Wellness; California Community College Athletic Association (CCCAA); Upward Bound; Lumina Foundation; Regional Transfer Student Consortia; and CSU/UC transfer workshops.

### Self Evaluation

The institution is engaged in a multitude of professional development opportunities for all personnel. These professional development opportunities are established based on identified needs. For example, in fall 2013, a Task Force on Classified Professional Development began meeting with the purpose of evaluating classified staff development needs. As a result, a Classified Professional Development Survey ([3.A.54](#)) was conducted in fall 2013. The Classified Professional Development Survey indicated, for example, that 74 percent of the classified staff who responded ranked “skills development” as extremely important and 62 percent ranked “career advancement” as extremely important. In response to this survey, workshops for the spring 2014 Flex Day included: Effective Workplace Communication, Time and Attendance Reporting System (TARS) training, Delivering Excellent Customer Service.

In addition, a survey of management was also conducted in fall 2013. Those results indicated that the topics of managing personnel and LBCC business processes were their top priorities for professional development. This assessment will inform future professional development scheduled for management ([3.A.55](#)). And, the *Walking the Talk: Diversity, Equity and Inclusion Certificate Program* ([3.A.42](#)) was developed in response to the “dialogue” goal in the Staff Equity Plan established by the Staff Equity Committee.

However, at this point professional development is not clearly organized around institutional goals. Therefore, a plan that evaluates and identifies professional development needs of all employee groups, in alignment with institutional goals, will allow the institution to establish priorities and thus fund activities as resources are available.

The task for Long Beach City College is to evaluate the professional development needs of personnel and develop an institution-wide Professional Development Plan that aligns the professional development of all constituents with institutional goals.

### Actionable Improvement Plans

Establish a Professional Development Task Force comprising faculty, classified support staff, and management whose charge will be to develop a Professional Development Plan.

Develop and implement a Professional Development Plan that further supports the integration of faculty, classified staff, and management professional development in alignment with institutional goals.

**III.A.5.b. With the assistance of the participants, the institution systematically evaluates professional development programs and uses the results of these evaluations as the basis for improvement.**

Professional development activities are routinely evaluated using a standardized workshop evaluation form. The evaluation feedback provides valuable information that helps determine if the topic and training content met the needs of the participants and if the presenter of the training delivered the training in a meaningful, skillful, and relevant fashion. It further informs as to the need and focus of future professional development activities.

Other methodologies used to evaluate the professional development needs of personnel include the following:

- 1) In fall 2013, a Classified Staff Professional Development Survey and a Management Assessment Survey were conducted. The surveys served to inform priority interests and needs of the classified staff and management for professional development activities that align with institutional goals. As a result of the survey, professional development planned for spring 2014 aligned with the expressed needs as indicated in the surveys.
- 2) Responses to regulation changes as they occur to maintain legal compliance have resulted in, for example, *Affordable Care Act Employment Guidelines* training for deans and department heads.
- 3) Student matriculation and service usage data is reviewed to identify student success gaps, which warrant appropriate staff training to close the gaps.
- 4) Concerns identified at the classified Employee Employer Relations Council (EERC) meeting (a monthly joint meeting between the district and Classified Union) which inform professional development needs. For example, a 2012 joint LBCCD and AFT training for management staff focused on contract administration was scheduled as a result of discussions at EERC.
- 5) Grievances are also reviewed by the vice president of Human Resources to identify particular professional development needs.

For faculty professional development, evaluations are collected and reviewed in a multitude of ways. The faculty-driven Flex Subcommittee considers the input based on flex day workshop evaluations ([3.A.39](#)) in which faculty are asked if they would like a follow-up on the workshop they just completed. Faculty are also encouraged to suggest future workshops or flex day activities. Suggestions are also taken from faculty at large. These ideas are shared with faculty who serve on FPD Subcommittees prior to planning new workshops or programs. The standard evaluation form used for these workshops was determined to be inadequate since it lacked rigor and did not provide both qualitative and quantitative data. This form was changed for the 2012-13 fall and spring flex day workshops. Each evaluation

was compiled into one report to provide FPD with a synthesized report for archiving purposes, as well as to quickly share these data with the presenters and committee members ([3.A.56](#)).

The annual Faculty Professional Development report to the Senate has become the accountability measure this program uses to report to the college its annual effort. In the past, this report has shown how many workshops FPD held and the number of participants. In 2013, Faculty Professional Development completed a longitudinal study that was shared with the FPD Steering Committee to identify areas of growth and areas where achievement gaps exist. As informative as this report has been to analyze FPD's efforts on a deeper level, there is not sufficient evaluation data attached to each effort chronicled. One reason for this is that FPD is a Senate committee, and not a part of the formal college planning process. It is not held to the same standard of annual review and improvement in completing student learning outcomes (SLOs) or service unit outcomes (SUOs). This has been brought to the attention of the Academic Council and the Academic Senate. It will be a top issue to address in the near future. For a detailed overview of faculty evaluation methodologies, see "*Faculty Evaluation Methodologies for Professional Development Activities*" ([3.A.57](#)).

### Self Evaluation

While, the college utilizes a multitude of methods for evaluating professional development and utilizes this data to inform future professional development, a couple of areas require strengthening. The Faculty Teaching and Learning Institute evaluation has been inconsistent due to the fact that the evaluation was not used at all workshops, and the subcommittee did not consistently receive results from the facilitators. The subcommittee transferred the evaluation to an online survey system to ensure more consistent reporting. In an effort to gather additional data from institute participants, the subcommittee created and administered a follow-up survey for past institute participants. The challenge cited for collecting data on webinars has proven to be an ongoing challenge for the subcommittee for all Faculty Teaching and Learning Center activities. Receiving feedback directly after faculty participate in an activity is sometimes easier than attempting to gather it later; however, the subcommittee strongly believes that only after the faculty have had a chance to reflect on the information learned and apply it to their work with students can they evaluate the activity's true effectiveness.

### Actionable Improvement Plans

The Academic Council will evaluate the organizational structuring of Faculty Professional Development and whether its planning efforts should be reported to the College Planning Committee.

A faculty committee will evaluate the use of a standard evaluation form for each workshop and also develop custom evaluations to garner data from unique training opportunities.

The Faculty Teaching and Learning Center Subcommittee will undertake and complete long-term evaluation for other activities including the Innovation Grants implemented in fall 2013. The subcommittee will then use longitudinal data from all of its events to further refine the activities to better suit the teaching and learning needs of faculty.

**III.A.6. Human resource planning is integrated with institutional planning. The institution systematically assesses the effective use of human resources and uses the results of the evaluation as the basis for improvement.**

Descriptive Summary

The institution engages in a variety of processes that result in the integration of human resource planning with institutional planning as well as assessments of the effective use of human resources, which lead to improvement, including the following:

*Institutional Planning and Program Review Process*

The district's department planning process ([3.A.58](#)) allows departments to identify and propose for funding new classified, faculty and management personnel needs that align with Educational Master Plan goals. At the department level, annual instructional and non-instructional program reviews evaluate the effectiveness of each department's programs that in turn allows departments to evaluate and also to identify human resource needs in support of Educational Master Plan goals.

*Hiring Priorities Committee – Faculty Hiring*

Administrative Regulation 3012 ([3.A.2](#)) provides for a faculty Hiring Priorities Committee (comprising Academic Senate and Executive Committee representatives and deans), which convenes each year to prepare a ranked list of recommended positions for hire during the fall of each academic year. This ranked list of proposed new faculty hires is driven by departmental planning and program review as new hires are only considered if departments have engaged in the process of department planning and program review, and applications for new faculty hires require department heads to identify the institutional goal(s) the new hires will serve. Hiring Priorities Committee members then engage in discussion regarding institutional priorities and utilize these discussions in the decision of their faculty hiring rankings ([3.A.59](#)).

*Program Establishment, Modification, and Discontinuance – Board Policy and Administrative Regulation 4024 (AR 4024).*

AR 4024 ([3.A.28](#)) sets forth the process for establishing new programs, modifying existing programs, and discontinuing programs. Through these processes, AR4024 provides for an assessment of existing or newly identified human resources needs specific to instructional faculty with potential indirect effects on staff and management.

*Reorganizations*

The institution also utilizes the reorganization process as a means to improve operations. Reorganizations, however, are preceded by an evaluation of operational effectiveness and efficiency. Following such an evaluation, should a reorganization of personnel be deemed

appropriate, the reorganization is submitted through a vetting process, which begins with the area vice president, then the Superintendent-President's Executive Committee before presentation to the Academic Council when academic or student support services areas are involved.

### *Institutional Plans*

The college has developed institutional plans, which have identified strategies that involve human resource planning. These plans include, for example, the Student Success Plan, the Staff Equity Plan, and the Educational Master Plan.

### *Employee Evaluations*

As discussed in Standard III.A.1.b., evaluations are conducted of all employee groups. Consequently, the evaluation is utilized to support the effective use of human resources by providing, where necessary, plans for improvement that help identify subsequent professional development activities that will support the improvement necessary.

### Self Evaluation

The district is in perpetual motion in regards to assessing the effective use of human resources and taking action to reorganize in response to the assessment. For example, in August 2012, the college began the process of Program Discontinuance. Based on criteria established in Administrative Regulation 4024 ([3.A.28](#)), on November 15, 2012, twenty programs were initially reviewed under the program discontinuance regulation by the Academic Council. Of the twenty programs reviewed under the criteria contained in AR 4024, eleven Career and Technical Education (CTE) programs were ultimately discontinued on July 1, 2013. This resulted in the layoff of fifteen faculty members and six classified support staff ([3.A.29](#)). The cost savings attributed to the reductions will be realigned to support current student needs such as high demand courses leading to certificates, degrees and transfer, and strengthening CTE offerings. These discussions and decisions will involve determining human resource needs in appropriate programs and services.

In 2011, Student Support Services implemented a reorganization that had dual goals in mind. The primary goal was to increase student success through the integration of systems and processes leading to increased student engagement in programs and services, as well as increasing student success through persistence, successful course completion, and program completion. The reorganization led to a realignment of personnel and processes to remove artificial barriers between departments and programs. For example, the Sports Information Specialist has been reorganized to the Communications and College Advancement department as a result of expanded responsibilities in that department. Also, to improve communication with students the student communication systems used by athletics to increase student engagement in the Student Athlete Success Center were integrated into the student life online student portal, OrgSync. Cross-department programming was developed, such as the *Coaches Against Cancer* ([3.A.60](#)) basketball event, which was co-sponsored by ASB, Athletics, and Student Health Services. The objective was to make it easier for students

to interact with programs and services which would in turn lead to increased student engagement in, for example, student government and/or athletic events. The reorganization also led to greater coordination of resources between departments, such as the Athletic Trainer's Office with Student Health Services as well as the consolidation of the Women's and Men's Center with Psychological Services in order to meet more of the wellness needs of students.

The secondary goal was to reduce budget expenditures through creating efficiencies in expenditures between programs and services. Thus, through this reorganization, Student Services consolidated two academic dean positions, the dean of Student Services, and the dean of Physical Education into one position titled, dean of Student Services, Kinesiology and Athletics.

The reorganization was vetted through the college's planning process, which included the Superintendent-President's Executive Committee and the Academic Council prior to implementation. The effectiveness of the reorganization structure is yet to be determined, as the reorganization is currently undergoing the evaluation process.

During academic year 2012-13, the district continued the assessment of all of the vice president areas relative to management, support staff as well as faculty and department heads. This assessment was triggered by the budget deficit and the need to reduce costs. Consequently, it resulted in a comprehensive reorganization of the institution with the goal of creating efficient operations focused on institutional goals, and redeploying resources based on primary student need. The reorganization was vetted through the Executive Committee, the Academic Council, the Classified Union (LBCCE/AFT), and the Board of Trustees. Through this reorganization the institution achieved a \$3.1 million reduction in costs. At the end of year one (fall 2014) and year three (fall 2016) the reorganization will undergo a "Reorganization Evaluation Process" to assess the impact and effectiveness of the reorganization ([3.A.29](#)).

### *Institutional Plans*

In alignment with program review and department planning, the Hiring Priorities Committee priority ranked and supported the hiring of 15 new full-time faculty for spring 2014 and 38 for fall 2014.

The 2007/2008 *Student Success Plan* contained strategies (II.A and II.B) which supported the enhancement and development of existing centers to support supplemental learning assistance requirements in the following areas: math, multidisciplinary, reading and writing, as well as associated staffing. The Student Success Plan strategies thus led to the hiring in July 2008 of three instructional specialists for the Multidisciplinary, Math, and Writing and Reading Success Centers in support of student success ([3.A.61](#)).

The *Staff Equity Plan* ([3.A.37](#)) also contained the objective of implementing a Faculty Internship Program. As a result this Program began in 2010 and has since led to an increase in diverse part-time faculty.

Additionally, the 2011-2016 Educational Master Plan established the student success goal of improving the rates at which students gain the foundational skills necessary to complete college level work and to achieve their educational and career goals. In alignment with this

goal, an objective was established to double the number of first time students who complete transfer level English, math and reading in their first year of attendance at LBCC.

In response to this objective and in recognition of high student demand based on large enrollment wait lists for math and English courses, since 2010-11 the Hiring Priorities Committee has supported the hiring of five English and four math instructors. In this regard increasing the course offerings with new full-time faculty in the math and English disciplines has been recognized as a top priority in support of the curriculum needs of the students.

Lastly, the Administrative Services vice president-level plan identified the need for sufficient custodial staffing due to newly constructed facilities and "total cost of ownership" considerations. In response to this need, in 2013 a decision was made to increase the custodial staff by five full-time equivalent employees.

Actionable Improvement Plans

None

## **Standard III.A Evidence List**

- [3.A.1](#) [Rules and Regulations of the Classified Service](#)
- [3.A.2](#) Administrative Regulation - 3000 Series
- [3.A.3](#) [Job Classification Specifications - Personnel Commission](#)
- [3.A.4](#) Personnel Commission Rules and Regulations, 3.2.A
- [3.A.5](#) Personnel Commission Rules and Regulations, Chapter 5
- [3.A.6](#) Minimum Qualifications for Faculty and Administrators in California Community Colleges
- [3.A.7](#) Institutional Profiles: Faculty and Student
- [3.A.8](#) LBCC Mission Statement
- [3.A.9](#) Improve Your Marketability Seminar
- [3.A.10](#) 2010-11 Annual Staff Equity Board Report
- [3.A.11](#) Faculty Internship Program
- [3.A.12](#) History of Faculty Internship Program
- [3.A.13](#) Mentoring Agreement
- [3.A.14](#) California Community College Registry
- [3.A.15](#) Supplemental Equivalency Application
- [3.A.16](#) [Human Resources Website](#)
- [3.A.17](#) Master Agreement: LBCCD and CCA, Article X
- [3.A.18](#) Master Agreement: LBCCD and CHI/CTA/NEA, Article VI
- [3.A.19](#) Master Agreement: LBCCD and LBCCE/AFT/AFL-CIO, Article 15,
- [3.A.20](#) Self Evaluation Report: Tenured Faculty, Appendix E-10
- [3.A.21](#) Appendix E-8.A-F: Student Evaluation Forms
- [3.A.22](#) Department Head Evaluation
- [3.A.23](#) CHI-LBCC Master Agreement, Article VIII - Working Conditions
- [3.A.24](#) Management Professional Development/Evaluation Personnel Plan
- [3.A.25](#) Email Regarding Netiquette Guidelines and Administrative Regulation 3008 – Institutional Code of Ethics, February 11, 2014

- [3.A.26](#) Submit a Tip Form
- [3.A.27](#) Budget Reduction Criteria 2012-13
- [3.A.28](#) Administrative Regulation 4024 – Program Establishment, Modification and Discontinuance
- [3.A.29](#) Presentation to the Board of Trustees, “Reorganization and Program Discontinuance,” March 12, 2013
- [3.A.30](#) Resolution of the Board of Trustees Regarding Reduction or Discontinuance of Particular Kinds of Service, February 26, 2013
- [3.A.31](#) Side Letter Agreement, May 17, 2013
- [3.A.32](#) List of 15 Classified Hires to Support Student Success Agenda, Spring 2014
- [3.A.33](#) Board Policies - 3000 Series
- [3.A.34](#) Professional Development Trainings
- [3.A.35](#) Education Code §87031
- [3.A.36](#) [Staff Equity Committee Website](#)
- [3.A.37](#) Staff Equity Plan
- [3.A.38](#) EEO/Diversity Training
- [3.A.39](#) Flex Day Workshops Evaluations
- [3.A.40](#) Walking the Talk: Diversity, Equity, and Inclusion Conference, October 9, 2012
- [3.A.41](#) GLIDE Campus-wide Forum
- [3.A.42](#) Walking the Talk: Diversity, Equity, and Inclusion Certificate Program
- [3.A.43](#) Safe Zone Training
- [3.A.44](#) Coming Out in Long Beach
- [3.A.45](#) Employee Survey Summary Results, October 2013
- [3.A.46](#) Title 5, §53023
- [3.A.47](#) Annual Staff Equity Report to the Board
- [3.A.48](#) Student Code of Conduct
- [3.A.49](#) Collegiality and Morale Advisory Group
- [3.A.50](#) Faculty Professional Development Committees and Programs

- [3.A.51](#) Evaluation for Moodle Core Fitness Courses
- [3.A.52](#) Part-Time Faculty Orientation and Department Head Academy
- [3.A.53](#) College Sponsored Professional Development Opportunities
- [3.A.54](#) Classified Professional Development Survey / Needs Assessment
- [3.A.55](#) Manager's Assessment Survey
- [3.A.56](#) Faculty Professional Development - Evaluation Form (Revised)
- [3.A.57](#) Faculty Evaluation Methodologies for Professional Development Activities
- [3.A.58](#) Example of Request to Hire Faculty as Requested in Department Plan
- [3.A.59](#) Hiring Priorities Committee Documentation for Hiring Processes 2013-14
- [3.A.60](#) Coaches Against Cancer
- [3.A.61](#) LBCC Student Success Plan 2007

## Standard III – Resources

Ann-Marie Gabel (Administrative Co-chair)  
Kevin Ryan (Faculty Co-chair)

### Standard III.B – Physical Resources

Lee Douglas (Faculty Co-chair)  
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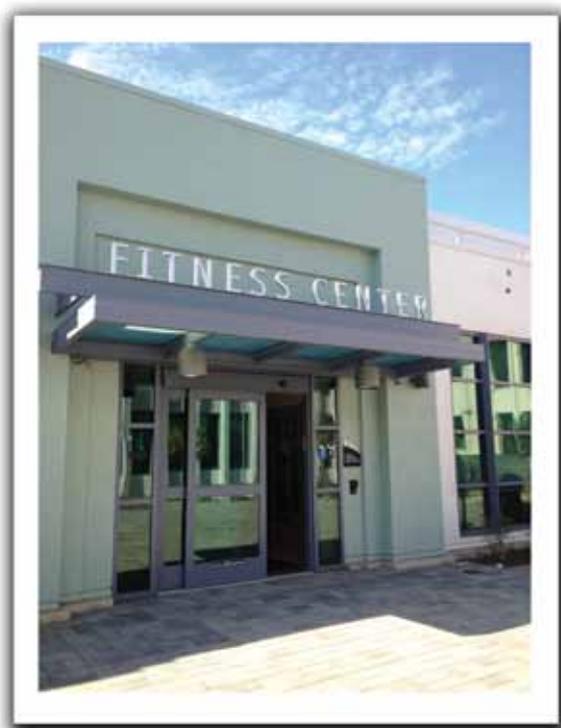
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**Management/ Administration:**

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Brendan Hayes  
Dina Humble



## Standard III.B - Physical Resources

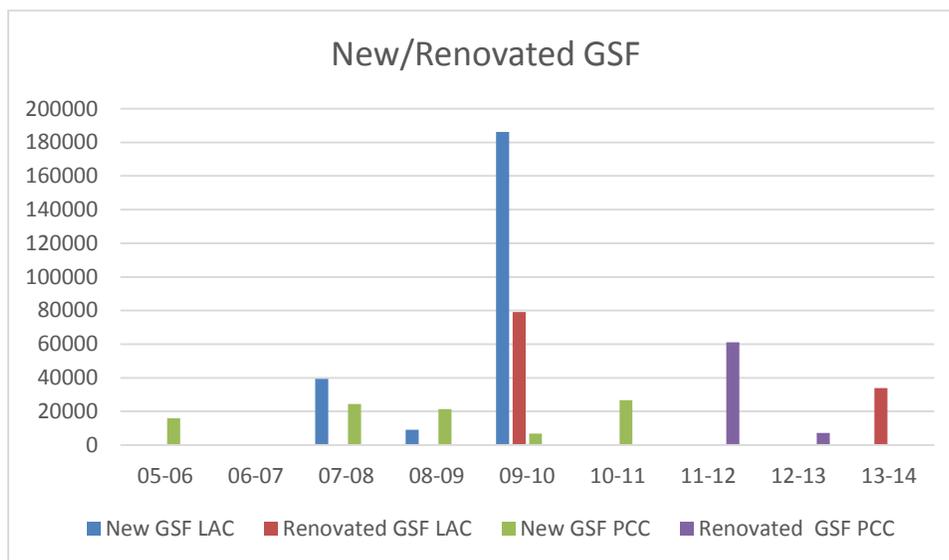
**Physical resources, which include facilities, equipment, land, and other assets, support student learning programs and services and improve institutional effectiveness. Physical resource planning is integrated with institutional planning.**

Long Beach City College is a two campus district with 120 acres and 923,312 sq. ft. of building space at the Liberal Arts Campus and 30 acres and 326,996 sq. ft. of building space at the Pacific Coast Campus with total district square footage equal to 1,250,308 sq. ft. Long Beach City College is currently implementing major construction projects and renovations on both campuses as a result of voter approval in 2002 of \$176 million in property tax assessments known as Measure E. In 2008, voters approved an extension of Measure E to fund implementation of its construction plans outlined in its Long Beach City College 2020 Unified Master Plan ([3.B.1](#)). Voter approval of an additional \$440 million is evidence of strong community support for LBCC's mission to provide vital physical resources to serve the needs of its student population. The state allocated an additional \$45.8 million to support the Measure E Bond. Per Proposition 39 guidelines, the Board of Trustees of the Long Beach Community College District established and confirmed the Citizens Oversight Committee (COC) ([3.B.2](#)). The COC is assigned the responsibility to monitor spending of the Measure E Bond funds and report inappropriate expenditures of such funds. In doing so, the COC holds public meetings as often as deemed necessary to fulfill its duties. Since the inception of the COC, the audit teams have not found a single reportable misuse of funds. The district is currently competing for another \$63.8 million of state funding to augment the Long Beach City College 2020 Unified Master Plan.

Long Beach City College's 2020 Unified Master Plan is based on the anticipated building and space needs identified in the Educational Master Plan ([3.B.3](#)) and the Facilities Master Plan 2025 Update ([3.B.4](#)). Both of these plans provide information establishing the physical resource needs in the form of buildings and instructional space to enhance institutional effectiveness and contribute to overall student learning outcomes and success.

Since the inception of the Measure E Bond Initiative ([3.B.5](#)) the district has added 329,746 gross square feet (GSF) to the college's building inventory and renovated 181,248 GSF of building space. Since the previous evaluation (see chart below) the district has added 250,110 GSF of new building space and renovated 181,248 GSF. The 2020 Unified Master Plan targets an additional 105,348 GSF of new building space and 322,470 GSF of future renovated space. The district uses the California Community Colleges Facilities Utilization Space Inventory Option Net (FUSION) program to track building inventory. The Fusion Space Inventory Report 17 documents the building space added and renovated per year ([3.B.6](#)) (see Figure 1).

Figure 1. New/ Renovated Gross Square Feet



The expansion and renovation of instructional space has contributed to an improved learning experience for students at both campuses. The basis for the improvements and expansion is the need to provide resources for improved student outcomes and institutional effectiveness. The total amount of added and renovated gross square footage is evidence of the effort the district is making to improve student learning outcomes and institutional effectiveness by providing the physical resources needed to improve the student learning experience here at Long Beach City College.

The three main documents that LBCC uses to plan its facilities needs are the Five-Year Capital Outlay Plan (3.B.7), the Local Assistance Submission (3.B.8) and the Space Utilization Inventory (3.B.9). Each of these documents is generated annually and input into the California Community College’s System’s Office database known as Facilities Utilization Inventory Options Net (FUSION). FUSION is a database of over 75 million square feet of California Community College Facilities that tracks the condition assessments and develops cost modeling for maintenance projects, enabling colleges to plan budgets and help facilitate the building resource needs of the district.

The Five Year Capital Outlay Plan is updated and submitted annually to the Chancellor's Office. The district is required by the California Education Code to submit information in the form of a Five Year Capital Outlay Plan identifying infrastructure needs and the costs for a five-year period. The Five Year Capital Outlay Plan contains a prioritized list of new construction projects needed by the district based on Capacity Load Ratios.

The Local Assistance Submission is based on an annual site inspection from which a list of the most needed repairs and replacements of both buildings and equipment are reported. This report is evaluated and prioritized and contains items such as hazardous material removal, HVAC, plumbing, and ADA access improvements. Each year after the site inspection, the list is prioritized again as new items become more urgent than they had appeared on the previous year’s list.

The Space Utilization Inventory (3.B.9) is performed every three years in cooperation with the Chancellor's Office and the data is updated in Fusion. Industry experts conduct the inventory by walking all of the facilities and documenting the condition of the buildings and equipment. This report rates the condition of the space and equipment and provides an accurate measure for replacement or repair. The inventory also serves as the base for the district's capacity load ratios which are used to determine eligibility funding for state supported capital outlay.

Together these plans are used to estimate the physical resources needed to support student success at Long Beach City College. In addition, the Educational Master Plan (3.B.3) and the Long Beach Enrollment Forecast are used in conjunction to provide accurate data to project the physical resource requirements of the district. The 2020 Unified Master Plan utilizes all of these reports to create the master plan of projects and to identify which projects will be built and also to establish a rough schedule for building.

Measure E bond (3.B.5) funding, along with state augmentation funds, is allowing LBCC to transform the two campuses and continue progress on the 2020 Unified Master Plan. The 2020 Master Plan identifies the physical resource needs of the district for new, renovated building space and instructional equipment. The district is currently in the process of constructing the following projects at the LAC: the Math and Culinary Arts Building, the Nursing and Health Program Building and the Storm Water Compliance Project. Also under construction at the Pacific Coast Campus are Buildings AA and BB, with Building GG, the Student Service Center, beginning soon (see Figure 2).

Some of the projects completed at LAC over the last five years are: the Library/Learning Resource Center, Bookstore Building I, Central Chiller/Boiler Plant, Public Safety Building LAC, districtwide Utility Infrastructure Replacement, a 900 Space Parking Structure, Student Services Center Building A, Administration and Classroom Building T at the LAC. The district also purchased and remodeled the Community Outreach and Services Building O. Some of the projects completed at PCC over the last five years are: Fitness Center Building CC, the Library/Learning Resource Center, Aviation and Automotive Building JJ, Construction Technology II, Central Chiller Plant, and multi-purpose disciplinary Buildings DD and EE.

Planned projects for the future include Construction Trades 1 and 2 Building MM, Lecture Hall Building FF at the PCC, and Science Building D, English and Literature Building P, Auditorium Building J, and Music Building G at the LAC (see Figure 3).

Figure 2. Map of Pacific Coast Campus

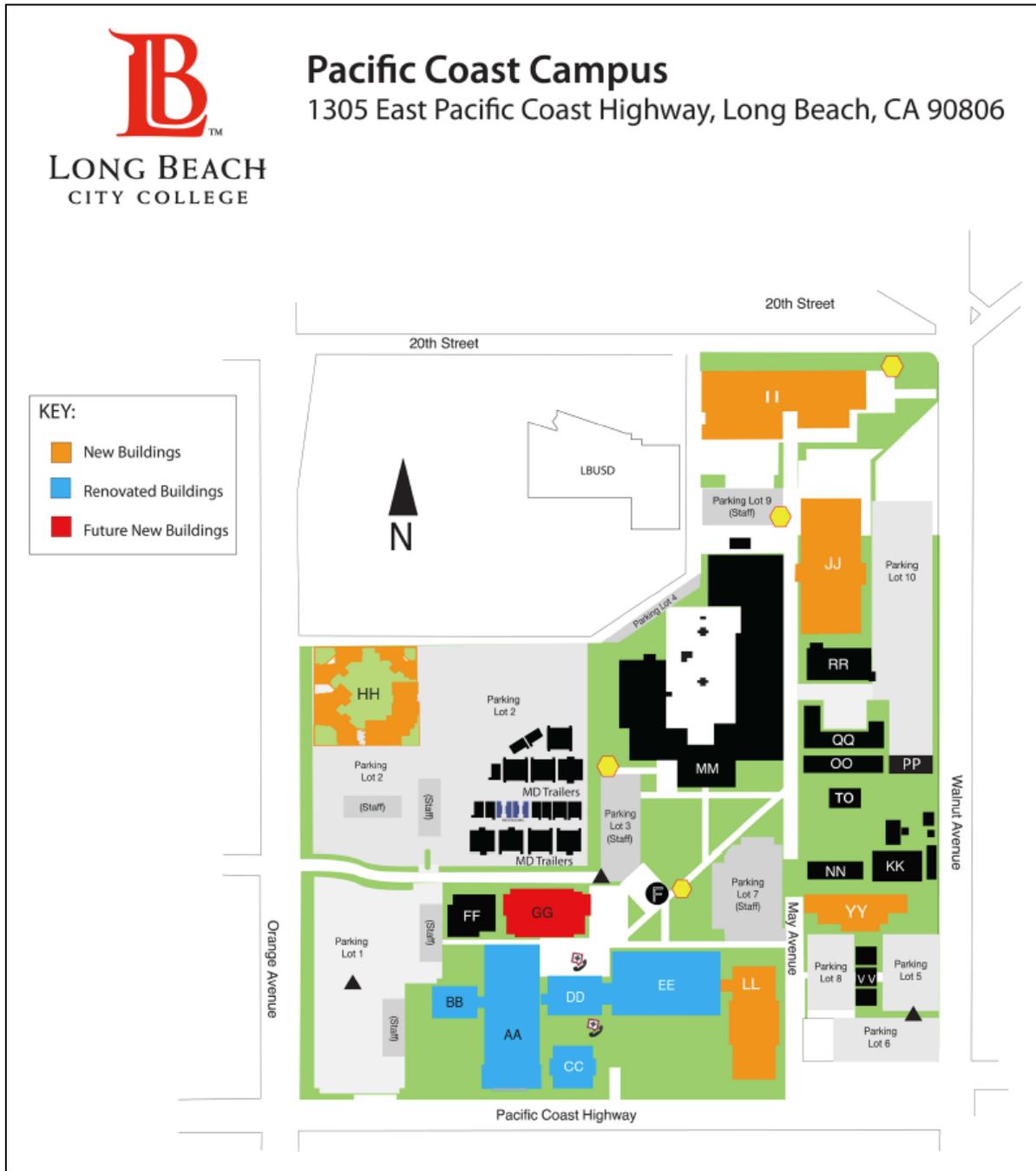


Figure 3. Map of Liberal Arts Campus



**III.B.1. The institution provides safe and sufficient physical resources that support and assure the integrity and quality of its programs and services, regardless of location or means of delivery.**

Descriptive Summary

It is the policy of the Long Beach Community College District to maintain a safe and secure environment for its students, staff and visitors. Safety and security requires that everyone on campus be alert, aware, and responsible.

The Long Beach Police Department provides police services to the Long Beach Community College District through its City College Unit ([3.B.11](#)). The City College Unit comprises an assigned Lieutenant, four police officers, 16 security officers and a dedicated dispatcher who are assigned to both the Liberal Arts Campus and the Pacific Coast Campus. They patrol both campuses 24/7 and are the first point of contact for incidents on campus.

Long Beach City College in conjunction with the Long Beach Police Department publishes on its website in accordance with the United States Code Section 1092, The Jeanne Clery Disclosure of Campus Security and Crime Statistics Act ([3.B.12](#)).

All new buildings and renovations at Long Beach City College are designed and submitted to the Division of State Architecture (DSA) for review and approval. The approval process at DSA assures ADA compliance, Seismic standards and National Fire Protection Association (NFPA) fire safety requirements for every building ([3.B.12](#) and [3.B.13](#)).

The California Community Colleges Chancellor's Office requires an annual submission of a Five Year Capital Improvement Plan ([3.B.7](#)). The improvement plan uses capacity load ratios to determine the sufficiency of all instructional areas of the districts buildings. The capacity load ratio standard and measurement criteria are established by the Chancellor's Office and are considered the standard to measure education institutions instructional sufficiency in California. FUSION is the software application where the Five Year Plan and all capacity load data is archived for the district. The FUSION program serves many functions for the district concerning building space information.

The Five Year Capital Outlay Plan submitted to the Chancellor's Office annually indicates the district's Capacity Load Ratios are between 80 percent and 95 percent on average. The purpose of the cumulative capacity load analysis is to determine the impact each construction or renovation project will have on the type of space analyzed, both in terms of assignable square feet and weekly student contact hours. A 100 percent capacity load would indicate the classroom or laboratory spaces would be at full capacity. "Capacity" is the capability a facility has to generate contact hours and "load" equates to the current or projected enrollment levels. If capacity remains constant (i.e., a new project is not built) and load (enrollment) increases, the capacity load ratio will decline.

The Five-Year Capital outlay Plan gives the Chancellor's Office a complete picture of the capital improvement needs and projects at the college, enabling the Chancellor's Office to make informed decisions regarding project priorities for state funding. The Five Year Capital Outlay Plan may be the only document that the Chancellor's Office sees pertaining to the capital outlay needs of the district. As such, the document must convey the master planning context, decisions, and outcomes along with current capital outlay needs and objectives and

the list of proposed projects. The projects submitted in the Five Year Capital Outlay Plan are derived from the project prioritization list approved by the Facilities Advisory Committee.

Long Beach City College owns and maintains two off-site facilities. One off-site facility offers specialized instructional services at a 2.3-acre Child Development Center on Clark Avenue just north of the Liberal Arts Campus. Another off-site property is located off the Los Coyotes Diagonal and Palo Verde Avenue. This seven-acre site has two structures, including two medical office buildings that are presently leased. In addition to responding to any notifications of facility repair or maintenance needs at the sites, staff from the Facilities department regularly inspects the off-campus properties to make certain that the same standards for safety and structural soundness exist as those for on campus and that they meet district standards. The district uses the same standards and criteria to determine safety standards for off-campus sites as it does for on-campus buildings. The college also leases off-site facilities. The criteria and the process for determining safety and sufficiency are based on the lease document.

The district utilizes state funding available through the Chancellor's Office and local Measure E bond funds to fund new building and renovation projects. The priority of the projects is based on, the 2020 Unified Master Plan ([3.B.1](#)), the Five Year Capital Outlay Plan ([3.B.7](#)), the Space Utilization Inventory ([3.B.9](#)) and the Local Assistance Submission. These reports are based on evaluations and data that indicate where improvements or new space is needed. The district utilizes these reports and the California Public Contract Code ([3.B.15](#)) to competitively bid the construction projects.

The institution supports distance delivery ([3.B.17](#)) of instructional classes in multiple ways. The district's data center houses the servers and storage required to provide a robust and secure Learning Management System (LMS). Servers and storage are leased and one-third is replaced each year guaranteeing an up-to-date infrastructure to support distance learning.

Faculty use of the LMS for course development and teaching is supported with many physical and digital resources in the Instructional Technology Development Centers (ITDC), which is housed at each campus. Computers, scanners, and advanced applications and multimedia software are provided and supported by the staff in the centers. Both Macintosh and PC platforms are provided for faculty use. Full-time faculty also have district-maintained computers in their offices. Faculty can also use the ITDCs to conduct synchronous online activities (such as CCC Confer sessions) with their students or for professional development with their peers at LBCC and elsewhere. The district also provides two fully-equipped videoconferencing classrooms, one at each campus, that be used by faculty with their classes.

