



LONG BEACH  
CITY COLLEGE

LONG BEACH COMMUNITY  
COLLEGE DISTRICT  
MIDTERM REPORT

*Submitted by*

Long Beach Community College District  
4901 East Carson Street  
Long Beach, CA 90808

*to*

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

October 15, 2011

**Certification of the Midterm Report**

October 15, 2011

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

From: Long Beach Community College District  
4901 E. Carson St.  
Long Beach, CA 90808

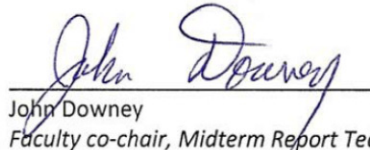
This Midterm Report is submitted according to the requirements of the Accrediting Commission for Community and Junior Colleges.

We certify that there was broad participation in the preparation of the Midterm Report, and we believe that the report accurately reflects the nature and substance of the institution.

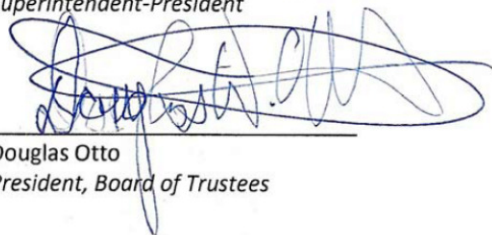
Signed



Eloy Ortiz Oakley  
Superintendent-President



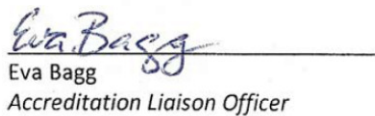
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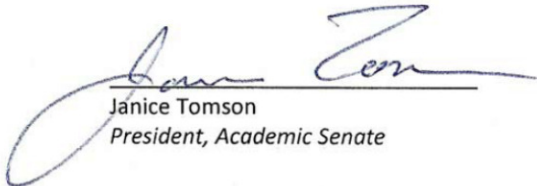
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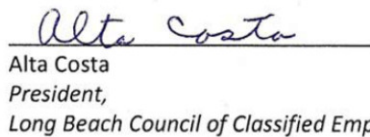
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# TABLE of CONTENTS

REPORT PREPARATION .....	1
RESPONSE TO 2008 TEAM RECOMMENDATIONS AND THE COMMISSION ACTION LETTER.....	3
Recommendation 1 .....	3
Recommendation 2 .....	5
Recommendation 3 .....	23
Recommendation 4 .....	40
Recommendation 5 .....	41
Recommendation 6 .....	42
Recommendation 7 .....	44
Recommendation 8 .....	48
Recommendation 9 .....	53
RESPONSE TO SELF-IDENTIFIED ISSUES .....	57
APPENDIX A - LIST OF EVIDENCE .....	93

## **Long Beach City College Accreditation Midterm Report**

### **REPORT PREPARATION**

The report follows the format prescribed by ACCJC. It contains a cover sheet, certification page demonstrating broad participation in the preparation of the report and certification that its contents are an accurate reflection of the nature and substance of the institution, a table of contents, and a statement of report preparation. These initial report elements are followed by responses to each of the comprehensive evaluation team's recommendations and the Commission Action Letter as well as responses to the self-identified issues the college documented in the 2008 Self Study. The table of self-identified issues beginning on page 63 includes timelines for completion and responsible parties.

All supporting evidence is listed at the end of this report in an appendix, beginning on page 93. The convention used to reference all evidence is as follows. Each exhibit of evidence is identified by the number that corresponds to the number of the recommendation provided by the comprehensive evaluation team followed by a period (.) and the number of the exhibit as it appears sequentially in the narrative and in the master list of evidence in the appendix. For example, the second exhibit of evidence presented in the section discussing the college's responses to recommendation #2 is referenced as 2.2. Those exhibits that are cited in the report preparation section of the document begin with the letters "RP." Finally, those exhibits of evidence cited in the section providing progress updates on self identified issues begin with the letters "SI."

On May 13, 2011, the Academic Senate invited the college's Accreditation Liaison Officer (ALO) to explain the requirements for the midterm report. On May 17, the midterm report was discussed at the Academic Council meeting, and it was agreed upon that the Academic Senate President would appoint a faculty co-chair to assist in the process of preparing the report. (RP.1, RP.2)

During the summer of 2011, the Accreditation Liaison Officer held meetings with the administrative Executive Committee, the academic school deans, and the director and staff of Institutional Resource Development. Meetings were also held with the Vice Presidents of Academic Affairs, Student Support Services, Administrative Services, along with her staff, Human Resources, and Economic and Resource Development. These meetings were focused on soliciting updates from each of the major areas of the college on current progress in responding to specific aspects of the evaluation team's recommendations. In July, a draft narrative describing responses to recommendation #2 on the assessment of

student learning outcomes was received from the faculty chair of the Assessment of Student Learning Outcomes (ASLO) Subcommittee.

A co-chair representing the classified staff was appointed in early August by the AFT president. An initial meeting was called on August 26 to provide background information and prepare co-chairs to begin gathering pertinent new information starting the next week. Since the student representative had not yet been determined at the time of the first meeting, he was oriented to the process of accreditation and the requirements of the midterm report at a meeting with the ALO on September 9. This student representative, also one of the President's Ambassadors, was recruited from the Associated Student Body in early September. (RP.3)

Early drafts of the sections regarding student learning outcomes and program planning and review were sent to the Academic Senate President and the Senate-appointed co-chair for the midterm report. Suggested edits to the section on student learning outcomes were received from the ASLO Subcommittee at large in September. Broader faculty Senate input regarding current progress in assessing student learning outcomes and ways to sustain the momentum for this agenda was received at the September 16, 2011 Academic Senate meeting. (RP.4)

The faculty co-chair of the Midterm Report team solicited input via email from the co-chairs of the Program Review Subcommittee which was incorporated into the description of the college's progress in addressing recommendation #3.

A draft of the responses to all of the visiting team's recommendations was distributed to the Academic Senate President and the administrative Executive Committee on September 19. The feedback received was incorporated into the draft that was submitted to the college community via email on September 22 and provided to the Board of Trustees in preparation for a study session dedicated to the midterm report on September 27, 2011. Feedback from the Board of Trustees and college community informed the final version of the report presented here. (RP.5)

## **RESPONSES TO 2008 TEAM RECOMMENDATIONS AND THE COMMISSION ACTION LETTER**

### ***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 dated February 3, 2009, faculty and staff throughout the college responded with a strong sense of urgency to correct the deficiencies identified and connect the new processes for planning, review (including the review of student learning outcome assessment results) and resource allocation with the positive and highly promising agendas that the college was advancing at the time of the visit. Most notable of these agendas and for which the college had been commended by the visiting team, were its comprehensive Student Success Plan and the Long Beach College Promise. Both of these agendas and the considerable college resources that were, and continue to be, dedicated toward realizing them, demonstrate the college's strong and broad-based commitment to students' learning and achievement of their educational goals.

As noted in the 2009 LBCC Follow-Up Report, the Academic Council approved in March 2009 the formation of a Process Oversight Group charged with monitoring and overseeing the college's responses to ACCJC's February warning letter and recommendations. This group is comprised of faculty leaders of the Curriculum Committee; including the Curriculum Committee Chair, the Course Evaluation Subcommittee Chair, the 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 *LBCC Student Learning Outcomes Blueprint* and to monitor the college's progress with respect to the target goals delineated in that document. (1.1)

The Board of Trustees responded with a request for monthly updates on the college's progress toward meeting the recommendations received from the Commission and the visiting team. These updates were provided by the Accreditation Liaison Officer from March through September, 2009. Even after the Commission had reaffirmed the college's accreditation status, the Board requested and received another progress update in October of 2010. On June 28, 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 about the college's progress in implementing its new planning and review process. At the August 2011 Board of Trustees meeting, another study session was facilitated by the Academic Senate President which allowed 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. (1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.8, 1.9, 1.10, 1.11, 1.12)

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. (1.13, 1.14)

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 importance of SLOs for students was reinforced by the student representative. This representative also facilitated the outreach between the SLO Coordinator and student groups, including student leaders of the Associated Student Body. (This is discussed in more detail in the section regarding SLO assessment for recommendation #2.)

Further student input on SLO assessment was provided by the student representative who assisted with the writing of this midterm report. His insights about the value to both students and faculty when the gains in student learning are made explicit and visible to students through the pre- and post-class writing assignments some of his instructors have asked students to do. According to the student, this comparative view of what students could address in an essay before and after taking a class serves as a powerful tool in helping students to appreciate the extent of their learning as a result of taking the class. This student representative also provided, through the process of learning about the accreditation standards, creative and thoughtful suggestions on ways to increase student opportunities to participate in college governance and to provide more effective incentives to students to do so.

The classified co-chair on the Midterm Report team also provided valuable insights into strategies for increasing classified awareness of the governance groups, the work that they are charged to accomplish and how to encourage increased participation in this group as well as in other project-oriented work groups where the classified perspective is critical.

## ***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).

The Follow-Up Visiting Team noted some key findings in their report regarding the college's response to this recommendation at that time. They include the following:

1. A Process Oversight Group was formed and tasked to monitor and oversee the college's responses to the Commission's recommendations. This group developed the LBCC Student Learning Outcomes Assessment Blueprint that includes benchmarks to measure progress toward meeting the proficiency level of the Accrediting Commission for Community and Junior Colleges rubric for student learning outcomes (SLOs) by 2012.
2. One of the first steps that the college took to address SLOs at the course level was to review existing course SLOs. The result of this endeavor resulted in a complete revision of all course level outcomes. At the time of the site visit, well over 71% of all courses included revised SLOs. Assessment plans have also been developed as these SLOs are revised.
3. A working group of the Curriculum Committee had been formed to address SLOs at the degree level. General education SLOs that make up the core components of all degrees had been developed and approved. This working group had also revised the college's existing philosophy of general education. This revision was approved by the Assessment of Student Learning Outcomes (ASLO) Subcommittee on October 6, 2009.
4. The college decided to use curriculum guides to define a program for which SLOs are established and assessment plans developed. Some programs had already developed SLOs and data was being collected.
5. In addition to instructional program level outcomes and assessment, a working



definition had been developed for service units (SUOs) based in large part to the work done by Student Services.

6. The discussion of program level outcomes and assessment had also resulted in a revision of institutional outcomes that are included in the College Catalog (p. 1).
7. Considerable progress had been made in assessing those SLOs that had been developed. Assessment results had been collected for some courses in the social sciences and included in program reviews.
8. The ASLO Committee has developed rubrics to assess components of general education and institutional level outcomes, but at the time of the visit, only limited assessment data were available for the general education rubrics. No assessment data were available for institutional outcomes based on the interpersonal communications rubric.
9. A review of representative syllabi from different disciplines validated that SLOs are being included in the course syllabi.
10. Discussions had been taking place regarding how best to incorporate the achievement of student learning outcomes in the faculty evaluation process.
11. Evidence was found that assessment of SLOs are integrated into the planning, decision-making, and resource allocation processes as outlined in the model included in the progress report. At the time of the site visit, the college was moving toward Step 3 in the model.
12. All information regarding outcomes and assessment was readily available on the college's website. The college had implemented the TracDat software system to track progress being made on SLOs, assessment, program review, and program planning. Access to TracDat is available to all department heads, SLO Officers and department designees.

These observations led the follow-up visiting team to commend the college "for its renewed commitment to SLOs and their assessment. This commitment was evident in interviews that the visiting team conducted with various committees and individuals and the evidence provided with the progress report. As a result, the college has made significant progress in meeting the Standards and has in place a schedule to meet the Commission's 2012 deadline."

### ***Progress to Date***

Since the Follow-Up Visit in November 2009, the Assessment of Student Learning Outcomes (ASLO) Subcommittee has been the prime mover of the Outcomes Assessment Process at LBCC. Directed by the "Accreditation Blueprint" noted in the Follow-Up Report and revised by the Academic Council in April 2010, this subcommittee of the Curriculum Committee has addressed the Commission's recommendations within the scope of its

charge and authority with an eye to the Accreditation Blueprint benchmarks to reach *proficiency* by 2012.

Several significant advancements have occurred since the Follow-Up Report.

1. **TracDat**, an institutional database for Outcomes Assessment and Program Plan/Program Review has been refined since its initial implementation in 2008. The use of this technology, managed by the Office of Institutional Effectiveness, provides a repository for assessment evidence, analysis queries, document management, and SLO assessment planning through Gantt charts. The 5-column reporting on the full cycle of assessment is supported by TracDat, and local standards that require faculty to document in their plans expected levels of student performance in relation to each SLO, provides a solid foundation for the analysis of assessment results in terms of gaps in achievement of target levels. This is congruent with recent specifications added to the ACCJC rubric for evaluating institutional effectiveness in Student Learning Outcomes that call for gap analyses. (2.1, 2.2, 2.3, 2.4, 2.5)
2. The large size of the instructional organization of LBCC and the requirements of the TracDat database convinced the administrative Executive Committee and the Academic Senate Executive Committee of the need for a position to provide decentralized outcomes assessment support and management. The SLO Officer Pilot Project was instituted in 2010-11 and continues through 2011-12. The administration negotiated this position with the faculty union (CCA) each year. Unrestricted general funds in the amount of just over \$75,000 were allocated for each of these pilot years to support the work of department faculty. The **SLO Officer** is the lead faculty responsible for the effective and systematic functioning of the department's Outcomes Assessment Process for the course and program levels. The input of data into TracDat is a core responsibility. In addition, management, communication, guidance, monitoring, and quality control of the Outcomes Assessment plans and results for the department are required of the individual faculty member. This entails the establishment of an internal management process, based on published deadline schedules, submitted assessment plans, and the department's culture. Not only does the SLO Officer support administrative work needed to document SLO assessment, but he or she also provides a peer faculty member within the department who is well-trained to facilitate dialogue about assessment results and ways in which the department can respond to the findings in order to realize ongoing improvement in student learning. (2.6)
3. An **Outcomes Assessment website** has been developed and updated on a regular basis. This site is a key source of outcomes assessment information for the college personnel. <http://outcomes.lbcc.edu/index.cfm>
4. The ASLO Subcommittee established a direct line of communication with colleagues through a **newsletter**. *Out-Comings and Goings* provides information relating to student learning outcomes (SLOs), service unit outcomes (SUOs), and the outcomes assessment process at the college. It is distributed college-wide through the online

newsletter for the faculty and staff, at department head meetings, and at Curriculum Committee meetings. (2.7, 2.8)

5. Outreach to **adjunct faculty** has been a focus of the ASLO Subcommittee in the past few years. This collaboration has taken multiple dimensions. The subcommittee has made requests of CHI, the adjunct union, to fill the subcommittee's vacancy as well as modifying the SLO Officer's initial position to include adjunct faculty when a department deems it appropriate (2 such participants). A direct email communication to the part-time faculty from the subcommittee occurred on March 17, 2011 and acknowledged their important contributions to the process while sharing a "white paper" that underlines the subcommittee's commitment to support the adjunct faculty's continued engagement with the ASLO process. (2.9)
6. Outreach to **students** has been an emphasis of the ASLO Subcommittee in the past year. Visits with student leadership groups at both campuses occurred in 2010-11. Presentations to various bodies about the SLOs, the ASLO process, and encouragement of the ASB Cabinet to engage in the Outcomes Assessment Process resulted in an informational handout specifically developed for students from the subcommittee. Moreover, student suggestions for subcommittee communications with the student body resulted in the placement of the course outline database link on the "schedule of classes" website as well as the "students" home page in spring 2011. Ongoing discussions about this process will continue in 2011-12. (2.10, 2.11)

## **COURSE LEVEL SLOs**

An entire section of the Outcomes Assessment website has been developed and populated with a variety of resources designed to support faculty with all phases of assessment of student learning at the course level (<http://outcomes.lbcc.edu/CourseLevel.cfm>).

SLOs have been developed and included as part of the official course outline of record for all of the college's active 1537 courses. As the college has adopted the Nichol's multiple-column model of assessment to capture and monitor progress for each phase of assessment, the following percentages are reported from the TracDat repository at the time of the writing of this midterm report for all SLOs developed for all courses.

SLO development	100%
Identify assessment method and criteria	92%
Data Analysis	13%
Plan for improvement	13%

These percentages reflect a dedicated faculty focus on developing course SLOs and on writing assessment plans for all SLOs identified for a course. The relatively low percentages of courses with assessment results and plans for improvement reflect the fact

that this phase in the complete loop of assessment is a new one for instructional faculty as a whole. Since course SLO assessment has been integrated into the already established process of course review, the college can reliably expect the results and plan for improvement percentages to dramatically increase as courses become due for review.

There were 185 courses due for course review (see below) and thus outcomes assessment reporting for 2010-11. This was the first year that systemic outcomes assessment reporting was required for courses. Evidence contained in the college's outcomes assessment database indicated that approximately 70% of these requested courses actually did report out in TracDat. In the fall 2011 term, the ASLO Subcommittee will explore ways to further support the collection and reporting of course SLO assessment results and action plans in anticipation of more robust results/actions reporting for 2011-12.

The decision was made by faculty to assess *all* of a course's SLOs each time a course is due for review rather than one SLO at a time. This meant that assessment plans for all course SLOs needed to be developed prior to the actual assessment and collection of results. This strategy made sense for faculty at the time. There was a recognized need to bring clarity to the distinction between learning objectives and outcomes, to understand how to determine an assessment method most appropriate for a given SLO, and how to establish the criteria for expected student performance for each SLO. Once this foundational understanding and set of skills were firmly in place for faculty, then the actual collection of assessment results could most effectively take place. The benefits of this strategy, along with its trade-off in relatively low percentages of documented results and actions taken for course SLOs early on, were known from the outset. It was also known, however, that when assessment of course SLOs takes place, it includes *all* SLOs for that course, rather than just one or two at a time, as is the case for some colleges that took a different strategy. The decision at LBCC was to pursue a more comprehensive course SLO assessment approach. At this time, with 100% courses having all SLOs developed and plans for their assessment mapped out, the college is well positioned, as a part of its course evaluation and program review processes, to collect assessment results, discuss those results in terms of documented expected levels of achievement, and implement improvement plans to address any gaps identified.

### **Alignment with Course Review timeline**

Faculty has participated annually in Course Review of the course outlines of record according to a published timeline. This process has been overseen by the Course Evaluation Subcommittee of the Curriculum Committee. Assessment of Student Learning Outcomes (ASLO) for courses will follow the existing Course Review 6-year cycle. All department heads rebalanced the adopted courses within this cycle for the years 2010-15, and this information is provided on the Outcomes Assessment website for planning purposes. When a course is due for its course review in a designated academic year its

course assessment evidence should be completed and the re-evaluation plan for the next ongoing cycle will commence. All of this will be documented in the Outcomes section of TracDat. Alignment of the SLO assessment process with the existing Course Review process marks the faculty's attempt to leverage processes and practices that have become stable in order to provide a solid anchor for sustainable and continuous student learning outcomes assessment and improvement. (2.12)

### **Course Syllabi**

The Curriculum Committee unanimously passed a motion on September 16, 2009 that endorses the professional practice of including SLOs on syllabi. The motion stated, "Student Learning Outcomes (SLOs) on the course outlines of record be placed on all faculty syllabi to inform students of that course's expected learning." (2.13)

The LBCC Faculty Handbook provides direction by citing SLOs as an inclusion on course syllabi. Student learning outcomes are among the six items listed in the handbook (p. 48) that should be included on the course syllabus (2.14)

The Assessment of Student Learning Outcomes Subcommittee has provided an informational document for the faculty about the purpose, expectations, and benefits of having SLOs on course syllabi and the various means in which this can be accomplished, as well as a sample syllabus. Further, the subcommittee developed a 'white paper', March 8, 2011, addressing this issue. This information was presented in various Curriculum Committee and Department Head meetings as well as at appropriate Flex Day SLO trainings. (2.15, 2.16)

In fall 2010, the ASLO Subcommittee conducted a first ever *Syllabi Check Project* to review the inclusion of SLOs on course syllabi. Subcommittee members visited school offices and reviewed syllabi from both full-time and adjunct faculty. Results were compiled by these faculty assignments in aggregate and in total by department, by school, and by college totals. College totals were 74.48% of full-time faculty and 60.85% of adjunct faculty for a total of 67.67% of all faculty. It was observed that these averages reflect the fact ten departments had 100% inclusion of SLOs on syllabi while three departments had 0% . The subcommittee communicated the results to the Curriculum Committee, department heads, and school deans with a corresponding request to facilitate this discussion among the faculty. (2.17)

The faculty union (CCA) has noted that the contract identifies that course outline information may be placed on the syllabus and SLOs are part of the course outline. The Academic Senate has noted that SLOs are encouraged but not required on course syllabi. (2.18)

## PROGRAM LEVEL SLOs

The Outcomes Assessment website provides a comprehensive set of instructional documents and templates designed to assist faculty with this higher level of assessment (<http://outcomes.lbcc.edu/ProgramLevel.cfm>). Program SLOs not only encompass the degree program but also any Certificate of Achievement awarded by a department. Attention to the coordination of degrees and certificates in this manner facilitated faculty engagement with the process at this level.