Students are supported through the many computer labs across the district. There are multi-disciplinary labs as well as discipline-specific labs for students to use. The Library/Learning Resource Center at the Liberal Arts Campus provides the Academic Computing Center's open access lab with 175 workstations for student use. At the smaller Library/LRC at the Pacific Coast Campus, the open-access computer lab has 57 stations as well as a multidisciplinary lab with an additional 30. Access to the LMS as well as other assets such as software, digital library resources, and Internet access are provided in these computer labs. The district supports over 100 computer labs or clusters across both campuses with over 2,300 available computers for student use.

The district also provides access to its YouTube educational channel for LBCC-produced educational videos that are used in online classes. Faculty also make use of their own YouTube accounts to host instructional videos created for their online or face-to-face classes.

### Self Evaluation

The Facilities Advisory Committee ([3.B.18](#)) has oversight of all proposed construction and building improvement projects. The committee reviews, approves and modifies the project prioritization list ([3.B.19](#)) that determines which projects will be given funding priority. The self-evaluation process of periodically reviewing and updating the Five Year Capital Outlay Plan ([3.B.7](#)) has led to re-prioritization of some of the building schedules. This process also resulted in adding more lab space at the PCC to enable lab classes at the PCC in the new classroom Buildings EE and DD.

The district performs periodic inspections of buildings and grounds for ADA compliance and safety issues in cooperation with the districts' Insurance administration, Keenan and Associates. An annual State Wide Association of Community Colleges (SWACC) report ([3.B.20](#)) is generated from the inspections noting areas of concern and improvement. When discrepancies occur, the district provides safety training in cooperation with Keenan and Associates for the proper safety procedures following Occupational Safety and Health Administration (OSHA) guidelines and requirements. A follow up from the SWACC team ensures all issues that were of concern during the inspection are corrected and addressed ([3.B.21](#)).

The Facilities Department has implemented a Preventive Maintenance and Inspection Program (PMI). The PMI program schedules and documents the regular maintenance of all campus equipment. The PMI program contains schedules and lists all tasks to be performed for each piece of equipment, and a record is created to document the tasks performed and the condition of the equipment at the time of inspection. Inspection of the equipment includes a list of safety items to be evaluated and documented as a task for each piece of equipment. In addition, an Inventory Report is created every 3 years in conjunction with the Fusion program to identify and document the condition of all equipment on campus.

Facilities Management is responsible to perform and document the fire safety system testing and inspections and other required equipment testing. The Fire System Annual Inspection Report and the Fire Sprinkler Five Year Certification Report ([3.B.22](#), [3.B.23](#)) document both systems' status and discrepancies. The testing and inspection of safety systems includes the fire alarm evacuation system, the fire sprinkler system, fire extinguishers, emergency generators, the UPS emergency lighting systems and elevators. Each system must pass an annual test and in some cases be permitted by the state of California. This is part of the mission to provide safe facilities for students and related instructional activities.

All of these programs contribute to safe and sufficient physical resources that support and assure the integrity and quality of the institution's programs and services.

Actionable Improvement Plan

None

**III.B.1.a. The institution plans, builds, maintains, and upgrades or replaces its physical resources in a manner that assures effective utilization and the continuing quality necessary to support its programs and services.**Descriptive Summary

Each college department evaluates its needs on an annual basis through the department planning process whereby deans, department heads and faculty provide primary input regarding the specific needs of individual programs and services. The resulting information pertaining to physical resource needs is submitted to the Facilities Advisory Committee that forwards its recommendations to the College Planning Committee for inclusion in the Educational Master Plan. Over the last four years LBCC has made available \$200,000 per year from the Local Redevelopment Funds to fund Academic program capital outlay improvements (3.B.24). Each year, deans prioritize these improvements, and each area of instruction is allocated a portion of the Redevelopment Funds. The funding has been used to purchase new classroom furniture, whiteboards and other instructional equipment.

Consultants with expertise in the area of educational master planning make projections based on student load, population growth patterns, education program/curriculum growth, departmental plans, the distance learning plan (3.B.17), the technology plan, and the economic needs of the region, and through state-approved formulas used to determine the square footage needed in the future. This information is taken by architectural consultants, who then design space needs to state standards. The information is presented in two documents, the Educational Master Plan (3.B.3) and the Facilities Master Plan (3.B.4). Both of these plans have been integrated to become a more effective tool, which is now referred to as the Long Beach City College 2020 Unified Master Plan (3.B.1). The object of this tool is to produce a single guiding document that will drive all facilities planning. This tool will allow LBCC to plan for the challenges of change. Changes are commonly made to address the needs of the instructional program or to prioritize building projects with available funding. The Facilities Advisory Committee reviews and recommends changes to the project priority list at least once a year. The district has implemented the Schedule 25 classroom scheduling system to better utilize classroom space and reduce the under use of existing classrooms. The system has improved the efficiency of assigning existing classroom space.

Self Evaluation

The replacement and renovation of instructional space is a high priority for both safety reasons and teaching effectiveness. The College Planning Committee takes an institutional perspective and makes recommendations to the Superintendent-President, who makes decisions and then takes recommendations to the Board of Trustees. The district employs the

Facilities Advisory Committee, research from the Office of Institutional Effectiveness and consultants with expertise in physical resource planning to modify resource planning to maximize student outcome effectiveness.

The Facilities department maintains all buildings and associated equipment. The Facilities Preventive Maintenance and Inspection Program (PMI) monitors, inspects and documents the condition of the buildings and equipment on an ongoing basis. The information gathered and documented in the PMI program and the Space Inventory Program (3.B.9) is used to compile the Local Assistance Submission (3.B.8) requests and the Five Year Capital Improvement Plan (3.B.7). The district also keeps "total cost of ownership" information pertaining to the high end equipment in the central plants. The information contains averaged replacement and upgrade costs, periodic service costs and preventive maintenance costs.

Each department writes an annual department plan identifying areas of strength and providing input for improvement. In the department program plan, the department proposes equipment replacement and funding sources, such as the Redevelopment Funds, the General Fund, Bond Improvement Funds and VTEA funds. An October 2013 district employee survey about customer service responses for work order requests indicated a 73 percent favorable response for Facilities Management. All district employees received the survey, which included questions about how the employees felt their requests were being handled.

#### Actionable Improvement Plan

The district will continue to refine Schedule 25 to effectively address the challenge of using all classroom space effectively.

**III.B.1.b. The institution assures that physical resources at all locations where it offers courses, programs, and services are constructed and maintained to assure access, safety, security, and a healthful learning and working environment.**

#### Descriptive Summary

Institutional safety and compliance at LBCC is under the oversight of Business Support Services. Its mission is to ensure a healthy and safe environment for district employees, students, and other members of the campus community. The Business Support Services office is responsible for the development and implementation of the Injury and Illness Prevention Program Plan (IIPP) (3.B.25), which incorporates programs and procedures designed to prevent injuries and minimize the impact of district operations on the natural environment. It is the goal of the Business Support Services office to fulfill these responsibilities in a cost-effective manner with minimal disruption of campus activities. The activities of the Business Support Services office generally involve service request responses, employee training on safe workplace practices, emergency response, regulatory compliance, accident investigation and workplace inspections.

### Self Evaluation

The Business Support Services office develops and implements various programs and procedures to support workplace safety and environmental protection. The Injury and Illness Prevention Program (IIPP) ([3.B.25](#)) addresses all the regulatory compliance issues for health and safety, including employee safety responsibilities, safe work practices, training, accident reporting and investigation, safety inspections and corrective actions. As part of the implementation of this plan, Business Support Services coordinates monthly safety training and provides safe work practices to employees.

Districtwide inspections are conducted annually in cooperation with the Statewide Association of Community Colleges (SWACC). The SWACC Property and Liability Inspection Report ([3.B.18](#)) is an annual campus inspection in cooperation with the district and Keenan and Associates to inspect and document campus liability and safety issues. Spot inspections are conducted throughout the year as generated from reported concerns, accident investigations, or for regulatory compliance (OSHA, EPA, DTSC, local and state Fire Authority, FAA, DOT, and AQMD). The corrective action forms are forwarded to the area that can complete the correction, and a re-inspection date is established. Once the correction has been made, the corrective action form documents the date and time for re-inspection and is maintained by Business Support Services in an electronic database and in a hard copy file.

Environmental Health and Safety (EH&S) is also responsible for the development, maintenance, and implementation of the local Emergency Preparedness Plan, which is based on National Incident Management System (NIMS) and State Emergency Management System (SEMS). As part of this maintenance and implementation, Business Support Services coordinates monthly Emergency Preparedness and Campus Safety Committee meetings to address and identify issues of concern.

Business Support Services also has the responsibility for campus public safety. In August 2003, the college contracted with the Long Beach Police Department to manage campus safety and security. The campus public safety department, consisting of 23 members, includes an assigned Lieutenant for oversight and members of the police department specifically assigned to Long Beach Community College District. The police department conducts all criminal investigations and patrols within the district and is required to produce an annual Campus Report on Crime ([3.B.11](#)) in compliance with the Cleary Act. The public report includes detailed actions by the police to reduce crime and any proactive activities undertaken during the year.

The district has established an Emergency Communications Team that is taking a number of significant steps towards a safer campus, including implementation of a campus-wide text messaging system to alert all members of the college community of an emergency situation. In addition, the college is investigating methods of developing a communications infrastructure for classrooms to be utilized in the event of an evacuation or other emergency situation, though this process is complicated by the fact that most of the college's older classrooms do not currently have telephones. A policy on Injury and Illness Prevention Program has been drafted and appears in Appendix A of the current Injury and Illness Prevention Program ([3.B.25](#)) document.

All of these programs are designed and implemented with the safety of the district's programs and services in mind. A safe, secure and healthy learning environment is the result of the programs administered by Business Support Services and Facilities Management.

Actionable Improvement Plan

None

**III.B.2. To assure the feasibility and effectiveness of physical resources in supporting institutional programs and services, the institution plans and evaluates its facilities and equipment on a regular basis, taking utilization and other relevant data into account.**

Descriptive Summary

The district uses the state's measure of capacity-to-load ratios to assess its two campuses. Capacity-to-load ratios for lecture and laboratory are determined via an analysis of available/usable instructional space as compared to the number of weekly student contact hours generated for that space. For key support space such as offices, the library, and instructional media, the capacity-to-load ratios and the effective/efficient use of facilities are determined by either full-time equivalent faculty or the number of day-graded enrollment. The district uses the results of its building utilization analysis in the annual submission of the Five Year Capital Outlay Plan ([3.B.7](#)) to the Chancellor's Office. This plan determines the district eligibility for state-funded construction and improvement funds.

As part of the 2011 Educational Master Planning process, an update to the facility needs for both campuses was commissioned and resulted in the Facilities Master Plan 2025 Update ([3.B.4](#)). The goals remain the same as in the previous Resource and Facilities Master Plan 2006: to create a long-term vision for meeting academic growth and addressing facility needs and to identify future projects for campus development.

The Facilities Master Plan 2025 Update ([3.B.4](#)) created a functional and usable plan for space that updates the previous assessment for space identified in the Long Beach Community College District Resource and Facilities Plan 2006. The 2025 update assesses the current planning documents associated with the academic and support services programs and validates through quantifiable measures the data to support future space needs for the district's two campuses. The 2025 Update utilizes information from the Educational Master Plan ([3.B.3](#)) and quantitative data from resource documents in the district to project building space need. While the Educational Master Plan does not extend to 2025, it was determined that for construction planning purposes to estimate space parameters to the year 2025.

Self Evaluation

The district evaluates and plans its facilities and equipment periodically, using data from the Educational Master Plan's ([3.B.3](#)) goals, objectives and strategies for space quantification

and completes the process and balances the current and future curriculum, instructional delivery modes, learning environment, and necessary support structures by providing a comprehensive program of campus development. The Facilities Master Plan 2025 Update (3.B.4) summarizes the quantitative data needed to plan long-range resource needs of the district.

Overall, the indicators for the college point to measured but steady growth over the next ten-year period. Data from the Facilities Master 2025 Update Plan (3.B.3) indicates Weekly Student Contact Hours (WSCH) generation at LAC is projected to increase from 231,694 in the base year, fall semester 2009, to 299,787 by fall semester 2025. The average annual growth rate is projected at 1.84 percent. From a starting point of 62,833 WSCH for fall semester 2009, PCC is projected to reach 75,914 WSCH by fall semester 2025. This represents an annual average growth rate of 1.21 percent.

The Facilities Master Plan 2025 Update (3.B.4) identifies disciplines that will need the most growth. Creative Arts will need both new construction and/or reconstruction based on its current level of productivity. Growth data for the Language Arts School resulted in some of the highest growth numbers as the result of heavy demand at the college. The greatest growth continues to be in mathematics and the district is addressing this need with the new Math Technology building scheduled to open in the spring of 2015. The 2020 Unified Facilities Master Plan (3.B.1) contains the building project prioritization schedule that addresses the building resource needs identified in the Facilities Master Plan 2025 Update.

#### Actionable Improvement Plan

In order to complete the planning cycle, the institution will develop a process to evaluate the extent to which the completed buildings meet the goals that they were designed to achieve.

### **III.B.2.a. Long-range capital plans support institutional improvement goals and reflect projections of the total cost of ownership of new facilities and equipment.**

#### Descriptive Summary

Long Beach City College utilizes the 2020 Unified Master Plan (3.B.1) for long range planning for building resources. The Unified Master Plan is derived from institutional planning in the Educational Master Plan (3.B.3) and the growth forecast. All of the plans and reports are reviewed periodically to ensure institutional efficiency. The Facilities Advisory Committee (3.B.16) will modify the prioritization of the projects based on input from the Academic Senate and the district's Executive Committee.

The district plans for additional staffing when a considerable amount of space comes on line. Facilities Management's standard for cleanable square footage is based on the CASBO standard of 18,000 gross square feet per custodian. Facilities requests staff increases prior to any new building space added. Even during difficult budget times, the district added four new custodial positions in 2013 to address new building square footage added to the district

building inventory. The Facilities department has requested budget augmentations for elevator, fire system inspections and supplies when new space comes on line.

### Self Evaluation

The Resource and Facilities Master Plan Update 2025 (3.B.4) serves as the basis for decision-making relative to facility needs and financing, both now and in the years to come. The purpose of the plan is to determine the amount and type of space needed for the academic program of instruction and support services through the year 2020. The plan was based on the current and projected academic program of instruction offered at the college. It took into consideration the district's Educational Master Plan (3.B.3) as well as some elements of technology planning. The planning process involved collegial participation and included deans, department heads, faculty, staff, and the district Facilities Planning Committee.

The plan is intended to cast physical space into a viable building/facilities program and, in the process, address 1) the overall square footage required at LBCC; 2) the number and types of rooms needed; 3) the requirements for interim use of space; 4) the "secondary effects" that will occur; 5) the level of compatibility with state efficiency measure (i.e., capacity load ratios); and 6) the need to achieve and maintain a condition of "funding worthiness" relative to state construction financing support.

As a sequel to this plan, the district completed the Long Beach City College 2020 Unified Master Plan (3.B.1), a document that combines the spectrum of planning over the past twelve years.

The ongoing integration of institutional plan is inherent in the capital program for building/facilities development. The college's "total cost of ownership" model includes the total cost for the purchase, maintenance, replacement, parts, electrical components, permits and staff. A "total cost of ownership" analysis was completed two years ago for the central plants and includes the projected cost of service to all equipment for a ten-year period at both of the district's central plants. The LBCC Chiller 10 Year Cost of Ownership (3.B.26) averages the cost of the required ten year rebuild for each chiller to product an annual cost.

### Actionable Improvement Plan

None

**III.B.2.B. Physical resource planning is integrated with institutional planning. The institution systematically assesses the effective use of physical resources and uses the results of the evaluation as the basis for improvement.**Descriptive Summary

The Facilities Advisory Committee ([3.B.16](#)) is made up of faculty, students, classified and administrative staff and helps guide the planning of campus development. The committee reports to the College Planning Committee and disseminates information to constituency groups on campus. The Resource and Facilities Master Plan Update 2025 ([3.B.4](#)) relied on the analysis of the existing program of instruction, the current level of space demand, and the existing degree of space utilization.

The institution ensures this condition by basing its long-range capital plan on the academic program of instruction. As the program of instruction changes, so do the decisions for facilities. The capital construction program is designed to keep pace with the improvement goals articulated by administration as well as those emanating from the collegial processes. Key curriculum performance data, including the productivity of class sections, WSCH and FTES generated for each discipline/program, FTEF per WSCH, and the frequency of facility usage are some of the measures used to quantify institutional needs and plans for improvement.

The college measures the outcome of the physical resources provided via the productivity values for programs and services that are defined by the Chancellor's Office and the Title V guidelines. A current indication for facility usage versus need can be found in the capacity-to-load ratios for the two campuses. Relative to present needs, the five space categories monitored by the state (lecture, laboratory, office, library and instructional media), show a condition of over-utilization (i.e., the existing space is overused – there is a need for additional space) at LAC. At PCC, space utilization for lecture, laboratory and office space shows a condition of underutilization (i.e., there is more space than there is need).

Self Evaluation

Over the last five years, Measure E Bond ([3.B.2](#)) funding augmented by state funds has contributed to the transformation of building resources throughout the district. The capital improvement program has been used to increase and improve classroom space and support facilities. The guiding documents of the Educational Master Plan ([3.B.3](#)) and the 2020 Unified Master Plan ([3.B.1](#)) has steered the resource development and investment in technology at LBCC in a manner that contributes immensely to student success. The Measure E Bond program benefits can be seen everywhere you go on both campuses and directly enhance and support student learning outcomes.

Periodically, there are requirements to re-prioritize projects in the 2020 Unified Master Plan based on changes, such as program discontinuance and other factors. For example, when some programs were discontinued, the building space became available to repurpose. It was determined the newly available space was ideal for the Electrical and Alternate Fuels program. The priority level of this move was elevated and funding was shifted to address the need for building improvements. The Facilities Advisory Committee reviews the Facilities

Advisory Committee Prioritization List ([3.B.17](#)) at least annually and any necessary changes to the building prioritization list are reviewed and approved by the committee. The committee reviewed and approved the requested change to the prioritization list for the Electrical and Alternate Fuels program. Other changes may be required due to building project estimates that prove to be too low, escalation of construction costs and other unforeseen issues.

Actionable Improvement Plan

None

## **Standard III.B Evidence List**

- [3.B.1](#) Long Beach City College 2020 Unified Master Plan
- [3.B.2](#) LBCC Citizens' Oversight Committee  
Website: <http://www.lbcc.edu/BondProgram/COCMembers.cfm>
- [3.B.3](#) 2011 -2016 Educational Master Plan  
Website, <http://www.lbcc.edu/planning/emp11-16final.cfm>
- [3.B.4](#) LBCC Facilities Master Plan Update 2025
- [3.B.5](#) LBCC Measure E Program Management  
Website: <http://www.lbcc.edu/bondprogram/>
- [3.B.6](#) Fusion Space Inventory Report 17
- [3.B.7](#) Five-Year Capital Outlay Plan
- [3.B.8](#) Local Assistance Submission
- [3.B.9](#) Space Utilization Inventory - Report 17 ASF/OGSF Summary and Capacities Summary
- [3.B.10](#) Long Beach Enrollment Forecast
- [3.B.11](#) LBCC Campus Safety Website: <http://www.lbcc.edu/CollegeSafety/>
- [3.B.12](#) Report on Campus Crime, An Annual Report Prepared in Accordance with the Provision of the Crime Awareness and Campus Security Act 1990, February 27, 2007 and February 21, 2006
- [3.B.13](#) Americans with Disabilities Act (ADA)
- [3.B.14](#) 2010 California Building Standards Code
- [3.B.15](#) California Public Contract Code  
Website: <http://www.leginfo.ca.gov/cgi-bin/calawquery?codesection=pcc>
- [3.B.16](#) 2010 California Code of Regulations (CCR) Title 24
- [3.B.17](#) Distance Learning Plan, 2012-2013
- [3.B.18](#) Facilities Advisory Committee  
Website: <http://www.lbcc.edu/AdminServices/facilities-advisory.cfm>
- [3.B.19](#) Facilities Advisory Committee Prioritization List
- [3.B.20](#) State Wide Association of Community Colleges (SWACC) Inspection Report
- [3.B.21](#) SWACC Discrepancy Report
- [3.B.22](#) Fire System Annual Inspection Report
- [3.B.23](#) Fire Sprinkler Five Year Certification Report

- [3.B.24](#)      Redevelopment Fund Projects 2013-2014
- [3.B.25](#)      Injury and Illness Prevention Program – IIPP
- [3.B.26](#)      LBCC Chiller 10 Year Cost of Ownership

## Standard III – Resources

Ann-Marie Gabel (Administrative Co-chair)  
Kevin Ryan (Faculty Co-chair)

### Standard III.C – Technology Resources

Jay Field (Administrative Co-chair)  
Melvin Cobb (Faculty Co-chair)

**Classified:**

Harold Foot  
Rene Hoyo  
Wendi Lopez  
Karen Rothstein  
CC Sadler  
Michael Smith  
Thomas Tran

**Faculty:**

William Gailey  
Dena Laney

**Management/ Administration:**

Dina Humble



## Standard III.C - Technology Resources

**Technology resources are used to support student learning programs and services and to improve institutional effectiveness. Technology planning is integrated with institutional planning.**

### Descriptive Summary

The district's technology resources are specifically geared to support the instructional program as well as administrative services. Instructional and Information Technology Services (IITS), the primary department to provide and support technology throughout the district, is organized to maximize this support. Bringing both instructional and administrative computing into one department has allowed IITS to be better integrated throughout the district. In bi-weekly meetings with the associate vice president and the five directors, all aspects of district technology are brought together. Infrastructure as represented by Network Services is part of the same team that supports classroom technology as represented by Academic Computing and Multimedia Services. Server and storage resources for Distance Learning (Moodle) are housed in the district's data center and benefit from the expertise of those staff resources. Instructional Technology staff support the faculty's use of PeopleSoft in the Instructional Technology Development Center and routinely provide the help pages in conjunction with Application Development and Support, the group that provides programming and analysis for PeopleSoft. Technology decisions are vetted across the spectrum of people who support technology and care is taken to make sure that these decisions will be of benefit both academically and administratively.

Technology planning is integrated with institutional planning in several ways. The Technology Oversight Task Force ([3.C.1](#)), chartered by the College Planning Committee (CPC), is tasked with updating and maintaining the Technology Master Plan. The associate vice president of IITS co-chairs this task force with a faculty appointee and IITS directors serve as staff resources. The Distance Learning Task Force ([3.C.2](#)) is also co-chaired by the associate vice president of IITS and a faculty appointee. The director of Application Development and Support attends the Student Records Process Subcommittee of the Academic Senate as do several IITS staff members. IITS participates in department planning and program review as part of the district's overall planning process, and the associate vice president of IITS is part of the vice president-level planning process.

### Self Evaluation

Technology planning is highly integrated into the various aspects of the district's planning process. Important linkages with faculty, staff, and administrators are maintained through several shared governance forums such as the Technology Oversight Task Force and the Distance Learning Force. IITS department plans are regularly submitted through the institution's planning process.

Actionable Improvement Plans

None

**III.C.1. The institution assures that any technology support it provides is designed to meet the needs of learning, teaching, college-wide communications, research, and operational systems.**

Descriptive Summary

The district operates many information systems that are used daily by tens of thousands of students and hundreds of employees. Most systems are accessed via the web. Some systems (SchoolDude, lynda.com) are external and employees login with their LBCC accounts using federated identity management. These systems are essential to the successful completion of the administrative and business affairs of the district in support of teaching, learning and service. In its Technology Master Plan, LBCC identifies its technology needs through three technology areas and seven categories of uses and support. The three areas are administration, instruction, and student services so that technology can support the primary focus areas for the district. The seven categories include equipment, staffing, software licenses/contracts, training and support, development, accessibility, and collaborative and social networking.

Instructional and Information Technology Services (IITS) is responsible for planning, organizing and directing the district's technology and information systems. IITS is divided into five units that cover the gamut of technology use and support across the institution. Academic Computing and Multimedia Equipment Services and Support provides direct instructional support in classrooms and computer labs. Application Development and Support is responsible for enterprise applications such as PeopleSoft, TracDat, and the data warehouse. Instructional Technology and Distance Learning supports faculty use of technology as well as provides platforms for online teaching technologies (Moodle and LBCC's in-house developed eZLRN) used by online, hybrid and face-to-face classes. Network Services supports the district's infrastructure of telecommunications, servers, storage, telephony, and other services. User Support and Web Development includes the help desk, workstation support, and web applications including a custom developed Content Management System for webpage development.

*Identifying Needs*

Needs are identified through a variety of inputs. Program plans and reviews include a prompt for equipment and technology needs and the Help Desk documents each interaction by the creation of a "ticket" allowing for deeper analysis into the types of requests in order to identify trends (3.C.3). Technology planning to meet district needs is also documented in the Technology Master Plan and the Distance Learning Plan. District groups such as the Responsible Managers Users Group and the Student Records Process Subcommittee of the Academic Senate provide input into the district's PeopleSoft implementation (e.g., updates,

modifications, new bolt-ons) and the Assessment of Student Learning Outcomes (ASLO) Subcommittee has spearheaded the adoption of Scantron's ParScore technology to assist faculty in assessing student learning outcomes. The Promise Pathways Steering Committee, as well as their operations group, also identifies technologies that can support student success. The Office of Institutional Effectiveness also tracks "other areas affected" by any area's goals. IITS is frequently noted as one of the areas affected and this can alert the department's management to impending new projects and technology requests. IITS provides project plan templates for users requesting services such as new computer labs, and requests can come from the Executive Committee as well as other special task forces created to achieve institutional priorities.

### *Expanding Demand for Services*

Providing an ever-increasing array of services to enable greater student success has influenced the development of the LBCC infrastructure. The district website is continually enhanced with information and web applications to support projects such as Promise Pathways as well as additional services geared toward promoting student success such as the electronic Student Education Plan and Degree Audit systems implemented within PeopleSoft. Additional fields in PeopleSoft have been added to assist the tracking of student participation in the Promise Pathways initiative. Software applications such as TutorTrac and LabTrac are used to support and document student participation in the district's success centers. Additional employee self-service functionality such as viewing and printing paycheck stubs and W-2 forms has been added to PeopleSoft.

Wireless connectivity is fairly ubiquitous and the district has increased the bandwidth of the connection between the Liberal Arts and Pacific Coast Campuses. "Unified Communications" enabling chat, video, telephony, and email, is being rolled out as the district moves from its Cisco Voice over IP (VoIP) telephony to Microsoft Lync. Additional services are also being run over the district's converged IP network, including Environmental Management Systems, fire alarms, keyless door entry systems, parking meter dispensers, and even sprinklers for watering control.

The growth of network and data center capabilities is a reflection of the growth in demand for services. These needs are identified empirically through network monitoring, project requests that require new services, and groups such as the Technology Oversight Task Force. All of these needs have been met through general fund budgeting.

Wireless connectivity (Wi-Fi) has grown substantially since the last accreditation visit. In 2009, LBCC has 86 wireless access points, was able to sustain 750 concurrent users, had 16 buildings with wireless service and saw an average peak usage of 720 users. In 2013, LBCC has 224 wireless access points, is able to sustain 4,249 concurrent users, has 41 buildings with wireless service and sees an average peak usage of 3,640 users. The growth in storage is another measure. In 2009, total Storage Area Network (SAN) space was 20 Terabytes. In 2013, that number has grown to 84.45. Similarly, growth in virtual machines has gone from 175 virtual servers and zero virtual desktops to 336 virtual servers and 208 virtual desktops. Bandwidth between the Liberal Arts Campus and the Internet was 42 Megabytes in 2009 and is 1 Gigabyte in 2013. Bandwidth between the Liberal Arts Campus and the Pacific Coast Campus was 10 Megabytes in 2009 and is 100 Megabytes today.

### *Academic Technology*

The Technology Master Plan identifies that the college maintains 104 open access labs for student use, 34 of which have over 30 computers per lab. Instructional computers used by students at LBCC total 2,383. The college supports 200 applications and software.

The college currently has 194 classrooms with permanently assigned multimedia equipment. Media Services supports the entire academic schedule from 7 a.m. to 10 p. m. Mondays through Thursdays and 7 a.m. until 4 p.m. Fridays on during the semester.

The library provides 24/7 electronic access to over 15,000 e-books and 30 database subscriptions, including the state system wide database collection from EBSCOhost which has been in place since January 2012.

The library migrated from their integrated library system (ILS), Voyager, which had been in place for ten years, to a new cloud-based system developed by OCLC, WorldShare Management Services (WMS) in fall 2012. WMS provides an improved user experience by providing access to a federated search feature which allows students and faculty and staff the ability to search both physical library holdings as well as electronic journal articles. The patron extract process had to be reprogrammed for the new WMS system. As part of this move, disabling the old ILS required a relocation of the proxy server (ezProxy). Additionally, the library web server was aging and was relocated to a new server in spring 2013.

### *Distance Learning*

Distance learning and the use of online teaching technologies to support face-to-face instruction have grown significantly. The district started to transition to the Moodle learning management system in the spring 2013. The decision to try a pilot was discussed in the Technology Oversight Task Force ([3.C.4](#)) and Distance Learning Task Force ([3.C.5](#)) and was also the result of one-on-one discussions with faculty who wanted an alternative to eZLRN, the in-house developed system. The implementation of Moodle provided a more robust learning environment and addressed long standing faculty concerns about the legacy system including integration of a third party software, ease of use, seamless integration with publisher materials, and the option to group multiple classes into one Moodle course site.

The spring 2013 semester pilot was successful and Instructional Technology and Distance Learning hosted two intensive Moodle “Core Fitness” training sessions for faculty. Over 20 faculty were trained in each session ([3.C.6](#), [3.C.7](#)). One-hour Moodle information sessions were also hosted in the Instructional Technology Development Center over the spring semester. Online training was offered using the district’s subscription to the lynda.com video training site.

Distance learning enrollment reached 8,364 in 2006-07 with 266 distance learning classes ([3.C.8](#)). Over 400 web-enhanced courses were developed for on-campus courses that integrate the web into their curricula. The 2012-13 academic year saw 13,871 enrollments (8.3 percent of total) and 413 distance learning classes (5 percent of total). Since integrating course, professor, and student information from PeopleSoft into both the legacy LMS and Moodle, usage of both learning management system in support of non-distance learning

classes (web-enhanced) has grown significantly. Over 200 professors and 7,000 students logged into Moodle during the fall 2013 semester. Moodle and the legacy system can both support self-service use by the faculty and students and the Distance Learning office's help is not always required. Many professors can now use these systems on their own, making tracking of LMS usage in face-to-face classes more difficult. Fully online courses continue to be tracked.

### *Authentication*

Authentication for distance learning students is handled using a secure login (https) with individual usernames and passwords. Password strength is enforced. Passwords must be at least 8 characters with at least one non-alphabetic character. When a first-time Moodle-using student requests a password, the confirmation (not the password) is sent to that student's email address as they have entered it into PeopleSoft, the district's Enterprise Resource Planning system. The student then has to confirm that he or she made the request for a password before it is sent. When the new "Viking ID" is put into production in the late spring of 2014, students will have a single username and password that will eventually give them access to all campus systems over time. Moodle will be one of the first to use this new ID and by November 2014, students will use it to login to PeopleSoft to register for the spring 2015 semester.

### *Planning*

In response to recommendations from the last evaluation report and from the Program Planning and Review Task Force, the district implemented TracDat from Nuventive ([longbeach.tracdat.com](http://longbeach.tracdat.com)) in fall 2009. It is used for college-wide processes such as annual department planning at all levels (department, school, vice president) and all areas (instructional, student services, administrative), program review, and outcomes assessment for student learning outcomes and service unit outcomes. Course SLOs in TracDat are used to populate course SLOs in the Course Outline of Record database. Reports generated from TracDat are used to inform resource allocation (grants, VTEA, Cap Outlay, etc.), hiring priorities, and ACCJC reports. TracDat is continuously being updated and refined to meet the needs of the district.

Laserfiche imaging implementation has expanded to include additional departments including Accounts Payable and most recently Facilities and the Bond Management Team. The software has been upgraded and technical capabilities have increased. User support is provided through either the vendor's (ECS) help desk or through the IITS help desk. The district has also worked to improve communications by implementing services from Blackboard Connect. This hosted service provides the district with the capability to call, email or text message. Specific and targeted messages can be sent to particular populations taken from information in PeopleSoft. For example, students who are in danger of being dropped for non-payment by the deadline are messaged using this system. The district is actively soliciting student SMS numbers as an opt-in mechanism to be able to send them important information via text messaging.

### Self Evaluation

Through the Technology Oversight Task Force and the Distance Learning Task Force, program planning and review documentation, as well as requests that come from the implementation of specific district initiatives, the department is well-informed on district technology needs for learning, teaching, college-wide communications, research, and operational systems. Each year, the Technology Oversight and the Distance Learning Task Forces update their plans.

On January 9, 2012, IITS rolled out upgraded help desk software to improve the customer experience. One component of the software sends each person requesting services a link to an online satisfaction survey. The survey, modeled on the industry standard NetPromoter survey, asks one question: "How satisfied were you with your contact with the help desk and IITS?" (3.C.9)

### *User Surveys*

As of September 6, 2013, 4,709 help desk user surveys had been completed. Of the responses, 4,350 (92.4 percent) said they were "Very Satisfied," 263 (5.6 percent) said they were "Satisfied," 55 (1.2 percent) said they were "Dissatisfied," and 41 (.8 percent) said they were "Very Dissatisfied." Even with the declining resources faced by the community college system, IITS has maintained an overall favorable rating by the community served.

In November 2013 a survey was sent to all LBCC employees asking for a variety of input about different aspects of the district (3.C.10). One of those areas was whether or not district employees felt that their work requests to IITS were completed in a timely manner. Fifty-seven percent of all employee groups agreed and 22 percent of employees strongly agreed. Only three percent disagreed (others indicated neutral or not applicable). While users recognize that there can never be enough support resources, this showed that employees felt that their needs were being met by the department.

### Actionable Improvement Plans

None

### **III.C.1.a. Technology services, professional support, facilities, hardware, and software are designed to enhance the operation and effectiveness of the institution.**

### Descriptive Summary

Technology services, support, facilities, hardware and software have changed and grown since the last self-study. The district has been through several important PeopleSoft upgrades including a database split that separated Student Administration from Human Resources and a further implementation of the self-services functions in the HR system (3.C.11).

Virtualization technologies, both server and desktop, have improved since 2006 and the data center is completely virtualized. The college now offers virtual labs that allow students using their own devices or district equipment to access a “lab desktop” from anywhere with campus or Internet connectivity. This function allows departments like Computer and Office Studies to offer online classes in specialized software applications such as Excel and also affords the staff managing computer labs a better toolset for maintaining the labs (3.C.12). Currently 208 simultaneous virtual desktops are supported; in 2006, there were none.

Data center equipment (firewall, wireless controllers, storage, servers, tape backup, etc.) has been upgraded regularly to support the increased use of technology for operations and institutional effectiveness. The district leases over three different lease periods so that upgrades occur more regularly than only at the end of a single three-year lease cycle. Since the last self-study, connectivity between the two campuses has also increased to allow for better response time.

Phase 1 of the data warehouse project is complete, and the warehouse is being used by Institutional Effectiveness and other departments. Business Intelligence tools from Cognos are being deployed and training is ongoing. Additional data is being added to the warehouse (e.g., MIS data) and phase 2 will see an even wider rollout. Data warehouse use has improved the district’s reporting capabilities including the CCFS-320 report.

Multimedia Equipment Services and Support has deployed WebCheckout to better track and facilitate equipment checkout, as well inventory and maintenance for all classroom technology. Extron Global Viewer is being deployed to provide browser-based access to classroom technology equipment in an effort to provide faster and better troubleshooting when professors have technical problems in the classroom.