The most current information extracted from the TracDat database shows the following percentages of completion for the different phases of assessing program SLOs.

SLO development	82%
SLOs on curriculum guides (in catalog)	82%
Identify assessment method and criteria	82%
Data Analysis	7%
Plan for improvement	7%

As with course SLO assessments, these percentages reflect dedicated focus on the development of program SLOs and assessment plans for each. The percentages for program SLO assessment results analysis and plans for improvement are expected to surge as the first wave of programs due for review on October 3, 2011 provide SLO assessment data as part of their program review reports. At this time, the college expects 30% of program SLOs data analysis and actions taken. By fall 2012, two-thirds of all program SLOs will have completed the first loop of assessment, and the remainder are targeted for completion by fall 2013.

Student Support Services with an instructional component consist of Counseling, Library, and Learning Support Services (departments and Success Centers). These areas have identified SLOs and Service Unit Outcomes (SUOs), developed assessment plans, and are participating in ongoing assessments for their instructional programs as identified here.

School	# (and %) of Courses with Assessment Plans	# (and %) of Programs with Assessment Plans
Library	11 (100% of 11 total courses)	2 (100% of 2 total programs)
Student Success (ASD, LAR, Success Centers)	12 (100% of 12 total courses)	7 (100% of 7 total programs)
Counseling	4 (50% of 8 total courses)	2 (100% of 2 total programs)

Commencement of a systematic Program Plan/Program Review cycle (see below) will request that assessment results be posted in TracDat by October 1, 2011 for the inaugural programs identified in this cycle. It is anticipated that minimal results will be forthcoming for this first round due to transition to the new program review format and the updated ASLO expectations for program-level assessment. The ASLO and Program Review Subcommittees will be discussing this aspect of implementation further beginning with the 2011-12 academic year when the first group of instructional programs will participate in the new program review process. (2.19)

### **Alignment with Program Review timeline**

The Outcomes Assessment Process is a component of Program Review. Assessment of Student Learning Outcomes for instructional programs will follow the established Program Review 3-year cycle. Programs due each year according to the staggered schedule are posted on the Outcomes Assessment website for planning purposes. When an instructional program is due for its program review its program assessment plan should be completed and the re-evaluation plan for the next ongoing cycle will commence and be documented in TracDat. This protocol and integration was accomplished through collaboration of the ASLO and Program Plan/Program Review Subcommittees. (2.19)

There are six (6) sections in the Program Review: Enrollment Patterns, Achievement Data, Staffing, SLOs, Goals, and Overall. There are four (4) prompts for SLO analysis (summarize the program data, use of course and program SLOs for program improvement, summary of program's response to SLO assessment results, and discussion of each action/change based on ASLO results and contribution to program improvement). The expectation is a narrative summary interpretation of assessment data that fosters ongoing conversations among program faculty about teaching, learning, and improvement. The inaugural system-wide Program Review utilizing this new protocol and standards will occur in fall 2011. (2.20)

ASLO is integrated into the Program Plan/Program Review website for instructional programs at

<http://www.lbcc.edu/ProgramReview/InstructionalAreas.cfm>.

Program Plan/Program Review is integrated into the Outcomes Assessment website at <http://outcomes.lbcc.edu/ProgramReview.cfm>.

As the Program Plan/Program Review is integrated into the college's planning, decision-making, and resource allocation processes so too will ASLO evidence be utilized. A promising advancement in this direction is the resolution recently approved by the Academic Senate that emphasizes the use of Program Review evidence, which includes SLO assessment results, in college-wide decision-making and resource allocation. (2.21)

The fact that SLO assessment has been included in the established cycle of program review and is becoming increasingly linked to key resource allocation processes, the assessment of student learning is well on its way toward becoming a foundational part of the college's routine continuous quality improvement efforts.

### **Instructional Program Learning Outcomes**

Instructional Program Learning Outcomes (IPLOs) were developed and presented to the Curriculum Committee on October 14, 2009 and were revised on February 16, 2011. These outcomes encompass the General Education Outcomes (GEOs) with the addition of "Professional Skills," based on the SCANS curriculum, that address discipline-specific competencies for the workplace. The intent of this informative tool, with multiple curricular levels (college, occupational, and developmental), is to assist faculty and administration in their efforts to enhance student success through efficient organizational alignment (see curriculum mapping below). These outcomes provide a framework that defines the essential knowledge, skills, and attitudes of instructional programs at the college and identifies a meaningful connection of expected learning throughout the scope of the college's curriculum. (2.22, 2.23, 2.24)

### **Curriculum Guides**

Program mission statements and SLOs are identified in a dedicated area on the program curriculum guides. These documents are published through the college's website and can be accessed by students and other stakeholders.

(<http://osca.lbcc.edu/curriculumguides.cfm>) The college's paper catalog contains an informational statement about program missions and SLOs while directing individuals to the website for specifics. (2.25)

### **Curriculum Mapping**

Currently underway for 2011-12, is the mapping process for courses to programs and programs to the institution through the IPLOs and the College's Educational Master Plan. The SLO Officers were charged with facilitating this assessment task in their area of responsibility. Mapping will provide valuable pieces of evidence about the curricular design of instructional programs for departments and possibly across disciplines (see GEO curriculum mapping assessment in the next section). TracDat will capture this assessment information, but suggested guidance and templates are provided on the Outcomes Assessment website and will assist collegial discussion and decision-making to effectively utilize this assessment tool.



## College Outcomes

Enhanced communication about program (instructional) and unit (service) outcomes to various stakeholders occurs through a newly developed webpage titled College Outcomes. (<http://www.lbcc.edu/CollegeOutcomes/>) This page is prominently displayed on the college's home page in the 'About' heading. Many other college web pages link to this page to assure transparency of this information to all.

## INSTITUTIONAL-LEVEL SLOs

Informational support for faculty and staff regarding the assessment of SLOs at the institutional level can be located at <http://outcomes.lbcc.edu/InstitutionLevel.cfm>.

The college's progress with assessment at this level is known from information stored in the TracDat database.

Identify outcomes	100%
Identify assessment method and criteria	100%
Data Analysis	25%
Plan for improvement	25%

## General Education Outcomes (GEOs)

The five (5) General Education Outcomes (GEOs) are Aesthetics & Creativity, Civic Engagement, Communication, Critical Thinking, and Wellness. These GEOs provide a link that connects student learning outcomes at the course and program levels to the overall mission of the college and the success of our students. The GEOs are prominent on the Outcomes Assessment website. (2.26)

The college will assess all of its GEOs on a periodic basis to improve the general education curriculum to the ultimate benefit of students. For further timeframe details see the assessment section below.

The Curriculum Committee originally approved LBCC GEOs on February 18, 2009. The Curriculum Committee approved further refinements recommended by the ASLO Subcommittee on February 16, 2011. These actions were based on recommendations derived from evidence from the curriculum mapping process (see below). (2.23, 2.27)

## Alignment

The GEO Initiative, approved by the Curriculum Committee, on February 17, 2010, directed the college's outcomes assessment process to align the existing GEOs with the Associate's

Degree Pattern (Plan A) and the General Education Philosophy.

A GEO Work Group, formed from members of the ASLO Subcommittee and the Associates Degree/General Education Subcommittee (AD/GE), addressed alignment of the various entities. With Curriculum Committee approval on February 17, 2010 the college's General Education Program currently demonstrates alignment of the GEOs and the Associate's Degree General Education Pattern, Plan A with its Philosophy of General Education. This philosophy and the GEOs are published in the print and web catalog. (2.28)

### **Assessment**

Critical Thinking was the first GEO, previously referred to as a "core competency," that the college assessed in 2008. Through a careful development process, the college created its own 30-item multiple-choice critical thinking assessment instrument. More than 200 students enrolled in a random sampling of courses from a variety of disciplines participated in the assessment. The results showed a marked difference between entering freshmen and students who had attempted 45 or more units in the number of correct responses to the critical thinking "test" items. These findings were also disaggregated by ethnicity and showed a gap in performance across groups. (2.29, 2.30)

In 2010, the GEO Initiative established curriculum mapping and inter-disciplinary authentic assessments as the basis for institution-level outcomes assessment. The college will assess all GEOs on a prescribed timeline and through published protocols and operational plans that provide time for college-wide assessment dialogue of results to improve the general education curriculum for the ultimate benefit of students. Although the college will not have had time to complete the assessment cycle for all of its GEOs by 2012, it will have completed the assessment loop for all components of the Communication GEO under the process which establishes the foundation for sustaining GEO assessment and improvement for all general education outcomes as the college moves through the timeline of cyclic activities. (2.31)

Balancing the demands of accreditation and the institutional schedule for Program Review, an annual timetable for assessment of our GEOs was developed by the ASLO Subcommittee:

2010-11– Curriculum Mapping of GEOs and Associate Degree courses

Fall 2011 – Foundational elements of Communication GEO (read, write, listen, speak, sign)

Fall 2012 – Civic Engagement GEO

Fall 2013– Aesthetics and Creativity GEO

Fall 2014- Remaining elements of Communication GEO (teamwork & collaboration, information competency)

Fall 2015- Reassess Critical Thinking GEO

Fall 2016- Wellness GEO

### *Curriculum Mapping*

The GEO Work Group continued with curriculum mapping of the GEOs to the courses identified on the Associates Degree Pattern, Plan A. A GEO Assessment Curriculum Mapping Preliminary Report was presented in fall 2010 to the ASLO Subcommittee (approved October 5, 2010), AD/GE Subcommittee, Curriculum Committee, Academic Senate, and Superintendent-President. This document chronicles the work of the General Education Outcomes Work Group in refining the existing General Education Outcomes (GEOs) of the college, aligning the GEOs with LBCC's General Education Philosophy, developing and implementing a plan to assess the extent to which the GEOs are reflected in the courses contained in Plan A (the General Education Breadth Requirement), as well as drawing conclusions and making recommendations to key constituency groups based on these results. The Curriculum Committee approved a draft report in February 2011. (2.23)

Questions from the Academic Senate about the curriculum mapping project mandated a more comprehensive approach, which the GEO Work Group followed. The Group's enhanced results supported the original conclusions and recommendations. This information may be found in the GEO Assessment Curriculum Mapping Addendum Report. This report was presented to the ASLO Subcommittee, AD/GE Subcommittee, Curriculum Committee, and Academic Senate in spring 2011. The Curriculum Committee approved this addendum on April 20, 2011 for first reading and on May 11, 2011 for second reading. Recommendations from these assessment results were forwarded to the appropriate bodies for discussion and possible action for improvement. Three of the eight recommendations have been addressed and completed by the ASLO Subcommittee. Other identified bodies (AD/GE Subcommittee, Curriculum Committee, and Academic Senate) will address the remaining recommendations in the future. (2.32, 2.33, 2.34)

The GEO curriculum mapping assessment process, as identified in the GEO Initiative, is a labor-intensive project that requires considerable cross-disciplinary dialogue and provides evidence of the college using a rigorous assessment process to inform modifications not only to courses but to more comprehensive aspects of the general education curriculum, namely the distribution of course offerings for students that support their learning in all of the General Education Outcomes areas.

### *Inter-Disciplinary Assessment*

The commencement of inter-disciplinary assessment of the GEO, Communication, began in the summer of 2009 when a rubric for assessing the reading, writing, speaking and

listening components of the Communication GEO were drafted. Results from the curriculum mapping done in 2010-11 were used to identify potential departments to participate in the inter-disciplinary assessment of Communication. Initial outreach efforts by the ASLO Subcommittee consisted of meetings with relevant department heads (English, Reading, Speech Communications, Math, History/Political Science, Social Science, Learning & Academic Resources, and Foreign Language) and full department meetings when requested. Agreements were reached for various levels of participation in the Communication GEO assessment based on department choice. Summer 2011 saw the refinement of assessment rubrics for writing, democracy and cultural diversity/sensitivity and the taping of student presentations for oral communication in agreed upon speech courses. In the fall 2011 term, the ASLO Subcommittee will guide department faculty in using these rubrics to assess student work collected from a sample of courses that focus on oral communication. Notably, some instructors who participated in the summer phase of this project reported on the value they realized in assessing learning and that they intended to use the video-recordings as an instructional tool for faculty in subsequent semesters. (2.35, 2.36, 2.37)

## **ACCREDITATION BLUEPRINT**

In April 2009, a blueprint of tasks, responsibilities, and targets were developed by the Process Oversight Group and approved by the Academic Council to focus the college's development of a comprehensive Outcomes Assessment Process. In January 2010 the warning status was removed and accreditation reaffirmed by ACCJC. The Process Oversight Group then re-evaluated and updated this blueprint and the Academic Council approved it in April 2010. This blueprint was based on the current progress made and not made by the college in the Outcomes Assessment Process and has also expanded to capture Program Plan/Program Review requirements, Institutional Effectiveness requirements, and the integration of these three components.

(<http://outcomes.lbcc.edu/InstitutionalEffectiveness.cfm>) The college's mission statement, "foster and support the intellectual, cultural, economic, and civic development of our diverse community," the mid-term report due to ACCJC on October 15, 2011, and the necessity to reach "proficiency" by 2012 was the overriding impetus for this blueprint. (2.38)

An update on the *Blueprint's* target goals was discussed at the September 13, 2011 meeting of the ASLO Subcommittee demonstrating that several internal benchmarks have been met. At the *course level* this includes SLO development, while at the *program level* this includes the coordination with Program Plan/Program Review, identification of mission statements/SLOs on curriculum guides, development of instructional program learning

outcomes, and management of anomalous instructional programs within the process. At the *institution level* the college has accomplished GEO development, alignment and integration of GEOs with Associated Degree Pattern and GE Philosophy, and the identification of assessment protocols and a timeline. For *process management* there has been the development of an outcomes newsletter for the college, development of a purpose and philosophy for outcomes assessment, support in the form of templates, samples, and good practices documents, and an assessment process schedule for all three levels, course, program, and institution. (2.39)

Planning continues for the reporting of results and actions based on assessment evidence. Due to the intentional implementation strategy for ASLO, assessment of all SLOs for a course or program, the college will see some delay in this point of the process. But the expectation is that when results/actions are reported they will be comprehensively complete.

## **PROFESSIONAL DEVELOPMENT**

### **Faculty**

Numerous informational trainings have occurred and extensive support materials have been developed for faculty. The ASLO Subcommittee Chair has attended over twenty individual department meetings (when requested of the ASLO Subcommittee) to address salient aspects of the Outcomes Assessment Process. Eight formal workshops & trainings have been captured on video and uploaded to YouTube for convenient access. Along with over two dozen training materials available, these videos can be found on the outcomes assessment website (<http://outcomes.lbcc.edu/ProfessionalDev.cfm>). Topics range from entire course and program level outcomes assessment processes to the development of rubrics, portfolios, and surveys and the curriculum mapping process and protocols. These YouTube videos have only been available for less than one year and at the time of this report 845 views have been recorded. Moreover, workshops (with corresponding videos on YouTube) have been offered through the college's Teaching and Learning Center. Such topics as "Enhancing Critical Thinking Skills" and "Teaching Critical Thinking Skills" contribute to the ASLO process' emphasis on the use of results into practical actions that enhance course effectiveness and student learning.

Since fall 2009, every Flex Day has been used as an opportunity to share ASLO topics and information. Fall 2009 Flex Day was dedicated exclusively to ASLO and Program Review workshops to ensure opportunities for faculty to develop course and program-level assessment plans. Each subsequent FLEX Day has provided ongoing support for SLO assessment work. Upcoming FLEX Day workshops will focus on SLO assessment data

analysis and how to respond to the results in order to support the faculty who are now immersed in this phase of the assessment loop. (2.40, 2.41, 2.42)

When new faculty are hired, departments, with the support of their SLO Officer, take on the responsibility of engaging faculty in the process of SLO assessment as it emerges through the new faculty member's participation in routine course and program reviews. In addition, in fall 2010 the college began implementation of a new faculty orientation process. In addition to receiving structured training on a variety of topics, the orientation includes communications that encourage new faculty to seek assistance and guidance outside their department to better understand the curriculum development process and all of its components at the college, including the use of SLO assessment data to inform curriculum development.

The ASLO Subcommittee carried out research to identify key resources for scholarship and professional development using assessment of student learning outcomes as a viable way to take advantage of the ASLO process within a faculty member's curricular area in order to advance in the discipline's profession and as an educator. These considerable resource links have been made available on the outcomes assessment website (<http://outcomes.lbcc.edu/ProfessionalDev.cfm - Resources>).

### **ASLO Subcommittee**

The ASLO Subcommittee continues with its self-education through discussions of local, regional, and national topics. Training opportunities are provided for the subcommittee membership at its monthly meetings and are based on local needs, but do encompass regional and national trends in outcomes assessment. The SLO Coordinator has participated in WASC Assessment Essential Retreat (previous Level 1) and several Research and Planning (RP) Group sponsored conferences on SLO assessment and a Bridging Research Information and Culture (BRIC) regional workshop. The SLO Coordinator is part of multiple outcomes assessment listservs (state and national) and the college is also a member of the Association for Assessment of Learning in Higher Education. Information from all of these sources is shared with the subcommittee and others as appropriate.

### **SLO Officers**

A two-day training event was held on August 3-4, 2010. This was the initial training of the SLO Officers. They received a resource binder, presentation of principles and practicalities, posed questions, provided participant discussion avenues, and real-time experimentation with TracDat, the college's outcomes database. Further, guidance and direction was provided for 2010-11 Outcomes Assessment work, due dates and planning necessities for departments. A one-day alternative training event was held on August 12, 2010 based on

department heads' recommendation to accommodate any SLO Officers who were unable to attend the first two-day offering. The ASLO Subcommittee offered ongoing leadership and transitional support to the SLO Officers as they took on their new role in the fall semester. The ASLO Subcommittee Chair communicated regularly to SLO Officers during the first year regarding assessment plans, results and actions reporting, internal management, and general processes. A question-and-answer workshop was held on the fall Flex Day, October 26, 2010, to field questions from these individuals and to provide updated information to the group about TracDat uploading. A formally scheduled training was held on a spring Flex Day, March 23, 2011. At that training, curriculum mapping was presented in detail with a corresponding timeline, and general discussion of relevant issues ensued and questions were addressed. (2.43, 2.44)

The entire SLO Officer summer training was captured and produced by the Instructional Media Production Services personnel. This visual resource provides a touchstone of clarification and review for participating SLO Officers. This rather large video presentation, an essential education tool for their on-the-job instruction, is available through a private link on YouTube and has been captured on DVDs that were provided to SLO Officers in fall 2011.