The Instructional Technology Development Center continues to provide support, for primarily for faculty users (as well as staff) in the use of technology. This includes helping faculty with PeopleSoft as well as instructional technology such as screencasting. ParScore software from Scantron has been purchased and implemented as a way to assist faculty in collecting SLO data for assessment.

Laserfiche imaging software has been upgraded and the use of the system has been expanded. Call center technology has also been rolled out to the Enrollment Services Call Center that serves primarily students with questions and issues related to registration. The lynda.com subscription allows employees to access training materials for a wide variety of software applications that are in use at the district, such as Microsoft Office and Adobe products.

### Self Evaluation

The district has made continued progress in using technology to enhance the operation and effectiveness of the institution. District standards are well documented. The distance learning program is moving forward with a modern and full-featured Learning Management System. District staff continue to improve and provide increased access to administrative applications that help streamline workflow and increase efficiency.

Actionable Improvement Plans

None

**III.C.1.b. The institution provides quality training in the effective application of its information technology to students and personnel.**

Descriptive Summary

*Student Training*

LBCC's Information Competency Graduation Requirement has two components: Information and Technology. In addition, one of the institution's GEOs for learning assessment is Information Technology and Computer Literacy, defined as "the skills necessary to find, use, manage, evaluate, and convey information efficiently and effectively." To help fulfill this requirement, students may acquire training in technology via several routes.

To prepare students to function effectively in an ever-changing technological environment and an information-based economy, the Library provides training for students in the utilization of online databases, electronic books, virtual reference service and other web-based tools designed to help develop information literacy skills.

LBCC maintains multiple open access computer labs on both campuses. These labs are staffed by instructional assistants who have been trained to help students develop skills using productivity and other specialized software.

In numerous classes across the curriculum, students advance their technology skills as part of their coursework. The Computer Proficiency for Academic Success (CPAS) curriculum offered through the Computer and Office Studies (COS) department helps students to develop skills using various aspects of educational technology such as digital image editing, multimedia, electronic communications, and distance learning technologies. In addition to the CPAS curriculum, ten courses from the Computer and Office Studies department satisfy the technology component of the Information Competency graduation requirement. Student learning outcomes from these courses support the institution's core competency of information technology literacy.

*Faculty and Staff Training*

The ITDC provides faculty training and support in one-on-one and group formats using workshops and open (drop-in) lab time (<http://www.lbcc.edu/itdc>) (3.C.13). Typical topics of interest to faculty include PeopleSoft help (grades, rosters), software help (Acrobat Pro) and help with online learning technologies (eZLRN and Moodle). In spring 2013, IITS also acquired a site license subscription for all LBCC employees to the lynda.com online video training site. Training on how to use lynda.com was provided in

spring 2013 by the ITDC and Faculty Professional Development. ITDC staff and management regularly participate in Flex Day workshops in addition to offering workshops for faculty at the ITDC. Information about technology used and technology support services is also provided during new faculty orientations.

Workshop topics offered in the last three years include how to use the legacy learning management system e-ZLRN11 (Transition of Existing Web-Enhanced Classes and Grades for E-Courses Using e-Zgrades), as well as other instructional and administrative technologies such as Instructional Presentations for Your Classroom (Using PowerPoint and Impatica), Oracle/PeopleSoft Faculty Self Service, Web 2.0 in 2012, Instructional Webpages for Face-to-face Classes, Instructional Presentations, Beyond Online Teaching with Virtual Presentation Skills, and The Flipped Classroom.

Flex Day presentations have included topics such as How to use New Technologies in the Classroom, Open Educational Resources, Instructional Webpages for Face-to-face Classes, and Regular and Effective Contact in the Online Classroom.

### *Moodle Training*

The implementation of Moodle has also spawned numerous opportunities for the faculty to learn about the software (at brown-bag “Moodle lunches” hosted in the ITDC) and two Moodle Core Fitness intensive training sessions (June and August 2012). Moodle Core Fitness Fridays (fall semester 2012) took the four-day curriculum and spread it out over four Fridays within a two-month period. Evaluations are done using the district’s Flex Day evaluation form (translated into the Moodle feedback tool) and results have shown that the faculty find the most recent training engaging (92 percent agree or strongly agree) and relevant (92 percent agree or strongly agree). Results are available for all of the Core Fitness workshops ([3.C.6](#), [3.C.7](#)).

Other technology training opportunities have included low-cost conferences that have been hosted at LBCC such as EduSoCal (2012) and the Chancellor’s Office Online Teaching Conference (2013). Additionally, the ITDC and distance learning websites link to numerous tutorials on how to use various computer applications. Interactions with the help desk and IITS staff also provide informal training opportunities. The district’s YouTube site hosts a variety of content, including videos to support technology training.

### *Training Offered by Others*

Faculty Professional Development works closely with IITS to offer a variety of training sessions. Webinars (<http://www.lbcc.edu/FPD/webinars/Tech.cfm>) ([3.C.14](#)) are one means for training and they are often supported in the facilities of the Instructional Technology Development Center. IITS has partnered with Faculty Professional Development to offer training on topics such as How To Get The Most Out Of Lynda.Com offered April 19, 2013 and again on October 18, 2013.

Personnel in the district computer labs and success centers help students use common technology tools. These facilities also provide access to hardware and software that students may not own.

### Self Evaluation

The district is providing many opportunities for technology training for students and employees. Much of the training provided today is on-demand and video based. Additionally, Flex and ITDC workshops for faculty and staff, website documentation, and one-on-one interactions with technology support staff provide another avenue for enhancing technology skills.

### Actionable Improvement Plans

None

### **III.C.1.c. The institution systematically plans, acquires, maintains, and upgrades or replaces technology infrastructure and equipment to meet institutional needs.**

#### Descriptive Summary

The district takes several approaches to make sure its technology is maintained and as up-to-date as is feasible. All workstations come with a three-year warranty. The Technology Master Plan specifies an optimal replacement cycle for computers based on their usage. Computer labs that require high-powered workstations to support a particular curriculum are on a shorter refresh cycle than labs that do not require such power. In the challenging fiscal environment of the last several years, the district has still managed to maintain over 100 working computer labs (i.e., anything with more than five stations) and to provide employees with computers that meet a continually rising standard. The highest level of upgrade standard has been maintained primarily through categorical funding specific to those educational programs ([3.C.1](#), pp. 20-23).

Maintenance agreements are in place for mission-critical equipment and software.

Telephony and connectivity upgrades continue to occur, sometimes at lower cost to the district than the previous systems. Moving to Microsoft Lync for telephone services represents an improvement as well as a cost reduction from the previous Cisco telephone system. The connectivity between campuses was increased and overall costs were lowered. Plan are underway to further increase the connectivity between LAC and PCC from 100M to 1G and to increase the PCC's Internet connectivity from 45M to 1G as well. According to the college's Internet Service Provider (CENIC), this was scheduled for completion in November 2013. This increase in connectivity opens up the possibility of deploying technologies such as server and data replication across that connection.

The move of the IITS data center from Building N to Building O allowed for significant infrastructure improvements. Business continuity and disaster recovery have also improved. The new data center has a diesel generator for backup power and redundant air conditioning units. The training lab I O1 also serves as the district Emergency Operations Center since it can use the generator as well. The new data center at PCC was also brought on online.

### *Computer and Classroom Technology Refresh*

Equipment refresh has been challenging in the fiscal environment of the past several years. However, the district has worked to make sure that there is adequate technology available. Several methods and strategies have been deployed to accomplish this. Where appropriate, bond-funded construction projects have either updated technology or in the cases of new construction, brought in technology that meets current needs and standards. For example, two of the most recent construction projects have added 36 new learning spaces, some of which are computer labs. Twenty-eight are in the MDAB project and eight are in the newly opened Student Support Services one-stop shop in Building A. Other projects since the last self-study include T Building (South Quad) with 24 new learning spaces, also including computer labs. South Quad also includes a highly technology-enabled board room capable of video recording and streaming as well as advanced multimedia control and a new multipurpose room with media and control systems. These projects have also included new network equipment and premises wiring, which meets the district's published standards. Classroom technology standards are documented in the Design Standards used by the Bond Management Team on various projects ([3.C.15](#)).

The previous Technology Plan's "Jump Start" funding refreshed many computer labs and smart classroom technology as well as infrastructure equipment that provides wireless connectivity. "Virtual Desktop Interface" technology has allowed the district to provide "virtual labs" that run from servers in the data center. This allows lower-powered computers to run software that would have previously required workstation upgrades. This also provides for more efficient lab management.

All new faculty are given a new computer. Pre-Intel Macintosh computers have been replaced. In the 2011-12 year, 150 in-place upgrades of RAM (memory), hard drives, and operating systems allowed the district to continue to raise the minimum standard for a workstation. Grant and categorical monies have been deployed where appropriate to keep computer labs up-to-date as well. The district receives a yearly allocation of "PEG" (Public, Education, and Government) money from the city of Long Beach's cable franchise. This funding, which supports the college's broadcast activities, has allowed Instructional Media Production Services to keep its cameras and other systems updated.

In fiscal 2013-14, one million dollars was allocated for classroom, lab, and employee technology refresh ([3.C.16](#)). The Technology Oversight Task Force has agreed to an approach that focuses such upgrades on the "worst of the worst" with an eye toward always raising the minimum acceptable standard. This will result in the further standardization of computer lab and smart classroom environments. Standardization increases usability as it provides a common interface for faculty to use technology in support of learning and teaching. Approximately 55 percent has been spent on refreshing computer labs, 34 percent on the renovation of media systems in 25 classrooms, and the remainder on employee workstation refresh, including offering laptops to faculty for the first time ([3.C.17](#), [3.C.18](#), [3.C.19](#)).

### Self Evaluation

The institution is meeting the need to provide a well-maintained and up-to-date technology infrastructure. Regular updates and improvements continue to occur. The Technology Master Plan represents a moving target, always looking five years in the future. The institution continues to work to achieve the primary goals of the Technology Master Plan – using technology resources to support student success, administrative goals, and employee productivity.

### Actionable Improvement Plans

None

### **III.C.1.d. The distribution and utilization of technology resources support the development, maintenance, and enhancement of its programs and services.**

#### Descriptive Summary

Technology resources are distributed across the entire spectrum of users and uses at the district. Computer labs (physical and virtual) support student learning and provide access to hardware and software for all students. Employee desktops support the staff in their use of technology. Additional hardware such as scanners, printers, networked copy/fax/scan machines, and other specialized equipment is deployed as needed.

Data center equipment and upgrades provide the network, server, storage and backup infrastructure. These are continually adjusted to meet the dynamic demands for services. Data center virtualization has allowed for an agile response to new server needs in particular. Wireless network access is ubiquitous throughout the district, though some of the older buildings pose structural and technical challenges. The wireless infrastructure (like all data center services) is closely monitored to keep track of demand and the district's ability to provide connectivity. Recently, over 10,000 simultaneous wireless connections were measured.

The Technology Master Plan specifies optimal replacement cycles for district technology. These cycles reflect the varying uses of technology and try to match shorter replacement cycles with areas that require more up-to-date equipment to achieve their goals. They are documented in the Technology Master Plan in the section discussing equipment life-cycle recommendations. The technology replacement cycles are as follows:

- Computer Lab – Type A (using technology to teach technology): two years
- Computer Lab – Type B (using discipline-specific software): two to four years
- Computer Lab – Type C (running basic and low-level applications): four to six years
- Production Servers for PeopleSoft/Virtual Server Cluster: three years (servers are leased)

- Storage Area Network - Add storage yearly. Upgrade SAN every three years via leasing.
- Network Equipment: five to eight years depending on network load and equipment obsolescence.
- Technical Support Staff Computers: two years
- Multimedia (AV) equipment: eight to ten years with upgrades as appropriate
- Faculty and Staff Computers: four years

The bond-funded construction program is providing resources to ensure the distribution of new technology in the remodeled and new building projects. The technology in these projects reflects both the district's technology documented standards as well as the program planning process for each project. Wired and wireless connectivity as well as smart classroom technology are standard, but additional technologies depend on the resources requested in the department's annual plan and prioritized through the planning process.

Requests for specialized or additional technology come through a variety of means such as the IITS help desk, requests from deans, VTEA and other grant funded planning, department plans, etc. These are evaluated and, where possible, implemented.

#### Self Evaluation

With an up-to-date Technology Master Plan and regularly meeting Technology Oversight Task Force, the district is able to be more strategic in distributing technology to directly support the development, maintenance, and enhancement of its programs and services. Technology utilization is monitored through user interactions with the help desk as well as through monitoring technology such as Extron Global Viewer (for smart classrooms) and network/server management tools. That data is used to alert the district to the need for additional resources. Updates are provided to the Technology Oversight Task Force which meets twice each semester.

#### Actionable Improvement Plans

None

**III.C.2. Technology planning is integrated with institutional planning. The institution systematically assesses the effective use of technology resources and uses the results of evaluation as the basis for improvement.**

#### Descriptive Summary

Technology planning has become well integrated into institutional planning. The

Technology Oversight Task Force (chartered by the CPC) meets each year to update the Technology Master Plan (3.C.1). This document lays out a roadmap for technology to support the district's goals. The Technology Oversight Task Force also provides input and guidance into other technology issues such as the district's refresh strategy over the last three years. The Technology Master Plan is published on the district's website at <http://www.lbcc.edu/techplan/>. This plan and the task force that updates it help the district to be more strategic in its planning. A five-year picture is established even though the task force recognizes that technologies may change dramatically in that span.

The Distance Learning Oversight Task Force, also chartered by the CPC, updated the Distance Learning Plan (3.C.2) in the spring semester of 2012. This plan explains the vision of distance learning at LBCC with strategic goals and measurable outcomes in areas such as student access, student support, courses offered, and faculty development and training. The Distance Learning Oversight Task Force also provides input and guidance on the overall direction and implementation of distance learning. For example, the decision to pilot Moodle was discussed in depth at by the Distance Learning Oversight Task Force before it was launched.

TracDat, used for department planning and program review, provides a field for noting whether or not a department goal, project or strategy requires technology support. The Office of Institutional Effectiveness is able to provide a list of these items to IITS. The planning process that culminates in the vice president level-planning groups also provides information as to technology needs to support institutional goals.

Lastly, IITS brings its own expertise to technology planning. Each unit within IITS provides valuable input by identifying district needs and suggesting solutions, such as improvements in infrastructure including telephony and wireless connectivity.

### Self Evaluation

The district has significantly improved technology planning and its integration into the institutional planning process. Plans for technology and distance learning are updated on a yearly basis by task forces that report their results to the College Planning Committee. Additional sources of institutional input are available and fed into the planning process

### Actionable Improvement Plans

None

## **Standard III.C Evidence List**

- [3.C.1](#) Technology Master Plan 2013-2018
- [3.C.2](#) Distance Learning Plan 2013
- [3.C.3](#) Trending Areas at Help Desk
- [3.C.4](#) Technology Oversight Task Force Meeting Minutes, November 16, 2012
- [3.C.5](#) Distance Learning Task Force Meeting Minutes, November 1, 2012
- [3.C.6](#) 2013 Moodle Core Fitness Attendees
- [3.C.7](#) 2014 Moodle Core Fitness Attendees
- [3.C.8](#) Distance Learning Plan, May 1, 2008 (Appendix 2 – Data Informing Suggested Growth Benchmark)
- [3.C.9](#) Help Desk Satisfaction Statistics
- [3.C.10](#) IITS Employee Survey Results by Groups, November 2013
- [3.C.11](#) PeopleSoft Update History
- [3.C.12](#) List of Courses using Virtual Lab
- [3.C.13](#) Instructional Technology Development Centers (ITDC)  
website <http://www.lbcc.edu/itdc>
- [3.C.14](#) Online Teaching and Technology Webinars  
website <http://www.lbcc.edu/FPD/webinars/Tech.cfm>
- [3.C.15](#) Classroom Design Guidelines
- [3.C.16](#) Budget Advisory Committee Meeting Minutes, April 24, 2013
- [3.C.17](#) Computer Lab Upgrades
- [3.C.18](#) Employee Upgrades Refresh Plan 2014
- [3.C.19](#) Classroom Media Upgrades Refresh Project

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## Standard III – Resources

**Ann-Marie Gabel** (Administrative Co-chair)  
**Kevin Ryan** (Faculty Co-chair)

## Standard III.D – Financial Resources

**Ladera Barbee** (Faculty Co-chair)  
**John Thompson** (Administrative Co-chair)

### Classified:

Conrrado Duran  
Nick Valsamides

### Faculty:

Chris Carter  
Ratanna Ngo  
Carol Sabol  
Sigrid Sexton

### Management/ Administration:

Cindy Baker  
Bob Rapoza

### Student:

Kristen Payne

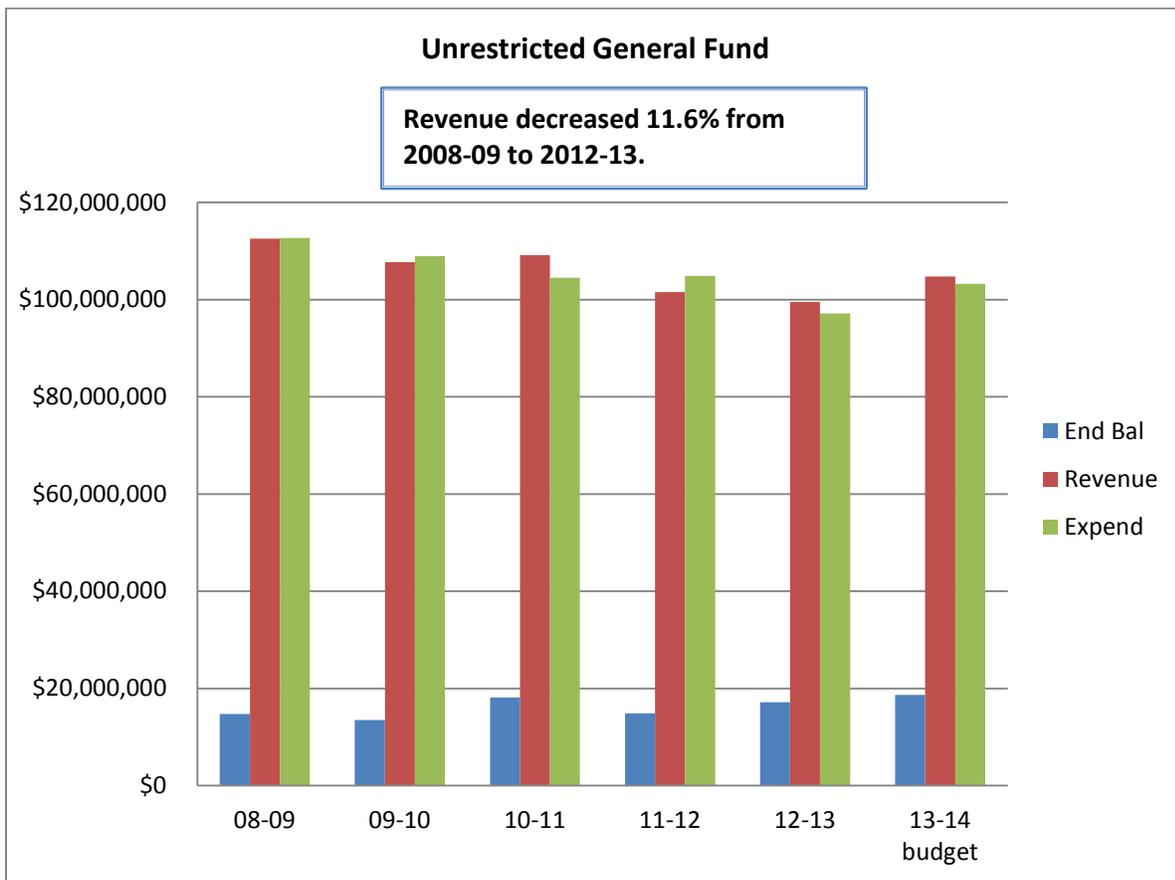


## Standard III.D - Financial Resources

**Financial resources are sufficient to support student learning programs and services and to improve institutional effectiveness. The distribution of resources supports the development, maintenance, and enhancement of programs and services. The institution plans and manages its financial affairs with integrity and in a manner that ensures financial stability. The level of financial resources provides a reasonable expectation of both short-term and long-term financial solvency. Financial resources planning is integrated with institutional planning.**

The adopted budget for the Unrestricted General Fund for the 2013-14 fiscal year is \$103.3 million in total expenditures and other outgo. The chart below shows the actual ending fund balances, revenues including other sources and expenditures including other outgo for the past six years (see Figure 1).

Figure 1. Unrestricted General Fund



The chart reflects the severe impacts of the global economic crisis, which resulted in a recession and drastically cut state funding. Revenue declined every year from 2008-09 to 2012-13 with the exception of 2010-11. Governor Brown entered office in the middle of that year and provided growth and restoration funding mid-year. The college quickly acted to offer additional sections and earned all of the available growth funding (over \$2 million) that year. In each of the other 3 years total revenue decreased by \$4.9 million (2009-10), \$7.6 million (2011-12) and \$2.0 million (2012-13) for a four-year net decrease of \$13.1 million or 11.6 percent.

Cuts of that magnitude require similarly significant reductions to expenditure budgets in order to ensure solvency. Early in the recession, the college took measures to try to make up for state funding cuts without negatively impacting existing employees. The Budget Advisory Committee (BAC) brainstormed and developed a list of possible means to increase revenues, increase efficiencies and to reduce expenditures. Most discretionary budgets, including travel, conferences, supplies, advertising and equipment, were cut in half. Unfortunately, since the discretionary budgets only range from 15 percent to 17 percent of the total expenditure budget, there was not much room for drastic cuts in this area. (3.D.1, slide 19). Each year as the recession continued and state funding decreased, the college was forced to reduce spending. It became apparent very quickly that the college would not be able to sustain all of the same programs and services with reduced funding enacted and forecasted. A committee (the Fixed Cost Reduction Team) was created to determine how to cut fixed costs beginning with the 2010-11 fiscal year. Strategic meetings were held in spring 2010 to help determine the best way to allocate limited resources. The team developed a Fixed Cost Reduction spreadsheet that listed potential cost saving ideas and estimated amount of savings. Brainstorming ideas of possible revenue enhancements and expense reductions were developed at BAC meetings including the October 21, 2010 and November 18, 2010 meetings. For the 2010-11 fiscal year, difficult decisions were made to reduce, and then close, the Senior Center, eliminate interscholastic golf and tennis programs; and institute furloughs for all permanent employees.

Salary and benefits are usually 85 to 89 percent of the unrestricted general fund budget, so cuts to the non-payroll accounts, even significant cuts, can only have a limited impact in the face of significant cuts in revenue. The college was forced to take more drastic measures. No cost of living (COLA) increases were provided by the state over this period, consequently no salary raises were provided. Total pay of many employees was cut over this period due to reductions in overtime and summer school sessions. Salaries for faculty overload and summer school assignments decreased \$2.0 million from 2009-10 to 2013-14. Salaries for part-time faculty decreased \$1.0 million over the same period. Furloughs were implemented over a three-year period to provide additional savings, which totaled \$3.2 million. For four consecutive years (2010-11 to 2013-14), classified and management reductions in force were implemented totaling \$8.1 million. The net decrease to total permanent classified and management salaries was \$4.6 million (\$8.1 million RIF less \$3.5 million other increases, mainly step and column increases). In January 2013, the Board of Trustees voted to discontinue 11 programs. This decision was the result of collaborative discussions and a yearlong (the entire campus community was involved beginning August 2012) study to investigate the actual numbers of degrees and demands from employers for college programs. This difficult decision included the reduction of fifteen faculty positions for a savings of \$1.7 million in the 2013-14 budget. Program elimination was very painful and heavily debated,

but it was intended to help the college shift resources to areas of greatest student demand, align resources with the need for increased completion rates and strengthen Career Technical Education (CTE) offerings.

With such vigilance there are only three occasions in 2008-09, 2009-10 and 2011-12 (see above) where the college expenditures exceeded revenues and resulted in deficit spending. This has resulted in the college ending balance on June 30, 2013 of \$17.2 million, which is 17.7 percent of expenditures (including other outgo) and an anticipated ending balance on June 30, 2014 of \$18.7 million. The district will continue to respond quickly and aggressively to reduce its expenditures to balance its budget should additional cuts be warranted.

The most significant resource to an academic program is the faculty. Each academic department formulates a department plan every year. The plan includes requests for new full-time hires when appropriate. The request for hiring also includes data on enrollment trends and efficiency. The college hiring priorities committee then ranks the hiring priorities based on the requests from the department. This ranked list is utilized when and/if the college decides to hire new full-time faculty. The budget has included new hires for the past three years: 2012 (15 new hires), 2013 (four new hires), and 2014 (17 new hires).

Laboratory and instructional equipment are critical resources to some academic programs. The academic departments also formulate and submit requests for funding of equipment and materials. Much of this funding is in the form of block grants, CTE, Technology and VTEA funding. Although the plans are initiated by the departments, funding decisions are made by the vice president Academic Affairs in conjunction with the deans after evaluating the program plans.

### **III.D.1.a. Financial planning is integrated with and supports all institutional planning.**

#### Descriptive Summary

The college's Educational Master Plan for 2011-16 begins with the statement "Long Beach City College is committed to an integrated and ongoing process of planning and review to improve efficiency and effectiveness ... to support evidence-based decision making for the allocation of resources..." It further states that planning is "...comprehensive, collaborative, informed by all levels of the institution and designed to support the effective advancement of its strategic priorities and fulfillment of its mission" ([3.D.2](#), p. 1).

The planning cycle starts with the departmental plans and culminates with the College Planning Committee developing institutional priorities. The institutional priorities are presented to the Budget Advisory Committee for incorporation into the budget assumptions that it recommends for each budgeting cycle.

Financial planning primarily begins with the Governor's Budget. Before the college knows the amount of expenditures to budget, it needs to know the amount of revenues that can be expected from the state since the apportionment revenue represents over 90 percent of the total revenue in any given year. Once the Governor's Budget is released in January, the

college builds the community college revenue projections into the budgeting model and determines the amount of FTES to target both from a scheduling and revenue standpoint.

Both the FTES targets (scheduling and revenue) are then put into the budget assumptions along with any known changes to expenditures (e.g. health and welfare increases, software licensing increases, payroll related changes, etc.), for review and approval by the Budget Advisory Committee. If expenditure augmentations occur, they are included in the budget assumptions as well, such as the \$1 million technology refresh augmentation that was made during the 2013-14 budget cycle. These assumptions include supporting the mission of the college and goals for the upcoming year ([3.D.3](#), p. 8). Once the Budget Advisory Committee adopts the budget assumptions, they are then shared with the College Planning Committee and the Superintendent-President.

### Self Evaluation

Financial planning is integrated with and supports institutional planning in several ways. First, the departmental plans are integrated into the school/division level plans which are then integrated into the vice president-level plans. By taking this bottom-up approach to planning, the college enables its planning objectives to be guided by the individual departments. It is the vice president-level plans that are presented and discussed at the College Planning Committee to enable it to develop the institutional priorities which are then incorporated into the budget assumptions prepared by the Budget Advisory Committee. Second, depending upon the FTES targets used for scheduling and whether they include additional FTES above and beyond what was offered in the previous year, the departments have the opportunity to add/change course offerings to better meet the needs of the students based upon the department planning that they have done. Third, in both the case of technology and facilities improvements, the college utilizes the Technology Master Plan and the 5-Year Capital Outlay Plan to guide any expenditures that are allocated for each of these areas. Last, if any expenditure augmentation is made throughout the year, the vice-president for the area ensures that the approved expenditure appears on the departmental plan as an item that was identified by the department to help them obtain their objectives.

Each year, goals are developed by each department, division, and vice-president area and used as a driving force for the budget and any expenditure augmentations. The goals are tied into the mission of the college and the Board of Trustees goals. These goals are reviewed at each level of the planning process. Any resource request that accompanies the goals are reviewed and is either approved or not at each subsequent level of planning (i.e., school/division or vice president level).

These goals and resource requests are used in every aspect throughout the college. For example, the Hiring Priorities Committee, that is established for ranking a list of potential faculty hires, will only consider new faculty positions if the position appears within a departmental plan. This committee will rank its recommendations for specific full-time faculty positions based on the priority needs of the departments ([3.D.4](#)). This prioritized list is used for hiring new faculty up to the number that is built within the budget assumptions.

Once hiring priorities have been determined, budgets have been reviewed and decisions followed through, the process is reviewed and decisions evaluated to help with future

decisions. The minutes from the College Planning Committee note the continuation of the topic of linking planning and resource allocation ([3.D.5](#), p. 2, item 5).

For the past few years, the college has been focused on creating a "total cost of ownership" model for all new projects. For example, the Technology Master Plan was created to determine the optimal replacement schedule for technology across the school. Although some technology equipment has been purchased as part of the bond construction program, the plan to replace them and keep technology current will be the future responsibility of the college ([3.D.3](#), pp. 8-9). The college has done a good job in keeping technology current by means of leasing hardware and purchasing new items with each building that opens up after construction. Furthermore, the \$1 million allocation in 2013-14 was specific to refreshing technology that was outdated or needed upgrading. Another example of the "total cost of ownership" model was the recent hiring of three additional custodians, one locksmith, a senior multimedia specialist, and a technical support specialist. Each of these positions appeared within the division plans and was identified as a need based upon the growth in square footage resulting from the new buildings that opened.

BAC agendas and budget timelines are prepared with all of the internal and external factors in mind, including institutional plans.

#### Actionable Improvement Plans

None

### **III.D.1.b. Institutional planning reflects realistic assessment of financial resource availability, development of financial resources, partnerships, and expenditure requirements.**

#### Descriptive Summary

Institutional planning is overseen by the College Planning Committee, which in turn has standing advisory committees for specific areas, such as the Budget Advisory Committee, Facilities Advisory Committee, and the Technology Oversight Task Force. The Budget Advisory Committee is responsible for developing the budget assumptions each year and reviewing the detailed budget reports. The College Planning Committee website ([3.D.6](#)) shows the structure of input that it receives and demonstrates the connection with the Budget Advisory Committee. Although lower levels of decision making often receive guidelines from above, they also have access to the same financial information as the Budget Advisory Committee members since it is all posted on the LBCC website and presented to the Board of Trustees.

The driving force behind the revenue budget assumptions is the Governor's Budget that is published in January. The Governor's Budget indicates the amount of funding allocated to the community college system. Based upon this information, the college determines the amount of funding that can be expected, primarily in the form of apportionment revenue

based upon the amount of FTES that is generated. Once the FTES targets have been determined for both the revenue generation and for scheduling purposes, the Academic Affairs division is notified so that they can prepare the class schedules for the subsequent fiscal year. When Academic Affairs develops the class schedules, each department knows the number of full-time faculty that it currently has within its department, the number of full-time faculty that will be hired based upon the Hiring Priorities Committee prioritization listing and whether its position(s) have been funded, and the amount of FTES that it is expected to generate. The vice-president of Academic Affairs develops the FTES targets. Once the class schedules, which meet the FTES targets, have been entered, the college can cost out the class schedule in order to determine the amount of funding needed for the adjunct hourly budgets. By doing this, the class schedules will meet the revenue targets and the college will have identified exactly how much is needed in order to meet those revenue targets.

Expenditure budget assumptions begin with a rollover budget to which is applied any known changes to the fixed costs, such as step/column increases, health and welfare benefit changes, statutory payroll changes, software licensing changes, etc. If, after applying all of the fixed cost increases, any remaining funds are available for augmentation, the vice president level-plans are reviewed for augmentation requests and prioritization. Even though the planning process identifies millions of dollars of resource requests each year, funding is dependent upon the revenue expected from apportionment, grants, or other means.

#### Self Evaluation:

The budget development process has been very effective during this reporting period, especially in response to dramatic cuts imposed by the state during the last few years. Although the ending fund balance has fluctuated with deficit spending in three of the last six years, the college has maintained it through cost reduction efforts in response to the loss in revenue. Since 2009-10, the district has lost \$14.3 in state apportionment funding. During that same time period, college expenditures decreased by \$12.9 million in the unrestricted general fund even though cuts were made totaling \$21.6 million (3.D.7). This indicates that the normal cost increase rate is about \$2 million each year.

Since 2009-10, the district has undergone major expenditure reductions in each year. This forced the district to shift from strictly a rollover budget, and deciding which department gets augmentations to a strategy of reducing expenditures due to the loss in revenue. The decisions on where the reductions should be made were informed by input from the Fixed Cost Reduction Team, the Budget Advisory Committee, the Academic Senate (in the case of program discontinuance only), and division area managers. A specific example of anticipated fiscal limitations occurred in fall 2012. The Governor had a ballot measure for a tax plan to help supplement the education budget. Based on the outcome of the elections and the unexpected deficit factor, trigger language was developed for the next year's budget to prepare for multiple scenarios (3.D.8).

Furthermore, the Board of Trustees recognizes the importance of maintaining a prudent reserve and has set a 5.5 percent reserve as the goal and has established reserves for the Technology Master Plan, economic uncertainties and vacation/load-banking. The district has been realistic in matching budget assumptions with financial resource availability. It has

found new financial resources to draw upon, including governmental and private grants, and has identified ways to fund services it provides. It has also developed fruitful long-term partnerships through grant awards such as the Goldman Sachs 10,000 Small Businesses and SBDC grants. Standard III.C demonstrates that the district is in the process of ongoing major facilities renovation and construction and has effectively budgeted to meet requirements laid out in the *2020 Unified Master Plan* despite budget challenges.

#### Actionable Improvement Plans

None

**III.D.1.c. When making short-range financial plans, the institution considers its long-range financial priorities to assure financial stability. The institution clearly identifies and plans for payment of liabilities and future obligations.**

#### Descriptive Summary

The district addresses short-range financial plans in several ways, through established committees (i.e., Budget Advisory Committee, College Planning Committee, and Facilities Advisory Committee), budget development practices, Board of Trustees presentations, and expenditure of the budget. Although the budget is developed annually, the long-term commitments of the district are included and acknowledged during these discussions. The district utilizes the *Five-Year Capital Outlay Plan* and *Scheduled Maintenance Plan* to foresee up-coming costs associated with facilities. The *Technology Master Plan* guides the district in addressing its technology needs both for the current fiscal year and subsequent fiscal years.

The district recognizes that long-range financial priorities can be enhanced through cost-cutting and investment strategies as well as with local bonds and maximizing funding available from federal, state, and local sources. For example, in 2008, when the opportunity arose to purchase the two buildings off Conant Street from Boeing, that the district planned to develop in order to house the Culinary Arts and College Advancement and Economic Development departments, the district did so. It eventually decided not to build out the Los Coyotes property but rather to maintain the property with the existing tenants since it was generating lease revenue averaging around \$400,000 annually. Knowing that an economic downturn was looming, the district's strategy was to maximize all the revenue that could be generated outside of apportionment to help the district. The college is currently in the "build-out" phases of the \$440 million bond measure that was passed in 2008 to support long-range priorities identified in the *2020 Unified Master Plan*. The bond measure project list allowed the district to pay or pre-pay certain existing long-term debt obligations of the district (3.D.9). Therefore the first priority of the bond proceeds from the Measure E 2008 Bond was to absolve the district of its long-term debt related to the Certificates of Participation (COPs) issuance from 2001 that was used to build the Child Development Center and Industrial Technology building, purchase property, pay for computer systems, as well as the long-term

capital lease the college entered into for the central plants in order to save the unrestricted general fund annual obligations (3.D.10).

Liabilities and future obligations are well documented through district audits and budget presentations, including debt, health benefits, insurance costs, etc. The district has established an irrevocable retiree benefits trust with FUTURIS and annually contributes around \$75,000 to the trust. In an effort to minimize the long-term impact of providing retiree health benefits coverage, the district offers the benefits to eligible retirees based upon the number of years of service provided to the district. Classified employees retiring with at least 12 years of service, receive one year of benefits for every three years of service. Faculty retiring with at least 15 years of service receive one year of benefits for every five years of service. However, during the 2012-13 fiscal year, the district offered faculty a one-time retirement incentive whereby they would receive one year of benefits for every three years of service. This is not expected to continue since it was strictly a retirement incentive for that fiscal year. The years of service required before receiving benefits and limiting the number of years that the benefits are provided substantially reduces the long-term impact and enables the district to fully fund its actuarially determined contribution (ARC) annually. The college updates its actuarial study every two years; the most recent one dated November 7, 2013 (3.D.11), identifies the college's actuarial accrued liability at \$28.3 million. The district has about \$1.5 million in FUTURIS and has \$13.9 million set aside in the Retiree Health Fund towards this liability. In terms of the continuing escalation in costs for employee health benefits, the district negotiated employee contributions with each of the bargaining units (3.D.12), Employee Health Benefit Agreement). By doing so, it incentivized the employees to partner with the district in keeping health and welfare costs down as much as possible.

The college has effectively addressed its long-range priorities by assuming responsibility for its retiree medical benefits. It has also secured ongoing revenues through its investment in real estate and through the passage of bonds in 2002 and 2008.

### Self Evaluation

There are several committees that work together to address the priorities and long-term fiscal planning. These committees are the Budget Advisory Committee, Facilities Advisory Committee, and the College Planning Committee. To plan for future fiscal needs the college includes budgetary information in the long-term planning process. Specific plans include the Five-year Capital Outlay Plan, the Scheduled Maintenance Plan, the Technology Master Plan, the Educational Master Plan and the Project Prioritization list.

In addition, the district established a FUTURIS retiree benefits irrevocable trust. The FUTURIS program provides professional investment management services for the irrevocable trust for Other Post Employment Retirement Benefit (OPEB) obligations. This trust is used for the purposes of investment and disbursement of funds irrevocably designated by the district for the payment of its obligations to eligible employees (and former employees) and their eligible dependents and beneficiaries for medical coverage in compliance with the Governmental Accounting Statements No. 43 and 45. A letter to employees and annual statements are posted on the LBCC website annually (3.D.13). Every two years the district contracts to have actuarial studies prepared in order to determine the total actuarially liability for current and future retirees related to retiree health benefit

coverage provided. These actuarial studies provide the district with the Annual Required Contribution (ARC) amount, which is then incorporated into the annual budget assumptions. This is the amount the actuary has determined that the district should contribute to the Retiree Health Fund annually (3.D.3, p. 54). The district has transferred the ARC into the Retiree Health Fund in each of the last six years.

In anticipation of long-term liabilities, the college has effectively addressed its long-range priorities by assuming responsibility for its retiree medical benefits. It has also secured long-range revenues through its investment in real estate and through the passage of bonds in both 2002 and 2008.

#### Actionable Improvement Plans

None

#### **III.D.1.d. The institution clearly defines and follows its guidelines and processes for financial planning and budget with all constituencies having appropriate opportunities to participate in the development of institutional plans and budgets.**

#### Descriptive Summary

The vice-president of Administrative Services is responsible for fiscal oversight and the district's budget development. The budget planning process also includes college-wide committees, departments and divisions. Funding is allocated according to established priorities to meet the college's goals and objectives. Minutes from the Budget Advisory Committee are made available on the college website (<http://www.lbcc.edu/AdminServices/budget-advisory-comm.cfm>) (3.D.14).

The Budget Advisory Committee includes members of all constituent groups of the school including a student representative appointed by the ASB. The Budget Advisory Committee incorporates the institutional priorities into the budget assumptions for each budgeting cycle. The practice of having the department plans as the starting point for planning allows for maximum participation in planning at all levels and provides a better understanding of resource requests by all involved. At each level of planning (i.e., department, division, or vice president), input is gathered from various constituent groups. For example, for the vice president level-plans, the College Planning Committee has assigned a faculty member to each vice president for participation on the vice president level-plan development. Furthermore, each vice president is required to have a classified staff member on the team as well. The resulting vice president level-plans contain a prioritized list of all resource requests that are approved by the vice president level-planning group. As such, if budget augmentations occur, the vice president level prioritized list is to be utilized for determining what needs will be funded. Other college-wide committees and departments participate in the financial planning and budget development. Budget analysts work closely with departments on budget details.

Department, school, and division plans are integrated through a series of meetings and culminate in vice president level-plans that inform the budget. The emphasis has been on cost reductions in recent years. Program review documents were used along with enrollment data to inform decisions on program discontinuance. Financial decisions are also informed by administrative initiatives, such as Promise Pathways, and Workforce Development Program Evaluations inform budget decisions. School plans include self-assessments in the section “summary of access, efficiency, and effectiveness” (3.D.15). Administrative evaluation of goal attainment informs budget allocations. Departments continually monitor budgets and submit augmentation requests for allocation of resources if budgets fall short.

### Self Evaluation

The difficulty of budget reductions raised concerns from various groups; therefore, the Superintendent-President and vice-president of Administrative Services have scheduled live budget forums and question-and-answer sessions periodically. With the most recent economic downturn, Superintendent-President Oakley and Vice President Gabel set out to keep the district informed of current, and future budget obstacles the district will face. Many of these notices were sent as both emails and videos.

Example communications include:

- Budget Advisory Committee minutes (3.D.14)
- Budget Forum held by Vice President Gabel on 3/22/10 and 3/23/10
- Budget Forum held by Vice President Gabel on 2/16/11
- Budget update video (3.D.16)
- Budget update video (3.D.17)
- Email Memorandum sent by Vice President Gabel on 8/30/12 (3.D.18)
- Email Memorandum sent by Vice President Gabel on 5/16/13 (3.D.19)

For the 2012-13 budget, the College Planning Committee (CPC) appointed a working group of faculty, classified staff and administrators charged with developing a draft set of criteria to guide the administration in making budget reduction decisions. This working group completed the drafting process and the criteria for budget reductions (3.D.20).

Through the planning process, collaboration occurs to set priorities for groups within divisions. For example, the deans meet with department heads to prioritize needs across the school before the deans meet to prioritize needs across the other schools of the college. Educational Master Plan (EMP) goals and Board goals are used to inform financial decisions. EMP goals are developed collaboratively. Feedback on effectiveness occurs through governance structures (CPC, Academic Council, President’s Leadership Council, and department head meetings), and through leadership structures (department heads, deans, managers, and vice-presidents) (3.D.15).

Directors of the programs bring forward concerns regarding inadequate financial support. The College Planning Committee has addressed the linkage between resource allocation and planning in their minutes (3.D.21). Furthermore, in an Employee Survey administered in fall

2013, when prompted "I have the opportunity to provide input on resource allocation ... that affects my area of work", 63.5 percent of the individuals who responded indicated "neutral" to "strongly agree" ([3.D.22](#), p. 57).

#### Actionable Improvement Plans

None

**III.D.2. To assure the financial integrity of the institution and responsible use of financial resources, the financial management system has appropriate control mechanisms and widely disseminates dependable and timely information for sound financial decision making.**

**III.D.2.a. Financial documents, including the budget and independent audit, reflect appropriate allocation and use of financial resources to support student learning programs and services.**

#### Descriptive Summary

Budgets are developed utilizing information within the Governor's budget and other funding sources. The district conservatively budgets revenues from all areas. Resource allocations are provided to each of the vice presidents and it is their responsibility to ensure that each of their departments is adequately funded based upon the district's goals, objectives and Educational Master Plan. Budget allocations are reviewed by the Executive Committee and reviewed and adopted by the Board of Trustees.

The 2011-2016 Educational Master Plan ([3.D.2](#)) was developed as a commitment to an integrated and ongoing process of planning and review to improve the efficiency and effectiveness, to support evidence-based decision making for the allocation of resources and to ultimately to enhance student learning and to increase students' successful completion of their educational outcomes. Further, the Educational Master Plan was developed to engage the college and its broader community in a process that collectively identifies college-wide strategic goals, documents the measurable or observable outcomes associated with each goal and sets forth the strategies it intends to implement in order to achieve those goals.

The district has allocated funds that support institutional goals by making significant investments in technology, facilities, and targeted faculty hires. Even though the district has undergone significant cutbacks during the past four years, it has continued to provide funding towards meeting its goals and objectives, including creating 36 new full-time faculty positions over a three year period, creating 15 new classified positions, and other augmentations for student success. Budget presentations provided to both the Budget Advisory Committee and Board of Trustees show specific allocations made towards meeting the district's goals. Furthermore, as demonstrated in Standard III.C, the college has created a special funding account for technology replacement and has adopted budget assumptions that

recognize the importance of technology in considering competition for funding. As described in Standard III.B, the institution has set out a facilities plan designed to renovate and add new construction that will be critical in meeting the college's instructional mission to and beyond 2020.

*Updates of how resources are allocated to achieve board goals:*

- 2013-14 Adopted Budget Presentation, slides 7-11, <http://www.lbcc.edu/Fiscal/documents/2013-2014%20Adopted%20Budget.pdf> (3.D.23)
- Board Goals Presentation, July 23, 2013 Board Retreat – (3.D.7)

All budgets are based on fiscally conservative assumptions made using the state of California Governor's Budget, revenue made by the Budget Advisory Committee and the prior year's Financial Statement Audit (3.D.23).

Results of audit reports including institutional responses to external audit findings are promulgated throughout the college community via LBCC's website, the Board of Trustees' presentations, cable television, YouTube and the Fiscal Services website for Annual Audit and Financial Statement. Examples include the following:

- Board of Trustee's minutes showing approval of Audit of Financial Statements and Auditor presentation in open session [http://agendas.lbcc.edu/Agenda\\_Minutesdocs/departement\\_10/minutes/2012\\_2013/12-11-12%20Approved%20Minutes.pdf](http://agendas.lbcc.edu/Agenda_Minutesdocs/departement_10/minutes/2012_2013/12-11-12%20Approved%20Minutes.pdf) (p. 12) (3.D.24)
- Board of Trustee's meetings televised on local channels # 15, # 29 and FIOS # 45 the day after the meeting up through the next Board of Trustee's meeting
- Board of Trustee's meetings televised on YouTube showing the approval of Audit of Financial Statements in open session (3.D.25)

### Self Evaluation

Long Beach City College has experienced one of the worst recessions in recent history. The decision to discontinue 11 instructional programs and layoff both faculty and classified staff associated with these programs incorporated significant input from the Academic Senate, department heads, faculty union leadership, affected faculty members and the College Executive committee. This elimination of programs was critical to the long-term fiscal health of the college and will allow Long Beach City College to direct more resources to courses and programs which serve the majority of LBCC students and that lead to career certificates, degrees and transfer in high demand fields in the local economy (3.D.26).

The Board approves Tentative and Adopted Budgets annually. Throughout the fiscal year, the Board approves all appropriation transfers. Transfers between major objects over \$25,000 are listed in detail in Board minutes.

Actionable Improvement Plans

None

**III.D.2.b. Institutional responses to external audit findings are comprehensive, timely, and communicated appropriately.**Descriptive Summary

Annually, the district undergoes an independent audit for the district as a whole, and two bond audits. The audits provide an opinion on the adequacy of the financial statements and internal controls. Auditors also audit several federal and state compliance areas and report on any issues found. Institutional responses to external audit findings are promulgated throughout the college community via the electronic communications network, Board of Trustees' minutes, LBCC's YouTube site, and three cable television providers.

The district has responded to problems with internal controls. In some cases, the district has responded to audit findings by quickly rectifying the identified problems. For example, in many cases, auditors have communicated potential concerns to the district, and the district has made corrective actions to make sure formal report findings are not necessary. In other cases, audit findings have dealt with inherently challenging compliance issues that have required extensive follow-up, involvement of multiple departments and extensive time to resolve. The district's internal audit manager works with all departments involved to write formal report responses and follow-up action plans to address findings.

Prior to 2010-11, there were no findings or only minor issues. In each of the following three years, the district has had compliance-related findings. Despite the internal audit manager working closely with the affected departments, two of the three 2013 findings were recurring: TBA (To Be Arranged) and DSPS. TBA attendance accounting is a challenging area for many colleges. Disabled student counseling documentation has been a problem for college staff due to staff turnover and processing changes.

Along with the district's responses to findings documented in the audit report, the Internal Audit Manager is responding with the following actions to help ensure compliance: a calendar reminder has been set to ensure timely online reporting for the Transparency Act; the Internal Audit Manager has met with the DSPS dean and the IT department (IITS) to discuss converting their filing/tracking system to an electronic format; and meetings are planned to address the major issues to help ensure TBA reporting compliance including:

- Changing the coding of non-traditionally scheduled classes that are not TBA in PeopleSoft so they no longer appear as TBA in the system.
- Ensure that remaining WSCH and DSCH (Daily Student Contact Hours) TBA classes meet the criteria of WSCH and DSCH and are not Positive Attendance.
- Ensuring that syllabi are created for and collected for every TBA class and that they contain the necessary, required information.

- Ensure that instructors track and turn in attendance records for all TBA classes.

### Self Evaluation

Listed below are the results of each external audit report for the past six years:

- 2012-13. No findings to the basic financial statements but there were a few compliance issues noted ([3.D.27](#), pp. 72-75):
  - Federal Programs: The Small Business Development Center (SBDC) failed to follow the transparency act reporting guidelines timely. This resulted in no cost implications.
  - State Programs: There were two issues identified related to:
    - To Be Arranged (TBA) hours whereby the college amended its CCFS-320 for 4.5 FTES that were incorrectly claimed. This entails no cost implication since the college already had unfunded FTES well above this amount.
    - DSPS finding related to files with no cost implications.
- 2011-12. No findings to the basic financial statements and federal awards but there were two issued related to state compliance as follows ([3.D.27](#), pp. 67-73):
  - To Be Arranged (TBA) hours whereby the college amended its CCFS-320 for 12 FTES that were incorrectly claimed. This entailed no cost implication since the college already had unfunded FTES well above this amount.
  - DSPS Finding related to files with no cost implications.
- 2010-11. No findings to the basic financial statements and federal awards but there was one issued related to state compliance regarding To Be Arranged (TBA) hours finding ([3.D.27](#), pp. 64-67).
- 2009-10. No findings to the basic financial statements, federal or state awards. ([3.D.27](#))
- 2008-09. No findings to the basic financial statements, federal awards or state awards. ([3.D.27](#))
- 2007-08. No findings to the basic financial statements, federal awards or state awards. ([3.D.27](#))

District responses are timely and documented in the audit reports. Suggestions and management letter recommendations regarding basic financial statements, internal controls, new pronouncements and accounting issues have been promptly addressed to avoid audit report findings. As noted above, the college has had recurring findings in the area of state compliance in recent years. The internal auditor has worked many hours with staff to resolve these issues. However, the decentralized nature of these areas, coupled with recent staffing cuts and reorganization, has made it challenging to ensure proper documentation. The TBA finding has resulted in audit attendance adjustments of 4 and 12 FTES in the past two years respectively, but has not affected apportionment funding since the district's FTES is over cap

in those years. This finding is common for districts with TBA attendance. The internal auditor has now stepped up efforts to re-enforce the importance of state compliance and its potential effect on funding. Additional procedures are being considered to help eliminate TBA errors going forward.

The aforementioned annual financial audits also review the district's internal controls. When internal control deficiencies are identified, the district responds in a timely manner to address such shortfalls. This is supported by the lack of internal control findings and positive internal control reports in each of the past six annual audits ([3.D.27](#)).

#### Actionable Improvement Plans

None

### **III.D.2.c. Appropriate financial information is provided throughout the institution, in a timely manner.**

#### Descriptive Summary

Each year the vice-president of Administrative Services sends out a memo ([3.D.28](#)) to all district staff discussing the January Governor's Budget and the May Revise from the Governor with an explanation of how it impacts the LBCC budget. Furthermore, presentations are made at the Board of Trustees' meetings describing the budget process and presenting both the tentative and adopted budgets along with quarterly presentations related to the quarterly expenditure reports, which include projections for where the district will be at the end of the year and the CCFS-311Q reports.

The Budget Advisory Committee is provided budget updates that the district receives from the Chancellor's Office, the Community College League of California, and Schools Services of California when these updates are received if they are relevant to community colleges and/or LBCC. The membership of the Budget Advisory Committee includes representatives from all constituent groups. The Budget Advisory Committee members are charged to "review and share information on the state budget and state budgeting process as it relates to California Community Colleges" and "to serve as a conduit for communicating the committee's activities to its represented constituencies and to other college committees."

LBCC websites provide budget, fiscal conditions, financial planning and audit results and are available to all members of the community, students and staff, including the CCFS-311 *Annual Financial and Budget Reports*, the *Audit Reports*, and the *Adopted Budget for Fiscal Years (LBCC Administrative Services/Fiscal Operations)*. The Long Beach City College Budget homepage provides regular updates about the college's response to the changing condition of the state budget. Information on the current budget and current expenditures is available online via the college's financial reporting system, PeopleSoft, for all employees responsible for departmental budgets.

### Self Evaluation

Budget Advisory Committee (BAC) members regularly receive budget updates and articles from School Services of California, the Chancellor's Office, the Community College League of California (CCLC) and other sources via emails from the vice president of Administrative Services' office.

Budgets are developed each year using the revenue assumptions made by the Budget Advisory Committee. Fiscal Services provides draft budget information to deans and directors for their area of responsibility, along with training in how to build an annual budget.

All requested budget changes go through each department's vice president, to be discussed in the Executive Committee. The budget development process presentation is made to the Board of Trustees at their last meeting in June each year to describe the budget process and to present the tentative budget. As part of the planning process, the College Planning Committee has input into establishing the priorities, and the Budget Advisory Committee has input into the preparation of the operating budget assumptions. The Budget Advisory Committee includes representatives from all constituent groups. The Budget Advisory Committee reviews and shares information on the state budget and state budgeting process as they relate to the Educational Master Plan.

Tentative and Adopted Budgets ([3.D.3](#)) and PowerPoint presentations ([3.D.29](#)) are available to all members of the community, students and staff through the college website. Fiscal conditions, LBCC webcast and memorandum budget updates ([3.D.28](#)), revenue assumptions, Budget Advisory Committee minutes ([3.D.30](#)) are available online as well.

### Actionable Improvement Plans

None

**III.D.2.d. All financial resources, including short-and long-term debt instruments (such as bonds and Certificates of Participation), auxiliary activities, fund -raising efforts, and grants, are used with integrity in a manner consistent with the intended purpose of the funding source.**

### Descriptive Summary

There are multiple players involved in the review of financial resources including, management staff responsible for the budget, the Fiscal Services staff, each area vice president, the Bond Management Team (in the case of bond funds), the Board of Trustees, the Citizen's Oversight Committee and external auditors.

Every purchase requisition is entered within the PeopleSoft system and requires online approval from the respective department's assigned manager. The manager is responsible for reviewing the item to ensure that it meets district guidelines, is not a prohibited expenditure, and falls within the intended purpose of the department. For bond expenditures there are

additional layers of oversight whereby the Bond Management Team enters the purchase requisitions, which are then approved by the director of Facilities. Once the invoice comes in, the payment cover sheet must be signed off by the construction manager, the program manager, the bond accountant, the director of Facilities, and, ultimately the vice-president of Administrative Services. The Board of Trustees must approve all purchase orders and contracts in excess of \$175,000 before contracts can be awarded and issued and they also must ratify all purchase orders and contracts under \$175,000.

The district provides oversight for all financial reports. These reports are prepared by the responsible manager and then reviewed by district fiscal services staff to ensure that they agree with the financial records. This review process is followed for grants, whereby each grant has assigned a program manager who is responsible for completing reports that include progress in meeting the grant objectives and documenting use of grant funds. These reports submitted to the granting agencies are verified against expenditures recorded in the district's PeopleSoft system. The director of Fiscal Services certifies the veracity of the financial information submitted.

Quarterly financial reports are provided to the Budget Advisory Committee and the Board of Trustees. Additionally, the Citizen's Oversight Committee receives quarterly expenditure reports and has an opportunity to review these reports and ask any questions at their semi-annual meetings.

An annual independent audit of the district's financial statements, internal controls and compliance with federal and state guidelines is conducted for the district and incorporates the auxiliary. Any recommendations or findings from the audit report are discussed and distributed to the appropriate affected manager with the intention that it will be resolved before the end of the next fiscal year.

### Self Evaluation

By utilizing the online approval process for all purchase requisitions the district assures that each expenditure is approved by the appropriate management personnel. Furthermore, Fiscal Services provides oversight of all expenditures and grant reports to ensure that the expenditures meet district guidelines, are allowable, and meet grant purposes. The district's external auditors review the expenditures for compliance with federal and state guidelines, including specific grant guidelines, and review internal controls. The district's bond performance auditors review bond expenditures to ensure that they fall within the project list approved by the voters. In each of the last six years, the district has not received any findings from the external auditors that disallowed any of the district's expenditures.

### Actionable Improvement Plans

None

**III.D.2.e. The institution's internal control systems are evaluated and assessed for validity and effectiveness and the results of this assessment are used for improvement.**

Descriptive Summary

Proposition 39 requires an annual, independent financial and performance audit be conducted to ensure proceeds from the sale of the school facilities bonds have been expended for specified school facilities projects and to ensure such proceeds are used only for these projects and not for teacher and administrator salaries and other school operating expenses. In addition, the district's annual financial audit requires an annual review of internal controls and federally- and state-funded programs for compliance. The results of the audit and any potential deficiencies are reported to the appropriate federal and state agencies ([3.D.30](#), [3.D.27](#)).

The annual Report on Audit of Financial Statements performed by the district's external auditors is completed in order to obtain an opinion on whether or not its financial statements are free of material misstatement. The Report also assesses the accounting principles used and the estimates made by management in preparing the financial statements. Finally, the audit provides an opinion on the statement of net position, changes of net position and cash flows for the fiscal year reviewed. For fiscal years 2008-09, 2009-10, 2010-11, 2011-12, and 2012-13, it was the opinion of the external auditors that the basic financial statements prepared by the district presented fairly, in all material aspects, the financial position of the district ([3.D.27](#)).

The official designation for the responsibility in the district's student financial aid Program Participation Agreement is the "chief financial aid director," who reports to the dean of Enrollment Services. The FISAP ([3.D.31](#)) is the main student financial aid report that is filed with the U.S. Department of Education (USDOE). It details the district's spending and disbursement of federal funds. The district is audited during the year and is subject to program reviews by the USDOE. Most recently, program reviewers from the Compliance Department ([3.D.32](#)) visited the district in June 2012.

Self Evaluation

For fiscal years 2008-09, 2009-10, 2010-11, 2011-12, and 2012-13, it was the opinion of the external auditors that the basic financial statements prepared by the district, presented fairly, in all material aspects, the financial position of the district. This would support the integrity of the district's financial management practices ([3.D.27](#)).

Special funds activities are monitored by the program directors, administrators and assistants of Career Advancement and Economic Development (CAED), Fiscal Services staff and the Internal Audit Manager to make sure funds are spent in line with the intent of the funding source. Annual audits, internal audits, and periodic state and federal audits re-enforce these requirements. Positive results of these audits document district compliance.

For fiscal years 2008-09, 2009-10, 2010-11, 2011-12, and 2012-13, it was the opinion of the performance audit that all school facilities bond funds were expended on specified school

facilities projects only and not on prohibited expenses. Bond financial audits for those years also received a positive (unmodified) audit opinion and no findings ([3.D.33](#)).

#### Actionable Improvement Plans

None

### **III.D.3. The institution has policies and procedures to ensure sound financial practices and financial stability.**

Financial policies and procedures are reviewed on an ongoing basis by management and staff. As an example, beginning in 2009, Administrative Services underwent a complete review and update of all the Board Policies and Administrative Regulations ([3.D.34](#)) within sections 6000-Administrative and 7000-Facilities. Board Policies 6003, 6008, and 6009 have been updated twice during that time period. The Internal Audit Manager reviews specific policies and procedures and provides feedback for improvements. External auditors provide feedback in the form of audit reports, findings, management letter recommendations, audit exit meeting recommendations and oral recommendations to staff.

#### **III.D.3.a. The institution has sufficient cash flow and reserves to maintain stability, strategies for appropriate risk management, and develops contingency plans to meet financial emergencies and unforeseen occurrences.**

##### Descriptive Summary

Cash flow reports are prepared monthly for the Unrestricted General Fund (UGF). Cash flow has been an issue, especially in the past four years due to the increasing use of apportionment deferrals by the state. As deferrals have increased, cash balances have decreased for LBCC especially at the end of recent fiscal years. Recent year-end cash balances before borrowing have often been negative. The college has used two types of financing to cover cash deficiencies and to continue to pay obligations in a timely manner:

1. Interfund borrowing
2. Tax Revenue and Anticipation Notes (TRAN)

Interfund borrowing is limited to funds that have funds available for short-term lending. Borrowing from the Bond Fund is not allowed by law. The unrestricted general fund has borrowed from the Capital Outlay Fund and the Retiree Health Fund in recent years as deferral amounts have increased.

Cash-flow projections are prepared periodically to determine cash-flow needs. If projected cash-flow needs exceed cash-flow projections and projected available interfund borrowing, the college finances projected deficiencies with TRAN borrowing. TRAN are forms of

short-term financing. The college’s TRAN terms have been one year or less in recent years. Recent UGF cash balances, apportionment deferral amounts, interfund and TRAN borrowing is summarized below in Table 1:

Table 1. TRAN Amounts by Year

FYE	UGF Cash Balance (w/o borrowing)	Apportionment Deferral	Interfund Borrowing	TRAN	Issuance Costs	TRAN Issue Date
06/30/11	\$ (18,672,043)	\$ 20,814,119	\$ 10,500,000	\$ 10,000,000	\$ 142,222	10/20/10
06/30/12	\$ (16,569,706)	\$ 25,796,621	\$ 8,000,000	\$ 10,000,000	\$ 198,889	07/01/11
06/30/12	\$ (16,569,706)	\$ 25,796,621	\$ 8,000,000	\$ 15,000,000	\$ 275,000	03/01/12
06/30/13	\$ 4,099,506	\$ 22,375,025	\$ -	\$ 22,000,000	\$ 407,000	02/28/13

Board Policy 6010 requires the district to maintain an unrestricted general fund reserve of at least 5.5 percent of expenditures and other outgo (3.D.35).

The district participates in several joint powers agreements to mitigate the risk and provide coverage for the district. These joint powers agreements pool risk amongst member institutions. The district's workers' compensation is covered through Protected Insurance Program for Schools (PIPS) and provides \$1 coverage for every worker's compensation claim. Property and liability insurance is covered through the Statewide Association of Community Colleges (SWACC) with deductibles of \$10,000 per occurrence for liability claims and \$5,000 per occurrence for property claims. The college plans to continue its participation in the insurance consortiums and has several individuals sitting on the Joint Powers Agency (JPA) boards to look out for the district's best interest. The vice-president of Administrative Services, the Risk Services coordinator, and the director of Business Support Services all sit on JPA boards or committees (3.D.36, 3.D.37, 3.D.38).

Self Evaluation

The director of Fiscal Services and the deputy director of Accounting and Finance monitor cash flow on an ongoing basis. Projections for cash flow going forward appear to be significantly improved due to the following developments:

- Deferral amount in total has decreased in the 2013-14 state budget. Hopefully, this trend will continue based on the improving economy and the Governor’s stated commitment to reduce the state’s wall of debt.
- Deferral amount for LBCC has decreased in 2013-14 and going forward due to the change by the Chancellor’s Office to a more equitable deferral allocation. This change was made due to a suggestion by the college through the Chancellor’s Office’s Fiscal Advisory Workgroup.

- EPA (Education Protection Account) revenue – the increase in revenue due to the passage of Proposition 30 improves overall funding and the quarterly allocation of these funds that begins in 2013-14 will help smooth out cash flow.

The institution has built into its budget at least the minimum five percent reserve (ending balance) requirement for all years of this examination, and in many cases, more. The Board has a reserve policy of 5.5 percent but has elected to use the minimum (five percent) in some years due to budgeting constraints.

Ending fund balance reserves for the unrestricted general fund for past years and the budgeted reserve for the current year are listed below with related surplus/deficit and percentage fund balance figures for comparison (see Table 2):

Table 2: Surplus/ Deficit by Year

	07-08 Actual	08-09 Actual	09-10 Actual	10-11 Actual	11-12 Actual	12-13 Unaudited Actual	13-14 Adopted Budget
Surplus / (Deficit)	\$1.3	(\$0.1)	(\$1.2)	\$4.6	(\$3.3)	\$2.4	\$1.5
Ending Balance	\$14.9	\$14.7	\$13.5	\$18.1	\$14.8	\$17.2	\$18.7
Ending Balance as a % of Total Expenses & Other Outgo	13.3%	13.1%	12.4%	17.4%	14.2%	17.7%	18.1%

(3.D.29, 2013-14 Adopted Budget Presentation)

Actionable Improvement Plans

None

**III.D.3.b. The institution practices effective oversight of finances, including management of financial aid, grants, externally funded programs, contractual relationships, auxiliary organizations or foundations, and institutional investments and assets.**

Descriptive Summary

All finances are monitored centrally by Administrative Services and locally by department deans, grant and project managers. Financial resources are assessed for adequacy on a college-wide level as well as by departments and individual grants. The CAED division ensures that grant applications are reviewed centrally to assess the overall impacts on the

college as well as the matching requirements and the ability of the college to operate the grant including how well it fits into the overall college plan on a long-term and short-term basis.

The district provides oversight for all financial reports. These reports are prepared by the responsible manager and then reviewed by district fiscal services staff to ensure that they agree with the financial records. This review process is followed for grants, whereby each grant has assigned a program manager who is responsible for completing reports that include progress in meeting the grant objectives and documenting use of grant funds. These reports submitted to the granting agencies are verified against expenditures recorded in the district's PeopleSoft system. The director of Fiscal Services certifies the veracity of the financial information submitted.

Quarterly financial reports ([3.D.39](#)) are provided to the Budget Advisory Committee and the Board of Trustees. Additionally, the Citizen's Oversight Committee receives quarterly expenditure reports and has an opportunity to review these reports and ask any questions at its semi-annual meetings.

An annual independent audit of the district's financial statements, internal controls and compliance with federal and state guidelines is conducted for the district and incorporates the auxiliary. Any recommendations or findings from the audit report are discussed and distributed to the appropriate affected manager with the intention that it will be resolved before the end of the next fiscal year.

To meet state budget reporting requirements, the Budget office prepares the CCFS-311, annual financial and budget report ([3.D.40](#)), which is submitted to the California Community Colleges Chancellor's Office. The Budget office also maintains the college's system of position control. The position control system involves budgeting for permanent employees. A supplemental practice has been developed in which organizational charts are used to help managers understand where budgeting existed to fill vacancies.

The district also relies on the annual independent audit of finances, budgets, procedures and documentation of the auxiliary groups for improvement recommendations. The results of the external audit are reviewed and approved by the Board of Trustees. Accounts for restricted funds originating from the state or federal government are continuously monitored for compliance with applicable regulations. Reports are submitted periodically (generally quarterly) to the state for categorical programs. State and federal grantors periodically audit individual programs. An annual internal audit report is prepared for the Small Business Development Center (SBDC).

The majority of the district's cash is maintained in the Los Angeles County Treasury, which abides by all government code requirements. The district does have some investments in Futuris as part of its irrevocable trust for retiree benefits. The district monitors the investments made in Futuris on a quarterly basis and re-evaluates the fund annually to determine if it continues to meet the district's needs.

#### Self Evaluation

The district practices effective oversight of its finances through regular review and reporting. The college's position control system along with the development of organizational charts

enables managers to better understand where approved positions are funded. The institution has internal controls in place to assess the use of financial resources. Every year, the audit summary has given the institution an unqualified (unmodified, as of 2012-13) opinion in all years under review. The unqualified opinion includes compliance and state and federal awards for categorical funding ([3.D.27](#), pp. 60-67)

The institution maintains a Budget Advisory Committee. The co-chair presents a budget presentation with the results and assesses all financial resources coming in and out of the institution ([3.D.29](#), [3.D.14](#)).

Financial resources are assessed from high levels including the Board of Trustees and executive-level committees. Resource data is prepared by departments, grants and Fiscal Services staff ([3.D.41](#)) to help provide accurate information to make well-informed decisions. The Budget Advisory Committee is charged with reviewing the performance and making changes to its budget recommendations as changes occur.

Actionable Improvement Plans

None

**III.D.3.c. The institution plans for and allocates appropriate resources for the payment of liabilities and future obligations, including Other Post-Employment Benefits (OPEB), compensated absences, and other employee related obligations.**

Descriptive Summary

The college's *long-term liabilities* as of June 30, 2013 are:

	(in thousands) Balance <u>June 30, 2013</u>	(in thousands) Balance <u>June 30, 2012</u>	<u>Change</u>
Compensated absences	\$ 5,036	\$ 5,175	-2.7%
General obligation bonds, net	476,861	215,921	120.8%
Bond anticipation notes, net		155,080	-100.0%
Other postemployment benefits other than pensions (OPEB)	4,640	3,657	26.9%
Supplemental employee retirement plan	<u>193</u>	<u>386</u>	-50.0%
Total long term debt	486,730	380,219	28.0%
Total short term portion	<u>(15,241)</u>	<u>(165,437)</u>	-90.8%
Total long term portion	<u>\$ 471,489</u>	<u>\$ 214,782</u>	119.5%

(3.D.42) (Annual Financial Audit Report 2012-13)

The district has plans in place and allocates resources for all of these long-term obligations. Compensated absence liabilities (i.e., accrued vacations and faculty load-banking) are increased as vacations and banked hours are earned and reduced as they are taken by employees. Dollar payments are made when balances remain when an employee leaves the college. Annual budget and cash flow monitoring allow for sufficient resources to pay ongoing vacation pay-outs. This activity is monitored so that resources are available for unusually high pay-outs such as from recent layoffs.

Self Evaluation

General obligation bond liabilities are paid from property tax revenue through the county. The college monitors assessed valuations of property in the district service area to indicate future property tax revenue. The district works with bond underwriters to monitor and to try to mitigate the tax burden on district property taxpayers. The college has done bond refundings most recently in July 2012 to save taxpayers' bond repayment costs.

In recent years, the college has been transferring the full amount of the Annual Required Contribution (ARC) calculated by the actuarial study. In the past two years that has been \$3.1 million. In addition, the college has been contributing annually to its OPEB irrevocable trust (Futuris Investment) adding to the initial \$1 million contribution. According to the college's actuary, the ARC payment is the amount that the college should contribute to be fully funded in 30 years. The ARC calculation begins with the full OPEB liability calculated by the actuarial study. Then, the actuary calculates the amount needed to fund that liability over a 30 year period like a 30-year loan amortization. A college is considered fully funding the ARC by setting aside the annual ARC amount in the same manner that a 30-year home mortgage is considered to be properly repaid as long as scheduled amortized payments are being made. In both instances, there is an ongoing liability, but both are being properly funded.

As noted above, the ARC is being fully funded with annual contributions to the Retiree Health Fund. The summary of the irrevocable trust (Futuris) contributions and current balances are as follows (see Table 3):

Table 3. *Futuris Irrevocable Trust*

<b>Irrevocable Trust</b>			
<b>Futuris Summary Since Inception</b>		<u>Cost</u>	<u>Market</u>
Initial investment	8/17/2006	1,000,000.00	1,000,000.00
Cash deposits:			
	Sept. 2010	96,148.13	96,148.13
	Sept. 2011	79,443.74	79,443.74
	Sept. 2012	73,420.00	73,420.00
	Aug. 2013	56,031.68	56,031.68
Subtotal cash deposits		1,305,043.55	1,305,043.55
Earnings reinvested		295,829.31	295,829.31
Expenses		(81,720.92)	(81,720.92)
Change in market value		-	164,336.14
Balance	9/30/2013	1,519,151.94	1,683,488.08

([3.D.43](#), Futuris irrevocable trust statement, 9/30/13)

#### Actionable Improvement Plans

None

#### **III.D.3.D. The actual plan to determine Other Post - Employment Benefits (OPEB) is prepared, as required by appropriate accounting standards.**

#### Descriptive Summary

It is prudent and recommended to have actuarial studies prepared periodically for up-to-date, reliable estimates of OPEB obligations. All California Community Colleges are required to have actuarial studies prepared every two years.