Additional training opportunities will be provided through Flex Days as interest warrants and will emphasize the purposeful use of results to improve courses and programs as well as establishing the ongoing nature of the ASLO process at the course and program levels. Individual or team workshops will be provided as requested.

## **SLOs IN FACULTY EVALUATION**

As noted in the LBCC Follow-Up report, the LBCC Academic Senate adopted a Student Learning Outcomes resolution in May 2009. The resolution references the use of student learning outcomes in evaluations, and emphasizes that "faculty evaluations are intended for self-evaluation and to encourage professional growth and should be conducted in an environment that recognizes this intention." The resolution further states that "the Long Beach City College Academic Senate encourages all faculty members to participate in the college's efforts regarding the assessment and development of student learning outcomes, with the understanding that SLO data would not be used against individual faculty members."

On September 25, 2009, members of the President's Leadership Council discussed the need to develop language that will enable faculty to incorporate the review and evaluation of SLOs into a faculty member's self-evaluation process for the purpose of improving the instructor's ability to achieve the developed learning outcomes. Participants in the

discussion emphasized that such an evaluation process would not be used as a punitive measure but rather a means for self-evaluation used for professional development. The President's Leadership Council agreed at that meeting to form a taskforce to develop language that could serve as a foundation for discussions between the administration and faculty union representatives. The taskforce was comprised of the Superintendent-President, the Accreditation Liaison Officer, the Assessment of Student Learning Outcomes Subcommittee Chair, the Academic Senate President, the Community College Association-Long Beach (CCA) President, and the Certified Hourly Instructors-Long Beach City College (CHI) President. This task force met for the first time on October 8, 2009. (2.45)

With new faculty leadership in place at the start of the fall 2011 term, informal discussions were resumed that focused on possible ways to meet the accreditation standard that requires that "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" (Standard IIIA1c). As these discussions among faculty leaders, the Accreditation Liaison Officer and District Chief Negotiator advanced and some draft language was proposed by faculty for a preliminary discussion which included specific aspects of the faculty evaluation article of the CCA contract, the District Chief Negotiator moved the conversation to negotiations currently taking place between CCA and the District that specifically address faculty evaluations. It is too soon to report the outcome of these negotiations, but the resumption of collaborative discussions among faculty and the administration on ways to effectively incorporate student learning outcomes into faculty evaluations that promotes, rather than inhibits, the continued advancement of outcomes assessment is promising.

## **CONCLUSION**

The ASLO Subcommittee has strategically worked with many other groups in the college to collaboratively advance the Outcomes Assessment Process. These include the Course Evaluation Subcommittee (SLOs on course outlines), Associates Degree/General Education Subcommittee (SLOs on curriculum guides, alignment of GEO, Plan A, and GE philosophy; GEO mapping), Program Plan/Program Review Subcommittee (integration of processes), Associated Student Body (student communication strategies), and the Curriculum Committee (committee membership and GEO assessment). These collaborations continue to embed student learning outcomes assessment into established college processes and protocols.

The linkage of SLOs with **course level** curriculum has been tangibly established through the course outlines of record. Those standards highlight the interrelationship of SLOs to



content and teaching in this documentation. Faculty is most familiar with SLOs and this process at this level of engagement.

The expectation of assessment of **degrees and certificates** has been made tangible through the inclusion of program mission statements and SLOs on curriculum guides. The current request for instructional faculty's engagement in curriculum mapping along with discipline specific assessment is a hopeful continuation of program level assessment. Moreover, the obvious linkage of outcomes assessment in the Program Plan/Program Review process has been established through that process' questions to faculty conducting their reviews. The expectations that Program Review information, and thus ASLO evidence, be used in decision-making and resource allocation was approved by the Curriculum Committee. This formal endorsement will strengthen the linkage among the assessment of learning outcomes, program planning and review, and resource allocations.

The alignment of GEOS with degree-level **general education** and the general education philosophy has been addressed, confirmed, and made public. The assessment of the general education curriculum has a relatively long history at LBCC, beginning in 2005, while the development of institutional SLOs began even much earlier. The first assessment at this level looked at students' critical thinking abilities. Since this time, rubrics have been developed for several GEOs, and as described above, in 2010 the GEO workgroup conducted the first comprehensive mapping of curricular offerings to the established GEOs. A pilot interdisciplinary assessment of Communication, focusing on the speaking component of that GEO, took place during summer 2011. The ASLO has developed a timeline for the assessment of all of the GEOs, but there exists an opportunity for further professional development of all faculty to fully grasp how this level of assessment builds upon, but is distinct from, the assessment that is taking place across the college at the course and program levels. This is a task that the ASLO Subcommittee recognizes and has prioritized for the current year. The Academic Senate also acknowledges the value in taking stock at this time to evaluate the process of SLO assessment at all levels in terms of the benefit that faculty work is having in promoting student learning. This was a topic for discussion at the September 16, 2011 Academic Senate meeting which led to agreement that the Senate would work with the Associate Dean of Institutional Effectiveness to organize faculty focus groups to assess the process at this time. The effectiveness of the SLO Officer pilot project and the needs of the department faculty who have filled this role would be one area of inquiry to explore with the focus groups. The Senate will use the data that emerges from these focus groups to identify where existing processes and activities can be modified and determine new strategies to maintain the momentum and further embed SLO assessment into the fabric of faculty work.

### ***Recommendation 3:***

The team recommends that the college (a) immediately complete its revision of the program review process, (b) begin implementation, (c) effectively communicate the program review process and the results of program review in a timely manner to all constituent groups, and (d) more fully integrate program review into the planning and resource allocation processes for continuous quality improvement.

As reported in the LBCC Follow-Up report in 2009, the college had begun 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 software database that was purchased and customized to accommodate the requirements of the new process. 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.”

### **Year One of Implementation (2009-2010)**

At the time of the follow-up visit the college had just completed the second step of the new eight-step planning process; that is, departments had developed their plans which were validated through a process of peer review and submitted to the next “inter-level” planning groups for consolidation and prioritization. The inter-level planning groups for instructional areas refer to the eight schools of the college. Development of the inter-level plans requires a review and prioritization of goals from all department plans within the school. A worksheet was created to facilitate this work and to maintain coherence between priority goals and any resource requests that were attached to them. The inter-level groups were required to document in the planning worksheet the rank of all prioritized goals as well as the reason any goal and attendant resource request was not prioritized for that year. The importance of communicating back to the departments the results of the inter-level planning prioritization was stressed to the groups by the co-chairs of the Program Plan/Program Review Implementation Task Force. (3.1)

For the instructional areas of the college these school plans were used to inform two previously existing resource prioritization processes: Block Grant funding and VTEA grant-funded projects. The Block Grant resource allocation process includes participation of all school deans, the dean of Counseling and a faculty representative, usually the Academic Senate President. Over previous years, this process had been continually refined and

general satisfaction had been reported as to its fairness and transparency. It was agreed that incorporating the school prioritizations developed under the new planning process into this well-functioning process would provide a good linkage between planning and this particular resource-allocation process. At the conclusion of first year of implementation of this integration, participants of the process reflected upon areas of improvement for future years and agreed that there was a need for better communication to the department planning groups of the requirement that resource requests be included in their plans if they were to be considered for Block Grant funding. There were instances during the first year where departments were allowed to go back and add resources to their plans for inclusion in the Block Grant process. (3.2, 3.3, 3.4, 3.4)

During the first year of the new planning process' implementation, school plans were also used for the Vocational and Technical Education Act (VTEA) grant application process. Only department plans that had been prioritized into the "tier-one" level of priorities were considered in the pool of applicants for VTEA funding. (3.5, 3.6)

During the months of January and February of the first year of implementation, the inter-level plans were sent on to the Vice President-level planning groups for further consolidation and the development of goals and resource requests at that level. A meeting with the faculty and administrative co-chairs of these groups was facilitated by the Office of Institutional Effectiveness to identify needed modifications to the TracDat template originally developed to capture plans at this level. All plans at this level were completed on time and forwarded to the College Planning Committee (CPC). A working group of the CPC was formed to determine precisely how these plans would be utilized by the CPC to develop institutional goals that were forwarded to the Budget Advisory Committee. There were nine institutional priorities, five of which were ranked, that were agreed upon and forwarded to the Budget Advisory Committee in March 2010. Budget assumptions for the 2010-2011 Adopted Budget made explicit reference to these institutional priorities. For example, the Unrestricted General Fund budget guidelines set forth in that document state that "expenditures of one-time monies will be based on the College Priorities, as derived from the planning process." These guidelines state furthermore that "the impact of state funding reductions will be addressed by pursuing higher levels of efficiency and productivity, re-configuring organization structures, and making prudent reductions in college operations and programs based on the Planning Process and the College Priorities." (3.7, 3.8)

The 2010-11 Institutional Priorities were sent on to the Superintendent-President who forwarded them to the Board of Trustees, all in accordance with the eight-step planning process developed with input from all constituent groups. During the summer of 2010, the Board of Trustees utilized these institutional priorities and the Superintendent-President's

24-Month Agenda for Advancement of Student Success and Community Development to update their own two-year goals. This was noted in a memorandum dated August 24, 2010 by Trustee Otto to other members of the Board of Trustees and the LBCCD community. (3.9)

This marked the conclusion of the first year of implementation of the new planning process. The CPC oversaw administration of a survey in spring 2010 to collect feedback from the college community 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, as the work was included as part of the charge of the Program Planning/Program Review Implementation Task Force. One hundred seventy-six individuals responded to the survey (37% full-time faculty, 32% classified staff, 27% management and 4% part-time faculty). The survey results highlighted several positive aspects of the process. Many respondents felt that there was a college-wide increase in participation in planning 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 college-wide through use of the 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, between levels of the process). 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. Finally, respondents felt the process contributed greatly to a culture of evidence, although more emphasis was needed on the results of student learning outcomes assessments. This observation might have been expected since the survey was administered in the very early phases of implementation of the new process. Nonetheless, the survey input reinforced acknowledgement that the next phases of implementation would require making stronger and more visible the linkage between planning and review and the student learning outcomes assessment. (3.10)

Post first-year evaluation of the new process also involved a comprehensive review of all plans from all levels that had been submitted 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/Program Review Implementation Task Force to the conclusion 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. (3.11, 3.12, 3.13)

### **Year Two of Implementation (2010-2011)**

All units from all areas of the college (instructional, student support services, and administrative), updated their plans according to the same schedule used during the first year of implementation. The emphasis for the updates was on improving the coherence of the plans, making clearer the linkage between resource requests and the goals whose attainment they were intended to support. The flow of information in the form of prioritized lists of goals and resource needs from the school plans to the VTEA grant funding process took place again in year two. Since there was no Block Grant funding available for the 2010-11 year, the process for prioritizing goals and requests for that source of funding did not take place that year.

Due to numerous retirements of full-time faculty in recent years and monitoring of the college's Full-Time Faculty Obligation numbers, the college decided to begin the process of hiring additional full-time faculty. The administration authorized the hiring of 15 new full-time faculty. As with previous hires, the college utilized its faculty hiring priorities process to determine, based on department need, which positions would be recruited. The committee was engaged in October of 2010. Departments utilized the plans they wrote under the new planning process to inform the positions they would propose to the committee. Data on enrollment trends and efficiency that were included in instructional department plans were utilized to complete the hiring priorities application. The hiring priorities committee's review of the applications and considerable deliberation resulted in the prioritization of 15 full-time positions. Eight of these positions were filled at the start of the 2011-2012 academic year, and the remaining five are planned to be filled in spring of the same year. Participants reported satisfaction with the process, but the co-chairs of the Program Review Subcommittee recognized that the link between program planning and review and this important resource allocation process could be strengthened and made more explicit with an official document approved by faculty leadership groups stating that

program plans, including assessment results of student learning outcomes, be included in all requests for new full-time faculty. The Program Review Subcommittee made a formal recommendation that this requirement be added to the hiring priorities process. As mentioned in the section above regarding SLO assessments, this recommendation was formally approved by the Curriculum Committee in September 2011. (3.14 – *Curriculum Committee approval is documented in the September 16th, 2011 Academic Senate Minutes.*)

All Student Support Services and Administrative Units of the college completed their plan updates for the second year of implementation, as evidenced by the Office of Institutional Effectiveness' check in the TracDat database. Feedback was received from departments and requests for refinements to the process were received and responded to on a department-by-department basis. For example, within Student Support Services, the Counseling and Support Services plan included the SLOs and Service Unit Outcomes (SUOs) for multiple departments (EOPS, DSPS, Counseling, Financial Aid and Veterans Affairs) in one assessment area within TracDat. Based on their experience from the first year of planning under the college's new process, these departments decided that they each needed separate SUO assessment plan areas to more easily distinguish among the numerous department-specific SUOs and track assessment results. The initial configuration in TracDat for this area resulted in extremely lengthy assessment plan reports. The solution was simply for the Office of Institutional Effectiveness to create additional assessment units in TracDat and to communicate to the areas for which the modification was made. (3.15)

Despite the ultimate updating of all Student Support Services and Administrative Unit plans during 2010-11, the timeliness of these updates was not consistent across all departments. This appears to have been due, in part, to recent turnover in the position of Vice President of Student Support Services, which was filled by an Interim during the second year of implementation. With a new and permanent Vice President for this area in place since February 2011, more timely submissions are expected from departments in the area. In addition, the Office of Institutional Effectiveness has solicited other Vice President and manager-level support to ensure timely submissions by all units. Participation in the process for these units of the college will be closely monitored during the current fall semester and ideas for ways to best support the areas will be generated from input from the departments and their respective Vice Presidents. A FLEX day activity scheduled for September 20, 2011 will support these units of the college and to facilitate timely completion of their 2011-12 plan updates and to prepare them for program review which is required for all departments in spring 2012. (3.16)

## **Concurrent and integrated development of 2011-2016 LBCC Educational Master Plan**

As the college engaged in its second year of implementing the new program planning and review process, it simultaneously began work on the development of its new Educational Master Plan (EMP). The College Planning Committee created in spring 2010 an Educational Master Plan Oversight Task Force, charged with the responsibility of identifying needed improvements from the previous EMP, conducting internal and external scans and seeking broad college participation in the development of the 2011-2016 EMP and a new mission statement. (3.17)

The EMP Oversight Task Force determined that input into the development of the EMP goals would be facilitated through the work of the Vice President-level planning groups. Upon completion of their updated VP-level plans for 2010-11, members of the EMP Oversight Task Force convened two large sessions of about 40 participants each to consider school and department plans as well as information collected through an external scanning process that was begun in summer 2010. The external scan involved the development and administration of a web-based community survey, open community forums conducted at both campuses, two of which were focused primarily on hearing student input on how the college can support student needs and the achievement of their educational goals. The college's Office of Institutional Effectiveness also conducted its own environmental scan which resulted in a 50-page document that addresses significant trends in higher education, public policy, technology, the workforce, and the economy. (3.18, 3.19)

This report, along with the VP-level updated plans and community survey results, were utilized by the VP planning groups to conduct a SWOT (Strengths, Weaknesses, Opportunities and Threats) analysis and to ultimately identify a set of key strategic directions to deliver to the EMP Oversight Task Force. These strategic directions were used to develop the major goals, measurable objectives and strategies of the draft 2011-16 EMP. This draft was shared with the entire college community via a web-based feedback collection tool in late spring 2011. Modifications were made by the EMP Oversight Task Force based on college input, and the revised draft was approved by the CPC in May 2011. (3.20, 3.21, 3.22, 3.23)

It is worth noting here the intentional design of the new Educational Master Plan. Each broad goal includes a set of measurable objectives that are stated in either quantitative or qualitative terms. The baseline measures for each of these objectives are being finalized by the Office of Institutional Effectiveness at the time of the writing of this midterm report. The data will be studied by the EMP Oversight Task Force and a working group that includes discipline and support service faculty will develop reasonable "stretch" targets for each objective. Once the targets have been developed and agreed upon, they will be

inserted into the Plan before the end of the fall 2011 term and used by the CPC for the annual process of monitoring the college's progress in achieving the goals stated in the EMP.

### **Modifications to Program Planning and Program Review for Instruction**

The Program Review Subcommittee of the Curriculum Committee determined that departments would be better served if they started the process of writing or updating their plans the spring prior to the academic year when the plans were due. This change in timing for planning activities was implemented in the spring of 2011. A new plan validation form was developed by the subcommittee and administered using a web-based survey tool designed to capture feedback from three peers. The peer feedback was given to each department before the end of the spring semester, ensuring they have time to make revisions to the final plans that are due on October 3, 2011. This will provide sufficient time to include these plans in the development of the school and college-wide plans. The September 20 FLEX Day will offer department working sessions to support faculty with this work. The Program Review subcommittee anticipates that all departments will meet this deadline, as they have done with the previous two years of planning under the new process. (3.24)

Importantly, the 2011-2012 academic year marks the first year under the new integrated planning and review cycle when the first cohort of departments are required to conduct their *program reviews*. Note that planning takes place annually so that updates to plans inform annual grant allocations, hiring, and budget development processes. Program review, under the new process, now occurs on a three-year cycle. This means that one-third of all instructional departments will review all programs for which plans were initially developed in 2009-2010 and updated annually since. The schedule for program review was developed with input from the Course Evaluation Subcommittee so that those courses up for review (including SLO assessments) would complete their improvement plans in time for inclusion within their program reviews. This schedule is posted on the college's Program Review website (<http://www.lbcc.edu/ProgramReview/index.cfm>), along with other support materials to be discussed. (3.25)

In preparation for the first cohort of departments scheduled to complete their program reviews in October 2011, the co-chairs of the Program Review Subcommittee initiated work with the Office of Institutional Effectiveness to further refine the TracDat repository for plans, reviews and assessment results. It was decided that a Word template would be used to guide faculty to summarize and interpret data on enrollment patterns, achievement data and staffing. The template also prompts faculty to review program and course-level SLO results and to show how this knowledge will contribute to the improvement of the



program. As noted in the previous section on SLO assessment, considerable collaboration occurred between the Program Review Subcommittee co-chairs and the Assessment of Student Learning Outcomes Subcommittee co-chair to ensure that robust analyses of SLO assessment results and clearly documented improvement plans based on those analyses figure predominantly in faculty reviews. This Word template has been shared with faculty and school deans at Program Review Subcommittee meetings, at FLEX workshops held in spring 2011, and is available on the Program Review website. (3.26)

Additional refinements to the Program Planning and Program Review process have been made in terms of the data provided to faculty since the first implementation in 2009. For the first year, a set of reports showing enrollments, FTES, success, retention and completion rates, and grade point averages at the course, academic organization (department) and school levels, along with program certificate and degree completions, were provided to all departments in their respective TracDat document folders. During the past two years, the Office of Institutional Effectiveness has continued to develop, in partnership with the college's Instructional and Informational Technology Services (IITS) and Academic Services departments, its data warehouse and Cognos Business Intelligence reporting tools. The generation of data for use in program planning and review has now transitioned from a simple self-service OLAP cube tool to a more powerful suite of querying and reporting tools utilized by research and planning analysts in Institutional Effectiveness. These reports are now supplied to the departments on an annual basis, in conjunction with the process of planning and review.

(<http://www.lbcc.edu/ProgramReview/ProgramReviewData.cfm> )

The college's Research Systems Analyst and Planning Analyst have solicited faculty feedback from the Program Review Subcommittee co-chairs and the Program Planning/Program Review Implementation Task Force co-chairs on the newly developed and refined reports so that the content and format of all reports effectively support meaningful and improvement-oriented program reviews. In addition, the Planning Analyst presented to the entire Program Review subcommittee the most recent version of reports now generated from the college's data warehouse. Suggestions for modifications and inclusion of additional data were noted and will inform the next iteration of reports provided annually to all departments. This robust set of data, coupled with program review prompts that require faculty to make sense of their programs' data (especially SLO assessment results), are expected to promote the implementation of improvement plans whose effectiveness can be monitored, in part, with the use of quantitative data that is collected and provided to faculty in a systematic way.

## College-wide Plan Development and Implementation

Most of this section of the report thus far has described the process of program planning and review which, by design, feeds into and includes plan development at all levels of the college. In addition to this eight-step process, the college relies on its 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 in 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. The Academic Council recommended in spring 2011 addition of a new standing committee to the planning structure to update the college's Enrollment Management Plan and oversee its implementation. 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 College Planning Committee. The Pacific Coast Campus Educational Plan, for example, was completed under the oversight of the Pacific Coast Campus Task Force and approved by the CPC in spring 2011. This plan's implementation remains under the responsibility of the task force. (3.27, 3.28)

## Integration of Program Review into the Planning and Resource Allocation Processes for Continuous Quality Improvement

Beginning with the first year of using the college's new planning and review process, department and school plans were utilized for the Block Grant, CTE, Technology and VTEA funding process, a previously established process which involves the school deans and a representative of the Academic Senate, usually the Senate President. As stated in *the Long Beach Community College District, Executive Summary, 2008-09 Block Grant/CTE/Technology Plan and VTEA Funding Process*, among the criteria and considerations for funding from this source is the requirement that "all requests were prioritized at both the Department and School levels." In addition, according to this document, requests were screened according to the following priorities:

- Priority A: items considered **essential** to the program, indicated support for the College mission, Board of Trustees goals, President's 12-month agenda, student learning outcomes, and student success
- Priority B: items considered **important** to the program and made instruction more effective or efficient

Stated explicitly in the same document is the criteria for VTEA funding which requires that projects proposed for consideration must demonstrate "how they met and supported

College planning priorities, expected outcomes and evaluation process, relationship to the areas 3-year program plan and program review.” (3.2)

A total of \$141, 738 was allocated using Block Grant funding for 2008-09 to support 14 projects, nearly all of which were linked to a department goal. 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 \$5,200 for a distillation system for the Organic Chemistry Lab. (3.4)

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 schools that received VTEA allocations included lab expansions for Computer Business and Information Systems, 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 \$421,722 of the 2010-11 VTEA allocations. Some examples included a CTE Career Counseling Enhancement project, a CTE Career Pathways Initiative, and a CTE Basic Skills project. 2011-12 VTEA allocations totaled \$965,525. Project examples include a Transfers Pilot project, Green Technologies Integration projects for HVAC and Construction programs, lab upgrades for Fashion Design, Interior Design and Dietetics/Food programs. (3.5)

Although Block Grant and Telecommunications and Technology Infrastructure Program (TTIP) has not been available since 2008-09, ongoing refinements intended to strengthen the alignment of supplemental funding allocations with the college’s program planning and review process have been implemented each year. It is important to note that with VTEA funding in particular, the allocation process that was used prior to 2008-09 relied on faculty submitting applications that may or may not have been aligned with their department goals. With the implementation of TracDat, the college’s database for all program planning and review information, the VTEA process begins with the direct extraction of goals and strategies from department plans stored in TracDat. In the first year, this reinforced the importance of effective program planning and provided meaningful feedback to the departments on their goals, the gaps in the information provided and on the audiences that departments needed to consider in plan development. It was a significant learning process for all stakeholders and a first step forward in framing the allocation of dollars. In the second year, the Program Review Subcommittee noticed improvements in the development of department goals, communication structures throughout departments and schools, and the tiered alignment of goals and priorities. The process was slightly modified through feedback from the first round of implementation and will continue to be improved as the planning process becomes more refined and consistent across departments. Additionally, in the second year a greater emphasis on assessment

and evaluation was encouraged, and a few pilot projects were identified to include a core evaluation component. The evaluation components are being aligned with SLO assessment structures and existing data reports. (3.26)

The process for pursuing other grant funding has also been revamped to include alignment with program planning and institutional priorities. This process includes, at the very beginning, a thorough review of the goals and priorities of the department, academic school, college, Superintendent-President, and Trustees. It maps funding requests, proposed activities and outcomes to the goals that the strategies support as well as to the review of the impact observed by the departments that received the allocation. This process is opening up dialogue across departments and evaluating the impact of additional dollars in terms of the advancement of institutional priorities. These changes, all flowing from changes initiated through implementation of the new planning and review process, are shifting focus from piecing together funding for short-term immediate needs to long term capacity and foundation building. While there is still much work to be done in further realizing this shift, significant progress has been made since the college's last comprehensive visit. (3.29)

### **Further Examples of Resource Allocations Informed by Planning**

Since the college's program planning and review process has been designed to integrate planning through all successive levels of the college, beginning with department planning and concluding with the Board of Trustees, it is meaningful to identify specific resource allocations at levels higher than those already discussed in relation to department-level planning and allocations.

There are abundant examples from Academic Affairs where planning has directly informed resource allocations for improvement. The approval to hire fifteen full-time faculty for the 2011-12 academic year was, in part, informed by plans written at the department and school levels. Even though the formal eligibility requirement for departments to be considered in the hiring priorities process had not yet reached its second reading by the Curriculum Committee, requests to hire full-time faculty were documented in numerous department plans prior to initiation of the hiring process for the 2011-12 year.

Since workload measures have been reduced during recent fiscal years and LBCC, along with all other community colleges, have been faced with the fiscal need to reduce the number of sections offered, school budgets have been reduced. Despite fewer resources, augmentations and/or reallocation of funds for educational offerings have been earmarked over the last three years in accordance with priorities established by the VP-level Academic Affairs plans and in alignment with institutional priorities recommended by the College

Planning Committee. Examples include an augmentation of \$41,280 in spring 2011 to increase “golden four” general educational offerings<sup>1</sup> at the Pacific Coast Campus. This reallocation of funds was informed by the institutional priority established for PCC over consecutive years. (3.30)

The emphasis on supporting student completions of degrees, certificates and transfers led to college-wide reallocation of funds from under-enrolled, elective and non-core courses to high-demand core courses required for program and/or degree completion. For example, in the School of Health, Science and Mathematics, enrollment management strategies were utilized to reallocate funds that resulted in the addition of several high-demand courses in math and life science classes and in vocational nursing classes that are pre-requisites for nursing and allied health programs. Similar shifts of instructional hourly budgets to maintain or even augment the offering of courses that students need to complete their programs and degrees or to transfer have taken place within all of the college’s schools.

In accordance with the institutional priority identified for each of the past three consecutive years to support student success, and more specifically the strategies described in the 2007 LBCC Student Success Plan, a number of resources have been allocated to support those strategies. The Student Success Plan includes 13 strategies. Resources allocated per the Plan are as follows:

1. Establish Administrative leadership (Strategy 1)
  - Dean of Student Success interim position created 2009-10
  - Dean of Student Success permanent position began July 2010
  - Two classified staff members hired and operating budgets established
2. Enhance matriculation processes (Strategy 3)
  - District funded ACCUPLACER
3. Creation of four Student Success Centers that were opened fall 2008 (Strategies 5, 6, 8) 2011-12 budget was approximately \$2 million (District) and approximately \$500,000 (State Basic Skills Initiative funds)
  - Hiring of four full-time faculty instructional specialists (District)
  - Hiring of four Success Center lab coordinators (District)
  - Hiring of 13 part-time instructional aides to support the Centers (State funding through the Basic Skills Initiative will move to District funding in 2012-13)

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1 The “Golden Four” requirements are basic skills which are required of California State University students. To be eligible for admission, transfer students must successfully complete courses in all four of the following areas: oral communication, written communication, critical thinking, and mathematics/quantitative reasoning.

- Funding provided for faculty instructional specialists (PT) and student tutors and workers  
     In 2012-13, BSI funding will be reduced to \$210,000; the District will increase funding to the Centers to maintain service levels and provide for growth.
- 4. Institutionalize Supplemental Instruction (Strategy 7)
  - \$80,000 (District) starting 2011-12 (in the prior 5 years, Supplemental Instruction was funded with Title V funds)
- 5. Creation of the Faculty Teaching and Learning Center by the Academic Senate's Faculty Professional Development Committee: (Strategy 12)
  - Opened fall 2009, facility provided by District; Title V provided approximately \$30,000 to support faculty activities
- 6. Revision of basic skills Course Outlines of Records (Strategy 5)
  - 38 courses revised to include Supplemental Learning Assistance and include Student Learning Outcomes
  - Funding total was approximately \$91,000 (Title V)
  - SLO Coordinator release and stipends: \$75,000 (Title V)
- 7. Support for learning communities (Strategy 9)
  - Honors budget augmented in 2011-12 by \$37,000 (District) to provide funding for additional Honors sections and academic conference participation for faculty
  - Learning Communities provided with supply/duplicating funds: approximately \$6,000 per year. The District funded these starting 2010-11.

Implementation of the Student Success plan clearly demonstrates the college's commitment to allocating resources in accordance with a major college-wide plan whose significance has been reinforced each year by the annual planning cycle. Student success has prominently emerged in the institutional priorities lists as well as in the most recently drafted Educational Master Plan for 2011-2016. Concomitant to the *2007 LBCC Student Success Plan* is the *Long Beach City College Student Success Initiative Evaluation Plan* which was completed in March 2009. This 32-page document outlines methods and measures for evaluating each of the 13 strategies of the plan as well as how the college will evaluate the overall effectiveness of the integrated efforts realized through implementation of multiple strategies that integrate Academic Affairs and Student Support Services areas. (3.31)

Several analyses have been conducted by the Office of Institutional Effectiveness that address the effectiveness of the strategies implemented thus far. The institutional capacity to carry out the research required for the evaluation is significant, and the resources allocated to maintain staffing in the research office and to support its technology and information processing needs have been significant. Research has been focused primarily on studies of the four Student Success Centers that are identified in the resource allocations listed above. Beginning in spring 2009, a variety of research methods were utilized to

begin the evaluation of the Student Success Centers: two surveys were administered, one to determine students' satisfaction with all aspects of their experience utilizing the Centers, and the other to determine students' perception of the linkage between the Supplemental Learning Activities (SLAs) they complete in the Success Centers and their success in the related course. Observations were conducted at all four Centers to determine, in accordance with the evaluation plan, the consistency of practices and service levels at each of the centers. In addition, quantitative analyses of student performance in the courses for which Success Center work supplemented were conducted. Furthermore, analyses were done that address the performance of students in *subsequent* courses in order to evaluate the longer-term effects of students' Success Center work. (3.32, 3.33, 3.34, 3.35, 3.36)

The findings from all of these studies were presented to the Student Success Committee, a standing committee that was officially added to the college's governance committees in fall 2008. In addition, a presentation was given to the Board of Trustees at their annual retreat in 2010. Highlights of the findings show that students who participated in the Directed Learning Activities at the Centers were far more likely to be successful in their courses than those who did not. The margin of difference showed significant variance depending on the discipline of the course, but successful course completion rates ranged between 32.7% and 62.4% better for students who utilized the Centers compared to those who did not. The success rate of students in transfer-level English was also somewhat higher (2.3 percentage points) for the cohort that benefited from the Success Center support in English basic skills courses than the cohort that worked through the English sequence prior to implementation of the new Student Success Center model. Quantitative analyses of student performance have continued with each subsequent year since the initial implementation of SLAs in the Centers. The most recent report shows similarly wide margins of course success between students who use the Centers compared to those who do not. The *overall* success rates for courses that offered SLAs, was about 3% higher than the average for the previous six years prior to the implementation of required SLAs. Students who attempted basic skills English and basic skills math during the fall 2008 semester were somewhat more likely, about 2-4%, to have successfully completed an equivalent collegiate level course than students who attempted those courses in the fall 2006 semester, prior to the implementation of SLAs. (3.37)

These results and the evaluation methodology continue to be discussed at Student Success Committee meetings. In fact, there has been a standing agenda item for this committee called "data drill," to make certain that evaluative data is regularly shared with this group of faculty, staff, administrators and students. The work of this committee has converged with ongoing efforts of the college's Seamless Education Initiative, which began in 1994 and focused faculty and leadership on establishing the most effective pathways for student success from the Long Beach Unified School District, to Long Beach City College, and on to

CSU Long Beach. Focused efforts are underway to create a first-year experience for incoming LBUSD graduates that will help the college realize improvements in student success and completion numbers and rates beyond the positive, albeit incremental, improvements that have been observed during the initial period of implementation of the new Student Success Centers. (3.38)

Another example of resource allocations that were informed by planning at the department, school, and institutional levels has been the SLO Officer Pilot project described in the section describing the college's response to recommendation 2. The faculty members who have received stipends through this project have contributed significantly to the assessment of student learning outcomes for courses and programs.

"Assessing the viability and responsiveness of the college's Career and Technical Education (CTE) programs to regional industry needs" has been a major college initiative for the last four years as a Board goal and as an institutional priority. VTEA funds were used to hire a consultant to support the development of a CTE assessment process which is overseen by a Leadership Steering Committee comprised of faculty and administrators. The assessment process will be designed to support "continuous process improvement" of CTE programs.

In alignment with the college's CTE support initiative, an administrative reorganization has taken place that includes the hiring of a CTE dean with workforce development under this area. The intent is to fully integrate where possible CTE instructional programs with workforce development needs of the region and to provide ongoing support to CTE programs of the college.

Another institutional priority with significant resource needs that were supported and described in the Follow-Up report of 2009, was the purchase of TracDat, the database used by all units of the college to capture, archive and report program planning and review and the assessment of student learning outcomes. Beyond the initial implementation, the college has committed to ongoing annual maintenance fees for the software and offsite hosting as well as a full-time classified Business Systems Analyst to support TracDat as well as the college's Data Warehouse and Cognos reporting tools. This position was originally funded by Title V funds but has been institutionalized with District funding scheduled to cover the position effective October 2011.

Reallocation of funds also occurred recently for Student Support Services that were directed by institutional priorities as well as department-level planning. The Board Goal to "develop strategies and time lines to increase the number and percentage of non-exempt transfer and degree-seeking students who complete the assessment process to 100% by September 2011" was supported by increasing the number of ACCUPLACER test units purchased by the college. \$11,020 was allocated from the Vice President's discretionary fund in April 2011 to cover test units through the end of the year and into the beginning of



the summer. Also in support of the assessment goal, a room in the library at the Liberal Arts Campus was retrofitted and designated as the permanent Assessment Lab for that campus. The cost of the new space and its electrical hookup cost over \$13,000. In support of a goal identified in the Admissions and Records plan, was a \$25,000 allocation for an online transcript request service. A full-time classified position was backfilled in July 2011 and funding has been allocated for the 2011-12 year to support the development of a technology-supported degree audit system. A spring 2012, augmentation of \$21,977 for additional Counseling courses was informed by the Student Equity goal of the Student Support Services Vice President-level plan.

Some of the examples noted above show that classified hiring is informed by planning. Although other examples exist, the administrative Executive Committee is currently in the process of revising the *Classified Personnel Request* and *Request for Reorganization* forms to require documentation that the requests are included in plans at the relevant level and that they are linked to the strategies identified for specific goals. This change is intended to further strengthen the linkage between planning and the classified hiring process.

Even though the college is still in the early stages of implementing its new program planning and review process, there exists ample evidence that planning is driving resource allocations. The college has deliberately evaluated the effectiveness of each year's implementation in order to continuously make improvements to the process and to strengthen linkages between existing resource allocation processes and planning. This has occurred with the VTEA grant process and the Block Grant process, while funds were still available. Hiring processes for full-time faculty and classified staff are in the process of making stronger and more visible the requirement that all requests are backed by a plan that clearly identifies the goals and strategies that the position is intended to support.

The planning and review process' original design called for communication feedback from the inter-level group back to the department level so that transparency was provided regarding the decisions based on planning. The plans, resource requests and funding decisions can be viewed in TracDat, the software tool made available to every department. To increase the transparency of information stored in TracDat, the Office of Institutional Effectiveness has even created pdf's of plans at all levels and posted them on the planning website as to remove any barriers that the TracDat log in might present to college staff wanting to view planning documents. Still, evaluation of the process in the second year showed that awareness of the results of planning and resource decisions was uneven across departments. Ongoing professional development is needed to make sure that the TracDat fields are updated to include resource request decisions. Communication in school and department meetings about such decisions should also take place, and although it already does in some areas, others could realize significant improvements.

When the first set of program reviews are completed during the current academic year, the results of the planning and review process in terms of impact in achieving stated goals and leading to quality improvements will be documented in TracDat . At this time, in spring 2012, a more comprehensive evaluation of the process will take place under the oversight of the College Planning Committee. The collection and documentation of results of student learning outcomes assessments and service unit outcomes assessment are still underway, but as they are evaluated in the context of a more comprehensive program review, then departments, schools, and the institution will gain a clearer understanding of the ultimate effectiveness of its new planning and resource allocation processes.

***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 Follow-Up team verified that the 2009-2010 Long Beach City College Catalog included language that addresses academic freedom. It also verified that on page 31 of that edition of the Catalog, Board Policy 4012 on academic freedom was included in its entirety. The same statement has been included in the 2010-2011 and 2011-2012 editions of the College Catalog. The team noted that Administrative Regulation 4012 clarifies the implementation and regulation of its associated Board Policy 4012. (4.1, 4.2)

With regard to the recommendation that clarification of the acceptance of transfer credit be included in the College Catalog, the Follow-Up team verified that such clarifying language of Board Policy 4019 and Administrative Regulation 4019 could be located on pages 28 and 29 of the 2009-10 Catalog. The same language appears in the next two editions of the Long Beach City College Catalog on pages 29 – 30. It was noted that the language in the catalog provided students with a detailed explanation of all possibilities for transferring credit from another institution.

In 2009, the Follow-Up team concluded that the college had fully addressed this recommendation and met the accreditation Standard.

It is noted that in fall 2010, the Academic Senate proposed changes to the Statement of Professional Ethics included within Administration Regulation 4012. These changes were forwarded to the Academic Policy and Standards Subcommittee. This body approved the recommended changes in March 2011 and sent them to the Curriculum Committee. The Executive Vice President of Academic Affairs made recommendations to revise the language of the regulation based on legal documentation. The Academic Policy and Standards Subcommittee discussed these recommendations on May 4, 2011. A decision to make revisions based on the original document was reached at this meeting, although the minutes from that meeting have not yet been officially approved. The item is to be addressed again at the first meeting of the 2011-2012 academic year of the Academic Policy and Standards Subcommittee on September 21, 2011. (4.3, 4.4, 4.5, 4.6, 4.7, 4.8, 4.9)

***Recommendation 5:***

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

The Follow-Up team confirmed in 2009 that the college had developed a board policy and administrative regulation on an institutional code of ethics, in accord with guidelines from the Community College League of California, and that these were approved by the President's Leadership Council. The team further verified that Board Policy 3008, Policy on Institutional Code of Ethics, was approved by the LBCCD Board of Trustees on July 14, 2009.

The Follow-Up team concluded that the college had fully addressed this recommendation and meets the accreditation Standard.

### ***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 and maintains 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 updating 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 Administrative Services then 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, all policies and administrative regulations for Administrative Services have been updated, the Board policy section is almost complete, and the other major administrative units are moving forward as expeditiously as possible to complete the review and updating in their respective sections. More than half of all district policies have been revised or have been reviewed with draft language in the process for final review in the last three years. In total, 79 policies and administrative regulations have been either revised or new policies and regulations have been adopted during this cycle. (6.1, 6.2)

On September 26, 2008, the President's Leadership Council received for review fifteen new or revised policies. Five of these from the 1000 series of introductory District policies, 9 from the 2000 series on District Governance and one from the 5000 series on Student Services. Board Policy 2020, Policy on Superintendent-President Selection was included among those policies under review and intended for submission for first reading to the LBCCD Board of Trustees at their October 7, 2008 meeting. On February 17, 2009 the Board adopted this policy. Board Policy 2020 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". (6.3, 6.4)

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 Practices. Also received on that date for first reading was Administrative Regulation 2014, describing how the Code of Ethics/Standards of Practice policy will 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. (6.5)

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, (6.6, 6.7, 6.8)

*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).