#### Self Evaluation

Actuarial Studies have been prepared every two years as required by applicable accounting standards by Total Compensation Systems, Inc. The most recent Actuarial Study is dated November 7, 2013 ([3.D.11](#)).

Actionable Improvement Plans

None

**III.D.3.e. On an annual basis, the institution assesses and allocates resources for the repayment of any locally incurred debt instruments that can affect the financial condition of the institution.**

Descriptive Summary

The district's total long-term debt is \$486.7 million of which \$15.2 million is short-term per the long-term debt schedule above. Current portions of compensated absences and Supplemental Employee Retirement Plan (SERP) debt payable in 2013-14 is \$2.7 million (2.6 percent of unrestricted general fund budget). Current portions of bond payments are \$12.5 million (56.9 percent of BIRF fund balance). The county collects taxes for ongoing bond payments.

Self Evaluation

The district assesses and allocates resources for the repayment of local debt through budget processes. Committees are notified of impacts of decisions that affect future debt. In 2008, the district's bond issuance was used to pay off local debt including \$33.5 million in COPs debt, \$16.3 million in equipment leases and a \$0.8 million Honeywell lease. Since that time, local long-term debt has consisted of General Obligation (GO) bonds, bond anticipation notes (BAN), compensated absences (accrued vacation and faculty load banking), OPEB and SERP debt. The BAN was paid off as scheduled in January 2013. The final installment of the SERP will be paid in 2013-14. As of June 30, 2014 the only remaining local long-term debt will be GO bonds, compensated absences and OPEB debt. The district has not had long-term capital leases in recent years.

Local debt repayment is one factor taken into consideration in annual budgeting. Efforts have been made in recent years to reduce and manage local debt so that it does not have a negative impact on institutional financial stability. As noted above going forward local long-term debt is limited to employee benefits and construction related debt. The OPEB annual required contribution (ARC) obligation has declined in recent years:

<u>Actuarial Study Date</u>	<u>ARC Amount</u>
September 1, 2009	\$3,460,567
September 1, 2011	3,116,486
September 1, 2013	2,761,417
Per district actuarial study reports.	

Within this reporting period, the district has continued to fund the ARC in the Retiree Health Fund each year.

Actionable Improvement Plans

None

**III.D.3.f. Institutions monitor and manage student loan default rates, revenue streams, and assets to ensure compliance with federal requirements.**

Descriptive Summary

The college’s Direct Loan Policy and Procedures state that, “It is the philosophy of the Financial Aid Programs at LBCC that loans should be taken out as the last alternative for financing a student’s education”. A statement is included on the Financial Aid Award notification letter indicating that the student may be eligible for a student loan: "First-year students, who have unmet need after all other financial aid has been awarded, may borrow a subsidized Direct Loan up to the amount of their unmet need or \$3,500 whichever is less.” [\(3.D.44\)](#).

U. S. Education Secretary Duncan announced that the FY 2009 three-year national cohort default rate is 13.4 percent and the FY 2010 rate is 14.7 percent [\(3.D.45\)](#).

Self Evaluation

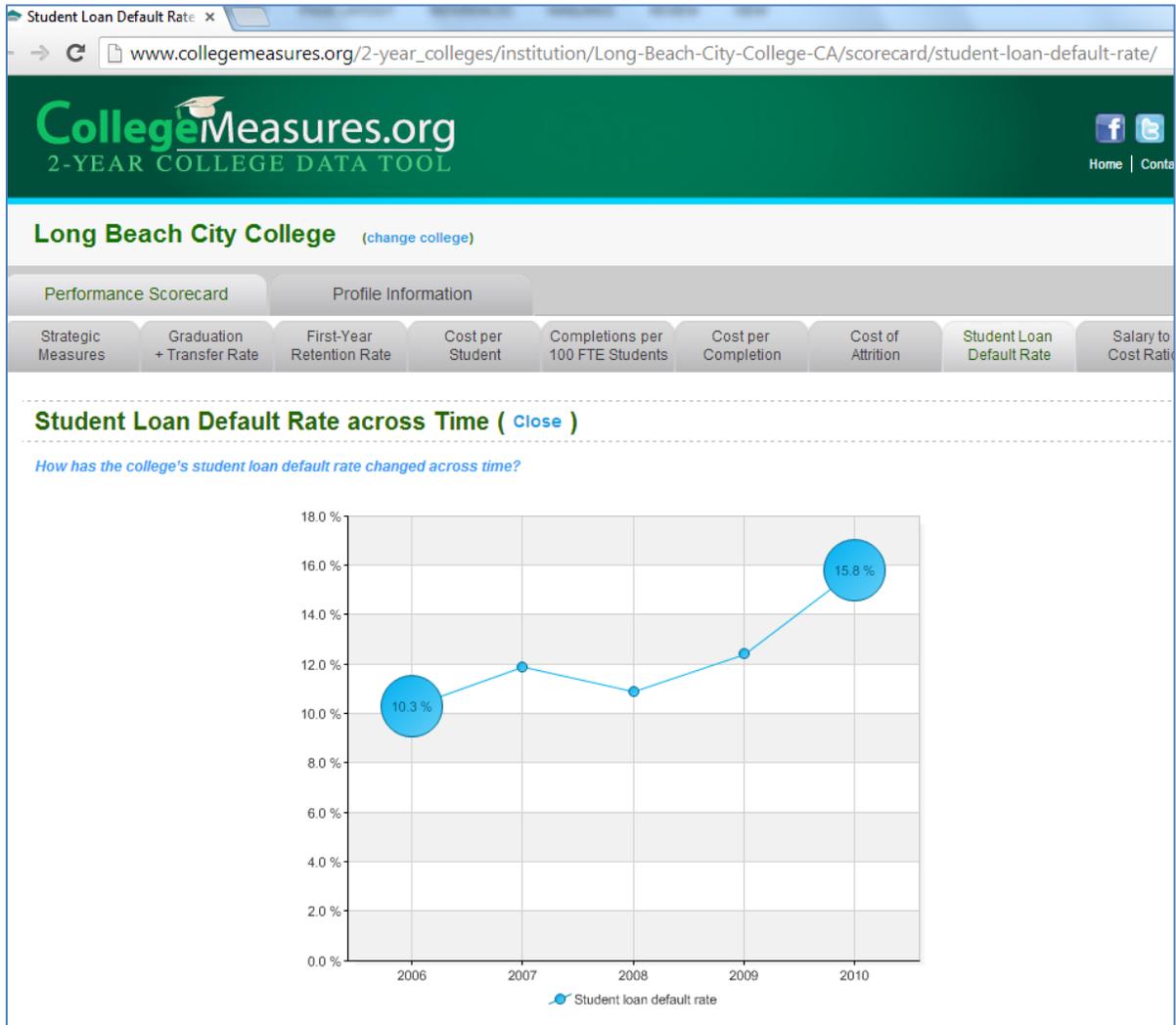
LBCC financial aid default rates are:

	Cohort Year <u>2008-09</u>	Cohort Year <u>2009-10</u>	Cohort Year <u>2010-11</u>
Loan default rate	19%	24.2%	30.4%

Per 2012-13 ACCJC Annual Financial Report.

LBCC financial aid default rates per a third party website are shown in Figure 2 below.

Figure 2. LBCC Financial Aid Default Rates on CollegeMeasures.org



The college has recommended borrowing limits and aggregate loan limits (3.D.44, p. 2) to minimize excess borrowing and to help minimize default rates. The Financial Aid office conducts entrance and exit counseling for loan recipients annually. Students are given information on the consolidation of previous educational loans into an individual education account and explicit information on the options for repayment. Students who have previously defaulted are not eligible for financial aid until they have paid their previous loan in full (3.D.44).

Actionable Improvement Plans

None

**III.D.3.g. Contractual agreements with external entities are consistent with the mission and goals of the institution, governed by institutional policies, and contain appropriate provisions to maintain the integrity of the institution.**

Descriptive Summary

The district follows the Board policies and administrative regulations regarding all contracts as evidenced in [Administrative Regulation on Risk Management 6005.3 \(3.D.46\)](#). These policies specify bidding and contractual limits. All contracts are reviewed and approved by the Executive Committee and the Board of Trustees. This ensures that contracts are consistent with the mission and goals of the institution. Appropriate provisions such as insurance requirements to maintain the integrity of the institution are uniformly embedded into the “boiler plate” standard language of each contract.

The Committed Construction Projects listing provided to auditors annually provides a list of construction projects at the end of the fiscal year, the vendors, amounts spent and remaining amounts to be spent ([3.D.47](#)). These projects and related contractual agreements are based on the bond project lists and the district’s construction plan.

All contracts and agreements must be reviewed by the Contracts Management department to ensure necessary components are included and that district standards and policies are maintained. Contracts are maintained on file with the Contracts Management department for review and updates. Contracts include a termination clause within reasonable limits for each party to terminate the contract if needed.

Self Evaluation

To ensure consistency with the mission and goals of the institution, all contracts are analyzed by the Executive Committee before they are submitted to the Board of Trustees. The Board of Trustees regularly approves contracts at their board meetings ([3.D.48](#), pp. 6 -10). The Contracts Management department provides support to staff, faculty, vendors and contractors in understanding and applying the policies and procedures related to contracting for construction and professional services. The Business Support Services office will competitively bid public works projects, a variety of equipment and services as well as review, negotiate, and process all contractual agreements ([3.D.49](#), p. 1). The Facilities department and the Bond Management Team maintain a Gantt chart that summarizes the schedule and timelines of bond construction projects ([3.D.50](#)).

The district ensures that all contracts contain indemnification, termination, and hold-harmless clauses as well as requiring a minimum of \$1 million in general liability insurance in order to protect the interests of the district. Contract templates are utilized for the various types of contracts that have been developed in conjunction with legal counsel. The contracts department ensures that all federal grant agreements include all of the required clauses including employment, lobbying certification, Davis Bacon Act and non-discrimination requirements. The job description of the deputy director of Purchasing and Contracts includes the requirement that all contracts comply with federal guidelines ([3.D.51](#), p. 1).

The Citizen's Oversight Committee helps ensure that bond proceeds are spent on approved bond projects according to the districts construction plan ([3.D.52](#)).

Actionable Improvement Plans

None

**III.D.3.h. The institution regularly evaluates its financial management practices and the results of the evaluation are used to improve internal control structures.**

Descriptive Summary

Both the aforementioned annual financial and performance audits provide feedback on the district's financial and bond related processes. If deficiencies are found in internal controls or in bond processes, such deficiencies are noted in the respective audits, which are posted publicly, and are subsequently addressed by management.

Self Evaluation

The district receives continual feedback on fiscal planning through the Budget Advisory Committee (BAC). The BAC includes members from all constituent groups on campus including bargaining units. Concerns are brought forward regarding budgeting and decisions made. Feedback is also given to the vice presidents. The program review process involves meetings at several levels resulting in discussions regarding priorities. The Board of Trustees Audit Committee meets with district independent auditors annually for entrance and exit conferences to discuss findings and recommendations and how to use lessons from past fiscal planning to inform current reviews. The Citizens Oversight Committee (COC) receives annual bond audit reports including findings and recommendations. Evaluation and feedback examples include the following:

- Example COC meeting minutes, <http://www.lbcc.edu/BondProgram/documents/Minutes%20-%20January%2028,%202013%20COC%20Meeting.pdf> ([3.D.53](#))
- Examples of BAC minutes, <http://www.lbcc.edu/AdminServices/documents/BAC%20Minutes%208-29-12.pdf> ([3.D.54](#)); [http://www.lbcc.edu/AdminServices/documents/BAC\\_Minutes%201-30-2013.pdf](http://www.lbcc.edu/AdminServices/documents/BAC_Minutes%201-30-2013.pdf) ([3.D.55](#))
- BAC Discussion on reserves, [http://www.lbcc.edu/AdminServices/documents/BAC\\_Minutes\\_2-27-2013.pdf](http://www.lbcc.edu/AdminServices/documents/BAC_Minutes_2-27-2013.pdf) ([3.D.56](#))

- Example of one-time allocations/outside of usual processes; also mention of the Deficit Factor, <http://www.lbcc.edu/AdminServices/documents/BAC%20Minutes%20%204-24-2013.pdf> (3.D.57)
- Discussions on allocations from reserves, salaries as a percentage of the budget, "total cost of ownership" - showing past planning being used to adjust future planning, <http://www.lbcc.edu/AdminServices/documents/BAC%20Minutes%20%205-29-2013.pdf> (3.D.58)

#### Actionable Improvement Plans

None

#### **III.D.4. Financial resource planning is integrated with institutional planning. The institution systematically assesses the effective use of financial resources and uses the results of the evaluation as the basis for improvement of the institution.**

#### Descriptive Summary

With the change in the district's Department Planning/ Program Review process that was instituted in 2009, the district has focused on tying in its planning and budgeting processes. Each year, every department updates their department plans and submits them to their area dean. Within the department plans, resource requests are included when they are deemed pertinent to helping the department accomplish its goals. Guidelines for what resource requests to include within a department plan (3.D.59) were developed. These resource requests are then summarized and included in a report for each school/ division level's consideration and prioritization. The resource requests from each school/ division are then sent to the vice president-level groups for their consideration and then prioritization if the vice president level group deems the resource request appropriate for that fiscal year. It is incumbent upon each school/ division level and vice president level group to assure that any resource request approved within the plans meet departmental, school/division, and/or Board goals. Once all of the vice president-level plans have been developed, including a prioritized list of resource requests, they are submitted to the College Planning Committee (CPC). The CPC then develops institutional priorities based upon review and compilation of each of the vice president-level plans. The institutional priorities are then given to the Budget Advisory Committee for incorporation into the Budget Assumptions and Implications that are developed for each year's budget cycle. When, and if, additional funding becomes available, the vice presidents are responsible for assuring that any item funded appears on the ranked priority lists. This way the vice presidents are evaluating the output of the planning process of each department when they approve expenditures that go beyond a department's normal allocation of funds.

Revenue projections are based on the Governor's Budget. If growth, access, and/or restoration funds are provided within the Governor's Budget, the additional revenue and

corresponding additional adjunct hours are budgeted in order to generate a sufficient number of FTES to earn the additional revenue. The Budget Advisory Committee agrees upon both the FTES for revenue generation and the FTES for additional sections. The district typically budgets and provides funding in the adjunct hourly budgets to generate one to two percent FTES over the anticipated amount that will be funded ([3.D.60](#)). This allows the departments to offer the classes that are needed and to assure that revenue targets will be met.

#### Self Evaluation

The department planning and program review process allows for planning to drive budgeting. The district is continuing to improve this process with each year's iteration. There are several areas where this has occurred such as the Hiring Priorities Committee criteria, recent classified staff hires that were part of the reorganization, funding for the Technology Master Plan, instructional equipment purchases, and funding needed for new and/or renovated buildings that are scheduled to come online during the next fiscal year. The Hiring Priorities Committee requires that any new faculty position being considered for funding must appear in the department plan ([3.D.60](#)). When the district completed a major reorganization for the 2013-14 budget cycle, classified staff positions were added to help divisions meet their goals, which directly supported Board Goals and institutional priorities. Each year when the Adopted Budget is presented to both the Budget Advisory Committee and the Board of Trustees, the presentation includes information detailing how allocations work toward meeting the Board Goals and institutional priorities ([3.D.61](#)).

When the district plans to open buildings at the completion of construction projects, it assesses whether there will be increased costs associated with operating those buildings. If an increased cost is identified, it is built into the budget for the year that the building will open. For example, in 2013-14, the budget included the increased costs related to elevator and fire sprinkler inspections for the new buildings, the central plant maintenance costs for the quarterly and annual inspections required, and increased software licensing costs.

#### Actionable Improvement Plans

None

## **Standard III.D Evidence List**

- [3.D.1](#) Adopted Budget Presentation 2012-13, Slide 19
- [3.D.2](#) 2011-2016 Educational Master Plan
- [3.D.3](#) Adopted Budget Report 2012 – 2013
- [3.D.4](#) Administrative Regulations 3012 - Hiring Contract Faculty
- [3.D.5](#) College Planning Committee Meeting Summary Notes, May 15, 2012
- [3.D.6](#) College Planning Committee  
Website: <http://www.lbcc.edu/Planning/index.cfm>
- [3.D.7](#) Presentation at Board of Trustees Retreat on Resource Allocation, July 23, 2013
- [3.D.8](#) Trigger Language 2013-14 Budget Year
- [3.D.9](#) Prop 39 Project List
- [3.D.10](#) Budget Advisory Committee Minutes, September 18, 2008
- [3.D.11](#) Actuarial Study
- [3.D.12](#) Employee Health and Welfare Benefits Agreement
- [3.D.13](#) Futuris-Trust for Retiree Health Benefits Website:  
<http://www.lbcc.edu/Fiscal/futuris-trust-prior.cfm>
- [3.D.14](#) Budget Advisory Committee Website:  
<http://www.lbcc.edu/AdminServices/budget-advisory-comm.cfm>
- [3.D.15](#) School Plans Website: <http://www.lbcc.edu/ProgramReview/InterLevel.cfm>
- [3.D.16](#) Budget Update Video: <http://www.youtube.com/watch?v=4eMDWJBxxG4>
- [3.D.17](#) Budget Update Video: [http://www.youtube.com/watch?v=obJ8\\_X\\_Dvp8](http://www.youtube.com/watch?v=obJ8_X_Dvp8)
- [3.D.18](#) Email Memorandum sent by Vice President Gabel on August 30, 2012
- [3.D.19](#) Email Memorandum sent by Vice President Gabel on May 16, 2013
- [3.D.20](#) Budget Reduction Criteria 2012-13
- [3.D.21](#) College Planning Committee Minutes - Discussions on Integration of Planning and Resource Allocation, September 26, 2012, February 19, 2013, and April 16, 2013
- [3.D.22](#) Employee Survey Results, p. 57

- [3.D.23](#) Adopted Budget 2013-14
- [3.D.24](#) Board of Trustees Meeting Minutes, December 11, 2012, p. 12
- [3.D.25](#) Board of Trustees Meeting (Audit, 2012) (DVD)
- [3.D.26](#) Program Updates Website: <http://www.lbcc.edu/programupdates>
- [3.D.27](#) Annual Financial Audit Reports Website:  
<http://www.lbcc.edu/Fiscal/annual-audit.cfm>
- [3.D.28](#) Districtwide Budget Updates (Memos and Videos)  
Website: <http://www.lbcc.edu/budget/>
- [3.D.29](#) Adopted Budget Presentation 2013-2014
- [3.D.30](#) Budget Advisory Committee Meeting Minutes 2012-13 Website:  
<http://www.lbcc.edu/AdminServices/budget-minutes-12-13.cfm>
- [3.D.31](#) Fiscal Operations Report and Application to Participate (FISAP) Website  
(screenshot)
- [3.D.32](#) Department of Education Program Review Response Letter
- [3.D.33](#) Annual Bond Audit Reports Website:  
<http://www.lbcc.edu/Fiscal/measure-e-bond-audit.cfm>
- [3.D.34](#) Board Policies and Administrative Regulations Update Process
- [3.D.35](#) Board Policy 6010 – Budget Participation
- [3.D.36](#) Statewide Association Of Community Colleges (SWACC) Meeting Agenda,  
January 30, 2014, pp.306 and 307
- [3.D.37](#) Protected Insurance Program for Schools (PIPS) Board Letter, p. 1
- [3.D.38](#) Statewide Educational Wrap Up Program (SEWUP) Meeting Agenda, p. 1
- [3.D.39](#) Budget Advisory Committee (BAC) Meeting Handout – Quarterly Budget  
Performance Report, March 31, 2013
- [3.D.40](#) CCFS 311 Annual and Quarterly Reports Website:  
<http://www.lbcc.edu/Fiscal/ccfs-311-annual-fin.cfm>
- [3.D.41](#) New Faculty Presentation, March 30, 2012
- [3.D.42](#) Annual Financial Audit Report 2012-13
- [3.D.43](#) Futuris Irrevocable Trust Statement, September 30, 2013
- [3.D.44](#) Student Financial Aid Office Direct Loan Policies and Procedures

- [3.D.45](#) Federal Financial Aid  
Website: <http://www2.ed.gov/offices/OSFAP/defaultmanagement/cdr.html>
- [3.D.46](#) Administrative Regulations 6005 - Risk Management
- [3.D.47](#) Construction Projects as of June 30, 2013
- [3.D.48](#) Board of Trustees Meeting Minutes, June 26, 2012, pp. 6-10 on Contracts
- [3.D.49](#) Business Support Services Program Review Goals, p. 1
- [3.D.50](#) Bond Program Master Schedule Chart
- [3.D.51](#) Class Specification - Deputy Director, Purchasing and Contracts
- [3.D.52](#) Bond Oversight Committee Bylaws
- [3.D.53](#) Example Citizen's Oversight Committee Meeting Minutes
- [3.D.54](#) Budget Advisory Committee Meeting Minutes, August 29, 2012
- [3.D.55](#) Budget Advisory Committee Meeting Minutes, January 30, 2013
- [3.D.56](#) Budget Advisory Committee Meeting Minutes, February 27, 2013
- [3.D.57](#) Budget Advisory Committee Meeting Minutes, April 24, 2013
- [3.D.58](#) Budget Advisory Committee Meeting Minutes, May 29, 2013
- [3.D.59](#) Department Planning Resource Requests Information, What to Leave Out and What to Leave In
- [3.D.60](#) Hiring Priorities Packet Website: <http://www.lbcc.edu/OAS/hiring-priorities/>
- [3.D.61](#) Adopted Budget Presentations for Fiscal Years 2007-08 (slides 5-7), 2008-09 (slides 4-8), 2009-10 (slides 8-10), 2010-11 (slides 6-8), 2011-12 (slides 5-6), 2012-13 (slide 5), and 2013-14 (slides 7-11)

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## Standard IV.A Decision-Making Roles and Processes

**Lou Anne Bynum** (Administrative Co-chair)  
**April Juarez** (Faculty Co-chair)

**Classified:**  
Thomas Hamilton

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Jackie Hann  
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**Faculty:**  
Jordan Fabish  
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**Management/ Administration:**  
José Ramon Nuñez  
Kaneesha Tarrant

**Trustee:**  
Doug Otto



## Standard IV: Leadership and 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.**

### Descriptive Summary

Board Policy and Administrative Regulations 1001 ([4.A.1](#), [4.A.2](#)) and Board Policy and Administrative Regulation 2006 ([4.A.3](#), [4.A.4](#)) respectively outline participation in governance at the college. The Board is the ultimate decision-maker in those areas assigned to it by law and other regulations. Policy 2006 details governance participation in the decision-reaching processes of the district to include the following constituencies:

Academic Senate – the official body that represents the faculty in all areas relating to academic and professional matters.

Classified Union - the official body of the classified staff exclusive of collective bargaining.

Associated Student Body Cabinet – the official body representing students in governance relating to students.

Administrators, Managers and Confidentials – represented by individuals appointed by the Executive Committee.

AR 2006 ([4.A.4](#)) details the administration of these regulations under the Superintendent-President and details essential activities of the college decision-making process as

“policy and regulation development, and college planning, implementation and review. College planning is used to determine the college direction and the annual budget. The results of the college planning decision-making processes are regularly reviewed and changes are made in the implementation going forward.”

The regulation also spells out accountability for communication, sincere commitment of all participants, the district structure for participation in governance, the planning process and committee structure and college self-evaluation process.

AR Section 2006.8 – 2006.10 ([4.A.4](#)) outlines the Academic Senate’s role in governance regarding academic and professional matters in relationship to the Board of Trustees and in regard to “primarily rely on” matters and “mutually agreed upon” matters. Classified staff relationships to governance and appointments are designated in AR 2006.14 – 2006.19 ([4.A.4](#)).

### Self Evaluation

The Superintendent-President realized that to fully integrate all constituencies into a collaborative college-wide process dependent on trust and open communication, it was necessary to also include collective bargaining unit leadership in the process. Thus, the President reconstituted the President's Advisory Committee into the President's Leadership Council (PLC) in 2007 (4.A.5). Included in the PLC were the presidents of Classified Staff/AFT, full-time Faculty/CCA, and part-time Faculty/CHI. This new structure has allowed for a more inclusive and collaborative process in college governance. All policies and administrative regulations go through the PLC after review from the various constituent groups on the PLC.

The college planning committees are the primary governance bodies for facilitating decisions about student learning programs and services. The LBCC college-wide employee survey done in November of 2013 had a section on governance (4.A.6). Of 361 people who responded to the question regarding their participation on governance committees, 81 people responded "yes" and with 280 responded "no." Of 489 people responding to the question, "I understand the governance process at LBCC," the majority agreed or were neutral to the statement.

At the end of the last academic year, the CPC realized that the planning structure had become burdensome with meetings, and committees needed increased participation. In response, the Academic Council established a task force group to assess the structure and process and make recommendations for possible changes back to Academic Council. The task force group met in November of 2013 and is scheduled to present its recommendations in spring of 2014.

Student learning outcomes have been a priority since an accreditation visit in 2002. Since then, the Board of Trustees and the current Superintendent-President have lead the institutional push to advance the effort. 2013-14 Board goals (4.A.7) and the President's 2012-14 Agenda (4.A.8) set the direction for planning and the various college planning committees set and monitor targets through committee and task force group work. TracDat has been used for the collection of data, and all new curriculum going to the curriculum committee must have SLOs attached. The evaluation of current courses and programs is ongoing.

### Actionable Improvement Plans

None

## Standard IV.A - Decision-Making Roles and Processes

**The institution recognizes that ethical and effective leadership throughout the organization enables the institution to identify institutional values, set and achieve goals, learn, and improve.**

### Descriptive Summary

An institutional code of ethics (Board Policy 3008) for all employees was developed through the President's Leadership Council ([4.A.9](#)), which has representatives from all constituency groups, and was approved by the Board of Trustees in July 2009. It defines ethical behavior, the importance of ethics, compliance with laws and details 11 ethical standards of practice for all staff. The employee code of ethics is accessible through the college website ([4.A.9](#)).

The Academic Senate, Classified Union, Faculty Union, Part-Time Faculty Union, Management Team and Associated Student Body all have selection procedures in place to ensure participation on committees and shared governance bodies. It is the responsibility of representatives to communicate back to their colleagues on critical issues and decisions made by governing bodies particularly as they affect the mission, goals and institutional values.

The college's Educational Master Plan 2011-2016 ([4.A.10](#)) is the road map that drives institutional planning, and it contains a statement of values that includes student focus, excellence, equity and diversity, integrity and responsibility. These values and the accompanying goals defined in the EMP surfaced from an extensive collegial process that included development of criteria for the plan, development of a mission statement, internal and external scans, a SWOT (strengths, weaknesses, opportunities, and threats) analysis, the setting of goals and measurable objectives and the setting of targets. Measurable objectives were developed for student preparedness, student goal attainment and equitable student success. Updates on the progress towards these goals are reported yearly at the spring College Planning Committee (CPC) meetings ([4.A.11](#)) and to the Board of Trustees. This plan includes the yearly Board of Trustee Goals, the President's 12-Month Agenda, the work of the planning committees, and other strategic college initiatives such as Promise Pathways and Student Equity.

Institutional planning starts at the department and program level. Institutional and Board goals are used in the development of department planning. Every strategy proposed by the departments requires a connection to one or more of the goals. Yearly plans begin in the spring and are reviewed by representatives from the Department Planning and Program Review Committee ([4.A.12](#)). Each department or program develops strategies for improvement and enhancement of student learning. Suggestions for improvement are sent to the departments and programs, and the final plans are submitted in the fall. These plans are then forwarded to the dean in each of the schools and representatives from all departments and programs meet with their deans and use these plans to develop school plans. School plans are then forwarded to the vice presidents, where the vice president-level plans are established in consultation with faculty representatives ([4.A.13](#)). Vice president-level plans

are then brought to the CPC where they are reviewed by all participants, who finalize the plans to be considered in the establishment of institutional priorities.

The institutional priorities are used by the Budget Advisory Committee in developing Budget Assumptions, and they are also shared with the rest of the college (4.A.14). Institutional priorities for 2013-14 continued a focus on student success and included maintaining the college's fiscal stability, acquisition of funds to support success initiatives and support of professional development to align with institutional priorities. The CPC tasked a work group to come back with recommendations for 2014-15 that also includes support for comprehensive programs at the Pacific Coast Campus.

The Mission Statement is easily accessible online and was projected on the large screen at each Board meeting in 2012-13 (4.A.15).

### Self Evaluation

Even though the college has a clear governance system in place for planning and resource allocation, many individual faculty – especially those not participating on planning committees – and some departments, have expressed concerns about why and how certain decisions are made regarding resource requests. At its May 2013 meeting, CPC discussed how to better integrate planning and resource allocation. They decided to have the Budget Advisory Committee (BAC) forward budget assumptions to CPC as an action item prior to submitting them to the Superintendent-President (4.A.14). This gives CPC an opportunity to review, approve or recommend changes to the assumptions. They also decided to create a task force to study and recommend strategies to better align planning and resource allocation. The task force was formed in the fall of 2013 and the outcome was to revise the CPC charge to include an annual presentation to BAC of institutional priorities along with a ranked list of augmentation requests developed through prioritization of vice president-area goals and resource requests. Each division is working to develop strategies for communicating back to units and levels regarding status of requests and how priorities were decided. Much more dialogue has taken place regarding this issue and the intent is for deans to work with department heads to better inform the department planning and program review process of how planning is linked to resource allocations.

Findings from the college Governance Focus Groups revealed that those who are involved in department planning and those who attend board meetings are most likely to be able to identify the college goals (4.A.6). The focus groups further indicated that that the college seemed to be interested in innovation but that current processes do not provide clear places for bringing new ideas forward. There is a sense by both classified staff and faculty that they either do not have a way to bring forward innovation or that their ideas are not heard. The College Planning Committee is talking about strategies designed to bring innovative ideas forward to CPC from the department planning process. The college also realizes that there have been fewer funds for innovation, and the need for innovation funding has been discussed at CPC. One means of support has recently come from the Irvine Foundation Leadership Award (4.A.16) designed to advance innovation practices within the college. The Superintendent-President has set aside a significant portion of the award money to fund faculty innovation in the next academic year.

Upper level administration is sensitive to the fact that there is not enough communication but is frustrated by the fact that all groups want to be consulted “in a timely manner”. Academic administrators have distinguished between the general nature of the college goals and values and the day-to-day goals that are more measurable. They are concerned that some of the goals, especially student success, tend to overshadow all others and that goals such as creativity and innovation, for instance, have been shaved off in order to save money.

The classified staff in the focus groups felt that they were particularly close to the values—“we live and breathe them here...if we don’t follow this we won’t be employed”. Some faculty, on the other hand, had reservations about the competing demands of integrity and student success. Faculty expressed concern that in discussing student success, the college does not acknowledge the reality of student preparation: “not only are their academic skills not ready, but their soft skills—being on time, doing homework—aren’t ready, we have lost focus as a college on that”.

While the Employee Survey results show that 67 percent of all employee groups are confident they understand their role in achieving college-wide goals, 31 percent are not familiar with the college mission statement. The same survey suggested that 43 percent of the full-time faculty and 24 percent of the classified staff feel that they have an opportunity to effectively participate in the planning and goal setting at LBCC ([4.A.6](#)).

Different groups at the college have considerable differences in their understanding of what constitutes student success and how it can be measured. The Educational Master Plan ([4.A.10](#)), Student Success webpage ([4.A.17](#)) and Student Success Committee ([4.A.18](#)) speak to the goal, definitions and committee charge respectively of student success. Further, the Student Success Committee is addressing the issues related to defining student success. There is a still a need, however, for expanded discussion and a recognition that this should be an ongoing negotiation, not a discussion that should end, as well as a need to share the critical issues with all college groups to reach some consensus on what success means, why the college is doing what it is doing, and what LBCC needs to do as an institution to ensure that its students truly succeed in their goals.

### Actionable Improvement Plans

The College Planning Committee is to complete the review of the current process used to tie planning to budget allocation and implement any recommendations for improvement.

Include the mission statement and goals as part of all new employee groups’ orientations.

Collegially continue to develop an understanding of student success that can inform and support all college initiatives and goals.

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

#### Descriptive Summary

When the most recent Educational Master Plan for 2011-2016 was developed, the college established several values including “excellence” and “integrity.” The “excellence” value states, “We value innovation and creativity as part of our commitment to the continuous improvement of our educational environment.” The “integrity” value states. “We encourage a civil and ethical campus environment and value the perspectives of all individuals” ([4.A.10](#)).

Through the various college-wide committees, faculty, staff, the management team, and students have the opportunity to discuss issues, bring forth ideas for change, and make recommendations. The membership of each committee is defined within the committee charge. The representatives to each committee are appointed by the respective entity (i.e., Academic Senate, Community College Association (CCA), Certified Hourly Instructors (CHI), American Federation of Teachers (AFT, representing classified employees), Associated Student Body (ASB), etc. Participation and input from all committee members is strongly encouraged at each meeting and the participants have the responsibility of taking back the discussion and decisions made to each of their respective constituent groups. Furthermore, Board Policy 2006 defines the Policy on Participation in Governance and acknowledges the Academic Senate, the Classified Union, and Associated Student Body as the official bodies representing their constituent groups ([4.A.3](#)). As defined in Administrative Regulation 2006 ([4.A.4](#)), the President’s Leadership Council (PLC) is the primary advisory body to the Superintendent-President for the purpose of reviewing proposed new policies/regulations or changes to existing ones. Any person or group can propose changes to a board policy and/or administrative regulation, and such proposals are sent to the PLC for review and approval before being submitted to the Board of Trustees.

The college's planning process is designed to generate department plans and resource requests beginning at the program level in a roll-up process to the vice president level. Each vice president's area has a faculty co-chair who reacts to and discusses the area's key objectives and needs. This in turn goes to the CPC for additional discussion and review. All planning committees have constituent group representation to ensure for input and feedback to objectives and goals.

#### Self Evaluation

Throughout the college several innovative ideas have been developed with input from employees and students including: designated smoking areas, Promise Pathways, P-ENGL classes, Math Boot Camp, alternative placement models, server virtualization, Coffee

Mondays, iPad purchase for cashier line, CUPCCAA (California Uniform Public Construction Cost Accounting Act), and the success centers.

In fall 2010, the Associated Student Body (ASB) passed a resolution asking for designated smoking areas on campus. As a result, the college revised Board Policy 7002 – Smoking in District Facilities and Vehicles in January 2011 and established designated smoking areas on each campus. (4.A.19) The smoking areas are now shown on the campus maps (4.A.20).

The Promise Pathways initiative (4.A.21) was launched in fall 2012 as an extension of the Long Beach College Promise (4.A.22). Several committees exist in support of Promise Pathways each focused on a different initiative. As a result of their work, the college has supported the two programs to address the needs of students who were not adequately prepared for the math and English courses into which they were placed by the alternative assessment pilot: a Math Boot Camp in winter 2013 with a continuation of it in winter 2014 and an English course entitled P-ENGL whereby students are placed in a combined course that is one-level below transfer or at transfer level with the goal of assessing the students within the first few weeks of the course and determining whether they should remain in the course one-level below transfer or if they can be moved up to the transfer level course.

At the 2012 Chief Information Systems Officer Association (CISOA), two LBCC employees (Mark Guidas and Arne Nystrom) were given an award for their innovation in virtualizing the servers and converting to a voice-over IP system (4.A.23).