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 set aside funding for technology in the amounts of \$249,772 in the 2010-2011 Adopted Budget and \$278,613 in the 2009-2010 Adopted Budget. The LBCCD 2011-2012 Tentative Budget reserves \$225,213 for implementation of the Technology Master Plan. (7.1, 7.2, 7.3)

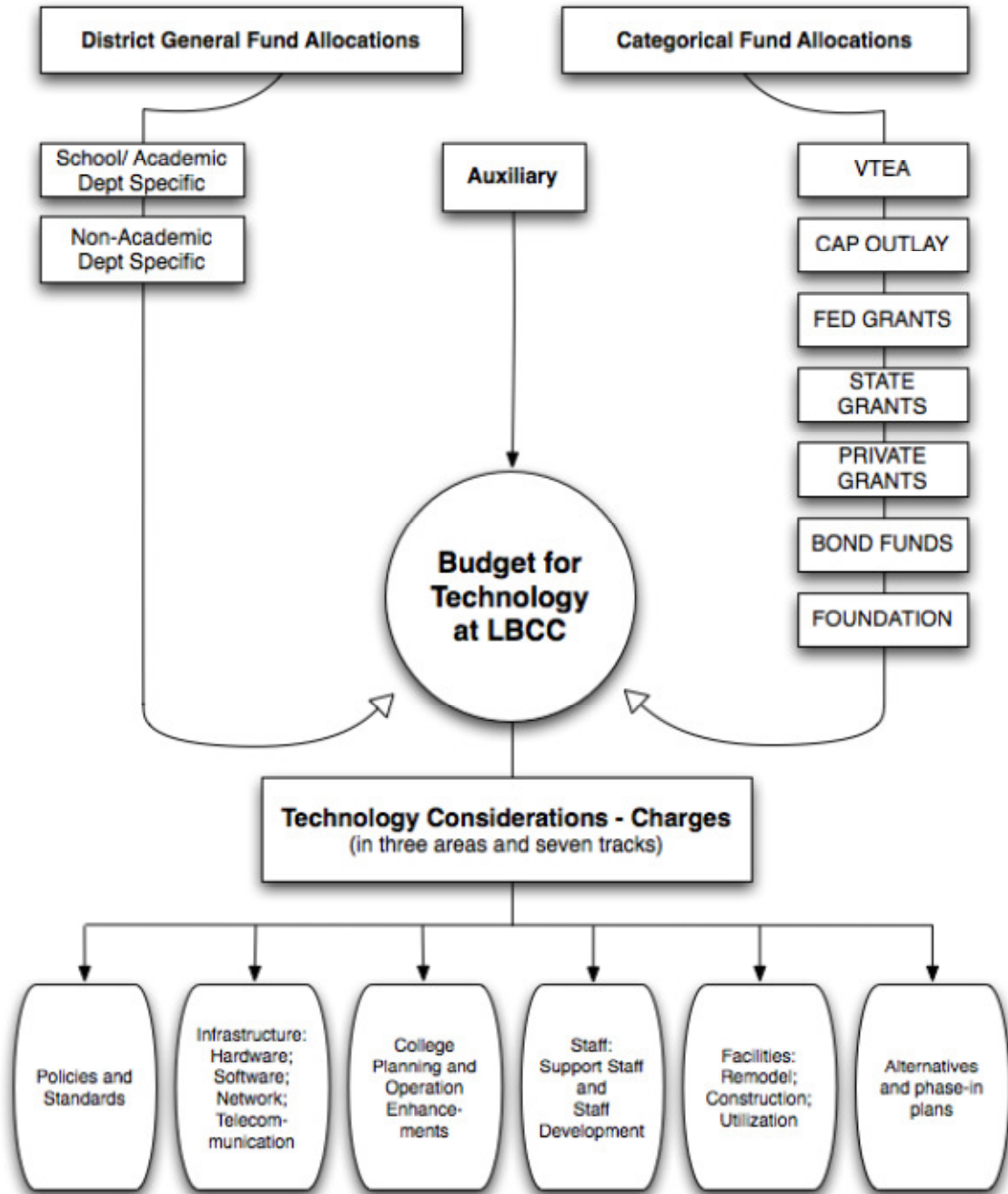
During the especially challenging fiscal constraints imposed on all community colleges in recent years, these budget allocations for technology further demonstrate LBCC’s understanding of the importance of technology in supporting teaching, learning, research and administrative functions. Still, the college has embraced the import of the evaluation team’s recommendation as is reflected in the most recent update to the LBCC Technology Master Plan (2011-2016). In the section entitled “Leveraging Resources for Maximum Benefit/ Funding Structure Array,” the update notes that the college’s technology planning had “transitioned from a ‘catch up’ phase to a maintenance phase within the last two years.” 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 new program planning and program review processes at all levels of the college. (7.4)

Further, the updated plan states:

*An innovation phase can now be considered which will broaden the nature of the planning approach. It is this arena of innovation that the new Technology Master Plan ventures into. Technology planning for the future outlines a strategy that is flexible, adapts to evolving conditions, and is scalable. A new model that provides a framework which allows for a user-centric, initiative-driven process is proposed.*

*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 purchase of TracDat to support



the new 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. 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 2011-2012 fiscal year. The college's distance learning delivery system, EZLRN, was also recently upgraded. This upgrade was informed by feedback from faculty who teach online as well as from a comparative analysis of the past system with industry best practices. A Content Management System with a training plan was recently implemented, making new web-page development and web updates easy to accomplish. The new system has improved the quality of the college's academic programs, support services, and administrative functions. There are currently 127 sites being hosted in the Content Management System with 98 distinct users in the system.

Another institutional priority has been the accelerated development of a student degree audit system which required a reorganization of the Admissions and Records department and a new position that is dedicated to making this service, in its first phase of development, available in spring 2012. Other recent investments in technology include the implementation and support of School Dude, a facilities software system used for preventative maintenance and work order processing. The college has recently completed its college-wide Voice Over Internet Protocol (VOIP) conversion 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. This enhancement was done for no additional licensing costs.

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 are also being 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 which cost less than the current Cisco suite of products. Moving to Microsoft's voice mail product (in progress and to be completed prior to June 30, 2012) will save the District approximately \$20,000 for the 2012-2013 fiscal year's budget.

Prioritizations for use of the approximately \$200k balance remaining in the Tech Plan Jump Start budget are taking place that focus on the support of new faculty. 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. The Technology Oversight Task Force adopted this strategy last spring. The Tech Plan website has the minutes from the March 31, 2011 meeting which document that strategy. (7.5)

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 have 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 2011-2012 fiscal year. (7.6, p. 13)

**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).

At the conclusion of the first year the college had begun to operate using its newly restructured planning process, a survey was administered, under the oversight of the College Planning Committee, to evaluate how effective work under the new structure was perceived by the faculty, administration, and staff who participated on the various committees and task forces. This survey was designed to solicit participants' understanding of the goals and requirements of their committees, the quality of the communication within and outside the group, and how efficient these groups were in working towards successfully completing their respective charges. Surveys were sent to 66 individuals, and 48 surveys were returned. Highlights of the results pointed toward a fairly wide gap between co-chairs of the various groups and their members in terms of clarity on the group's charge, the perceived effectiveness of communication within their groups, and the perceived effectiveness of the group toward making progress in carrying out its charge. The need for improved communication between the co-chairs of the groups and the College Planning Committee also emerged as a significant finding. About half of the participants indicated that their overall understanding of the planning process was "very clear," while nearly the remaining half said they were "somewhat clear" on the overall process. It should be noted that this survey was limited to only participants in the process that first year and not the college community at large. (8.1)

During the following year, the Program Planning/Program Review Implementation Task Force took direct responsibility for evaluating how well the new planning and review process was working. At the end of the first year of implementation, another survey was administered, this time to the entire college community, to gather multiple perspectives on the effectiveness of the new process. Responses from 176 individuals from all constituent groups were received. Highlights of the findings from this survey are presented on page 25 of this document concerning recommendation #3. (8.2)

Although both of these surveys generated insights into the effectiveness of leadership in the college's governance as it was experienced directly through participation on planning committees and task forces and in the new planning and review process, neither was designed to more broadly address the question of collegewide leadership in institutional governance. Discussions about the need for an evaluation of the effectiveness of the college's governance process was discussed in Academic Council beginning in spring 2011 when a survey conducted by the Academic Senate on the effectiveness of the

reorganization the college had undergone in 2008 was discussed. Further discussions took place at the September 13, 2011 meeting of the Academic Council when it was decided that a more qualitative and in-depth evaluation was more appropriate than a survey to fully understand the experiences of each constituent group and from both leaders and non-leaders from each group. A more robust evaluation was also needed to constructively inform any modifications to the governance structure or processes needed to better support the college's effectiveness. 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 is to develop a clear statement on what the college needs to evaluate with respect to this recommendation, establish the conditions that should exist for the governance process to be effective, recommend the principles that will guide the evaluation, and describe in detail the methodology for the focused interviews that will take place with all constituent groups. This work group is to bring this framework and methodology for the evaluation back to the Academic Council for review and input before the actual evaluation takes place. The evaluation will be conducted through the Office of Institutional Effectiveness during the fall 2011 semester so that the findings can be discussed in spring 2012. (8.3, 8.4)

At the same Academic Council meeting it was further decided that the evaluation of the 2008 reorganization warranted, due to the complexity of that process, creation of a separate work group to take on that task. Two faculty members and two administrators were assigned to this work group with the charge to complete its evaluation and report its findings to the Academic Council by the end of the fall semester. (8.4)

The college looks forward to the findings from these evaluations and discussions that emerge from them. In the meanwhile, the effectiveness of the college's governance process can also be addressed in terms of a retrospective accounting of the accomplishments the college has realized since the new planning structure and program planning and review processes have been put in place. From this perspective, there are numerous examples that suggest the college has made considerable progress in advancing important collegewide efforts during the past three years.

The college finalized the design for its new program planning and review process and implemented it in fall 2009. There have been ongoing refinements to this process which continually strengthen the integration between planning and resource allocations at multiple levels of the college. A new Educational Master Plan was developed with input from all constituent groups as well as the community at large. This plan will be finalized in fall 2011 and has been designed to support the annual evaluation of the college's progress toward achieving the targets set for each measurable objective within the four major institutional goals articulated by the plan. At the same time, an educational plan for the

Pacific Coast Campus was developed through the governance process and approved by the College Planning Committee in spring 2011. (8.5, 8.6, 8.7)

Significant progress has been made in advancing the assessment of student learning outcomes, especially at the course and program levels. Under the provisions established by AB1440, the LBCC faculty developed four new AA transfer degrees which were all approved by the Curriculum Committee and the Board of Trustees during the 2010-2011 year. These include the Associate of Arts in Psychology for Transfer, the Associate of Arts in Sociology for Transfer, and the Associate of Arts in Speech Communication for Transfer degrees. In addition, the Associate of Science in Mathematics for Transfer degree has been approved by the college and is pending approval at the state level. During this time, the college has established a partnership with the Goldman Sachs *10,000 Small Businesses* initiative to help small businesses in the greater Los Angeles metropolitan region to grow and create jobs (<http://www.lbcc.edu/10000smallbusinesses/>). (8.8, 8.9, 8.10)

Implementation of the 2007 Student Success Plan has continued and during the 2009-2010 academic year, the Student Success Centers supported over 22,000 students enrolled in 652 sections in 37 courses for which supplemental learning activities were required. The college offered 37 courses, all of which underwent formal curricular modification, that require students to complete a minimum number of hours at one of its four success centers. In 2010-2011, faculty designed SLAs for two additional courses with more planned for the future. (8.11)

The college continues its participation in the Long Beach College Promise, a partnership between Long Beach Unified School District (LBUSD), LBCC and California State University Long Beach (CSULB) to increase local students' preparation for and success in higher education. And while the Long Beach College Promise has attracted more local students to LBCC and has provided unprecedented financial aid, the recognition that LBCC can do more to help these students reach their certificate, degree and transfer goals has led to a reinvigorated agenda currently under development called the Promise Pathways. The goals of the Promise Pathways are to increase the number and pace of local students' college completions by increasing academic preparation in high school, aligning that preparation to college expectations, and creating well defined and supportive educational pathways for all students toward their goals. Since Promise Pathways is a broad new initiative at Long Beach City College, the coordination and alignment of the work is being developed and refined internally and with the LBUSD and CSULB. Much effort and commitment by both faculty and staff are needed to ensure the goals and outcomes of this program for the students are successful. Currently, the work of the Promise Pathways is being coordinated through the Student Success Committee to ensure alignment with the new Educational Master Plan and the Student Success Plan (<http://www.lbcc.edu/Scholarship/longbeachpromise.cfm>). (8.12)

These advancements have all occurred while Long Beach City College, along with all other California community colleges, has had to respond to severe funding cuts issued by the State. The Vice President of Administrative Services held several budget forums discussing the status of the 2009-2010 budget and projections for the fiscal year 2010-2011. In addition to holding two open forums for all staff at LAC and PCC on March 22<sup>nd</sup> and 23<sup>rd</sup>, the Vice President presented to various other groups including the CCA and AFT teams, the Personnel Commission, the department heads, the Administrators Association, the President's Deans/Director, and the Board of Trustees (<http://www.lbcc.edu/budget/>).

Due to ongoing budget deficits and consequent budget reductions, the college needed to evaluate its ability to continue to provide comprehensive programs and services at the same levels as in the past. To meet this need, the Academic Council developed guidelines for the college community on what was considered "core" in support of student success. Core to the college or program was defined as: transfer, basic skills, and career and technical education/workforce development. These guidelines were used by the department heads, in consultation with their faculty, to define core offerings within their departments and propose schedules that maintained or even increased core offerings while reducing the number of sections of non-core offerings. A 50% reduction in sections occurred for summer 2010. Further reductions to the fall and spring schedules have been necessary as the college navigates an austere fiscal situation. (8.13, 8.14)

At the same time, following a recommendation in President's Leadership Council on January 29, 2010, a Fixed Cost Reduction Team was formed and met from February 16, 2010 – March 15, 2010. Given the existing budget crisis, the team was charged with identifying fixed cost saving options. This team was composed of all constituents. The Team submitted to the various constituencies and the campus community as a whole a variety of options for cost reductions which included modification of benefit plans, restructuring and consolidating the delivery of services and programs to provide cost efficiencies, salary reductions, furloughs, freezing of step/column and longevity increases, and layoffs. (8.15, 8.16, 8.17)

Health benefit plan alternatives were initially developed in early fall 2009 in the Health and Welfare Benefit Committee which is composed of all constituent groups including AFT and CCA. These plan alternatives were shared with the Fixed Cost Reduction Team as an option for cost cutting beginning in February 2010. At the request of AFT, the Vice President of Human Resources held three "Health Benefit Plan Alternatives" workshops on March 10 and 11 of 2010 (PCC and LAC) for the purpose of in-servicing all employees on benefit restructuring options which would result in cost savings to the college. Over 300 employees attended the workshops which included union representation. (8.18, 8.19)

On March 26, 2010, the Superintendent-President stated in a communication to all staff that he had directed the Executive Committee to work with the appropriate constituent groups to reduce, suspend, or eliminate programs and services that did not directly support the core mission of the college. In April, the Superintendent-President held two brown bag workshops for the classified staff. The budget deficit as well as the need to reach agreement with AFT on cost-cutting measures in the form of salary and benefit reductions was discussed. (8.20)

Negotiated agreements on cost-saving options were reached in 2010-2011 and 2011-2012 between the District and full-time faculty (CCA), part-time faculty (CHI), and classified staff (AFT). Additional savings were realized through management furloughs, reduction in force and health benefit plan modifications. (8.21, 8.22, 8.3, 8.24, 8.25, 8.26)

***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 2009, the college had regulations and policies (Board Policy 2006 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. Administrative Regulation 2006 defines participation in governance, outlines the responsibilities of all college groups, identifies each of the official representative bodies, outlines the District structure for participation in governance, and cites related policies and administrative regulations that provide the framework upon which the Long Beach Community College District is governed and operated. (9.1)

Other Administrative Regulations address with greater specificity the role of the different groups in shared governance: Administrative Regulation 2009 addresses the role of the Academic Senate; Administrative Regulation 2010 addresses the role of students; and Administrative Regulation 2012 the role of the Classified Union. Currently, the college is in the process of revising Administrative Regulation 2006 in a manner that consolidates regulations 2009, 2010 and 2012. It is planned for the recommended changes to be discussed at the President’s Leadership Council in fall 2011 and brought to the Board of Trustees for final approval and adoption before the end of the same term. (9.2, 9.3, 9.4, 9.5)

There are several forms of evidence that serve as indicators of the college’s progress in encouraging participation of 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. 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. (9.6, 9.7, 9.8, 9.9, 9.10, 9.11, 9.12, 9.13, 9.14, 9.15)



Another form of evidence concerning participation in the college's governance process is attendance records from the CPC and other standing committees. Analyses of these logs for each of the three academic years during the college's current cycle of accreditation reveal some important trends. For the classified union (American Federation of Teachers or AFT), there is strong and consistent participation at meetings of the President's Leadership Council and all of the standing committees under the College Planning Committee, but there has been declining participation by representatives of the classified union at meetings of the College Planning Committee itself. Student attendance at CPC meetings has also shown a disturbing decline since the 2008-09 year. Student attendance on other standing committees has fluctuated over the three-year period, but the strongest and most consistent attendance has been at Staff Equity Committee meetings. A student representative could not be secured for the Student Success Committee during its first year, but since then, there has been exceptionally good student participation. It should also be noted that although not part of the planning structure, the Assessment of Student Learning Outcomes Subcommittee of the Curriculum Committee has had consistent student attendance during the 2010-11 year. (9.16)

These attendance records raised concerns so that discussions ensued among the co-chairs of this midterm report and a meeting was held on September 7, 2011 with the Vice President of Human Resources, the Director of Human Resources, the Vice President of the LBCC AFT, LBCC's CFT Field Representative, and the Associate Dean of Institutional Effectiveness. Discussion at that meeting was focused on identifying possible ways to increase awareness of the opportunities available for classified staff to participate in governance and planning, to increase actual participation, and to enhance satisfaction with that participation. At this meeting, AFT agreed to the importance of finding more effective ways to communicate to all of its members. The Associate Dean of Institutional Effectiveness agreed to send to AFT the charges of each of the governance committees, the dates and times for all available meeting schedules for the 2011-12 year, the main contact person for each committee or task force, along with the attendance analyses for each committee or group that had been completed for this midterm report. The CFT Field Representative agreed to notify the Associate Dean of Institutional Effectiveness when and how this information would be made available to AFT members. In addition, the LBCC AFT Vice President agreed to notify the Vice President of Human Resources when AFT members are selected for appointment to the various committees. The Vice President agreed to then contact the manager of each appointed AFT member to reinforce with the manager the importance of classified participation on these committees and to encourage the managers' support.