One of the recommendations that came from the Collegiality and Morale Committee (4.A.24) was to institute a time at which employees could gather together and mingle. In response, beginning on Monday, February 24, 2014, LBCC implemented "Coffee Mondays" (4.A.25) whereby all staff are invited to come to the LAC faculty and staff lounge and the PCC associate vice president's conference room between the hours 9:00 am - 10:00 am and 6:00 pm - 7:00 pm for a free cup of coffee. Various initiatives will continue to be tried to encourage staff to get to know each other and spend some time together in an informal setting.

Although there are several examples where employees have taken initiative to make improvements, this feeling of empowerment does not always flow through to the entire organization. When asked in the LBCC Employee Survey whether LBCC leaders encourage administrators, faculty, staff, and students (no matter what their official title) to take initiative in improving practices, programs and services, 40 percent of the total respondents either agreed or strongly agreed while 21.8 percent either disagreed or strongly disagreed (4.A.6, p. 74) When asked whether input regarding improving practices, programs, and services is encouraged, 50.6 percent of the total respondents either agreed or strongly agreed while 20.4 percent either disagreed or strongly disagreed (4.A.6, p. 70). At the same time, when asked whether employees have the opportunity to be involved in making decisions about how work is done, 61.9 percent of the total respondents either agreed or strongly agreed while only 11.9 percent either disagreed or strongly disagreed (4.A.6, p.77).

In the fall 2013 Governance Focus Groups on Innovation and Decision-Making (4.A.6), some faculty, classified staff and academic administrators expressed considerable frustration about not feeling empowered enough to support student success and have the resources to support it. Some faculty stated that feedback is requested but when it is given “no one uses it”. There was an expressed need for more face-to-face contact with leaders, more leadership

training for all groups, and more level-to-level orientation. Those who seemed empowered talked about feeling very clear about their role, what was expected of them, and how their work was interdependent with that of employees in other departments. Trainings on Shared Governance were held during Academic Senate meetings on November 22, 2013 and December 6, 2013 ([4.A.41](#)).

Actionable Improvement Plans

None

**IV.A.2. The institution establishes and implements a written policy providing for faculty, staff, administrator, and student participation in decision-making processes. The policy specifies the manner in which individuals bring forward ideas from their constituencies and work together on appropriate policy, planning, and special-purpose bodies.**

**Faculty and administrators have a substantive and clearly defined role in institutional governance and exercise a substantial voice in institutional policies, planning, and budget that relate to their areas of responsibility and expertise. Students and staff also have established mechanisms or organizations for providing input into institutional decisions.**

**The institution relies on faculty, its academic senate or other appropriate faculty structures, the curriculum committee, and academic administrators for recommendations about student learning programs and services.**

Descriptive Summary

LBCC's institutional policies and procedures clearly describe the roles and involvement of each constituent group within the participatory governance structure. These written policies afford each constituent group information and opportunity for participation. Board Policy 1001: Policy on Policies and Administrative Regulations directs the Superintendent-President to recommend institutional policy "in consultation with the appropriate areas of the college" ([4.A.1](#), [4.A.2](#)). Administrative Regulation 1001 outlines how each constituent group participates in the initiation, development, information dissemination, and recommendation of proposed policy before it is presented to the Board of Trustees ([4.A.2](#)). Board Policy 2006 further details the role of administration, faculty, staff, and students in college governance. This policy recognizes the Academic Senate as the official body representing faculty relating to academic and professional matters, the Classified Union (AFT), as the official body representing the majority of classified staff, and the Associated Student Body as the official body representing students related to student matters ([4.A.3](#)). The Academic Senate president is seated at the Board of Trustees' table during the board meetings; a student trustee, elected by the student body, also sits at the Board table and holds an advisory vote.

Administrative Regulation 2006: Administrative Regulations on Participation in Governance establishes the roles of all constituent groups (faculty, staff, administrators and students) in the decision-making process as it relates to policy and regulation development ([4.A.4](#)). The

President's Leadership Council is the primary advisory body to the Superintendent-President for the purpose of reviewing proposed new policies and regulations or changes to existing ones and is composed of representatives from the Academic Senate, the full-time and part-time faculty unions, the classified union, administrators and confidential employees, and the Associated Student Body. The college's planning structure is coordinated through the College Planning Committee ([4.A.26](#)) with representation from faculty, classified staff, students, and administrators. Subcommittees and task forces are appointed by CPC as needed and include broad representation.

Administrative Regulation (AR) 2006 also outlines additional areas where faculty and classified staff have specific responsibility in the decision-making process; for faculty, this includes academic and professional matters on which the Board of Trustees will rely primarily upon the advice and judgment of the Academic Senate or will reach mutual agreement with the Academic Senate.

In accordance with its bylaws, full-time faculty are appointed by the Academic Senate as Academic Senators to represent their peers in discussions on academic and professional matters; Academic Senators have input on Academic Senate meeting agendas and are encouraged to voice suggestions and concerns expressed by other faculty ([4.A.27](#)). Academic Senate meetings are open meetings and representatives from part-time faculty, the Associated Student Body, and administration regularly attend.

The Curriculum Committee is the primary recommending body on curriculum and instruction and oversees five subcommittees: Academic Policy and Standards, Assessment of Student Learning Outcomes, Associate Degree/General Education, Course Evaluation, and Department Planning and Program Review ([4.A.28](#)). The Academic Policy and Standards Subcommittee reviews, updates and adds to the present 4000-band policies and standards throughout the school year. These changes are then brought forward to the curriculum committee, which has representatives from each department for either approval or denial before being forwarded for review by the President's Leadership Council and the Board of Trustees.

### Self Evaluation

The findings from the recent LBCC Employee Survey indicate that the majority of the administrators, managers, and full-time faculty understand the governance process while only 26 percent of the classified and 32 percent of the part-time faculty indicated that they understood the process. Similarly, while 22 percent of all constituent groups have participated on a shared governance committee and nearly 50 percent viewed participation as part of their responsibility there was significant variance in participation by employee group. Administrators (56 percent) and full-time faculty (44 percent) were most likely to have participated on a shared governance committee, while classified staff (13 percent) and part-time faculty (8 percent) were least likely to have been on such a committee ([4.A.6](#), pp. 62-63).

Results from the LBCC governance focus groups also stated the governance structure is based upon a constituent-representation model in which each group appoints representatives to committees and these individuals are charged with reporting back to constituents about the

actions of the governing committee. While faculty and staff committee representatives are in general very diligent in their assignments, most employee groups were still frustrated by limitations in this structure.

- Most faculty and staff representatives found it challenging to report back to their groups.
- Some students considered the Associated Student Body to be “clique-y” and isolated, leading to issues in communicating to the larger student body.
- Faculty felt that all the communication from shared governance committees goes to the Academic Senate and rarely gets disseminated any farther than that body.

Focus group respondents—including full-time and part-time faculty and classified staff—felt they did not have consistent access to information about committees, processes, outcomes of committee work, and decisions. Respondents also stated that clarification on what “collegial consultation” means would be valuable in expanding involvement in shared governance structures. For example, respondents cited the need for greater clarity concerning expectations from committees/ and task forces to the college, from leaders to members, from leaders and members to represented groups, and from represented groups to committees and task forces. Comments also suggested the importance of identifying ways to help new committee members feel included, have a sense of belonging, and feel safe and welcomed in their role ([4.A.6](#)).

In an effort to ensure greater participation in the shared governance structure, the entire committee structure was revamped five years ago. The process included reducing the number of subcommittees and streamlining communication and decision-making lines as well as limiting the terms that committee chairs could serve. These changes have made committee participation more meaningful for committee members and have allowed more individuals the opportunity to serve on a committee, two key objectives of the reorganization. However, a lack of written information on past practices and committee chair training has left many of these chairpersons without guidance and directions. The college faces an even greater challenge right now in the area of encouraging participation in governance committees as the number of retirees increases dramatically each year and the number of new full-time faculty being hired increases as well. To address this issue, in spring 2014 Academic Council recommended a shared governance handbook be developed to assist in training new committee members and that new member training sessions be offered through staff and faculty professional development ([4.A.29](#)).

#### Actionable Improvement Plans

Under the direction of Academic Council, a shared governance handbook will be developed to assist in training new committee members on shared governance committees. In addition, training for new committee members will be included in the college’s professional development plan.

**IV.A.3. Through established governance structures, processes, and practices, the governing board, administrators, faculty, staff, and students work together for the good of the institution. These processes facilitate discussion of ideas and effective communication among the institution's constituencies.**

Descriptive Summary

The college has clear policies and administrative regulations in place that establish governance structures and roles for all constituent groups. ([Administrative Regulation 2006 - Participation in Governance](#)) (4.A.4). The policy also documents the acknowledged role of all constituent groups at the college as required by Education Code and as integrated into locally established college policies and Regulations as follows:

*Board of Trustees*

- The Board is the ultimate decision-maker in those areas assigned to it by state and federal laws and regulations.
- The Board is committed to its obligation to ensure that appropriate members of the district participate in developing recommended policies for Board actions.

*Academic Senate*

- The official body representing the faculty in shared governance relating to academic and professional matters.
- Policies and procedures on academic and professional matters shall not be adopted until consultation has occurred.

*Classified Union*

- The official body representing classified staff in collegial shared governance, exclusive of collective bargaining issues.
- Recommendations and opinions of the Classified Union shall be given every reasonable consideration.

*Associated Student Body Cabinet*

- The official body representing students in shared governance relating to student matters.
- Students shall have the opportunity to participate effectively in the formulation and development of policies and procedures that could have a significant effect on students.

*Administrators, Managers, and Confidentials*

- Represented by individuals appointed from the Executive Committee

The President's Leadership Council is the primary advisory body to the Superintendent-President for the purposes of reviewing new or changing policies and regulations. It also serves as a consultative body to the President on issues of college leadership and matters of college-wide importance other than those not subject to consultation as defined in Board Policy 2006 (4.A.3). The college planning process and structure is laid out in 2006.b (Planning process and committee structure) which also outlines purpose and review of committee charges.

Administrative Regulation 2006.8 (4.A.4) establishes a list of academic and professional matters for which the Board of Trustees rely primarily upon the advice and judgment of the Academic Senate. Policies on academic and professional matters in which the Board of Trustees will reach mutual agreement with the Academic Senate are documented in AR 2006.9 and 2006.10 (4.A.4). The Academic Senate has the right to communicate in writing and/or appear before the Board of Trustees. Faculty, staff and student appointments on committees are documented in AR 2006. 12, 13, and 17-19. Through the respective constituent groups, faculty, staff and students are invited to participate in matters of governance. Appointments to shared governance committees and councils are at the discretion of each group. The planning committee structure also provides each committee with the opportunity to convene task forces and working groups as needed when issues arise that require additional review and assessment. These groups are generally for a fixed period of time. Each committee, council, or task force is organized around a charge that provides for a specific purpose or goal to be accomplished by the respective group.

Self Evaluation

A college-wide survey completed in November of 2013 demonstrated that almost 90 percent of those surveyed agreed or strongly agreed that they understood their role in helping LBCC achieve its goals. A majority of employees feel proud to work at the college, feel loyalty to the college and are willing to work harder in order to help the college succeed. A majority of managers, confidential employees, and part-time faculty stated in the survey that colleagues all work together collaboratively; however, less than 50 percent of the administrators, faculty and classified agreed with this statement. In addition, a majority of employees disagreed or strongly disagreed that there was a climate of mutual respect and trust amongst all groups (4.A.6). This may be due, in part, to the significant budget reductions the college has experienced over the past four years. Prior to 2013, reductions were made to the extent possible in discretionary areas only. Recognizing that an operating deficit was not sustainable, the College Planning Committee, at the direction of Academic Council, set criteria for program discontinuance. After 18 months of work that included data gathering, presentations to the Academic Council and public presentations to the Board of Trustees, the Board voted in January of 2013 to discontinue 11 programs. These actions, along with administrative reorganizations, lead to a reduction in force for faculty, administrators and classified staff (4.A.30). Another factor that inhibits effective communication among groups

has been the physical reorganization of the college: new buildings and parking lots at LAC make it less likely that administrators and faculty, for instance, will encounter each other in informal settings on campus. Administrators in the focus groups complained that they only saw the same few faculty members over and over again, thereby limiting the reach of communication to faculty.

Another concern that emerged in the 2013 focus groups was a tension among different constituent groups about the value of the planning process. On the one hand, administrators express concerns that the planning process is not flexible enough to accommodate innovation or short-term needs. On the other hand, other groups express concerns that adequate consultation is not always allowed and that new initiatives are implemented outside the planning process. A prime illustration of this tension has been the implementation of Promise Pathways, the signature initiative during this evaluation period. In order to support this initiative, the college established new work groups outside of the planning process. Affected groups felt that these alternative structures did not allow adequate consultation with those who were most impacted by the new programs. The Academic Council and College Planning Committee have been addressing this concern throughout the 2013-14 year, and will continue to do so next year as a governance handbook is developed and shared with all groups and refinements to the planning structure are put into place. The Student Success Committee is looking at ways to better integrate the Promise Pathways initiative into the college's overall student success plan, and Academic Council is expected to receive recommendations from them by fall 2014.

Another related shortcoming with the planning process has been lack of consistent communication regarding prioritization decisions. Currently, plans progress from program to school to the college level; at each of the lower levels all planning must be justified by alignment with college goals and planned outcomes, but when final decisions are made, there has been no clear procedure established to make available the rationale for these decisions—groups ask that college leadership provide explanations of which plans have been accepted and which rejected and how evidence supports that decision. The college has been attempting to embrace a culture of evidence, but announcements of planning decisions have not yet reflected that culture.

The planning process might gain credibility and become more dynamic if it were regarded as circular rather than linear; instead of plans emerging from departments and moving to the college leadership, the planning process should start with guidance from college leadership about particular priorities and incentives, move through the appropriate levels (as it does now) and end with a clear statement from the leadership to the college at large about how decisions to accept or reject planning proposals have been reached and how each decision is based upon data analysis.

The survey also asked employees to indicate what their top three areas of improvement would be at the college and “morale” surfaced as the number one area that needed to be improved. With this in mind, the Superintendent-President established a “Collegiality and Morale Advisory Group,” consisting of 25 members from all employee groups, that has met three times thus far this academic year and continues to review issues and make recommendations for improvements ([4.A.24](#)).

AR 2006 stipulates that each college group involved in the participatory governance process is responsible for communication (4.A.4). Most of these groups have their agendas and minutes posted on the college website. However the findings from both the focus groups and the survey indicate that posting material may not be enough; communication continues to be an ongoing college issue. The majority of constituents who completed the survey indicated that there are many forms of communication available at LBCC and that it is clear and easy to understand, but there was a concern in some groups about how difficult it is to find out information about governance at the college. Several groups felt that they are not informed about the actions of governance committees and indicated it was difficult to find minutes. There were also some issues with committee information either not always being kept up-to-date or nonexistent in some cases. Students were most satisfied with the communities they found in smaller programs at the college but felt that they were unable to find much of a community within the college overall. Even though they try to become involved, some adjuncts do not feel that their departments include them, while others think their departments are extremely supportive and inclusive (4.A.6).

The findings also point to a need for communication to be easier and more comfortable among different groups: “I feel we are so low on the totem pole they won’t listen to us”, classified staff say about faculty; “You only speak to those at your same level”, classified staff say; students say they “want to be heard” and want to “interact directly with administrators.”

The Department Planning and Program Review Committee is discussing the communication and work flow between various groups and committees, in an effort to determine where to place the great ideas, projects and strategies from department plans that did not move forward into the school plans. They want to ensure ideas do not “sit idle” for a year, or get lost in the process (4.A.12).

While the Academic Senate has made an attempt to provide links to all of the college-wide committees, tests of the links on the committee link site indicate that very few of these groups have had the time to update their webpage to include even their charge, let alone their agenda and minutes (4.A.31).

#### Actionable Improvement Plans

College leadership should develop communication strategies that allow for better inter and intra level information sharing and input from all constituencies.

**IV.A.4. The institution advocates and demonstrates honesty and integrity in its relationships with external agencies. It agrees to comply with Accrediting Commission standards, policies, and guidelines, and Commission requirements for public disclosure, self-study, and other reports, team visits, and prior approval of substantive changes. The institution moves expeditiously to respond to recommendations made by the Commission.**

Descriptive Summary

Long Beach City College places a high value on its relationship with all external agencies. LBCC understands that as an effective institution of higher learning, it must seek out, develop, and nurture partnerships and collaborative relationships with outside agencies and organizations. Whether corporate commercial governmental, institutional, public, non-profit, volunteer, local, national or international, engagement with all external agencies is governed by institutional values that are centered on honesty, integrity, and respect.

Long Beach City College is committed to the mandate for public disclosure in all areas of its operation. Documents and data that define or inform institutional operations and activities are accessible online through the college website. Additional information is also available through print media, the Long Beach City College cable network, College Advancement and Economic Development ([4.A.32](#)), or by specific request from an individual or group. This includes but is not limited to the following materials:

- Board Agendas, meeting schedules, actions and announcements, and cablecasts of all Board of Trustee meetings
- Student information, class schedules, catalog information, registration, etc.
- Administrative information and access to employment opportunities, salary information, budget information institutional planning, employee organization, etc.
- Bond Construction information, including construction updates, cautionary notices, budget reporting, scheduling, etc.
- The Loop (the college's online information newsletter), the Viking, (the college's student newspaper), departmental and organizational webpages, etc.
- Response to emergency situations that may impact college operations (Emergency Preparedness Committee, AR 6005.8) ([4.A.33](#))

The college takes seriously all requests from the Commission and submits on time all annual college and fiscal reports. In response to Commission requirements, LBCC submitted a Follow-Up report in 2009 and its Midterm Report in 2011. The Status Report on Student Learning Outcomes Implementation was submitted on time in fall 2012. The college was also proactive in contacting ACCJC regarding the anticipation of discontinuing several programs in 2012-13. After review of the materials submitted, ACCJC determined there was no need for a substantive change proposal regarding these discontinued programs and that standard II.A.6.b., requiring the college to make appropriate arrangements for students in these programs to complete their education in a timely manner with a minimum of disruption, was being upheld.

### Self Evaluation

The college has complied with Accrediting Commission standards, policies, guidelines, and Commission requirements for public disclosure. The college moved expeditiously to respond to recommendations made by the Commission and Evaluation Team by submitting all required reports, and it is well prepared for all team visits.

### Actionable Improvement Plans

None

**IV.A.5. The role of leadership and the institution’s governance and decision-making structures and processes are regularly evaluated to assure their integrity and effectiveness. The institution widely communicates the results of these evaluations and uses them as the basis for improvement.**

### Descriptive Summary

The College Planning Committee (CPC) plays an important role at the college serving as the coordinating body for the college’s planning efforts in support of institutional priorities. It is through the structure of the CPC that planning issues are discussed and recommendations are made for decision-making purposes. The district’s Administrative Regulation 2006.2 requires that “the results of the college decision-making processes are regularly reviewed.” Administrative Regulation 2006.6 ([4.A.4](#)) also requires that CPC’s planning process be reviewed annually and information about the structure, process, and content of planning be published for ready access by the campus community ([4.A.4](#)).

At the same time, processes and decision-making are also governed by the institution’s collective bargaining agreements. Bargaining agreements are typically negotiated on an annual basis with the full agreement open for negotiation every three years. The negotiation process allows the parties to address issues of concern and propose and agree to changes in agreements that support institutional effectiveness.

In spring 2013, the Academic Senate’s Consultation on Governance Committee completed a survey that focused on shared governance and leadership issues from a faculty perspective. Results from the survey brought about in Senate Resolution 48.4 resulted in a task force charged with tracking the faculty concerns regarding collegial consultation and decision making as it relates to a variety of issues ([4.A.34](#), [4.A.35](#)).

In the spring of 2013, the Accreditation Steering Committee co-chairs conducted employee focus groups on leadership and governance at LBCC. Then in October 2013, they conducted an online employee survey, which provided for a comprehensive evaluation of leadership, governance and institutional effectiveness ([4.A.36](#)).

### Self Evaluation

The college provides multiple avenues for evaluating the leadership and institution's governance and decision-making structures and processes as a means to assure their integrity and effectiveness. Such matters are routinely discussed at CPC and the discussions and decisions are recorded in the CPC minutes posted on the district's website for campus wide review. For example, at the May 21, 2013 CPC meeting a recommendation was made on the integration of planning and resource allocation. The recommendation provided for the creation of a task force to study and recommend strategies to better align the decision making process between planning and resource allocation ([4.A.37](#)).

Further, in fall 2012 a recommendation was made at CPC to disband and reassign the tasks of the Enrollment Management Committee. However, some members expressed concern that some of the department heads might feel that they would not be involved in enrollment management decisions. Consequently, the recommendation was further reviewed by Academic Senate and the Academic Council. Thus this issue was fully vetted by the principal parties involved and ultimately led to the Enrollment Management Oversight Committee's (EMOC) continuance. New co-chairs were appointed for 2013-14 but due to continuing problems in recruiting faculty to serve on the EMOC, the committee remains on hiatus.

At the same CPC meeting a recommendation was also made to disband and reassign the tasks of the Pacific Coast Campus (PCC) Task Force. Since the PCC Educational Plan had been developed and implemented, a consensus was reached that the PCC Task Force would be disbanded and an advisory group created. It was determined that the advisory group would include community members, students, faculty, staff and administrators. It was decided that the group would not report to the CPC, but directly to the associate vice president of PCC ([4.A.38](#)).

Yearly negotiation sessions have led to multiple process changes including a revised full-time and part-time faculty evaluation process with the goal of improving the effectiveness and integrity of the evaluation process; a new part-time faculty hiring process, which supports the integrity of the hiring process in alignment with equal employment opportunity guidelines; and a newly initiated department head evaluation procedure which includes performance factors, a rating system, an improvement plan (where appropriate) and a Department Head Academy in support of the effectiveness of faculty leadership. These proposed process changes were vetted through the faculty constituencies prior to ratification of the Agreement.

The Academic Senate's Resolution 48.4 adopted on May 21, 2013 identified a number of decision-making, collegial consultation, and communication issues. These issues were discussed at the October 4, 2013 Academic Council retreat ([4.A.39](#)). Since that time the various work groups (communication, trust and respect, and planning) have continued to address their respective issues at each Academic Council meeting. At the March 6, 2014 Academic Council meeting it was acknowledged that many of the issues that had surfaced previously had been or were being addressed. However, there are still some issues that need to be addressed ([4.A.29](#)).

The employee online survey conducted by the Accreditation Steering Committee co-chairs resulted in a 44 percent response rate, which included responses from all employee groups. On November 14, 2013 the results of the survey were discussed at Academic Council

(4.A.40). These results have also been shared with the accreditation standard teams. These responses will prove to be the basis for continued improvement plans.

#### Actionable Improvement Plans

Working with the co-chairs of the accreditation team, re-evaluate the usefulness of each question from the online survey. Use the most valuable questions to set up short yearly employee surveys. Rotate the questions so that the survey is new each year, but all questions will have been covered once or twice by the next accreditation visit.

## **Standard IV.A Evidence List**

- [4.A.1](#) Board Policies – 1000 Series
- [4.A.2](#) Administrative Regulations – 1000 Series
- [4.A.3](#) Board Policies – 2000 Series
- [4.A.4](#) Administrative Regulations – 2000 Series
- [4.A.5](#) [LBCC President’s Leadership Council](#)
- [4.A.6](#) [Evaluation of Governance and Leadership](#)
- [4.A.7](#) 2013-14 [Board Goals](#)
- [4.A.8](#) 2012-14 [President’s 24-Month Agenda](#)
- [4.A.9](#) [Board Policy 3008 - Institutional Code of Ethics](#)
- [4.A.10](#) [2011 – 2016 Educational Master Plan](#)
- [4.A.11](#) [College Planning Committee Meeting Minutes, May 21, 2013](#)
- [4.A.12](#) [Department Planning and Program Review Website:](#)  
<http://www.lbcc.edu/programreview/>
- [4.A.13](#) [Vice President-Level Planning Groups](#)
- [4.A.14](#) [Budget Advisory Committee Charge and Composition](#)
- [4.A.15](#) [LBCC Mission Statement](#)
- [4.A.16](#) [The James Irvine Foundation Leadership Award](#)
- [4.A.17](#) [Student Success Website](#)
- [4.A.18](#) [Student Success Committee Members 2013-2014](#)
- [4.A.19](#) [Board Policy 7002 – Smoking in District Facilities and Vehicles](#)
- [4.A.20](#) [Campus Maps](#)
- [4.A.21](#) [Promise Pathways Initiative](#)
- [4.A.22](#) [Long Beach College Promise](#)
- [4.A.23](#) [CISOA Award](#)
- [4.A.24](#) [Collegiality and Morale Advisory Group](#)
- [4.A.25](#) [Coffee Mondays](#)
- [4.A.26](#) College Planning Committee Flowchart
- [4.A.27](#) [The Bylaws of the Academic Senate of Long Beach City College](#)

- [4.A.28](#) [Curriculum Committee Website](#)
- [4.A.29](#) [Academic Council Meeting Summary Notes, March 6, 2014](#)
- [4.A.30](#) [Board of Trustees Meeting Minutes, January 22-23, 2013](#)
- [4.A.31](#) Academic Senate [Committees List](#)
- [4.A.32](#) [College Advancement and Economic Development](#)
- [4.A.33](#) Administrative Regulation 6005.8 - Emergency Preparedness Committee
- [4.A.34](#) [Academic Senate Action Meeting Minutes, May 24, 2013, Senate Resolution 48.4](#)
- [4.A.35](#) [Academic Senate Action Meeting Minutes, May 10, 2013](#), Consultation on Governance Subcommittee Task Force
- [4.A.36](#) [College Planning Committee Meeting Summary Notes, October 17, 2013](#)
- [4.A.37](#) [College Planning Committee Meeting Summary Notes, May 21, 2013](#)
- [4.A.38](#) [College Planning Committee Meeting Summary Notes, November 8, 2012](#)
- [4.A.39](#) Academic Council Retreat, October 4, 2013
- [4.A.40](#) Academic Council Summary Notes, November 14, 2013
- [4.A.41](#) Academic Senate Meeting Minutes, [November 22, 2013 and December 6, 2013](#), Trainings on Shared Governance

## Standard IV.B Board and Administrative Organization

**Lou Anne Bynum** (Administrative Co-chair)  
**April Juarez** (Faculty Co-chair)

**Classified:**

Thomas Hamilton

**Confidential:**

Jackie Hann  
Elena Keefe

**Faculty:**

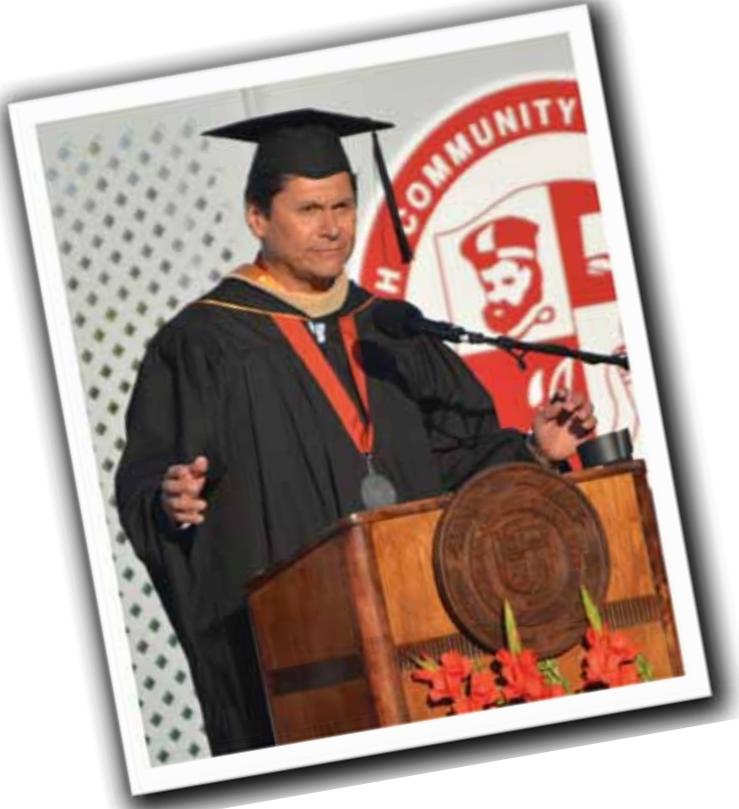
Jordan Fabish  
Shauna Hagemann  
David Morse  
Sigrid Sexton

**Management/ Administration:**

José Ramon Nuñez  
Kaneesha Tarrant

**Trustee:**

Doug Otto



## Standard IV.B - Board and Administrative Organization

**In addition to the leadership of individuals and constituencies, institutions recognize the designated responsibilities of the governing board for setting policies and of the chief administrator for the effective operation of the institution. Multi-college districts/systems clearly define the organizational roles of the district/system and the colleges.**

**IV.B.1. The institution has a governing board that is responsible for establishing policies to assure the quality, integrity, and effectiveness of the student learning programs and services and the financial stability of the institution. The governing board adheres to a clearly defined policy for selecting and evaluating the chief administrator for the college or the district/system.**

### Descriptive Summary

The Board makes clear its governance role through the establishment of written policies that outline governance roles and responsibilities, legal requirements and direction and oversight of the Superintendent-President, Policies 1000-1004 and 2000-2032 ([4.B.1](#), [4.B.2](#), [4.B.3](#)).

Board duties and responsibilities, outlined in Board Policy 2016 ([4.B.3](#)), focus on setting ethical standards, hiring and evaluation of the Superintendent-President, delegation of authority to the Superintendent-President, assuring fiscal health and stability, monitoring and tracking institutional performance and educational quality, and advocating and protecting the district.

Board Policy 1004 ([4.B.1](#)) directs the Superintendent-President to ensure for a comprehensive, integrated and systematic participatory governance planning process that involves all college constituencies and is supported by data from institutional research. The current five-year college 2011-2016 Educational Master Plan ([4.B.5](#)) was approved by the College Planning Committee and the Board of Trustees in December 2011. For the first time in its history, the college has identified targeted, measurable outcomes and a tracking system to monitor student success and equity. The Master Plan is now able to inform the Board Goals ([4.B.6](#)) and the President's 24-Month Agenda ([4.B.7](#)) and ensures for better alignment between both.

The current planning structure, developed by Academic Council, designates key committees with written charges for each. The committees inform and react to the EMP, Board and President's goals, and all planning issues related to effective student learning programs. They also react to issues involving budget recommendations and priorities, as they relate to fiscal stability.

In addition, the college participated in the California Leadership Alliance for Student Success (CLASS) Initiative for trustees, CEOs, and faculty, which focused on key strategies and policies to increase successful outcomes for community college students. The Governance

Institute for Student Success (GISS) in April and October 2013 hosted by the LBCC Board of Trustees and President Oakley in conjunction with the American Association of Community Colleges, was another outgrowth of student success efforts. It brought together other trustees and CEOs to engage in policies and measures to increase student success.

The selection of the Superintendent-President as cited in Board Policy 2020 (4.B.3) requires the Board to establish a search process to fill the vacancy and that the process is fair, open and complies with relevant regulations. The current Superintendent-President, Eloy Oakley, was selected in 2006 and hired officially as of January 2007. A search and selection process presentation was presented to the full Board and public in May 2006 and detailed the critical selection elements including expectations, goals and the process.

Board Policy 2021 (4.B.3) on Evaluation of the Superintendent-President requires the Board to complete an annual evaluation. The process is developed and jointly agreed to by both the Superintendent-President and the Board. Criteria used for evaluation is based on Board policies, the Superintendent-President's job description and performance goals and objectives developed jointly by the Superintendent-President and the Board. A new Management and Professional Development/Evaluation Personnel Plan (4.B.8), initiated by the Superintendent-President, was approved by the Board in August 2012 and provides for a comprehensive 360 evaluation of all management team employees including the Superintendent-President. In fact, the Superintendent-President was the first President and member of the management team to participate in the new evaluation process, which included input from a broader reach of constituents that included faculty, administrators, staff, professional colleagues and community members. The plan has been extended to all members of the management team starting in January 2014.

#### Self Evaluation

Faculty had expressed concerns in the past that they did not have the opportunity to participate in the Superintendent-President's evaluation, but the new 360° process has allowed for critical input from faculty as well as administrators, classified staff and students. For the first time, this process goes beyond Board input in evaluating the Superintendent-President. The Superintendent-President's current contract was changed by the Board in July 2013 to state that rather than an automatic four percent step increase, any increase up to four percent would be dependent upon achieving goals and objectives as reviewed and agreed upon in the President's annual evaluation. There is no longer an automatic annual four percent step increase as set forth in the previous contract.

The Board has asked for and has received regular status reports to check progress in meeting accreditation requirements and has pushed the college to complete the process (4.B.9, 4.B.10, 4.B.11).

#### Actionable Improvement Plans

None

**IV.B.1.a. The governing board is an independent policy-making body that reflects the public interest in board activities and decisions. Once the board reaches a decision, it acts as a whole. It advocates for and defends the institution and protects it from undue influence or pressure.**

Descriptive Summary

LBCC is governed by a five-member Board of Trustees, elected in district-defined areas, and one student trustee who is elected by the students. Policies 2000 and 2016 states that the Board of Trustees of the Long Beach Community College District is the governing body of the district and that the Board governs on behalf of the citizens of the district in accordance with the authority granted and duties defined in Education Code Section 70902.

As reflected in the Board’s Code of Ethics/Standards of Practice Policy and Regulations 2014, (4.B.3) the Board must be “independent, impartial and responsible for governance in the district and conduct themselves in an ethical manner that does not present the appearance of a conflict of interest.” This commitment is detailed further in Administrative Regulations 2014 (4.B.4) that outline commitment, primary tasks, intra-Board relationships, relationship with the Superintendent-President, delegation of authority, Board evaluation and unethical behaviors. None of the members has any ownership in the institution.

Policy 2016 (4.B.3) states that the Board must represent the public interest and advocate and protect the district.

Public participation at Board Meetings is detailed in Policy 2031 (4.B.3) and describes how the public directly brings business related to the district to the attention of the Board. All Board meetings are public and governed by the Brown Act. The Board ensures that the public is heard through two public comments sections on the Board Agenda: one for items on the agenda; and one for items not appearing on the agenda. The Board acts by majority vote, exclusive of the student trustee’s advisory vote. Commencing in January 2014, with the current Board president, each trustee now publicly casts a verbal vote either way on action items.

The Board participates in an annual retreat and self-evaluation process to help it assess its performance in four key functional areas including policy role, community relations and advocating for the college, Board and CEO relations, and Board leadership and organization.

Self Evaluation

In order to assure that the community is fairly represented, and to compensate for the increase in population as indicated by the 2010 Census, it was necessary to adjust the legal boundaries of trustee areas within the Long Beach Community College District. The new boundaries became effective in the April 2012 Board of Trustees election. A map with additional college links is on the website for the public to visit when they may not know who the trustee is for their area (4.B.12).

The Board of Trustees has worked in the past few years to clarify and improve its self-evaluation process. In a summary review of the past four years done at the July 23, 2013 retreat, the Board scored themselves the highest in the area of Board/CEO relations (4.B.13,

[4.B.14](#)). Community relation/advocating was ranked second with Policy and Board leadership ranked third and fourth. The Board believes that there is an increased focus on policy versus administrative matters but also indicates that there has been a decline in sufficient time for providing a vision for the college. Overall, the Board believes that once a decision is made, members uphold the decision. Results have consistently shown that the Board perceives itself as acting as a unified whole.