Provisions have been made 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 page 42 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.” It was confirmed by the 2010-11 school plans that classified staff was included as participants in the development of all but two of the eight schools. The composition of the VP-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 Analyst who is among the classified staff. (9.6, 9.17, 9.18, 9.19, 9.20, 9.21, 9.22)

The college has administered two separate evaluations regarding the planning structure and the newly established planning process. The first survey was administered in the spring of 2008 to members of the college’s planning committees and task forces which included classified staff. The purpose of the survey was to capture how well the co-chairs and members understood the goals of their respective groups, how effectively communication took place within and outside their group, and how effective their group was towards successful fulfillment of their charges. (9.23)

A different survey was administered in spring 2010, at the conclusion of the first year of implementation of the new program planning and review process. This survey was sent out college-wide, and 176 responses were received. Fifty-six (32%) of respondents indicated that they were classified staff. The results of the survey are discussed in more detail in the college’s response to recommendation #3 above, but the findings most relevant to this recommendation showed that the group least aware of the new planning and review process was the classified staff. Over half of all respondents who indicated they were not aware of the new process were classified while all the other groups had less than 20% indicating lack of awareness. These results point to the need for improved communication especially to classified staff and for additional means to encourage and support classified participation in the process. (9.24)

During the 2010-11 academic year, broad college and community input was solicited for the development of the 2011-2016 Educational Master Plan. A community survey was administered via a link on the college’s main website. Nearly 2200 surveys were returned. The majority of respondents were students, 47% students enrolled at the time and 16%

former LBCC students. Twelve percent of respondents indicated that they were LBCC faculty, administration or staff. (9.25)

At the end of the spring 2011 term a draft of the new Educational Master Plan was distributed college-wide with solicitation for feedback on the major goals, measurable objectives and strategies set forth in the draft plan. Strong response was received from classified staff, of the 186 individuals were replied to the web-based survey, 60 (32%) indicated were classified.

Current efforts designed to increase participation of students in the governance process include three major strategies. The first is to extend the length of the term that officers and members serve as part of the Associated Student Body. It has been observed that the one-semester term has made it very difficult to maintain consistent participation in governance committees that typically refresh their members on an annual and staggered basis. Recruitments for students typically must take place twice each year rather than once a year for other constituent groups. To address this structural challenge, the office of Student Affairs is working with the ASB to revisit their by-laws and to consider changing to a one-year term model in exchange for priority registration for ASB members. It is anticipated that the new model will be adopted beginning with the start of the 2012-2013 academic year. The ASB will also review its constitution to identify potential barriers to participation in college governance and to make changes to particular bylaws that broaden opportunities. For example, there is currently a bylaw requiring students to have at least one year of enrollment at LBCC to be eligible to participate as part of ASB. Students are reconsidering this eligibility requirement and the assumptions about readiness to serve upon which this bylaw was originally based. Currently, members of the ASB are invited to serve on high-level administrative hiring committees. This participation could be expanded to student involvement in hiring processes for lower level positions as well. Finally, the ASB, in collaboration with the Office of Student Affairs and Community Relations and Marketing, is exploring ways to broaden and improve communication about opportunities for student participation, particularly using social media networks such as Facebook and Twitter. Other ways to optimize the physical display of opportunities for student involvement on the LAC and PCC campuses are also being considered.

## RESPONSE TO SELF-IDENTIFIED ISSUES

### *Summary of progress*

#### **Planning and Evaluation**

One full cycle of the new three-year planning and review cycle will come to a close spring 2012. Evaluations of the process have taken place after each year of implementation, but a more comprehensive evaluation will be conducted at the conclusion of the first cycle. The implementation has been a considerable success in that all instructional, student support services and administrative units of the college have participated and the quality and cohesiveness of the plans in all areas have improved significantly with each year. Professional development on goal writing and plan development and program review has emphasized the importance of evidence to inform both planning and review. The work that all college units have done through their participation in the new process over the past three years has contributed to a significant shift in how the college conducts planning and uses evidence to inform the evaluation of progress against planned goals. Most importantly, these goals, at all levels of planning, are becoming increasingly focused on student progress and achievement. Essential to the continued momentum of the advancement of the planning and review process is the analysis of student learning outcomes evidence at all levels and the use of that evidence in program review. Indeed, LBCC faculty and staff are increasingly exhibiting behaviors that indicate the college participates in a culture of evidence. (<http://www.lbcc.edu/ProgramReview/>)

The goals and measurable objectives of the 2011-2016 Educational Master Plan were collaboratively developed in 2010-11, and the Plan will be finalized in fall 2011 when targets are set by a working group of the Educational Master Plan Oversight Task Force. The baseline data that will be used to set the targets establishes the foundation upon which annual updates on the Educational Master Plan goals and measurable objectives will be made. (SI.1)

Although the integration between planning and resource allocation processes is improving, especially with Block Grant, VTEA and other grant funding processes, and most recently with hiring prioritizations, further opportunities for strengthening this integration will be addressed during the latter half of this accreditation cycle. One example is the current revision to the classified personnel hiring request form so that all requests are supported by specific unit plans. Also, in spring 2012, all Student Support Services and administrative units will describe in their program reviews how resource allocations made during the 3-year cycle contributed to gains in unit efficiency and effectiveness in supporting unit goals. (SI.2)

Although the planning process has been evaluated annually since its implementation in fall 2009, the college still needs to assess, in a more comprehensive way, the effectiveness of the new planning structure and the processes of planning and review. This assessment will be part of the evaluation of leadership in governance that the Academic Council has assigned to a work group to complete in 2011-12. Academic Council has also assigned a more focused evaluation to a different work group to assess the effectiveness of the administrative reorganization that took place in fall 2008. This evaluation is also scheduled for the 2011-12 academic year. (SI.3)

A study conducted in fall 2010 of general education courses offered at the Pacific Coast Campus supported decisions to augment those offerings beginning in spring 2011. Continued and ongoing analyses of PCC students, the offering of courses and services at PCC, and the progress and achievement rates of PCC students will continue in support of the PCC Educational Plan. (SI.4)

With a refined and sustainable planning and review process now in place, the college will soon complete the beta testing of an assessment methodology designed specifically to support the viability and effectiveness of its Career and Technical Education (CTE) programs. The CTE Assessment Leadership Steering Committee, working with the assistance of a consulting firm, has been carefully designing this assessment approach for seamless integration into the established review process. The intent is to provide additional data that more adequately serves the needs of CTE programs in responding to CTE student needs, labor market trends, and competitive educational offerings in the local community and wider region. Beta testing of the CTE assessment methodology is scheduled for completion by the end of fall 2011 with roll-out to other CTE programs to take place in accordance with the program review schedule that has been set by the Program Review Subcommittee. (SI.5)

### **Student Success and Access**

LBCC documented its commitment to improving student success in its 2008 Self Study planning summary. As promised in that document, evaluation of the strategies of the 2007 LBCC Student Success Plan has taken place each year with an emphasis on evaluation of the Student Success Centers and the course success rates for those courses with supplemental learning assistance provided in the Centers. The results have been positive (see page 36), but given the increased state and national imperatives to meet aggressive student completion goals, the college, through its 2011-2016 Education Master Plan and Promise Pathways agenda, is currently updating its Student Success Plan to further focus and mobilize all areas of the college to help more students achieve their educational and career goals in less time. (SI.6, SI.7, SI.8, SI.9)

In spring 2011, the College Planning Committee adopted the Pacific Coast Campus Educational Plan which provides a framework for expanding the breadth and depth of academic course offerings that lead to an associate's degree, career technical certificate or transfer. The PCC Educational Plan sets forth seven major goals: curricular development; enhancement of data to support decision-making; improvement of facilities and the learning environment; development of a staffing structure that is more responsive to student academic needs; becoming the vehicle of choice for training the present and future workforce for the City of Long Beach; increasing the marketing resources to promote the development and promotion of the PCC; and continued development of more consistent and convenient transportation between the PCC and LAC campuses. (SI.10)

As noted earlier in this midterm report, curricular augmentations of general education offerings has begun, thereby improving access to those courses needed by students to complete degree and transfer requirements at the Pacific Coast Campus. A decision has been made to increase the administrative presence at PCC so that an instructional dean will be relocated from the LAC to the PCC in 2011-12. The college is recruiting for a Career Technical Education Dean who will be located at PCC, thereby further increasing administrative presence at the campus. Also, the Administrative Executive Committee and instructional deans' operational meetings are scheduled to occur once each semester at the PCC.

Major facilities renovations and enhancements to the learning environment are underway at the Pacific Coast Campus. In 2007, the Industrial Technology II facility was completed to house the Automotive and Aeronautics programs. In 2008, a new 21,336 square foot Library/LRC facility opened, and a Central Plant on the PCC campus (6,900 square feet) opened in 2009. Industrial Technology I, a 26,700 square feet facility, opened in 2009 and houses the Sheet Metal and Welding programs. In 2009, a Two-Phase project (referred to as MDAB) to remodel the AA, BB, DD and EE buildings was begun. This project, currently under renovation, represents over 111,000 gross square feet of instructional facilities for the PCC Campus. In addition, the vacated old library facility will be demolished and will be replaced by a new Student Services facility. At this same time Building CC, the Fitness Center, is undergoing renovation. (SI.11)

In accordance with the LBCC Distance Learning Plan, the number of online courses available to students increased 41% from fall 2008 (115 courses) to fall 2010 (160 courses). At the same time, improvements in success rates in online courses increased by 3% during this same period, and retention rates increased by 9%. The college continues to implement the Distance Learning Plan with emphases on increasing the online delivery of general education courses and utilizing program planning and review to strategically utilize distance learning to meet department-specific needs. (SI.12)

## **Learning Outcomes**

Please refer to responses to recommendation #2 on student learning outcomes assessment provides a comprehensive account of the progress and continued plans for further advancement of the SLO assessment agenda at LBCC.

## **Staffing**

In accordance with the 2009 LBCC Staff Equity Plan, a number of accomplishments can be noted at this time. A revision to Policy and Administrative Regulation 3012 on Hiring Contract/Regular Faculty has been drafted to provide for the Equal Employment Officer to be a voting member of the selection committee. This policy and regulation was brought to the President's Leadership Council for first reading on October 7, 2011. Policy and Administrative Regulation 3013 on Hiring Temporary Faculty was revised with the purpose of establishing a formalized part-time hiring process which promotes equal employment opportunity. This policy and regulation was adopted in January 2011. The Certificated Hourly Instructor (CHI) Master Agreement, Article VIII, on part-time faculty hiring was revised through the process of negotiations to provide for an open and broad recruitment process for part-time instructors. (SI.13)

A Faculty Internship Program was developed and implemented in fall 2010. The pilot program began with five mentees and five faculty mentors. The goal of the program is to provide a pipeline of diverse individuals into part-time faculty positions. (SI.14)

During fall 2010, in conjunction with the Academic Senate, a Faculty Profile was developed for 2011 faculty recruitments. The profile provided selection committees with a contemporary profile of the characteristics, competencies, and commitments required of new faculty members in relation to institutional needs. (SI.15)

As part of its recruitment strategy, in January 2011, Long Beach City College staff and faculty attended the California Community College Registry Job Fair in Los Angeles. During the following month, the college sponsored an "Improve Your Marketability" workshop to provide prospective faculty applicants training on how to successfully approach the hiring process at LBCC. Over 100 individuals attended this workshop. (SI.16)

A new Faculty Professional Development (FPD) Plan was adopted in 2010 and seeks to establish strong peer oversight of the entire professional development of LBCC faculty. The plan mobilizes and coordinates each of the seven subcommittees of the FPD Committee to ensure that the faculty professional development activities meet the current needs of faculty and are of a high quality. The plan further seeks to promote collaborative partnerships with the college's Student Success Committee, Instructional Technologies

Development Center, the assessment of Student Learning Outcomes Committee and the Program Review Subcommittee. With the opening of the Faculty Teaching and Learning Center in fall 2009, much of the professional development for faculty has moved beyond just Flex Day to a rigorous pedagogical series of workshops, discussions, classes and multimedia presentations on improving teaching and learning. In addition, a Brain Based Learning Institute has been implemented with monthly sessions planned throughout the 2011-2012 academic year. The Institute was kicked off at College Day with a presentation entitled “Strategies to Ignite 21st Century Brains“ by keynote speaker Judy Willis, M.D., M.Ed. (SI.17, SI.18)

As the college currently embraces the goals set forth in its 2011-2016 Educational Master Plan and redoubles its efforts to improve the rate and pace at which students progress through their educational milestones and ultimately achieve certificate and degree completions and transfer to four-year institutions, it acknowledges the significant professional development called for by its student success agenda. Strategies of the Promise Pathways agenda will require faculty and staff to further transform the way they interact with students, with faculty and staff of the Long Beach Unified School District and of California State University, Long Beach. Practices and procedures will be modified for instructional, student support services and administrative units throughout the college. Recognition that professional development is a college-wide initiative has led the Academic Council to establish a work group to develop a statement of the college’s commitment to professional development for the coming years. (SI.3)

### **Technological Innovation, Infrastructure, Support and Maintenance**

In fall 2008, the College Planning Committee approved the LBCC Technology Master Plan 2006-2011 which began with a model to assess and identify all areas of the college that use technology. This version guided the implementation of the first technology replacement cycle enacted during 2006-2007. The first iterations of the plan were a thorough assessment of the college’s inventories and needs as well as plan development for equipment purchases and upgrades. It has been an active plan informing the decision-making process for annual capital outlay, VTEA, and other funding allocations.

The next iteration of the Technology Master Plan covered the period from 2009 to 2014. The latest update covers the period from 2011 to 2016 with the intent of having a Technology Master Plan that is updated yearly and always covers the current and next four years. The plan provides a framework for managing the college’s technology assets from one year to the next as new computer hardware replaces old, new software technologies are introduced, new classrooms are added requiring multimedia support, distance learning continues its growth, the demands for networking increase, and staff productivity is



enhanced with the implementation of new administrative applications. The purpose and scope of the Technology Master Plan is to allow more flexibility, broader input into prioritization, and the ability to adapt to the changes and breakthroughs in technology. The Technology Master Plan is embedded in the college planning process and reflects the key planning venues in the institution that guide all planning activities. (SI.19)

In December 2009, modifications to the Technology Oversight Task Force were approved by the CPC and the college's newly appointed Associate Vice President of Instructional and Information Technology Services (IITS) assumed the role of co-chair of the Task Force. A progress report and update on the Technology Master Plan was provided to the College Planning Committee on March 17, 2011. (SI.20)

### ***Facilities***

In conjunction with the development of the new LBCC Educational Master Plan, Cambridge West Partnership was contracted to create 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. Working in collaboration with the Office of Institutional Effectiveness, the Facilities Master Plan Update provides qualitative and quantitative data in support of the Educational Master Plan that projects future space needs for the District's two campuses to the year 2025. (SI.11)

The LBCCD Facilities Master Plan Update 2025 reports that "while projects proposed under the Measure E Bond program have been revised to adjust to budgetary constraints, the overall program has remained on course with its original plan." Plans for additional proposals and/or replacement of facilities at both the Liberal Arts and Pacific Coast campuses are outlined in the report. In addition, the Plan Update identifies four projects currently in the queue for State funding support, including the Multi-Disciplinary Building and Language Arts Building at LAC and the Construction Trades I and Construction Trades II buildings at PCC.

### **Governance and college community**

Please refer to the response to recommendations #8 on the college's plan to evaluate the role of college-wide leadership in institutional governance and to the response to recommendation #9 on continued efforts to encourage participation by all constituent groups in the college governance process.

The table below provides progress updates for each planning agenda item identified in the LBCC 2008 Self-Study and specifies timelines for completion and responsible parties for each item.

**Planning Agendas from  
2008 Accreditation Self Study**

<b>Standards</b>	<b>Planning Agendas</b>	<b>Progress to Date</b>	<b>Timeline for Completion</b>	<b>Responsible Parties</b>
<b>STANDARD I: MISSION AND INSTITUTIONAL EFFECTIVENESS</b>				
1A. Mission	The college will continue to regularly review the Mission Statement and Core Competencies and will clarify the intended student population and include a specific reference to the development of foundational skills for student success.	Mission statement was reviewed and updated as part of development of 2011-16 EMP. LBCC participation in CLASS Initiative generated detailed data on LBCC student preparedness for college-level work in basic skills. This data, along with ongoing analyses of the largest group of incoming High School graduates, are being used in the development of the Promise Pathways first-year experience.	Mission approved by Board of Trustees 8/2011.	Educational Master Plan Oversight Task Force, reports to College Planning Committee.
1A1. The institution establishes student learning programs and services aligned with its purposes, its character, and its student population.	The Academic Council will evaluate the effectiveness of the new planning process in responding to the rapidly changing student population.	Each program and department are required, as part of Program Planning and Review, to articulate its mission and a description of the program as it relates to the student population it serves. 79% of all programs have documented mission statements in TracDat. In addition, instructional programs are prompted, through program planning and review, to provide narrative summaries of access, productivity and effectiveness as it relates to that specific program.	Narratives have been completed on time for annual planning activities (beg. of October year ). First cohort of program reviews will contain 3-year summaries when reviews are due Oct. 3, 2011.	Department heads and school deans.
1A2. The mission statement is approved by the governing board and published.	The college will explore different ways to publicize the mission statement, utilizing print and electronic means to reach a larger audience on campus. The Facilities Advisory Committee will study the feasibility of more widely displaying the mission statement on the physical premises of the college campuses.	New mission statement was posted on college website 9/2011; frames have been ordered for physical display at both campuses.	Website posting complete. Physical posting will be complete before end of fall 2011	Facilities Department

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<p>1A3. Using the institution's governance and decision-making processes, the institution reviews its mission statement on a regular basis and revises it as necessary.</p>	<p>The College Planning Committee will revise the mission statement to incorporate institutional direction indicated by the Student Success Plan. The CPC will review the process by which the mission statement is revised.</p>	<p>The EMP Oversight Task Force updated the mission statement which was approved by CPC in May 2011 and by the Board in August 2011. The new statement was sent to ACCJC for preliminary review in May to ensure that it was not substantively different from the previous statement. Communication back from the Commission indicated that the statement meets accreditation standards and did not appear to signal any substantive change.</p>	<p>Completed August 2011</p>	<p>CPC, Board of Trustees, Accreditation Liaison Officer</p>
<p>1B1. The institution maintains an ongoing, collegial, self-reflective dialogue about the continuous improvement of student learning and institutional processes.</p>	<p>The President's Leadership Council with representation from all groups would consider the effectiveness of the ways the college attempts to create opportunities for inclusive dialogue that produces a well-informed team of administrators, faculty, staff and students who understand and respond to the perspectives and needs of one another in working toward shared institutional goals and objectives.</p>	<p>The new Educational Master Plan has measurable objectives built in to facilitate this reporting and dialogue. The new EMP contains objectives concerning SLO results, thereby extending the discussion of SLO results beyond department and curriculum meetings. The PLC created the Fixed Cost Budget Reduction task force with representation from all groups. The VPs of HR and Administrative Services held forums for staff regarding budget reductions. The VP of Administrative Services held campus-wide budget forums and created YouTube videos to bring budget briefings to the college community.</p>	<p>Baseline data for EMP measurable objectives available in fall 2011. Review of progress toward goals based on 2011-12 year will be available in early fall 2012 and will inform college on progress toward EMP goals.</p>	<p>CPC, Office of IE, Department faculty</p>
<p>1B2. 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.</p>	<p>The Academic Council will monitor the new planning process for improvement in communication between planning and the institution.</p>	<p>New planning process has been evaluated annually since its first year of implementation. Institutional priorities are established by the College Planning Committee. The process of goal development starts at the department level which informs the school or interlevel planning groups. Goals at this level are forwarded to the Vice President-level planning groups whose prioritized goals are sent to the CPC.</p>	<p>The third evaluation will take place in spring 2012. An evaluation of planning will also be included in the overall evaluation of leadership in governance that will be completed by the end of fall 2011.</p>	<p>Academic Council; Office of IE</p>

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2008 Accreditation Self Study**

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<p>1B2. 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.</p>	<p>Recommendations from the Program Review/Plan Task Force will be considered as they relate to refinements in which institutional level goals are developed and communicated.</p>	<p>The criteria for development of the new EMP emphasized the importance of a plan with measurable objectives that can be reported on at regular intervals during the life of the plan. Development of the goals involved input from all college groups, using the governance structure that exists. The same structure will be used to disseminate and structure dialogue sessions around the interval reports of progress toward achieving stated goals.</p>	<p>Progress toward meeting targets set forth in EMP will be available early fall 2012. These will be made college wide at that time and discussed by CPC.</p>	<p>CPC, Office of IE</p>
<p>1B4. 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</p>	<p>The College Planning Committee will determine ways to encourage more broad-based participation by all groups, especially classified staff and students.</p>	<p>In fall 2008, the VP of Administrative Services held open forums were held with students to inform students about various committees and to encourage participation. Similar student forums were held by the Academic Senate President and Assoc. Dean of IE to encourage participation. New strategies are being used, as of fall 2011, to encourage increased classified participation. Changes in ASB constitution and by-laws that should increase opportunities for student participation are also in discussion fall 2011.</p>	<p>Ongoing, but changes that should promote increased participation should be put into place by end of 2011-12 year.</p>	<p>PLC; AFT, ASB, Human Resources, Office of IE</p>

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2008 Accreditation Self Study**

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<b>STANDARD II: STUDENT LEARNING PROGRAMS AND SERVICES</b>				
2A1. 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.	The Vice President of Academic Affairs and the Associate Vice President of the Pacific Coast campus, in consultation with constituent groups, will continue to pursue its analysis of its two campuses in terms of program offerings and attendant issues related to resources, equity, diversity, and facilities.	Study of "Golden Four" general education offerings at PCC conducted fall 2010. This study along with recommendations regarding "core" curriculum developed spring 2010, high demand "Foundation" or basic skills courses and top ten highest demand course list, informed Spring 2011 section augmentation. This augmentation resulted in an additional 62 classes, 52 of which were added to the PCC schedule of offerings. In addition, data on access and effectiveness will ultimately provide for each program a breakdown by location. The PCC Education Plan was completed spring 2011 and presented to the BOT. PCC undergoing major renovations; adding Science labs which never before existed on that campus.	Initial study completed in fall 2010. Additional analyses will be ongoing.	VP Academic Affairs, Assoc. VP PCC; Office of IE
2A1. 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.	The Vice President of Academic Affairs will continue to oversee efforts to evaluate the success and relevance of the college's vocational programs.	KH Consultants secured and working with college group of faculty and staff to develop an assessment methodology that enhances the data used by CTE programs as part of their program review. Method is under beta testing as of 9/2011.	Beta test and refinements to method planned for completion by the end of fall 2011.	VP ERD, VP Academic Affairs
2A1a. 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.	The College Planning Committee, in conjunction with the Student Success Committee, will oversee implementation of the Student Success Plan and find improved ways to communicate with and involve the entire college.	Implementation of the Student Success Plan continues; progress has been reported each year to the CPC. Updates to the plan are underway in order to integrate efforts for Promise Pathways agenda.	Updated Student Success plan should be complete by end of spring 2012; Promise Pathways development progressing quickly with first cohort of students entering fall 2012.	Student Success Committee, CPC, VP of Student Support Services, VP Academic Affairs.