#### Actionable Improvement Plans

None

**IV.B.1.b. The governing board establishes policies consistent with the mission statement to ensure the quality, integrity, and improvement of student learning programs and services and the resources necessary to support them.**

#### Descriptive Summary

The mission statement for Long Beach City College is as follows:

Long Beach City College is a comprehensive community college that provides open and affordable access to quality associate degree and certificate programs, workforce preparation, and opportunities for personal development and enrichment. The college develops students' college-level skills and expands their general knowledge, enables their transfer to four-year institutions, prepares them for successful careers or to advance in their current careers, and fosters their personal commitment to lifelong learning. Based upon a commitment to excellence, college programs foster and support the intellectual, cultural, economic and civic development of our diverse community - Policy on District Mission – 1002 ([4.B.1](#)).

To ensure that the college supports student learning and student success, the trustees develop Board Goals ([4.B.6](#)) on a yearly basis in alignment with the Superintendent-President's 12-Month Agenda ([4.B.7](#)). The college planning process, in turn, aligns with these goals to inform and guide the department planning and program review process.

The LBCC Educational Master Plan's Mission, Values and Goals statements focus directly on equitable student learning and achievement as well as academic excellence and workforce development ([4.B.5](#)). The four primary goals include Student Success, Equity, Community and Resources and each goal includes stated strategies for achieving established quantitative measurable objectives. The Master Plan now actually informs the Board Goals and the President's 12-Month Agenda.

College policies and Administrative Regulations 4000, 4001, 4002, 4005, 4012, 4019, and 4024 ([4.B.15](#), [4.B.16](#)) ensure that programs, degrees and certificates are of high quality and in alignment with the college mission and educational master plan.

The College Planning Committee receives budget recommendations from the Budget Advisory Committee, which are also developed in consideration of the Board of Trustees' Goals and the President's Twelve-Month Agenda. Institutional resource requests must be integrated into department and unit planning and program review for consideration and they must demonstrate how requests are linked to planning and achievement of major college goals ([4.B.17](#)).

### Self Evaluation

College-wide planning has undergone a continuous process of alignment and improvement the past few years. Beginning with the trustees and the Superintendent-President, the college planning and review process – through its various committees and planning at the individual instructional and support area levels – has aligned planning and resource allocation with institutional goals and objectives as developed and refined each year.

From 2007 on, the primary goals at the college have been to support and measure the impacts of student success, CTE and workforce/economic development, fiscal stability and the allocation of resources in a manner that prioritizes these goals ([4.B.18](#)).

The college continues to improve the linkage of department planning and program review and resource allocation to achieve critical college goals and objectives. There is a “roll up” process for budget requests that are derived from program planning, department planning, and school planning followed by "roll-up" to vice president-level planning, which is then reviewed by the College Planning Committee ([4.B.19](#)).

In spite of continuing and improving alignment, some faculty and departments have expressed frustration that their resource requests are not acknowledged and that once requests enter their plans and move up the chain, they get “lost.” Many faculty have wondered what the reasons are for not getting funded for certain requests. To address this issue, the planning process now includes language in department plan guidelines that requires input at each level for any resource requests not accommodated: department heads to faculty, deans to department heads and vice presidents to deans. In addition, the CPC tasked a work group to review the charge of the Budget Advisory Committee ([4.B.20](#)). The CPC accepted the work group's recommendations to include language that requires the BAC and CPC to have a joint yearly meeting to review together institutional priorities and guidelines.

There is also a level of frustration by some faculty and administrators that the planning process has gotten cumbersome with an overly burdened committee structure comprising many of the same repeat participants. In response to this, the CPC at the end of 2012-13 put forth a recommendation to the Academic Council to review and assess the current planning structure. The Academic Council in November of 2013 ([4.B.21](#)) designated a task force to review issues and recommend an improved process and possible structure to address the concerns. The current task force group met in November 2013, identified key issues and will take back to Academic Council in spring of 2014 recommendations that include improving communication and recommendations for process gaps. The goal is to complete the review process by the end of spring semester and implement any changes beginning fall 2014.

### Actionable Improvement Plans

Complete the planning structure review and bring forth recommendations to Academic Council. Implement any recommendations in fall 2014.

Monitor efforts to improve communication regarding resource decisions.

### **IV.B.1.c. The governing board has ultimate responsibility for educational quality, legal matters, and financial integrity.**

### Descriptive Summary

Board Policy 1001 and Administrative Regulation 1001 ([4.B.1](#), [4.B.2](#)) require the LBCCD Board of Trustees to be an independent body whose actions are final and are not subject to any other entity. It also defines responsibilities of the Board and Superintendent-President. The Board approves all new courses, programs, certificates and degrees as cited in Policy 4005 and Administrative Regulation 4005 ([4.B.15](#), [4.B.16](#)).

Board Policy 1002 on district mission ([4.B.1](#)) and Policy 2009 on Educational Equity ([4.B.3](#)) introduce the focus on quality, effectiveness, opportunity, success and excellence in the district mission. Yearly Board Goals and the President's yearly College Agenda focus on student success and fiscal stability in support of academic excellence and a proactive pursuit of equality in educational goal attainment for students ([4.B.6](#), [4.B.7](#)).

The Educational Master Plan 2011-2016 ([4.B.5](#)) provides a mission statement and a set of written values and goals with measurable objectives and a process for determining and tracking objectives. The Office of Institutional Effectiveness provides leadership and coordination of efforts involving Accreditation, institutional planning, program planning and review, and institutional research. The Board has asked for and receives regular updates on both Accreditation and progress of SLO implementation at the college ([4.B.22](#)).

Board Policy 1001 and Administrative Regulation 1001 ([4.B.1](#), [4.B.2](#)) requires policies to be consistent with provisions of law and that all district employees are expected to know and observe all provisions of law pertinent to their job responsibilities. Board Policy 2016 on Board Duties and Responsibilities ([4.B.3](#)) defines the institutional mission and sets prudent, ethical and legal standards for college operations.

Board Policy 6008 on Delegation of Authority for General Business ([4.B.23](#)) stipulates that the Board delegates certain authority to the Superintendent-President including the “budget, audit and accounting of funds” and requires the President to “make periodic reports to the Board.... and keep the Board fully advised regarding the financial status of the district.”

Administrative Regulation 6010 ([4.B.24](#)) delineates the budget development process, guidelines and timeline. In 2005, the Board of Trustees adopted Board Policy and Administrative Regulation 2013 ([4.B.3](#), [4.B.4](#)) which requires an annual, independent audit report. Both were updated again in 2009 with another revision to the AR occurring in 2013. Within the AR, the Board has established an Audit Committee comprising of the Board President and one additional Board member that is appointed annually. As required by Title

5 regulations, the audit reports are submitted to the Chancellor's Office by December 31st of each year after they have been presented to the Board of Trustees for adoption ([4.B.25](#) - see item 12.9 as an example).

Furthermore, Proposition 39, which passed in 2000, requires any district that has a Bond Fund, approved by voters under Proposition 39 guidelines, conduct both an annual financial and performance audit of the Bond Funds. Both the Bond Financial and Performance Audits are presented to both the Board of Trustees and the Citizens' Oversight Committee (COC) ([4.B.26](#)) on an annual basis ([4.B.25](#)- see item 12.9 and 12.10 as examples).

### Self Evaluation

In response to state budget reductions and to maintain structural and operational fiscal stability, budget cuts have taken place the past four years and included reduction in force for administrators, classified staff and faculty. The need for reductions led to a thorough review and assessment of 19 instructional programs considered for program discontinuance. The College Planning Committee developed and agreed on criteria for budget reductions and the Academic Council heard presentations from 19 programs. The Board of Trustees allowed testimony from all considered programs and 11 gave presentations. In addition, the Board heard public testimony from hundreds of people at Board meetings from August 2013 through January 2014. The entire process began in March 2011 and was completed in January 2013, at which time the Board voted to discontinue 11 programs.

The Board changed the required reserve from 5.5 percent to 5 percent in the 2012-13 fiscal year in response to continuing budget reductions imposed by the state.

During each of the last six years, the district has undergone independent external audits for both the district funds and the Bond Funds (under Proposition 39 guidelines). The external auditors met with the Board Audit Committee related to the district Audits each year on the following date April 17, 2013. Furthermore, as evidenced by the COC meeting agendas, the audit reports were presented to the COC each year as well ([4.B.26](#), [4.B.27](#)). The audit reports can be found on district Audits and Bond Audits webpages ([4.B.28](#), [4.B.29](#)).

### Actionable Improvement Plans

None

**IV.B.1.d. The institution or the governing board publishes the board bylaws and policies specifying the board’s size, duties, responsibilities, structure, and operating procedures.**

Descriptive Summary

The 2000 series of Policies and Regulations on Board governance describe the Board’s size, duties, responsibilities, structure and operating procedures as well as election procedures, terms of office and process for elections or provisional appointments, timelines and public notifications ([4.B.3](#), [4.B.4](#)).

The Board publishes its policies and procedures on the college website as follows:

- Board’s Size - Policy 2023 ([4.B.3](#))
- Duties and Responsibilities - Policy 2016 ([4.B.3](#))
- Structure - Policy/Regulations 2015 ([4.B.4](#))
- Operating Procedures - Policy/Regulations 2004, 2015, and 2025 ([4.B.3](#), [4.B.4](#))
- Policy 2026, 2028, and 2029 ([4.B.3](#))

Self Evaluation

Board minutes are on file and posted on the college website for public access but to accommodate increased access and transparency, all Board meetings are videotaped and shown via the college website on YouTube and on local cable stations.

Actionable Improvement Plans

None

**IV.B.1.e. The governing board acts in a manner consistent with its policies and bylaws. The board regularly evaluates its policies and practices and revises them as necessary.**

Descriptive Summary

A primary duty of the Board is to establish policies consistent with the California Community College Board of Governors and applicable laws of the state of California for college governance. Policy 1001 ([4.B.1](#)), updated in February 2009, describes the process of recommending policies and for developing all administrative regulations.

The Superintendent-President is responsible for recommending policies and developing administrative regulations in consultation with the appropriate areas of the college. The

college is nearing the end of a comprehensive review of all policies and regulations in response to the Superintendent-President's directive.

A board policy matrix was developed to assist in tracking which policies are determined by law, or deemed necessary to the operations of the district. Agenda samples containing policy actions and regulations information: February 17, 2009, and July 24, 2012, Board Agendas ([4.B.30](#), [4.B.31](#)).

#### Self Evaluation

In the last accreditation cycle, the college recognized that many policies needed to be updated and that when a policy change was approved, there was no procedure to ensure that the new policy was documented and placed in the manual. Since the last report, the Superintendent-President has directed all vice presidents to initiate a review of policies and procedures related to their areas. The district has created or revised 67 of the 141 (47 percent) board policies and 59 of the 125 (47 percent) administrative regulations since the last accreditation visit.

Per a planning agenda item from the last accreditation cycle, Policy 1001 was updated but further work needs to be done on a regulation to ensure that there is a written policy for documenting and placing new policies in the Policy and Administrative Regulations Manual.

#### Actionable Improvement Plans

None

**IV.B.1.f. The governing board has a program for board development and new member orientation. It has a mechanism for providing for continuity of board membership and staggered terms of office.**

#### Descriptive Summary

The Board recently revised the policy on Board Development and Orientation (Policy 2017 on Board Education) to include additional detail regarding trustee orientation, orientation to the mission and Educational Master Plan of the college and professional development opportunities to increase knowledge of governance, finance, accreditation and student success. Three of the five trustees are currently enrolled in the Effective Trustee Program offered through the California Community College League (CCLC) and, in fact, the current president of the Board, Jeff Kellogg, is the first trustee graduate. The program is designed to facilitate the ongoing education of all trustees in California community colleges by providing a solid foundation for effective board governance. The CCLC also provides all new trustees a Trustees' Handbook which includes a progress tracking system ([4.B.3](#), [4.B.4](#)).

### *Terms of Office*

Policy 2023 on Board of Trustees Election, revised and adopted October 25, 2011 details the election process for the Board including areas, terms and staggered terms (4.B.3). Policy and Regulation 2024 speak to resignations and vacancies on the Board as well as elections and provisional appointments to fill vacancies as subject to conditions outlined in Education Code 5091. Regulation 2024 outlines procedures for appointments, elections and special elections (4.B.4).

### Self Evaluation

The Board has recognized that new member orientations are critical to establishing a coherent and informed governance body and governance process for the college. Their efforts to define and clarify policies better are intended to meet this need. Due to two Board resignations and other city-wide elections, at least two and perhaps more Board seats will be up for consideration. It is anticipated that the new Board orientation process will be implemented beginning in July 2014.

### Actionable Improvement Plans

None

**IV.B.1.g. The governing board's self-evaluation processes for assessing board performance are clearly defined, implemented, and published in its policies or bylaws.**

### Descriptive Summary

Administrative Regulations 2018 and Board Policy 2018 provide for completion of an annual evaluation by Board members each year. At a full day retreat and study session, the Board discusses the results of their yearly self-assessment survey. The evaluation process includes quantitative measurements in the areas of: Governance and Policy Role; Community Relations and Advocating for the college; Board and CEO Relations; and Board Leadership and Organization. Also at this retreat, the Board identifies accomplishments and sets goals for the next year (4.B.3 to 4.B.4).

### Self Evaluation

A new Board Self-Assessment Form was adopted by the Board in August of 2008 with the intent of aligning more closely and clearly Board- and college-established goals. Modification of Parts II and III have allowed for better alignment and opportunities to consider new issues facing the college. The process is public and results are available to the public also in written form. It should be noted that the form used by the Board since 2008 now allows for a scoring process with quantitative measures tracked over time and showing

areas that need improvement. This enables the Board to focus discussions and actions to be taken on areas of concern ([4.B.32 to 4.B.39](#)).

Actionable Improvement Plans

None

**IV.B.1.h. The governing board has a code of ethics that includes a clearly defined policy for dealing with behavior that violates its code.**

Descriptive Summary

In 2008, Board Policy and Administrative Regulation 2014 - Board of Trustees' Code of Ethics/Standards of Practice was adopted to list ethics and standards of practice which included regulations for monitoring commitment, primary tasks, intra-Board relationships, Superintendent-President/Board relationship, delegation of authority, evaluation of the Board and unethical behavior. The policy states that the trustees "shall be independent, impartial and responsible in their governance of the district and shall conduct themselves in an ethical manner that does not present a conflict of interest" ([4.B.3](#), [4.B.4](#)).

Self Evaluation

The Board of Trustees has developed a code of ethics that includes a clearly defined policy for dealing with behavior that violates its code. Fortunately, they have never been put into the position of having to deal with any issues in violation of the code of ethics (Board Policy and Administrative Regulation 2014, [4.B.3](#), [4.B.4](#)).

Actionable Improvement Plans

None

**IV.B.1.i. The governing board is informed about and involved in the accreditation process.**

Descriptive Summary

The Superintendent-President ensures that the district complies with the accreditation process and standards of the Accrediting Commission of Community and Junior Colleges and of other district programs that seek special accreditation. The President keeps the Board informed of approved accrediting organizations and the status of accreditations and makes

sure that the Board is involved in any accreditation process in which Board participation is required ([4.B.9](#), [4.B.10](#)).

On July 24, 2012 during the reorganizational meeting, Board Member Otto was appointed as the Board's liaison to serve as a resource to Standard IV: Governance and Leadership. The appointment ended in July 2013, but Member Otto, with the Board's consent, has continued working with the team for Standard IV ([4.B.38](#)).

### Self Evaluation

In the Board Goals 2009-11, updated and adopted in August 2010, report dates were assigned to respond to the goals that would provide trustees the ability to measure the progress of the below adopted Board Goal:

1. Measure and Improve Student Success
  - D. By September 2010, review progress in implementing the 2009 ACCJC Accreditation Recommendations and the 2008 Institutional Self-Study Planning Agendas. Thereafter, receive Periodic Reports on the status of meeting the criteria of the ACCJC for reaching proficiency for institutional effectiveness, as defined by the ACCJC Rubric ([4.B.39](#)).

The district's Accreditation Liaison Officer regularly presents information to the Board on the accreditation process. In addition, Member Otto has been participating in committee work and provides both input to the committee and information to the Board on the progress of Standard IV committee work. The Superintendent-President also provides the Board with a summary of any accreditation commission reports, recommendations and any actions taken or to be taken in response to recommendations by the Commission ([4.B.22](#), [4.B.9](#), [4.B.10](#), [4.B.11](#)).

### Actionable Improvement Plans

None

**IV.B.1.j. The governing board has the responsibility for selecting and evaluating the district/system chief administrator (most often known as the chancellor) in a multi-college district/system or the college chief administrator (most often known as the president) in the case of a single college. The governing board delegates full responsibility and authority to him/her to implement and administer board policies without board interference and holds him/her accountable for the operation of the district/ system or college, respectively. In multi-college districts/systems, the governing board establishes a clearly defined policy for selecting and evaluating the presidents of the colleges.**

### Descriptive Summary

The Board hired a new Superintendent-President in 2006 through a broad-based screening and selection committee with representation from all constituent groups including external community members. Open forums were held for all candidates. Board Policy 2020 requires establishment of a search process that is fair, open and complies with regulations ([4.B.3](#)).

Board Policy 2021 requires an annual evaluation of the Superintendent-President that complies with the contract of employment ([4.B.5](#)). Each year, the job description, performance goals and objectives are developed jointly by the Board.

Board Policy 2019 delegates authority from the Board to the Superintendent-President.

The Board provides oversight to the district for governance and authorizes the Superintendent-President to administer and execute policies and decisions of the Board and responsibility for district operations. The Superintendent-President recommends policies to the Board and develops recommended administrative regulations for each policy. The Superintendent-President fulfills the duties of the job description as determined in his contract, Board of Trustee goal setting and annual evaluation process ([4.B.3](#)).

The Board President communicates with the Superintendent-President and requests that the Board receives bi-annual, annual or quarterly updates on these performances. Policy 2019 states that the Superintendent-President shall make available any information or give any report requested by the Board as a whole.

### Self Evaluation

In 2009, the Board developed Board Policy 2020 on the selection of the Superintendent-President that requires the Board to establish a search process that is fair, open and complies with relevant regulations ([4.B.3](#)).

The Board pushed for a more comprehensive evaluation plan for the Superintendent-President. In 2012, the Superintendent-President established a new performance-based Management Professional Development/Evaluation Plan for the entire management team ([4.B.8](#)). It provided for broader input of college constituencies via a 360 evaluation. This included input from faculty who had expressed concerns in the past that they had not been able to evaluate the Superintendent-President.

The Superintendent-President was the first administrator to complete the new evaluation plan and it has been extended to all management team members as of January of 2014.

### Actionable Improvement Plans

None

**IV.B.2. The president has primary responsibility for the quality of the institution he/she leads. He/she provides effective leadership in planning, organizing, budgeting, selecting and developing personnel, and assessing institutional effectiveness.**

Descriptive Summary

As the Chief Executive Officer of the district, President Oakley is ultimately responsible for the quality of instructional programs and services provided to students and the community. Board Policy 1004 on Institutional Planning directs the Superintendent-President to ensure that the district has and implements a broad-based comprehensive, systematic and integrated system of planning that involves appropriate segments of the college community and is supported by the Office of Institutional Effectiveness (4.B.1). In collaboration with constituent leadership, the Superintendent-President is responsible for establishing a viable, supportive, transparent college planning process that ensures constituent input into college decision-making with a focus on student success and completion. The Superintendent-President is also responsible for ensuring a financially viable college and encouraging appropriate staff development in support of student learning. The Superintendent-President makes sure that institutional decisions are supported by robust institutional effectiveness efforts that provide timely and relevant data for institutional decision-making.

Self Evaluation

The college planning structure is the process by which recommendations are made and decisions are acted upon regarding planning for academic and professional matters as well as budgetary matters. Under the leadership of the Superintendent-President and faculty leaders, the college underwent a reorganization of its planning process in 2007. This reorganization ensured more constituent participation with a modified committee structure. One problem was that the number of official planning committees had increased to a point that was deemed unmanageable. It was recommended by the College Planning Committee and supported by the Academic Council last academic year that, once again, there were too many committees and some of the key committees needed a thorough review of charges. The Academic Council will continue to assess the current committee structure and charges for a possible reorganization of the planning structure.

The Superintendent-President is responsible for bringing to the Board a tentative and final budget each year. The budget process is tied directly to planning through the college planning and review process. The Budget Advisory Committee provides recommended budget assumptions to the CPC, which makes recommendations to the Superintendent-President who then makes recommendations to the Board of Trustees.

The college has college-wide professional development programs that focus on legal compliance and various staff development trainings. In addition, each staff division at the college provides professional development opportunities to its staff. Faculty oversee professional development for full and part-time faculty. Budget reductions the last four years have reduced funding for professional development in general and the college is looking at ways to increase funding and opportunities for faculty and other staff. Through the

leadership of the Superintendent-President and the Board, the college continues to have a very focused agenda on student success and completion and the college planning groups have had discussion regarding the need to look at institution-wide professional development as a way to foster greater support for student success.

With increasing needs for data driven decision-making, the Superintendent-President has pushed for and the college has increased staff and expertise in the Office of Institutional Effectiveness.

Actionable Improvement Plans

None

**IV.B.2.a. The president plans, oversees, and evaluates an administrative structure organized and staffed to reflect the institution’s purposes, size, and complexity. He/she delegates authority to administrators and others consistent with their responsibilities, as appropriate.**

Descriptive Summary

In 2007, the Superintendent-President published an 18-Month Agenda for the Advancement of Student Success and Community Development, which identified academic excellence and student success (learning and equity), institutional advancement (teamwork and organization), and community and economic development (infrastructure and learning) as key areas of focus in achieving the mission of the college (4.B.40). These areas were further advanced in the president’s 12-month agenda presented in July 2008 and 24-month agendas presented in 2009 and 2012 (4.B.41, 4.B.42, 4.B.43).

In support of these agendas, the Superintendent-President has implemented an administrative structure that encourages progress towards student success and community development outcomes. In 2008, an academic administrative reorganization was implemented that created an instructional School of Student Success and a new dean position with oversight of newly created student success centers at both campuses. In this reorganization, the district also promoted the integration of student success across college divisions by housing distance learning under Administrative Services; in 2011, this integration was further extended by moving the Kinesiology department under Student Support Services. The 2008 reorganization also included the creation of the dean of Academic Services position, whose major duties include curriculum and scheduling and the associate dean of Institutional Effectiveness, whose duties and responsibilities include research and planning. To support the growth in economic development efforts, multiple new administrative positions were created, including the executive director of Economic Development and the director of College Advancement, Public Affairs and Governmental Relations. These changes aligned the college’s administrative structure with the college’s objectives that would ultimately be captured in the 2011-2016 Educational Master Plan (4.B.5).

Evaluation procedures for managers are outlined in Board Policy and Administrative Regulation 3007 (4.B.44, 4.B.45). A process for evaluating academic reorganizations was also discussed through Academic Council to review all academic reorganizations since 2008 (4.B.46).

### Self Evaluation

In 2007, the Superintendent-President hired the existing interim vice president of Academic Affairs in order to bring continuity and continuation of initiatives to the college. This position was flown unsuccessfully and the interim was retained through 2012 until a successful hiring process for a permanent vice president could be completed. In 2012, a permanent vice president of Academic Affairs was hired but then resigned after a year, leaving the position vacant once again. The Superintendent-President filled the interim position for 2013-14 with a seasoned administrator who had previously served as vice president of Academic Affairs for the college. A new hiring committee has been convened with the intent to fill the permanent vice president of Academic Affairs position for the 2014-15 academic year.

Meanwhile, the Superintendent-President has brought long-term stability in the other vice president positions, including the vice president of Administrative Services, vice president of Student Support Services, and vice president of Human Resources. In 2012, the full executive team structure was reinstated with the appointment of the vice president of College Advancement and Economic Development to the position of executive vice president.

In response to multiple years of budget reductions, the district reorganized its academic administrative structure by eliminating two academic dean positions and combining a dean and an associate vice president position. In this reorganization, oversight of the Pacific Coast Campus was combined with oversight of Academic Services and the Office of Institutional Effectiveness was aligned with the academic School of Student Success. Both of these reorganizations are being closely monitored to ensure the new structures are able to produce the student success outcomes outlined in the Educational Master Plan and a review will occur in spring 2014.

In fall 2013, the article related to faculty department head assignments in the faculty contract was revised to clarify the responsibilities of department heads, modify the formula for assigning reassigned time and stipends, and increase department head visibility through designated on-campus hours. The changes also included an assessment process for department heads to be performed by the area dean and two faculty members with the opportunity for performance improvement and/or removal from the position where appropriate. In addition, the article includes a new section on department head departmental recall procedures, again to ensure accountability for these quasi-administrative positions (4.B.47).

In 2012-13, the Superintendent-President introduced to the Board of Trustees a performance-based incentive plan for the management team (Management Professional Development Evaluation Personnel Plan), which as piloted in 2012-13 and fully implemented in 2013-14 (4.B.8). The plan replaces guaranteed annual step increases with salary increases contingent upon a management team member achieving “exceeds expectations” in the overall

performance evaluation. The performance evaluation was also modified to include a weighted formula factoring in a management team member's performance of duties listed in the job description, the completion and level of difficulty of management objectives, performance of other assignments, completion of professional development activities, and the results of a behavioral rating survey completed by a group of 15 employees composed of supervisor, subordinates, faculty leaders, and other peers at the college.

Actionable Improvement Plans

None

**IV.B.2.b. The President guides institutional improvement of the teaching and learning environment by the following:**

- **Establishing a collegial process that sets values, goals, and priorities;**

Descriptive Summary

The Superintendent-President oversaw the development of the 2011-16 Educational Master Plan, which entailed a two-year process involving participation from all college constituent groups and input from the community and from local industry (4.B.5). In 2010-11, an environmental scan was administered and collected input from 2,184 respondents, including community members, current and past students, and LBCC faculty and staff. Further community input was received during four community forums held at both campuses. In addition, an internal scan was conducted based upon plans that were created through the college's planning and review process which was launched in fall 2009. Through this process, plans developed at the department level informed school level plans which ultimately fed into the vice president-level plans for Academic Affairs, Student Support Services, Community Advancement and Economic Development, Human Resources, and Administrative Services. The resulting vice president-level plans and the environmental scan were used to inform an in-depth analysis of the college's strengths, weaknesses, opportunities, and threats. This analysis was a key component used to develop the strategic goals of the Educational Master Plan and was carried out by over 60 faculty and staff of the vice president planning groups.

The 2011-16 Educational Master Plan includes measurable objective and performance targets that guide the annual planning process at the department-, inter- and vice president-levels of planning and program review processes. Each year, the three levels of planning are overseen by the College Planning Committee (4.B.19); annual status updates on the college's performance toward reaching the established goals are based on objective outcome measures and documented implementation of activities. The majority of these outcome measures directly relate to student success and learning.

### Self Evaluation

In 2012-13, the Academic Council, co-chaired by the Superintendent-President and the Academic Senate President, oversaw the development of a standardized evaluation process for reviewing academic reorganizations to allow for broader input from faculty and staff (4.B.46). The process outlines the composition of an evaluation workgroup (including faculty, staff, and administrators), the administration of an internal/external survey, and key data components to be reviewed. Once the review is completed, recommendations are made to the Academic Council regarding any potential changes. In spring 2013 this process was used to evaluate the 2008 reorganization of distance learning into Administrative Services. A workgroup used the process to review the 2011 reorganization of Student Affairs, Kinesiology, and Athletics in spring 2014.

After a few years of compounded budget reductions from the state, the college prepared itself for the possibility of the discontinuance of some academic programs. In spring 2012, the Superintendent-President requested that the President's Leadership Council—composed of the leaders of each constituent group and bargaining unit—review the existing Board Policy and Administrative Regulation 4024 on program establishment, modification, and discontinuance to address any concerns that might exist; no changes were made to the existing policy or administrative regulation (4.B.15, 4.B.16). The Superintendent-President then charged the College Planning Committee with establishing, in collaboration with the Budget Advisory Committee (4.B.20), criteria for determining budget reductions across the college. When programs were recommended for discontinuance in 2013-14, the administrative regulation was strictly followed and the budget reduction criteria informed the decisions made.

### Actionable Improvement Plans

At the conclusion of the program discontinuance process in 2013-14, the Academic Council requested that Administrative Regulation 4024 be reviewed and modified based upon the experience of the recent reductions (4.B.16). This administrative regulation has been reviewed by an Academic Senate Subcommittee and will be fully discussed in Academic Council. Once final changes are recommended, the administrative regulation will be sent to the President's Leadership Council (4.B.48) for final review.

#### **IV.B.2.b. The president guides institutional improvement of the teaching and learning environment by the following:**

- **ensuring that evaluation and planning rely on high quality research and analysis on external and internal conditions;**

### Descriptive Summary

The research and data analysis capacity of the Office of Institutional Effectiveness has been dramatically increased over the last six years. This precedent was firmly established in 2008

with the development of a comprehensive evaluation plan for the strategies and outcomes of the LBCC Student Success Plan (4.B.49). In creating the evaluation plan, a research consultant was hired to support development and early implementation of the plan, and measurable objectives were tracked for program goal. Starting in 2011, a highly professional research team was hired into the Office of Institutional Effectiveness under the dean, including a director of Institutional Research and analysts in research, planning and outcomes assessment, to further support research and data analysis. This research support enabled the college to develop strong data-sharing agreements with CSU Long Beach and Long Beach Unified School District (LBUSD) through the Long Beach College Promise (4.B.50). For example, a dataset representing over 6,000 LBUSD students who matriculated to LBCC over five years was used to establish high school performance indicators linked to student performance in college-level coursework through the alternative assessment model piloted in the Promise Pathways program (4.B.51). This same dataset was also used to identify key “leakage points,” or points of attrition, of Latino students moving through the educational pipeline in Long Beach as part of a community-based Latino student success grant.

In the development of the 2011-2016 Educational Master Plan, both internal and external conditions were analyzed in establishing goals through the use of surveys, local industry data and workforce trends, community town halls, and student performance metrics. The data metrics linked to the Educational Master Plan goals are also disaggregated annually and are provided to instructional and support departments to use in conducting program review activities and in establishing new goals.

### Self Evaluation

In 2012, LBCC’s research team was awarded the California Research and Planning (RP) Group Award (4.B.52) for its work on linking high school performance indicators to performance in college-level coursework. Based upon this work, the Chancellor’s Office conducted an expanded study of LBCC’s model at 6 different institutions across the state with positive results, and a statewide database is being developed to enable all California community colleges to implement an alternative assessment model founded upon LBCC’s research. This work was further recognized in 2014 when LBCC was awarded the Mertes Research Award by the Association of California Community College Administrators (ACCCA) (4.B.53)

The Superintendent-President was also recognized by the James Irvine Foundation in 2014 for his leadership in closing equity gaps in student performance based upon the data-driven evaluation systems developed in Promise Pathways (4.B.54). Through this award, funding will be made available in 2014-15 for instructional departments to pilot new student success strategies using predictive analytic models conducted through the Office of Institutional Effectiveness.

### Actionable Improvement Plans

None

**IV.B.2.b. The president guides institutional improvement of the teaching and learning environment by the following:**

- **ensuring that educational planning is integrated with resource planning and distribution to achieve student learning outcomes;**

Descriptive Summary

As early as 2007, the Superintendent-President established a strong commitment to integrating resource planning and distribution to achieve student learning outcomes in his 18-Month Agenda for the Advancement of Student Success and Community Development (4.B.40). This commitment was continued in the 2008 and 2009 12-month President's Agendas and in the 2012 24-month President's Agenda (4.B.41, 4.B.42, 4.B.43). A faculty SLO Coordinator position with reassigned time was created in 2005 and then institutionalized. This position was further supported by a team of faculty "SLO Officers" who received stipends to coordinate SLO implementation in each instructional school. In addition, in fall 2013 a full-time Educational Assessment Research Analyst was hired to support the ASLO Subcommittee and faculty with SLO assessment.

The Superintendent-President's 24-Month Agenda 2012-14 was developed to "better align [the college's] planning process and resources with the trustee goals and Educational Master Plan" (4.B.43, p. 1). Key components of the 24-month agenda include continuing to support the development and implementation of outcomes assessment, focusing on the use of data to improve student learning and achievement; prioritizing the implementation of the Educational Master Plan goals and measure and report on their implementation and impact; strengthen the integration between college planning, review, and decision-reaching processes and evaluate how resource allocations lead to improved institutional effectiveness; and review the college's career technical education (CTE) programs and support the efforts to align those programs with the workforce needs and ensure that program certificates and degrees lead to meaningful employment and future funding opportunities.

Self Evaluation

As SLO assessment results are more widely communicated at the program and institutional levels, more resource allocations can be directed toward closing gaps observed between actual student performance and the standards for SLOs that have been established by faculty. The effectiveness of programs and the institution in utilizing resources that support SLO assessment and improvement plans will also be evaluated as part of the cyclical process of planning, resource allocation and review. The first complete set of general education outcomes, as assessed through custom items of the Community College Survey of Student Engagement, will be available fall 2014.

Actionable Improvement Plans

None

**IV.B.2.b. The president guides institutional improvement of the teaching and learning environment by the following:**

- **Establishing procedures to evaluate overall institutional planning and implementation efforts.**

Descriptive Summary

In 2007, the Superintendent-President led the revision of the former planning process through the Academic Council, addressing “disconnects” that existed in the planning process within the previous shared governance structure. This task has been reflected in each of the President’s Agendas between 2008 and 2012 and continues to be discussed in Academic Council and the College Planning Committee ([4.B.40](#), [4.B.41](#), [4.B.42](#), [4.B.43](#)).

Self Evaluation

The planning process has been evaluated over the last six years beginning after the first year of implementation in 2009 through the use of a survey that targeted individuals who had served on a standing committee or task force; refinements were implemented based upon survey input. Another survey was administered in 2012 that sought college-wide feedback. In addition, the Program Planning and Program Review Subcommittee (now called the Department Planning/ Program Review Subcommittee) evaluated the processes as well, focusing specifically on the format of the data provided to faculty to be used for planning and review and on the prompts built into TracDat, the database the college uses to collect and report on planning, student learning outcomes, and service unit outcomes assessment information. In spring 2013, focus groups with all constituent groups included were run as part of the college’s evaluation of governance, which included participants’ experience with planning. Also in fall 2013, employees were surveyed regarding the use of the planning process to inform decision-making about resource allocations, and this information was reviewed by the Academic Council ([4.B.55](#)). All of the evaluation activities were carried out by the Office of Institutional Effectiveness, which reports directly to the Office of the Superintendent-President.

Actionable Improvement Plans

None

**IV.B.2.c. The president assures the implementation of statutes, regulations, and governing board policies and assures that institutional practices are consistent with institutional mission and policies.**

Descriptive Summary

In his 2007 18-Month Agenda, the Superintendent-President stated, “through this agenda, the leadership of the college will focus its resources on achieving the objectives of the Educational Master Plan.” This focus was continued in the 2008 and 2009 12-Month Agendas as well as the 2012-14 24-Month Agenda. The most recent President’s Agenda identifies five priorities consistent with the Educational Master Plan and the trustees’ goals: student success, planning and governance, fiscal stability, building program, and economic and workforce development ([4.B.40](#), [4.B.41](#), [4.B.42](#), [4.B.43](#)).

Self Evaluation

The Superintendent-President ensures that all pertinent statutes, regulations and Board policies are easily accessed from the LBCC website ([4.B.56](#)). This site is accessible directly from the Superintendent-President’s page as well as from the Faculty and Staff resources tab ([4.B.57](#)). Through the President’s Leadership Council ([4.B.48](#)), all board policies and administrative regulations are reviewed on a regular basis and then placed on the Board of Trustees’ meeting agenda ([4.B.58](#)).

In 2012-13, the Superintendent-President, working closely with the Executive Committee and the Board, ensured that program discontinuance followed Administrative Regulation 4024 on program establishment, modification, and discontinuance ([4.B.15](#), [4.B.16](#)).