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2008 Accreditation Self Study**

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2A1a. 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.	The ASLO committee will complete development and assessment of student learning outcomes as called for in the Educational Master Plan by 2010.	Data included in program review addresses the learning needs of student groups. Data is disaggregated by gender and ethnicity for institutional-level reporting in the ARCC report, for the CLASS project, and for Student Success evaluation. Extensive research is underway by a newly reorganized Office of Institutional Effectiveness to better understand the levels of preparedness of incoming high school graduates and to inform the Promise Pathways agenda.	Baseline data for all measurable objectives included in the 2011-2016 EMP was collected early fall 2011. A work group of faculty and researchers will convene in Oct. 2011 to set reasonable stretch targets. Results for the first year will be collected and reported at start of fall 2012.	EMP Oversight Task Force; Office of IE
2A1c. 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.	The Academic Council will develop a coordination plan to assure integration of student learning outcomes across all areas. It will also continue to seek ways to achieve broader participation among faculty from all departments in the assessment of SLOs at all levels.	See responses to recommendation #2 for complete progress report. Process is ongoing, but the college is on track for meeting "proficiency" by fall 2012. SLO assessment at all levels is being integrated into existing, ongoing processes.	fall 2012.	Academic Senate, ASLO Subcommittee, Curriculum Committee, Academic Council
2A2. 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.	The Vice President of Economic and Resource Development will institute a process for systematic analysis of contract program and course reviews leading to ongoing improvements in contract education offerings.	Meetings with Assoc. Dean of IE, Chair of ASLO Subcommittee and Director of Institutional Resource Development held in spring 2011 to address approach for establishing SLOs for contract education offerings. A minimum threshold of hours for each offering was considered for conducting SLO reviews. These discussions need to continue with ERD to finalize the approach and include program review of contract education as part of ERD's planning and review process.	Existing SUO and SLO assessment results will be included in program review for ERD in spring 2012. By fall 2012 a more comprehensive approach for including contract education in Workforce Development's plan will be completed.	ERD, SLO Coordinator, Assoc. Dean of IE

**Planning Agendas from  
2008 Accreditation Self Study**

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<p>2A2a. 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.</p>	<p>The College Planning Committee will continue to monitor the progress of the Program Review and Program Planning Task Force and implementation of the recommendations that result from the task force's work.</p>	<p>The development of SLOs is faculty-driven and led by the ASLO subcommittee of the Curriculum Committee. Faculty develop SLOs as well as the assessment plans for all of the SLOs at the course, program and degree levels. Refinements to the program planning and review process continue each year, based on survey evaluations and task group evaluations of the effectiveness of the process. Requirements for inclusion of SLO and program review evidence in order for departments to participate in faculty hiring process was officially approved by the Curriculum Committee in September 2011.</p>	<p>Process is ongoing, annual plans have been developed by departments on time since implementation fall 2009. First program reviews under new process will be due Oct. 3, 2011. The entire process (including planning and review) will be evaluated end of spring 2012.</p>	<p>CPC, Program Review Subcommittee, co-chair of PP/PR Implementation task force (Assoc. Dean IE)</p>
<p>2A2b. 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.</p>	<p>The Vice President of Economic Development and the Vice President of Academic Affairs will monitor the engagement of advisory committees.</p>	<p>The Office of Institutional Resource Development maintains information on advisory committees for VTEA funded CTE programs. The school deans, working with the appropriate department heads, will monitor engagement of advisory committees for the remaining 44 CTE programs. The CTE Assessment methodology is also being designed to more effectively engage advisory committees.</p>	<p>Beta testing of new CTE assessment methodology will be complete by end of fall 2011.</p>	<p>VP ERD, VP Academic Affairs</p>
<p>2A2c. High-quality instruction and appropriate breadth, depth, rigor, sequencing, time to completion, and synthesis of learning characterize all programs.</p>	<p>The College Planning Committee will monitor the progress of the Program Plan/Program Review Task Force and implementation of the recommendations that result from that task force. Implementation will begin during the 2008-09 year.</p>	<p>The time to completion analysis will be forthcoming as part of the annual updates to the EMP. SLO assessment at the program and degree levels and program review are all contributing toward high-quality instruction and appropriate synthesis of learning</p>	<p>Ongoing, but first GEO curriculum mapping report was completed spring 2011.</p>	<p>CPC, Curriculum Committee (including AD/GE and ASLO Subcommittees)</p>

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2008 Accreditation Self Study**

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2A2c. High-quality instruction and appropriate breadth, depth, rigor, sequencing, time to completion, and synthesis of learning characterize all programs.	The Office of Institutional Effectiveness will oversee time-to-completion studies of its learning programs and will have the first of such studies completed by the midterm of the next evaluation period.	CLASS data provides the first data showing time to completion for certificates and degrees. This information will inform standard student success reporting and will likely be monitored as part of the college's educational master plan annual updates. Time to completion was determined and posted on the LBCC website in August 2011 for all gainful employment programs as required by Federal law.	First milestone completed on time; additional cohorts due Oct. 1; gainful employment reporting data due November 15, 2011.	Office of Financial Aid, Office of Institutional Effectiveness, Office of Academic Services
2A2e. The institution evaluates all courses and programs through an on-going systematic review of their relevance, appropriateness, achievement of learning outcomes, currency, and future needs and plans.	The College Planning Committee will monitor the progress of the Program Plan/Program Review Task Force and implementation of the recommendations that result from that task force. Implementation will begin during the 2008-09 year.	Evaluation conducted in spring 2010, refinements made for fall 2010 planning. A follow-up evaluation currently underway with a work group of the Program Review Subcommittee.	First program reviews from instructional departments due Oct. 3, 2011. Program reviews for all student support services and administrative units due May 5, 2012. Another evaluation of the full and integrated 3-year planning and review cycle will be done at the end of spring 2012.	Program Review Subcommittee, Office of Institutional Effectiveness, CPC to receive evaluation results and recommended improvements.
2A2f. 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.	The Assessment of Student Learning Outcomes committee will expand its assessment plan beyond core competencies to include program and course-level SLO assessment.	SLO assessment plans for courses slated for 100% completion by Oct. 5, 2011. 82% of assessment plans for program SLOs completed as of August 2011.	Course and program SLO assessment results due Oct. 3 for all 1/3 of programs whose program reviews are due at that time.	ASLO and Program Review subcommittees, Curriculum Committee, department faculty in accordance with program review requirements



**Planning Agendas from  
2008 Accreditation Self Study**

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<p>2A2f. 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.</p>	<p>Faculty Professional Development and the Assessment of Student Learning Outcomes committee will support faculty in articulating and assessing student learning outcomes at all levels.</p>	<p>For the past several years, FLEX Day agendas have included workshops on the development and assessment of Student Learning Outcomes. FLEX credit has been awarded to faculty who have participated in various SLO assessment workshops during the summers. Training is provided to all members of the ASLO subcommittee by the SLO Coordinator. Subcommittee members then support department faculty. The SLO Officers have all been trained on the processes and protocols for student learning outcomes assessment.</p>	<p>Agenda has been completed, but remains an ongoing need.</p>	<p>Faculty Professional Development Chair, ASLO Subcommittee Chair, Academic Senate</p>
<p>2A2f. 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.</p>	<p>The Assessment of Student Learning Outcomes committee will lead efforts to identify appropriate means for tracking and disseminating assessment data.</p>	<p>The Chair of the ASLO Subcommittee has partnered with the IITS and the Office of Institutional Effectiveness to ensure that tracking of SLO assessment results and plans for improvement is effective using the web-based system TracDat. In addition, the SLO Officer pilot project was implemented fall 2010 to support the management of SLO data at the department level.</p>	<p>Agenda has been completed, but use of the tracking database will require continued maintenance and monitoring.</p>	<p>ASLO Subcommittee Chair, SLO Officers, Associate Dean of Institutional Effectiveness</p>
<p>2A2f. 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.</p>	<p>In fall 2008, the Program Plan/Program Review Task Force will complete its study of ways to link outcomes and assessments with budget allocations. Implementation of a process and tool to support this integration will be reviewed by the CPC in fall 2008. A process of program planning and review will begin implementation by spring 2009.</p>	<p>The new program planning and review process was implemented in fall 2009. SLO assessments were included as part of this process from the beginning. Refinements to the program review template were made in 2010 to strengthen the emphasis on SLO evidence in the program review process. Completion of program review is required for eligibility to apply for full-time faculty, to receive Block Grants, VTEA and other grant funds or to make any other budget requests as part of the annual planning process for departments.</p>	<p>The Classified Hiring Request form is under revision to directly tie classified position requests to planning goals. Revision of the form will be completed before the end of the fall 2011 term.</p>	<p>Program Plan/Program Review Task Force dissolved because task completed. Oversight now lodged with the College Planning Committee.</p>

**Planning Agendas from  
2008 Accreditation Self Study**

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<p>2A2g. If an institution uses departmental course and/or program examinations, it validates their effectiveness in measuring student learning and minimizes test biases.</p>	<p>The Vice President of Academic Affairs, working in consultation with the Academic Senate, will develop a means of identifying all those departments and/or programs using departmental course and/or program final examinations and ensuring that each of these examinations undergoes study for potential bias.</p>	<p>The Academic Senate President began working in fall 2010 with the Senate to determine how to address potential test bias in those departments or programs that use a department or program examination. The only department that is currently identified as using a departmental final is the Math department. The Senate continues to survey department heads to determine if there are other programs that use departmental finals. The Senate is currently working with the Career Technical Education (CTE) programs through the Academic Senate CTE Committee to determine which programs offer departmental finals.</p>	<p>Spring 2012 - Senate will compile a complete list of departments using departmental courses and/or program finals exams. Fall 2012 - Senate will meet with departments and determine how to address potential bias. Spring 2013 - Complete the assessment and inform the departments of the results of potential test bias evaluation.</p>	<p>Academic Senate, Department faculty giving finals, Academic Affairs</p>
<p>2A2i. The institution awards degrees and certificates based on student achievement of a program's stated learning outcomes.</p>	<p>The Assessment of Student Learning Outcomes Committee will lead faculty to discuss the relation of program-level SLOs with the basis upon which the institution awards degrees and certificates.</p>	<p>The college 's definition of a program for the purposes of student learning outcomes assessment was approved by the Academic Council in May 2009. The organization of the college's curriculum guides define a program and are the means by which SLOs are aligned with the awarding of degrees and certificates.</p>	<p>Completed.</p>	<p>ASLO Subcommittee, Curriculum Committee, Academic Council.</p>

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2008 Accreditation Self Study**

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<p>General education has comprehensive learning outcomes for the students who complete it, including the following: 2A3a. 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.</p>	<p>The ASLO will continue to educate both the college community and the constituencies served on the Institutional Core Competencies, assessment of the competencies and use of assessment results.</p>	<p>The college has established general educational learning outcomes which were most recently updated and approved by Curriculum Committee Feb. 18, 2009. The ASLO has established a timeline and operational plan for assessment of all GEOs. The GEO mapping assessment resulted in refinements to the GEO outcomes which were approved by the Curriculum Committee on Feb. 16, 2011. Rubrics have been complete for writing (Communication GEO), cultural diversity and democracy (Civic Engagement GEO) under development for the Reading, Writing, Speaking and Listening components of the General Education Outcome for Communication.</p>	<p>Reading rubric will be finalized fall 2011. Fall 2011 is the scheduled completion deadline for the collection of artifacts for the first inter-disciplinary assessment of Communication (writing and reading). Discussion of the results will be the focus for spring 2012. Fall 2011 beta testing for cultural sensitivity and diversity rubric for assessment in 2012-13.</p>	<p>Academic Senate, VP of Academic Affairs, ASLO Subcommittee, Curriculum Committee, departments whose courses map to all GEOs and participate in the interdisciplinary assessment, Office of Institutional Effectiveness to support.</p>
<p>2A5. 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.</p>	<p>The Board of Trustees, the Academic Council and the College Planning Committee will continue to evaluate for improvement or discontinuance of career and technical education programs offered by the college.</p>	<p>The college has engaged consultants to assist with input from faculty, on the development of a methodology that enhances current approaches in the ongoing assessment and improvement of CTE programs. The beta test for the new assessment methodology is currently underway.</p>	<p>Beta testing and a resulting recommended CTE assessment methodology will be complete the end of fall 2011.</p>	<p>VP ERD, VP Academic Affairs, CTE Assessment Leadership Steering Committee</p>
<p>2A6. 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.</p>	<p>The Academic Senate will revise the LBCC Faculty Handbook to specifically include student learning outcomes in the design of course syllabi.</p>	<p>The Faculty Handbook was updated in August 2010 to include suggested best practices in the development of the course syllabus. Student learning outcomes are part of the suggested elements of the course syllabus.</p>	<p>Completed August 2010</p>	<p>Academic Services</p>

**Planning Agendas from  
2008 Accreditation Self Study**

<b>Standards</b>	<b>Planning Agendas</b>	<b>Progress to Date</b>	<b>Timeline for Completion</b>	<b>Responsible Parties</b>
<p>2A6b. 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.</p>	<p>The Vice President of Student Support Services and the Dean of Counseling, working collaboratively with the Vice President of Academic Affairs, will review the process by which program discontinuance occurs and work with counseling faculty to find potential ways to improve communications to students about plans for program discontinuance.</p>	<p>Board Policy 4024 addresses Program Establishment, Modification and Discontinuance. Administrative Regulation 4024 requires that any program under consideration for discontinuance must address how the elimination of the program would affect students and must specify the strategies in place that guarantee students' continuous enrollment in the program in order to achieve their academic and vocational goals. (SI.21)</p>	<p>The Department of Counseling will review how communication to students about program discontinuance has recently occurred in order to identify areas for improvement. This review will take place in spring 2012.</p>	<p>Dean of Counseling, Department Head of Counseling</p>
<p>2A6c. 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.</p>	<p>The Office of Academic Services will evaluate the design of the schedule of classes in meeting student needs and develop a process to ensure consistency between paper and electronic versions of the schedule to which students are provided.</p>	<p>Focus groups with students of ASB were conducted in 2008 by Dean of Academic Services and Director of Community Relations and Marketing to find ways to make presentation of information to students more user-friendly. These focus groups led to numerous refinements to the navigation and content presented to students online. Since these changes were implemented, further improvements have been made based on ongoing student and faculty input. Feedback was also received by Academic Services from the Associate Vice President which resulted in the creation of a separate web-based tab for PCC that displays, in one place, course offerings at that campus.</p>	<p>Completed</p>	<p>Academic Services</p>

**Planning Agendas from  
2008 Accreditation Self Study**

<b>Standards</b>	<b>Planning Agendas</b>	<b>Progress to Date</b>	<b>Timeline for Completion</b>	<b>Responsible Parties</b>
<p>2B. 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.</p>	<p>The Student Support Services division will develop a plan that addresses the need to more systematically collect data on student profile, student engagement and student satisfaction as they relate to student services and other departments and programs.</p>	<p>LBCC administrators and staff met with representatives of the Center for Community College Student Engagement (CCCSE) and are considering implementation of the general student engagement survey and possibly the Survey of Entering Student Engagement. Presentations about the surveys were made to Academic Senate in spring 2011. Discussions with faculty in Promise Pathways to find ways to administer SENSE in Student Success Course.</p>	<p>First administration of a student survey planned for fall 2012.</p>	<p>VP Student Support Services, Academic Senate, Office of Institutional Effectiveness</p>
<p>2B. 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.</p>	<p>As part of the college's wider agenda to update its board policies and administrative regulations, the Student Support Services division will propose changes to policies and regulations as they pertain to student conduct to ensure clarity, currency and consistency.</p>	<p>Board Policy 5012 on Student Conduct was revised and approved by the Board on 2/17/2009.</p>	<p>Completed</p>	<p>VP Student Support Services, President's Leadership Council, Board of Trustees</p>

**Planning Agendas from  
2008 Accreditation Self Study**

<b>Standards</b>	<b>Planning Agendas</b>	<b>Progress to Date</b>	<b>Timeline for Completion</b>	<b>Responsible Parties</b>
2B1. 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.	Student Services will finalize development of its program and department SLOs and will continue to collect SLO assessment data that informs improvements in program and service areas in meeting student learning needs specific to those areas.	Some departments have collected SLO and SUO assessment data and have used the information to inform improvement (EOPS and Veterans Affairs are notable examples).	The deadline for collection and documentation of SLOs and SUOs is Dec. 15, 2011 so that this data informs program reviews for all Student Support Services department which are due May 7, 2012.	Directors and Managers of Student Support Services areas, VP of Student Support Services
2B2. The institution provides a catalog for its constituencies with precise, accurate, and current information 2B2a. General Information: Official Name, Address(es), Telephone Number(s), and Web Site	The Academic Senate will provide the office of Academic Services with the college's statement on academic freedom for inclusion in the next edition of the college catalog.	Complete. The college's statement on academic freedom appears in the catalog for years 09-10, 10-11, and 11-12.	Completed	Academic Senate, Academic Services
2B2. The institution provides a catalog for its constituencies with precise, accurate, and current information 2B2a. General Information: Official Name, Address(es), Telephone Number(s), and Web Site	Academic Computing and Informational Technologies will relocate the mission statement so that it is accessible from the home page of the college's website.	Complete, the statement on academic freedom can be accessed from the college's home page under "About" at the top navigation area. <a href="http://www.lbcc.edu/Catalog/mission-statement.cfm">http://www.lbcc.edu/Catalog/mission-statement.cfm</a>	Completed	IITS
2B2c. Major Policies Affecting Students	Student services will propose modifications to the catalog description of the acceptance of transfer credit to make it consistent with Administrative Regulation 4019.	Complete. Administrative Regulation 4019 on Transfer of Credit appears on page 31 of the 2009-10 college catalog. It also appears in the 10-11 and 11-12 catalogs.	Completed	VP Student Support Services, President's Leadership Council, Academic Services.
2B2d: Locations or Publications Where Other Policies May be Found	The Academic Senate will provide the office of Academic Services with the college's statement on academic freedom for inclusion in the next edition of the college catalog.	Complete. The college's statement on academic freedom appears in the catalog for years 09-10, 10-11, and 11-12.	Completed	Academic Senate, Academic Services