Actionable Improvement Plans

None

**IV.B.2.d. The president effectively controls budget and expenditures.**

Descriptive Summary

In each of the last three President’s Agendas, the Superintendent-President has put forward goals involving fiscal stability ([4.B.41](#), [4.B.42](#), [4.B.43](#)). The goals established included reducing in deficit spending, maintaining an adequate reserve, and adjusting to the ever-changing state budget impacting LBCC. These goals are used to inform both the Board of Trustees goals and by the individual departments when they are preparing their departmental plans. In order to accomplish the President’s goals, the Superintendent-President works closely with the vice-president of Administrative Services on all budgeting and financial information. The Superintendent-President effectively led LBCC through the recent state

financial crisis by establishing the Fixed Cost Reduction Task Force which ultimately advised on ways to reduce fixed costs; overseeing the program discontinuance process; establishing targets for reductions commensurate with revenue levels received from the state, and aggressively going after additional resources. Furthermore, in January 2010, the Superintendent-President recommended and the Board of Trustees adopted Board Policy 6010 - Policy on Budget Preparation ([4.B.59](#)), which established a minimum of 5.5 percent unrestricted general fund reserve. Each year, the Budget Advisory Committee incorporated the changes resulting from the major initiatives undertaken within the Adopted Budget and presented these recommendations to the Superintendent-President for approval. The results of all of these efforts are evident by the amount of reserves in each of the six years as shown in Table 1 below.

*Table 1. Ending Balance*

	Actual					Unaudited Actual	Adopted Budget
	07-08	08-09	09-10	10-11	11-12	12-13	13-14
Salaries & Benefits as a % of Total Expenses & Other Outgo	85.2%	86.7%	87.7%	88.3%	89.0%	89.0%	84.8%
Surplus / (Deficit)	\$1.3	(\$0.1)	(\$1.2)	\$4.6	(\$3.3)	\$2.4	\$1.5
Ending Balance	\$14.9	\$14.7	\$13.5	\$18.1	\$14.8	\$17.2	\$18.7
Ending Balance as a % of Total Expenses & Other Outgo	13.3%	13.1%	12.4%	17.4%	14.2%	17.7%	18.1%

Self Evaluation

The Superintendent-President practices effective oversight of budgeting and expenditures. At least quarterly, the vice president of Administrative Services reviews and discusses the financial statements and current projections with the Superintendent-President during their meetings. The Superintendent-President stays abreast of the budget proposed at the state level and requests details on how those proposals will affect LBCC. The Superintendent-President confirms that the Board of Trustees stays abreast of the current and projected financial statements by requiring the vice president of Administrative Services to present Quarterly Financial Statements at the end of each quarter. Furthermore, at the Board Retreat

on July 23, 2013, an in-depth look at the past four years of apportionment cuts and expenditures was presented and discussed as shown in Table 2 and Table 3:

Table 2. Apportionment Cuts

<b>Apportionment Cuts</b>	<b>Ongoing Increase/ (Decrease)</b>	<b>One-Time Increase/ (Decrease)</b>	<b>Total Increase/ (Decrease)</b>	<b>% Increase/ (Decrease) From 2008-09</b>
2009-10 Recalc	(\$ 3,428,505)	(\$ 336,836)	(\$ 3,765,341)	(3.3%)
2010-11 Recalc	2,382,049	(307,263)	2,074,786	1.9%
2011-12 Recalc	(7,277,394)	(1,832,720)	(9,110,114)	(9.8%)
2012-13 Year-End	1,046,456	(4,566,076)	(3,519,620)	(5.7%)
<b>4-Year Total</b>	<b>(\$ 7,277,394)</b>	<b>(\$ 7,042,895)</b>	<b>(\$ 14,320,289)</b>	<b>(16.9%)</b>

Table 3. Expenditures

<b>Expenditures</b>	<b>Amount of Cuts</b>	<b>Total Increase/(Decrease) From 2008-09</b>	<b>Percentage Increase/(Decrease) From 2008-09</b>
2009-10	(\$ 5,200,000)	(\$ 3,742,069)	(3.3%)
2010-11	( 5,500,000)	( 4,471,849)	(4.0%)
2011-12	( 5,800,000)	363,219	0.3%
2012-13 Tentative Estimate	( 5,100,000)	(5,094,343)	(4.5%)
<b>4-Year Total</b>	<b>(\$ 21,600,000)</b>	<b>(\$ 12,945,042)</b>	<b>(11.5%)</b>

These tables indicate that without the Superintendent-President’s direction of reducing the college’s deficit spending and matching expenditures commiserate with revenues provided, the district would not be in the financial shape that it is in today. As is demonstrated, LBCC's revenue was cut by over \$14 million and the college was able to reduce overall expenditures by almost \$13 million after undergoing over \$21 million in budget reductions.

Actionable Improvement Plans

None

**IV. B.2.e. The president works and communicates effectively with the communities served by the institution.**

Descriptive Summary

Over the last six years, the Superintendent-President has worked diligently to communicate effectively with the communities served by LBCC through a wide variety of efforts. Beginning in 2008, the Superintendent-President holds an Annual State of the College luncheon ([4.B.60](#)), sponsored by members of the President's Platinum Circle. This event allows over 400 community members, student leaders and employees from all groups to hear a report on the accomplishments of the past year and the agenda for the coming year. In support of the Long Beach College Promise, annual events and reports keep communities informed of the partnership and its key initiatives. The Superintendent-President is also engaged in the press and public relations efforts of the college and regularly appears in printed, online and broadcast outlets to provide timely information about programs and developments at LBCC. In addition, a Community President's Newsletter is published several times a year to brief the community and other key stakeholders on policy issues and developments at the college ([4.B.61](#)).

Extensively involved in leadership at the national, state, and local levels, the Superintendent-President serves on the SB 1440 Implementation Team, AACC (American Association of Community Colleges) Board of Directors, CA Forward Board, Campaign for College Opportunity Board, Long Beach Chamber of Commerce, Los Angeles Chamber of Commerce, Long Beach Rotary Club, and the St. Mary's Medical Center Board. The Superintendent-President has also engaged in advocacy efforts, which include the passage of legislation to support LBCC's programs and goals—SB 650 the Long Beach College Promise Partnership Act and AB 955 the CA Community College Intersession Extension Act.

To promote internal communication, the Superintendent-President publishes college-wide memos at the start and close of each semester to share important information about changes in state policy and important campus updates; the Superintendent-President has also used video messages posted on YouTube to reach more students. Several times each year, the Superintendent-President hosts constituent forums (college-wide, classified staff, students, ASB) to receive feedback and address constituent concerns. Specific topics of forums held in the last six years include state budget updates, staffing program changes at LBCC, program discontinuance, Promise Pathways, and AB 955.

Self Evaluation

The 2013 employee survey results showed that the majority of employees neither agreed nor disagreed that the Superintendent-President communicates effectively with the communities served by the institution (3.18 mean). Administrators (3.79), managers (3.86), and part-time faculty (3.51) were more likely to agree with the statement, while full-time faculty (2.54) were less likely to agree ([4.B.55](#)).

Communication efforts made by the Superintendent-President have been monitored to determine effectiveness. External communication efforts led to the passage of Measure E

Bond with 73 percent support from voters in 2008 and to board awareness of the Long Beach College Promise, which has been cited as a model at the state and national level by the Little Hoover Commission (fall 2013) and the White House Initiative on Excellence in Education for Hispanics (winter 2011) ([4.B.62](#), [4.B.63](#), [4.B.64](#)). The college has also seen regular coverage of its initiatives in local and regional press.

Successful advocacy led to the passage and implementation of two pieces of legislation specific to LBCC – SB 650 and AB 955 ([4.B.65](#), [4.B.66](#)) – but also increased broader awareness of LBCC as an innovative college and leader in key reform efforts, especially through the Promise Partnership, which resulted in 30 members of the California Senate conducting a two-day education summit at LBUSD and LBCC. The close working relationships of the Promise Partnership have also led to successful implementation of Promise Pathways, the AB 86 planning grant application, Career Pathways Trust grants, and 100K in 10 teacher STEM training grants to name only a few.

#### Actionable Improvement Plans

While the communication efforts over the last six years have been strong, efforts to improve communication with the community and college constituencies will continue. For example, budget reductions and the increasing use of online registration ended the longstanding practice of mailing class schedules to every household in the district. To improve communication efforts on campus and between colleagues, the Superintendent-President will implement the recommendations from the Morale and Collegiality Committee, which has been meeting this academic year ([4.B.67](#)).

## **Standard IV.B Evidence List**

- [4.B.1](#) Board Policies – 1000 Series
- [4.B.2](#) Administrative Regulations – 1000 Series
- [4.B.3](#) Board Policies – 2000 Series
- [4.B.4](#) Administrative Regulations – 2000 Series
- [4.B.5](#) [2011-2016 Educational Master Plan](#)
- [4.B.6](#) [2013-14 Board Goals](#)
- [4.B.7](#) [2012-14 President’s 24-Month Agenda](#)
- [4.B.8](#) [Management Professional Development/ Evaluation Personnel Plan](#)
- [4.B.9](#) [Accreditation Update to Board of Trustees on SLOs Implementation, October 23, 2012](#)
- [4.B.10](#) [Accreditation Update to Board of Trustees on Institutional Self Evaluation, July 23, 2013](#)
- [4.B.11](#) [Accreditation Update to Board of Trustees on Institutional Self Evaluation, October 22, 2013](#)
- [4.B.12](#) [Board of Trustees District Boundaries Map](#)
- [4.B.13](#) [Accreditation Update to Board of Trustees on Institutional Self Evaluation, July 23, 2013](#)
- [4.B.14](#) [Board of Trustees Meeting Agenda, July 23, 2013](#)
- [4.B.15](#) Board Policies – 4000 Series
- [4.B.16](#) Administrative Regulations – 4000 Series
- [4.B.17](#) [Budget Advisory Committee Website](#)
- [4.B.18](#) [Board Goals/President’s Agendas related to CTE/Economic and Resource Development](#)
- [4.B.19](#) [College Planning Committee Flowchart](#)
- [4.B.20](#) [Budget Advisory Committee Charge](#)
- [4.B.21](#) [Academic Council Meeting Summary Notes, November 14, 2013](#)
- [4.B.22](#) [Presentations to the Board of Trustees by the Dean of Institutional Effectiveness and Student Success](#)
- [4.B.23](#) [Board Policy 6008 - Delegation of Authority for General Business](#)
- [4.B.24](#) Administrative Regulation 6010 - Budget Preparation
- [4.B.25](#) [Board of Trustees Meeting Agenda – December 10, 2013](#)

- [4.B.26](#) [Board of Trustees and Citizens' Oversight Committee Agenda, January 27, 2014](#)
- [4.B.27](#) [Program Management Services Website](#)
- [4.B.28](#) [Annual Audit and Financial Statement Website](#)
- [4.B.29](#) [Measure E Bond Audits Website](#)
- [4.B.30](#) [Board of Trustees Meeting Agenda, February 17, 2009](#)
- [4.B.31](#) [Board of Trustees Meeting Agenda, July 24, 2012](#)
- [4.B.32](#) [Board Self-Assessment Form Adopted in August 2008](#)
- [4.B.33](#) [Adoption of new Board Self-Assessment Form 08\\_26\\_08 Action \(pdf\)](#)
- [4.B.34](#) [Board Self Evaluation for 2007-2008](#)
- [4.B.35](#) [Board Self Evaluation final 2007-08 PowerPoint](#)
- [4.B.36](#) [Board of Trustees Meeting Agenda, July 26, 2011](#)
- [4.B.37](#) [Board of Trustees Self Evaluation for 2011-2012](#)
- [4.B.38](#) [Appointment of Board Liaison to Accreditation, July 24, 2012](#)
- [4.B.39](#) [Board of Trustees Meeting Agenda, August 24, 2010](#)
- [4.B.40](#) 2007 President's 18-Month Agenda for the Advancement of Student Success and Community Development
- [4.B.41](#) 2008 President's 12-Month Agenda
- [4.B.42](#) 2009 President's 24-Month Agenda
- [4.B.43](#) [2012 President's 24-Month Agenda](#)
- [4.B.44](#) Board Policy 3007 - Evaluation of Management Personnel
- [4.B.45](#) Administrative Regulation 3007 - Evaluation of Management Personnel
- [4.B.46](#) Academic Council Meetings Meeting Summary Notes, February 21, 2012 and March 22, 2012 and Documents Pertaining to Reorganization/Evaluation Process
- [4.B.47](#) [Department Head Assignments](#)
- [4.B.48](#) [LBCC President's Leadership Council](#)
- [4.B.49](#) LBCC Student Success Plan
- [4.B.50](#) Long Beach Promise
- [4.B.51](#) Promise Pathways FAQs
- [4.B.52](#) California Research and Planning (RP) Group's Award

- [4.B.53](#) Mertes Research Award by the Association of California Community College Administrators (ACCCA)
- [4.B.54](#) James Irvine Foundation Award
- [4.B.55](#) [Evaluation of Governance and Leadership](#)
- [4.B.56](#) [Board Policies Website](#)
- [4.B.57](#) [LBCC Faculty and Staff Resources Website](#)
- [4.B.58](#) Board of Trustees Agendas and Minutes Website
- [4.B.59](#) Board Policy 6010 - Budget Preparation
- [4.B.60](#) Annual Report to the Community 2013
- [4.B.61](#) President's Community Newsletter
- [4.B.62](#) 2008 Measure E Bond FAQs
- [4.B.63](#) Recognition of Long Beach College Promise by the Little Hoover Commission in "*A New Plan for a New Economy: Reimagining Higher Education*," October 2013, pp. 35-41
- [4.B.64](#) Recognition by the White House Initiative on Excellence in Education for Hispanics in 2010
- [4.B.65](#) A Briefing on Senate Bill 650 – Long Beach College Promise Partnership Act
- [4.B.66](#) Assembly Bill 955 as Proposed to be Amended Community College Intersession Extension Program
- [4.B.67](#) Collegiality and Morale Advisory Group

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# Appendix A

## Actionable Improvement Plans for 2014-2020



**Appendix A - Actionable Improvement Plans for 2014 -2020**

**MISSION AND INSTITUTIONAL EFFECTIVENESS**

<b>GOAL 1: Improve integration of planning, review and resource allocation in support of student success</b>		
<b>Actions</b>	<b>Timeline</b>	<b>Responsible Leads</b>
Develop a definition of “student success that addresses long-standing concerns that metrics used to measure improvements in student success are not sufficient. Modify Educational Master Plan as needed to reflect this agreed-upon definition. (I.B.1.)	2014-15	Co-chairs of Academic Council, College Planning Committee and Student Success
Reinforce high-level goals and college mission for departments as they begin the planning cycle by communicating these through the Department Planning/Program Review Subcommittee, sending them collegewide from the Superintendent-President and/or Vice Presidents. (I.A.4.)	Begin fall 2014	Chair Department Plan/Program Review, Dean Institutional Effectiveness, S-P, Vice Presidents of five major divisions
Determine appropriate relation of Promise Pathways and supporting initiative groups to existing Student Success Committee; develop criteria to determine need for creation of a new standing committee, task force, or work group as part of the development of a comprehensive participatory governance handbook. (I.B.4.)	Preliminary recommendations to Academic Council fall 2014; refinements for fall 2015	Co-Chairs of Academic Council, Co-chairs of College Planning Committee
Re-evaluate planning structure and processes to determine if all key college initiatives have been adequately embedded. This includes, but is not limited to Promise Pathways and Faculty Professional Development. (I.B.6.)	Fall 2015	Co-Chairs of Academic Council with support from Dean of Institutional Effectiveness

<b>GOAL 1: Improve integration of planning, review and resource allocation in support of student success</b>		
Determine how to expand dissemination and use of program review findings to more broadly and systematically inform planning for improved student learning and achievement. Only recently have program reviews been shared with Curriculum Committee so that modifications at the program level are not studied to find common patterns that could be synthesized at the higher levels of curricular development. (I.B.1., I.B.5.)	Start discussions fall 2014 with goal to phase in more reviews spring 2015	Chairs of Department Planning/Program Review and Curriculum
Form a task force that reports to the College Planning Committee charged to study recent improvements in communication of resource prioritizations and actual funding at the department and school levels and to develop recommendations for improving communication that builds on existing effective resource allocation processes (e.g. hiring priorities). (I.B.3.)	Fall 2014; re-evaluate in 2017-18	Co-Chairs of College Planning Committee
Re-evaluate college's governance structure and processes building on the focus group methodology used in spring 2013 and the employee survey administered in fall 2013. (I.B.6.)	Conduct a comprehensive evaluation by 2017	Academic Council with support from Institutional Effectiveness

<b>GOAL 2: Improve the capacity of all college groups to better understand and utilize data provided to support evaluation of program and services effectiveness</b>		
<b>Actions</b>	<b>Timeline</b>	<b>Responsible Leads</b>
Increase standardization of SLO assessment reporting and more broadly communicate assessment results especially at the institutional and General Education level. For GEO reporting, include student self-reporting based on results from the Community College Survey of Student Engagement. (Several custom questions were added to the survey to assess all of the college's GEOs.) (I.B.5.)	Ongoing, begun in spring 2014	Chairs of ASLO and Department Planning/Program Review, Dean of Institutional Effectiveness

<b>GOAL 2: Improve the capacity of all college groups to better understand and utilize data provided to support evaluation of program and services effectiveness</b>		
<b>Actions</b>	<b>Timeline</b>	<b>Responsible Leads</b>
The Educational Assessment Research Analyst, working with the Assessment of Student Learning Outcomes (ASLO) Subcommittee, will accelerate and broaden efforts to analyze and broadly communicate results of GEO assessment. She will also outreach to those instructional departments with low percentages of courses and programs having “completed the loop of assessment” to provide support needed to reach 100 percent ongoing assessment. (I.B.5.)	Begun spring 2014, continue through 2014-15	EARA, ASLO and department faculty
Academic Senate will task the Department Planning/Program Review Subcommittee to make recommendations to the Office of Institutional Effectiveness and to Faculty Professional Development on needed modifications to existing data guide and professional development activities to improve data fluency. Academic Senate will also request Institutional Research Advisory Committee to develop recommendations for improving data communication methods. (I.B.5.)	Begin fall 2014	Academic Senate President, Chair Department Planning/Program Review, Dean of Institutional Effectiveness; co-chairs of IRAC
Solicit input from Promise Pathways Coordinating Team on evaluative reports brought to the team to assess effectiveness of program pilots. Continue to partner with Communications department to more effectively communicate results of key college initiatives. (I.B.5.)	Fall 2014, re-evaluate in fall 2016	Dean of Institutional Effectiveness, Director of Institutional Research

<b>GOAL 2: Improve the capacity of all college groups to better understand and utilize data provided to support evaluation of program and services effectiveness</b>		
<b>Actions</b>	<b>Timeline</b>	<b>Responsible Leads</b>
<p>Researchers from the Office of Institutional Effectiveness will identify opportunities to work directly with departments and schools as data “facilitators” to support faculty evidenced-based inquiry as they develop strategies to improve student learning and achievement of educational outcomes.</p> <p>The Student Success Committee has identified two specific projects for this work to begin: providing research briefs to each school, showing the impact of Supplemental Learning Assistance on course success and progress through basic skills sequences, and providing analyses of disproportional impact, per the college’s Student Equity Plan which will be completed fall 2014. (I.B.1, I.B.5.)</p>	Ongoing	Dean of Institutional Effectiveness
<p>The Office of Institutional Effectiveness will continue development of a reporting tool that provides faculty and staff with more flexibility in generating program planning and review data. Standardized sets of data will continue to be provided to all instructional departments, but this tool will allow faculty to pull data themselves for specific inquiries. (I.B.1, I.B.2, I.B.3., I.B.5)</p>	Continue research 2014-15 with implementation on fall 2015	Dean of Institutional Effectiveness; Planning Systems Analyst; Chair, Department Planning and Program Review

**INSTRUCTIONAL PROGRAMS**

<b><u>GOAL 1: Improve integration of institutional initiatives and department-level innovations.</u></b>		
<b>Actions</b>	<b>Timeline</b>	<b>Responsible Leads</b>
The Department Planning/ Program Review Subcommittee will continue to refine the planning and review processes to ensure that innovative projects/strategies identified by departments and programs are more broadly communicated and considered for support. (II.A.2.f.)	Ongoing	Chair, DPPR, Co-Chairs of CPC
Improve the peer validation process for instructional program review so that the process is better understood and is more effective in driving ongoing improvements to student learning and success. (II.A.2.f.)	Continue from initial efforts spring 2014	Chair, DPPR, Dean Institutional Effectiveness

<b><u>GOAL 2: Establish clearer SLO processes so that departments can shift focus from data collection to improving student learning.</u></b>		
<b>Actions</b>	<b>Timeline</b>	<b>Responsible Leads</b>
Create more standardized SLO expectations and reporting formats. (II.A.1.c., II.A.2.a.)	2014-15 and ongoing	Chair, ASLO
Continue the process of mapping course and program SLOs with GEOs as part of the more comprehensive effort to assess GEOs using cross-disciplinary assessment of student work and student self-reporting of general education learning. (II.A.3.)	Focus in 2014-15 and ongoing	Chair, ASLO; Chair Associate Degree / General Education Subcommittee

<b><u>GOAL 3: Improve program effectiveness through professional development and use of evaluative data.</u></b>		
<b>Actions</b>	<b>Timeline</b>	<b>Responsible Leads</b>
Continue to evaluate effectiveness of SLAs (added as requirements in Course Outline of Record) delivered in Success Centers, focusing comparison of different SLA formats with other learning support models. (II.A.1.a.)	Fall 2014 with ongoing evaluation as alternative models are implemented	Associate Dean, Student Success; Instructional Specialists in Success Centers

<b>GOAL 3: Improve program effectiveness through professional development and use of evaluative data.</b>		
<b>Actions</b>	<b>Timeline</b>	<b>Responsible Leads</b>
Conduct a study of the impact of compressed sessions on student success (including 16-week calendar and intersessions). (II.A.1.a.)	2015-16	Vice President of Academic Affairs; Director of Institutional Research
Evaluate impact of new methods of instruction (Math began with a pilot workshop which has evolved into flipped classroom). (II.A.1.b.)	Ongoing, with initial evaluation following first semester of implementation	Vice President of Academic Affairs
The college's IITS department will continue to respond to faculty concerns about moving to a Moodle environment and continue to provide training opportunities both for the technical aspects of online teaching and the pedagogical aspect of engaging students online. (II.A.2.d.)	Ongoing	Director of Distance Learning; Vice President of Academic Affairs
Implement online certification program to ensure that all faculty teaching online have received adequate training to teach courses that comply with Title V regulations and with local requirements. (II.A.2.d.)	Enforce requirements effective fall 2015	Director of Distance Learning; Coordinator of Distance Learning
Train department faculty and deans to focus on comparative rates of student success for courses delivered online and face-to-face so that gaps in success can be identified and addressed. (II.A.2.)	Begin fall 2014	Vice President of Academic Affairs, Director of Distance Learning

<b>GOAL 4: Increase student completion rates through improved class scheduling, development and refinement of more structured and streamlined degree and certificate pathways, and improved communication to students about programs and their progress toward completing them.</b>		
<b>Actions</b>	<b>Timeline</b>	<b>Responsible Leads</b>
Using the model of Promise Pathways to identify the need for additional courses to support students' more timely completion of their foundational skills sequences and achievement of early educational momentum points, utilize input from instructional departments and data from the offices of Academic Services and Institutional Effectiveness to identify the need for changes to course scheduling. (II.A.2.c.)	Ongoing	Vice President of Academic Affairs
Enrollment Services will collaborate with Institutional Effectiveness in order to utilize the college's data warehouse and Cognos reporting tool to track student progress toward certificate and degree requirements. (II.A.2.i.)	Begin with degree requirements fall 2014; certificates 2016	Dean of Enrollment Services; Dean of Institutional Effectiveness
Establish a college-wide database of all applicable external licenses or exams, certificate and degree progress and completion, and post-completion employment. (II.A.5.)	Get input from CTE Subcommittee fall 2014. Begin spring 2015 concomitant with submission of ACCJC annual report	Dean of Institutional Effectiveness; Dean of Career and Technical Education
Develop and publish program of study guides throughout the curriculum. (II.A.6.)	Begin 2015-16	Vice President of Academic Affairs; Vice President of Student Support Services
In-service faculty on how to communicate programs of study to students. (II.A.6.)	Begin 2016	Vice President of Academic Affairs

<b>GOAL 4: Increase student completion rates through improved class scheduling, development and refinement of more structured and streamlined degree and certificate pathways, and improved communication to students about programs and their progress toward completing them.</b>		
<b>Actions</b>	<b>Timeline</b>	<b>Responsible Leads</b>
Fully implement Schedule 25, the software system designed to make more efficient use of classroom space and college facilities, to optimize schedule offerings to students. (II.A.6.c.)	Beginning with fall 2014	Director of Academic Services
Develop process to systematically update catalog addendum to maintain currency and accuracy of major changes to curriculum and college processes. (IIA.6.c.)	2014-15 and ongoing	Director of Academic Services
Modify catalog production processes to minimize errors and improve communication on curricular offerings to the Office of Articulation. (II.A.6.c.)	2014-15 and ongoing	Dean of Enrollment services; Director of Academic Services

**STUDENT SUPPORT SERVICES**

<b>GOAL1: Continue to evaluate the impact of programs and services on student success</b>		
<b>Actions</b>	<b>Timeline</b>	<b>Responsible Leads</b>
Monitor annually the alignment of resource allocations to department SUO outcomes and adjust allocations to increase student success.	Ongoing, begin in 2014-15	Co-Chairs, Student Support Services Vice President Level Planning Group
Complete program evaluations of the new Categorical and Special Programs model, the new counseling liaison model, and the electronic student education plans.	Fall 2014 and Spring 2015	Vice President, Student Support Services, Co-Chairs of Academic Council, Chair, Counseling Technology Workgroup
Evaluate Promise Pathways pilots in early alert process mapping and alternative placement reading models.	Ongoing, begin in 2014-15	Co-Chairs, Promise Pathways Coordinating Team
<b>GOAL 2: Establish division wide plans that increase departmental coordination in support of student success</b>		

<b>GOAL1: Continue to evaluate the impact of programs and services on student success</b>		
<b>Actions</b>	<b>Timeline</b>	<b>Responsible Leads</b>
Develop a division wide, coordinated student communication plan that centralizes key student communications that are customized, timely, relevant, and consistent.	Fall 2014	Student Support Services Leadership Team
Create a new five-year plan for international education programming (for both foreign and domestic students) that will include the development of the infrastructure needed to expand international student enrollment and ALCI enrollment.	Spring 2015	Student Support Services Leadership Team

## LIBRARY AND LEARNING SUPPORT SERVICES

<b>GOAL 1: Closing the achievement gap among minority students and expanding career opportunities</b>		
<b>Actions</b>	<b>Timeline</b>	<b>Responsible Leads</b>
Create targeted online learning videos in both English and Spanish and disseminate them to EOPS, LAR, DSPS and Puente Program.	Ongoing, begun in spring 2014	Library faculty in close coordination with other disciplines, especially EOPS, DSPS, Puente Program, Counseling and other departments
The LBCC Library in collaboration with the multi-disciplinary Success Centers will develop a holistic approach for student success using resources such as tutoring, supplemental instruction, basic skills development, and work placement.	Fall 2014/2015, re-evaluate 2015/2016	Library faculty, counseling, multidisciplinary Success Centers
The library will expand and adapt its current student learning outcomes to better address its assessment efforts and results across course disciplines as well as at the program and institutional levels.	Fall 2014/2015, re-evaluate 2015/2016	Library faculty will work in close liaison with teaching faculty across disciplines and the Office of Institutional Effectiveness

<b>GOAL 2: Improve the accessibility of all college groups to library resources and instruction.</b>		
<b>Actions</b>	<b>Timeline</b>	<b>Responsible Leads</b>
The Librarians will continue to study the relevance of evolving technologies that connect students to librarians and library resources and make recommendations that meet the needs of students.	Ongoing  Re-evaluate 2015/2016	Library faculty, ITDC
<ul style="list-style-type: none"> <li>• Access to Library resources, through mobile phones, tablets and e-readers</li> <li>• Outreach efforts, marketing library services to faculty (on Flex Days) and students (College Day and class visitations)</li> <li>• Partnering with the ASB to publicize the role information competency plays in student success, retention and transfer to four-year colleges</li> </ul>	Begin fall 2014/2015  Re-evaluate 2015/2016	Library faculty, ASB, FPD office
The Library will continue to seek out resources to maintain its collection in order to address specific needs that faculty identify and evolving curriculum.	Ongoing  Re-evaluate 2015/2016	Library faculty in close liaison with teaching faculty across disciplines
Aggressive educational efforts will continue to familiarize faculty and students with the effective use and discovery of online versions of print periodicals. The Library will continue to strive and build on its process of resource acquisition using faculty liaisons and continue to develop a systematic, broad-based, and clear process of faculty involvement in library acquisitions.	Ongoing, begun spring 2014  Re-evaluate 2015/2016	Shamika Simpson, Collection Development and Outreach Librarian in consultation with faculty across disciplines

**HUMAN RESOURCES**

<b>GOAL 1: Expand the means by which the college assures that new hires support the integrity of programs and services and that professional development for faculty and staff is integrated with College planning.</b>		
<b>Actions</b>	<b>Timeline</b>	<b>Responsible Leads</b>
Work directly with department heads to educate on the Faculty Internship Program leading to increased hiring of qualified faculty interns into part-time faculty positions. (III.A.1.)	Spring 2015	Vice President of Human Resources and Vice President of Academic Affairs
Expand the Faculty Internship Program to a two-semester program, and increase the number of interns as Human Resources staffing is increased. (III.A.1.)	Fall 2015	Vice President of Human Resources
Review and update Classified Personnel Commission Rules and Regulations. (III.A.3.a)	Ongoing	Director of Human Resources
Establish a Professional Development Task Force comprised of faculty, classified support staff, and management whose charge will be to develop a Professional Development Plan that further supports the integration of faculty, classified staff, and management professional development in alignment with institutional goals. (III.A.3.a)	Ongoing	Vice President of Human Resources and Faculty Professional Development Coordinator

<b>GOAL 2: Continue to evaluate the effectiveness of human resources in supporting student learning programs and services</b>		
<b>Actions</b>	<b>Timeline</b>	<b>Responsible Leads</b>
Assess the effectiveness of the new department head assessment procedure by surveying deans and department heads. (III.A.1.b.)	Spring 2015	Associate Vice President of Human Resources
Assess the effectiveness of the changes to the faculty evaluation process. (III.A.1.b.)	Fall 2014	Associate Vice President of Human Resources

<b>GOAL 2: Continue to evaluate the effectiveness of human resources in supporting student learning programs and services</b>		
<b>Actions</b>	<b>Timeline</b>	<b>Responsible Leads</b>
Assess the effectiveness of the new management evaluation process by surveying the college community. (III.A.1.b.)	Spring 2015	Vice President of Human Resources
Work with IITS to reinstitute a People Soft evaluation tracking system that provides for assessment of completed evaluations and timeliness. (III.A.1.b.)	Spring 2016	Associate Vice President of Human Resources and Associate Vice President, IITS
The Academic Council will evaluate the organizational structuring of Faculty Professional Development and whether it's planning efforts should report to the College Planning Committee. (III.A.5.b.)	Fall 2015	Co-Chairs of Academic Council
A faculty committee will evaluate the use of a standard evaluation form for each workshop and also develop custom evaluations to garner data from unique training opportunities. (III.A.5.b.)	Fall 2014	Chair of Faculty Professional Development
The Faculty Teaching and Learning Center Subcommittee has been consistently collecting data since 2012. While the subcommittee has just begun to initiate follow-up evaluations to evaluate the long-term effectiveness of its activities, the subcommittee will undertake and complete this long-term evaluation for other activities including the Innovation Grants implemented in fall 2013. The subcommittee will then use longitudinal data from all of its activities to further refine the activities to better suit the teaching and learning needs of faculty. (III.A.5.b.)	Ongoing	Chair of Faculty Professional Development

**PHYSICAL RESOURCES**

<b>GOAL 2: Continue to evaluate the effectiveness of physical resources in supporting student learning programs and services</b>		
<b>Actions</b>	<b>Timeline</b>	<b>Responsible Leads</b>
The district will continue to refine Schedule 25 to effectively address the challenge of using all classroom space effectively. (III.B.1.a.)	Ongoing	Associate Vice President, PCC
In order to complete the planning cycle, the institution will develop a process to evaluate the extent to which the completed buildings meet the goals that they were designed to achieve. (III.B.2.)	2016	Co-Chairs of College Planning Committee

**DECISION-MAKING ROLES AND PROCESSES AND BOARD AND ADMINISTRATIVE ORGANIZATION**

<b>GOAL 1: Improve integration of planning, review and resource allocation in support of student success</b>		
<b>Actions</b>	<b>Timeline</b>	<b>Responsible Leads</b>
Recognizing that different constituent groups have different understandings of student success, the college will develop college initiatives and goals that support multiple views. (IV.A.)	2014-15	Co-chairs of College Planning Committee; Co-Chairs of Student Success Committee
College Planning Committee will complete the review of the current process used to tie planning to budget allocation and implement any recommendations for improvement. (IV.A.)	2014-15 and ongoing	Co-Chairs of College Planning Committee, Co-Chairs of Budget Advisory Committee
Complete the planning structure review and bring forth recommendations to Academic Council for immediate implementation. (IV.B.1.b.)	Fall 2014	Co-chairs of Academic Council

<b>GOAL 1: Improve integration of planning, review and resource allocation in support of student success</b>		
<b>Actions</b>	<b>Timeline</b>	<b>Responsible Leads</b>
Monitor efforts to improve communication regarding resource decisions. (IV.B.1.b.)	2014-15 and ongoing	Co-Chairs of College Planning Committee
Include the mission statement and goals as part of all new employee group orientations. (IV.A.)	Beginning fall 2015	Vice President of Human Resources, Faculty Professional Development Coordinator

<b>GOAL 2: Support leaders and constituent groups throughout the college to better understand governance structures and processes and to more effectively participate in communication of ideas, goal-setting, and decision-making.</b>		
<b>Actions</b>	<b>Timeline</b>	<b>Responsible Leads</b>
College leadership will develop communication strategies that allow for better inter- and intra-level information sharing and input from all constituencies. (IV.A.3.)	2014-15 and ongoing	Co-chairs of Academic Council; Co-Chairs of President's Leadership Council
Under the direction of Academic Council, a participatory governance handbook will be developed to assist in training new committee members on governance committees and task forces. In addition, training for new committee members will be included in the college's professional development plan. (IV.A.2.)	2014-15 and ongoing	Co-Chairs of Academic Council; Vice President of Human Resources; Faculty Professional Development Coordinator
Working with the co-chairs of the Accreditation Steering Committee, assess the effectiveness of the methods the college used to evaluate the effectiveness of leadership and governance at the college (these include focus groups and an employee survey). This assessment will include a report of actions taken as a result of this evaluation as well as an assessment of how effective and appropriate those actions have been. (IV.A.5.)	Fall 2015	Accreditation Liaison Officer; Co-Chairs of Academic Council

<b>GOAL 2: Support leaders and constituent groups throughout the college to better understand governance structures and processes and to more effectively participate in communication of ideas, goal-setting, and decision-making.</b>		
<b>Actions</b>	<b>Timeline</b>	<b>Responsible Leads</b>
Academic Council will consider recommended changes to Administrative Regulation 4024 – Program Establishment, Modification and Discontinuance – submitted by the Academic Policy and Standards Subcommittee. Once final changes are recommended, the regulation will be sent to the President’s Leadership Council for final review. (IV.B.2.B.)	2014-15	Co-Chairs of Academic Council; Superintendent-President.

<b>GOAL 3: Improve communication with the community and college constituencies</b>		
<b>Actions</b>	<b>Timeline</b>	<b>Responsible Leads</b>
The Superintendent-President will implement the recommendations from the Morale and Collegiality Committee which worked during the 2013-14 academic year. (IV.B.2.e.)	Beginning fall 2014 and ongoing	Superintendent-President