**Planning Agendas from  
2008 Accreditation Self Study**

<b>Standards</b>	<b>Planning Agendas</b>	<b>Progress to Date</b>	<b>Timeline for Completion</b>	<b>Responsible Parties</b>
2B3. The institution researches and identifies the learning support needs of its student population and provides appropriate services and programs to address those needs.	The Vice President of Student Support Services in collaboration with the Office of Institutional Effectiveness will develop a plan for the systematic and integrated evaluation and feedback of support services offices.	The college's program planning and review process ensures evaluation of student support services, especially with the Service Unit Outcomes assessments. Currently the existing evaluative integration across student support services occurs at the VP of Student Support Services Review which will be completed after the submission of all Student Support Services department reviews in May 2012 and prior to the VP reporting of accomplishments to the Superintendent-President in December 2012.	Evaluation of first 3-year cycle for departments due May 2012. VP of Student Support Services review due December 2012.	VP Student Support Services, Assoc. Dean of Institutional Effectiveness, Directors/Managers/Deans of Student Support Services departments.
2B3a. 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.	The Director of Student Outreach and Recruitment will coordinate all division outreach and recruitment and will implement a plan by 2009.	The Director of Student Outreach and Recruitment position was eliminated June 2011 due to budget reductions. The issues of access by location are being addressed by the Pacific Coast Educational Plan, and issues of access by method of delivery are addressed in the Distance Learning Plan. The 2011 review/update to the DL plan states, " A target of 20% annual increase in student enrollment was reached" and " Online students services and academic resources are equivalent to those provided to on-campus students."	A progress update on both plans will be provided to the College Planning Committee during the 2011-12 year.	Assoc. VP Pacific Coast Campus, DL Oversight Task Force, College Planning Committee
2B3b. The institution provides an environment that encourages personal and civic responsibility, as well as intellectual, aesthetic, and personal development for all of its students.	The division of Student Support Services will continue to refine its student learning outcomes as they relate to the development of student personal and civic development and will begin collecting student learning outcomes assessment data during the 2008-2009 year.	Student Affairs' SLO states, "Students participating in Student Government will be able to demonstrate competency in the practice of shared governance and utilization of leadership and advocacy skills." A survey was administered in spring 2011 to assess students' perceived development of leadership and advocacy skills. Results reported in TracDat.	The General Education Outcome "Civic Engagement" is scheduled for assessment in 2012.	Academic Senate, ASLO Subcommittee, Office of Institutional Effectiveness; departments with relevant SLO/SUOs that pertain to person and civic development.

**Planning Agendas from  
2008 Accreditation Self Study**

<b>Standards</b>	<b>Planning Agendas</b>	<b>Progress to Date</b>	<b>Timeline for Completion</b>	<b>Responsible Parties</b>
2B3c. 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.	Faculty and staff within the Student Services Division will complete development of a system that updates student education plans, degree audit program, and early alert warning system for student retention, and tracking and communication with those who drop out or leave.	Two full-time staff positions have been added to the Articulation Office to support development of a degree audit program. Currently the tool is available to staff for the review of a small number of programs. A Transcript Evaluation Service has been implemented for students' self-service determination of LBCC course equivalency with courses completed at other colleges. The Early Alert warning system was piloted in summer 2010 and fall 2011.	Full implementation of the degree audit system is scheduled for fall 2012. The Early Alert system will be expanded to serve Promise Pathways (LBUSD high school graduates) in fall 2012.	VP Student Support Services; Dean of Enrollment Services, Dean of Counseling, IITS
2B3d. The institution designs and maintains appropriate programs, practices, and services that support and enhance student understanding and appreciation of diversity.	Student Services will develop student learning outcomes that address student understanding of diversity and student behaviors that reflect respect and appreciation for human differences.	In summer 2010 the ASLO Subcommittee led the development of rubrics to assess the cultural diversity/sensitivity component of the Civic Engagement general education outcome. In addition, the Staff Equity Committee has sponsored events that promote cross-cultural understanding. Most recent, was a presentation by Dr. Joseph White titled "Browning of America."	Assessment of the general education outcome civic engagement is scheduled for fall 2012.	ASLO Subcommittee, contributing instructional departments, support from Office of Institutional Effectiveness.
2B3f. The institution maintains student records permanently, securely, and confidentially, with provision for secure backup of all files, regardless of the form in which those files are maintained. The institution publishes and follows established policies for release of student records.	The college will institute a comprehensive college-wide coordinated privacy training process.	Conflict of Interest Workshop delivered 12/8/10; Fraud Prevention Workshops were on 11/3/09 (PCC), 2/2/10 (LAC), 9/21/10 (LAC) & Security Day 11/16/10. Administrative Regulation 5011 on Prevention of Identity Theft in Student Financial Transactions. (SI.22)	Complete.	Human Resources



**Planning Agendas from  
2008 Accreditation Self Study**

<b>Standards</b>	<b>Planning Agendas</b>	<b>Progress to Date</b>	<b>Timeline for Completion</b>	<b>Responsible Parties</b>
<p>2C. 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.</p>	<p>As part of the college's broader efforts to integrate program planning with budgeting priorities, the library will submit to the Budget Advisory Committee an acquisition plan that supports educational program planning and that provides recommendations on how it intends to balance print and electronic resource acquisitions.</p>	<p>The Library figured prominently in the 2009-10 Academic Services plan. Instructional Equipment funds were dedicated to the library for 2011-12. augmentations included \$21,500 for magazines/periodicals, \$9000 for microfiche.</p>	<p>Complete and ongoing as part of Academic Services program planning and review.</p>	<p>Academic Services and VP Academic Affairs planning group.</p>
<p>2C. 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.</p>	<p>LRTT will increase the availability of tutoring services both on campus and on-line, and improve tutor training through College Reading and Learning Association.</p>	<p>The 2009-10 plan for the Library included a goal to develop the functionality and interactivity of the Library Web site as a means of promoting student success and supporting the growing community of distant learners. Stated in the plan is the strategy to implement LibGuides, a Web 2.0 content management and library knowledge-sharing system. In addition the LRTT was reorganized into the school of Student Success, which has overseen the modification of student tutoring support centers into four Student Success Centers which feature the implementation of supplemental learning activities, designed to support student success in specific courses.</p>	<p>Complete and ongoing as part of school of Student Success and all those instructional departments whose courses are supported by SLAs.</p>	<p>VP Academic Affairs, instructional departments with courses that require SLAs in Success Centers.</p>

**Planning Agendas from  
2008 Accreditation Self Study**

<b>Standards</b>	<b>Planning Agendas</b>	<b>Progress to Date</b>	<b>Timeline for Completion</b>	<b>Responsible Parties</b>
2C1. 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.	The College Planning Committee will monitor the progress of the Student Success Committee, which has oversight responsibilities for the implementation teams formed to carry out all aspects of the Student Success Plan.	The College Planning Committee has received annual updates from the Student Success Committee since 2009. Currently, the Student Success Committee is updating the Student Success Plan to include the Promise Pathways agenda that supports incoming LBUSD high school graduates.	Completed, ongoing with continued annual updates to the College Planning Committee.	Student Success Committee, VP Academic Affairs, VP Student Support Services
2C1a. Relying on appropriate expertise of faculty, including librarians and other learning support services professionals, the institution selects and maintains educational equipment and materials to support student learning and enhance the achievement of the mission of the institution.	The library will build on its process of resource acquisition using faculty liaisons and develop a systematic, broad-based, and clear process of faculty involvement in library acquisitions.	Librarians send yearly feedback requests to department heads for input on needed library acquisitions. This input was used to secure additional funding for library print materials during the 2010-11 fiscal year. (Sl.23, Sl.24, Sl.25)	Completed	Academic Services, Library liaisons
2C1b. 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.	The Library will consult with the Assessment of Student Learning Outcomes Committee to develop assessment tools or methods to measure student information competency learning outcomes. Beginning in spring 2008 the library will measure learning outcomes for the library orientations. Next, the library will continue its program-wide evaluation and assess learning outcomes for reference services and workshops.	One of the college's librarians has served as an active member of the ASLO subcommittee. The Library's plan includes goals to assess SLOs in all library courses and to conduct subject-specific workshops and library orientation that target underprepared students. I-Clickers were purchased to support the collection of assessment data.	Documentation of assessment results will be entered into TracDat by Oct. 15, 2011. The library will include analysis and discussion of these SLO assessment results as part of its Program Review, scheduled for 2013-14.	Library Department
2C1b. 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.	The Library will begin the on line Library Technician Program.	Library 1 (Intro to Libraries/Information Resources) online offerings have been increased to meets student demand. This course is required to meet the college's degree requirement for information competency. All 5 required courses for the Library Technician program are now available online.	Completed	Library Department

**Planning Agendas from  
2008 Accreditation Self Study**

<b>Standards</b>	<b>Planning Agendas</b>	<b>Progress to Date</b>	<b>Timeline for Completion</b>	<b>Responsible Parties</b>
2C1c. 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.	The Librarians will undertake a study of the evolving technologies that connect students to librarians and library resources and make recommendations that meet the needs of students .	Ongoing library resource usage analyses show that there had been limited student use of ebooks and high usage of online periodicals. This led to discontinuance of ebooks and expanded periodical subscriptions.	Complete	Library Department
2C2. 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.	The Basic Adult Education and Learning Resources departments should implement the recommendations of the Student Success Plan, including increase collaboration with other departments to provide alternatives to traditional classroom instruction for the development of basic skills proficiencies.	As part of the 2008 reorganization, the Basic Adult Education department became part of the School of Student Success, along with was the Learning & Academic Resources department, and was renamed as the Academic Support and Development department. Both departments contribute to the implementation and evaluation of the Student Success Plan.	Complete and ongoing with program planning and review for each department and for the School of Student Success.	Departments of Academic Support and Development and Learning and Academic Resources; Dean of Student Success
2C2. 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.	The Library department should prepare student learning outcomes, including quantifiable rubrics that can be applied to all library services by fall 2010.	Rubrics have been developed for information competency and assessment results collected. Library SLO assessment data is analyzed in the "Library SLOs 2011-12" report. (SI.26)	Complete	Library Department

**Planning Agendas from  
2008 Accreditation Self Study**

<b>Standards</b>	<b>Planning Agendas</b>	<b>Progress to Date</b>	<b>Timeline for Completion</b>	<b>Responsible Parties</b>
<p>2C2. 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.</p>	<p>The College Planning Committee, as part of its monitoring of the implementation of the Student Success Plan, will ensure that the Success Centers be evaluated in terms of their effectiveness in improving student success.</p>	<p>The CPC requests annual updates from the Student Success Committee, which includes data on student performance in courses for which SLAs in the Success Centers are completed. Each of the Student Success Centers are responsible for the development of plans and Service Unit Outcomes which address the effectiveness of the centers. In addition, as part of the evaluation of the overall Student Success Plan, the Office of Institutional Effectiveness has provided annual reports on student participation in SLAs at the Success Centers, on successful course completion rates and progress through successive courses of basic skills sequences. The data contained in these reports is presented to the Student Success Committee.</p>	<p>A comprehensive review of Success Center goals and SUOs will take place as part of program reviews for the departments of LAR and ASD, scheduled for 2013-14. The School of Student Success will conduct its program review in spring 2012 and will report on the effectiveness of the Success Centers.</p>	<p>CPC, Student Success Committee, departments of LAR and ASD, Office of Institutional Effectiveness</p>

**Planning Agendas from  
2008 Accreditation Self Study**

<b>Standards</b>	<b>Planning Agendas</b>	<b>Progress to Date</b>	<b>Timeline for Completion</b>	<b>Responsible Parties</b>
<b>STANDARD III: RESOURCES</b>				
<p>3A1a. 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 activities, 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.</p>	<p>The Academic Senate and the Office of Human Resources will review Administrative Regulation 3003 to reflect current practices by 2011.</p>	<p>Suggested revisions to Administrative Regulation 3003 on Academic Administrative received first reading at President's Leadership Council on October 7, 2011.</p>	<p>Regulation 3003 is expected to go to the December 13, 2011 meeting of the Board of Trustees.</p>	<p>Academic Senate, VP of Human Resources, President's Leadership Council, Board of Trustees</p>
<p>3A1c. 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.</p>	<p>The Vice President of Human Resources will review and recommend revisions to Administrative Regulation 3007. Revision to this regulation will take place as part of a more comprehensive review and revision of all Board Policies and Administrative Regulations that will be completed during the first half of the upcoming evaluation period.</p>	<p>Management evaluations include a component that requires managers to be evaluated in terms of their contribution to student learning outcomes. Administrative Regulation 3007 on Evaluation of Management Personnel was brought to the President's Leadership Council for first reading on October 7, 2011.</p>	<p>Regulation 3007 is expected to go to the November 8, 2011 meeting of the Board of Trustees.</p>	<p>VP Human Resources, President's Leadership Council, Board of Trustees</p>

**Planning Agendas from  
2008 Accreditation Self Study**

<b>Standards</b>	<b>Planning Agendas</b>	<b>Progress to Date</b>	<b>Timeline for Completion</b>	<b>Responsible Parties</b>
3A1c. 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.	In fall 2008, the Academic Senate will facilitate a dialogue among academic and administrative departments to design a procedure that supports and encourages employees and departments to develop student learning outcomes, assess those outcomes, and improve student learning. Part of this process includes evaluating the extent to which these activities lead to improvements in student learning and providing opportunities for faculty professional development that supports ongoing improvements.	In May 2009, the Academic Senate approved a motion that "encourages all faculty members to participate in the college's efforts regarding the assessment and development of student learning outcomes, with the understanding that SLO data would not be used against individual faculty members." Faculty evaluations are currently being negotiated by the CCA and LBCC District.	The college anticipates that a new CCA-LBCC District contract will be negotiated before the end of the fall 2011 term.	CCA and LBCC negotiation teams
3A1d. The institution upholds a written code of professional ethics for all of its personnel.	The President's Leadership Council, the Academic Senate, Vice President of Human Resources and the Professional Development Committee will initiate a dialogue regarding the development of an institution-wide code of ethics.	The President's Leadership Council approved Board Policy 3008 on an Institutional Code of Ethics, which was approved by the Board of Trustees July 14, 2009. The code of ethics was included in Fraud Prevention Workshops; July 2009 Code of Ethics Policy	Completed	President's Leadership Council, Board of Trustees
3A1d. The institution upholds a written code of professional ethics for all of its personnel.	Standard 4B1h addresses the Board of Trustees planning agenda for including a clearly defined policy for dealing with behavior that violates its code.	LBCC adopted Reg. & Policy 3008 on July 14, 2009.	Completed	President's Leadership Council, Board of Trustees
3A2. The institution maintains a sufficient number of qualified faculty with full-time responsibility to the institution. The institution has a sufficient number of staff and administrators with appropriate preparation and experience to provide the administrative services necessary to support the institution's mission and purposes.	The College Planning Committee will monitor the progress of the Program Plan/Program Review task force in developing recommendations for a new program plan and review process that considers integrating hiring, budget and program plans.	The new process for planning and review was implemented in fall 2009. Annual plan updates at all levels (department, school, VP area, institution) have been completed since implementation.	Completed with ongoing refinements	CPC

**Planning Agendas from  
2008 Accreditation Self Study**

<b>Standards</b>	<b>Planning Agendas</b>	<b>Progress to Date</b>	<b>Timeline for Completion</b>	<b>Responsible Parties</b>
3A2. The institution maintains a sufficient number of qualified faculty with full-time responsibility to the institution. The institution has a sufficient number of staff and administrators with appropriate preparation and experience to provide the administrative services necessary to support the institution's mission and purposes.	The Academic Council will determine a way to assess the effectiveness of the plan for reorganization of the administrative structure.	The Academic Council formed a work group to evaluate the effectiveness of the 2008 reorganization.	The evaluation is to be completed fall 2011.	Academic Council
3A4. The institution demonstrates through policies and practices an appropriate understanding of and concern for issues of equity and diversity.	The College Planning Committee, Human Resources, and the Academic Senate will monitor the progress of implementation of the Staff Equity Plan.	Revised charge and membership for the Staff Equity Committee were approved by the CPC on 9/04/2008. Updates on the Staff Equity Plan updates were provided to the CPC on 5/06/2010, 5/19/2011. Reports were also given to the Board of Trustees on 09/09/2008, 10/27/2009, and 10/26/2010. (SI.27, SI.28, SI.29, SI.30, SI.31, SI.32)	Annual updates will continue to be provided to the CPC and Board.	Staff Equity Committee Co-Chairs, CPC
3A5a. The institution plans professional development activities to meet the needs of its personnel.	The Faculty Professional Development Committee and the Budget Advisory Committee will reexamine the sufficiency of funding for off-campus faculty professional development activities.	Budget Advisory Committee recommended budget reductions of 50% in 2008-09 and continuing into 2009-10, 2010-11 and 2011-12. Recently funds have been allocated to send faculty to a Curriculum Institute (07/14/2011) and the Leadership Institute (6/16-6/18/2011).	The Faculty Professional Development Plan will be considered in the development of the 2011-12 Academic Affairs VP-level plan. These plans inform institutional priorities that inform budget assumptions for the next fiscal year.	VP Academic Affairs, Faculty Professional Development Chair, Budget Advisory Committee Co-Chairs
3A6. Human resources 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.	The Program Plan/Program Review Task force will include, as part of its recommendations for modifications to the program planning and review process, a means by which staffing needs are identified through the process and effectively support hiring decisions.	Program planning includes requests for resources, including staff. This information flows to the school and VP -level planning groups. In addition, the Classified Personnel Request and Request for Reorganization forms are currently under review by the Executive Committee to ensure that all request for classified staff are supported by planning documents.	Complete; refinement to Classified Request and Reorganization Request forms to be completed by end of fall 2011.	Executive Committee

**Planning Agendas from  
2008 Accreditation Self Study**

<b>Standards</b>	<b>Planning Agendas</b>	<b>Progress to Date</b>	<b>Timeline for Completion</b>	<b>Responsible Parties</b>
3B1b. 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.	The Facilities, Maintenance and Operations Department will monitor and ensure completion of projects needed to address noncompliance findings in those facilities not included for upgrades in the LBCC 2020 Unified Master Plan.	District standards now require automatic doors in at least 1 restroom. All new projects requiring DSA approval will be up to current code for accessibility.	Completed	VP Administrative Services
3B1b. 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.	The Curriculum Committee will address requirements for distance learning delivery as they relate to accessibility.	The Distance Learning Plan was approved by the CPC 09/25/2009. The plan fully addresses ADA, FERPA and local compliance requirements. The Curriculum Committee has an established process that requires all proposals for new or revised courses to be offered via distance learning are discussed with the Director of Instructional Technology & Distance Learning.	Completed	Distance Learning Plan Oversight Task Force
3C1. 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.	The College Planning Committee will continue to monitor the progress of the Program Review and Program Planning Task Force and implementation of the recommendations that result from the task force's work.	Program planning includes requests for resources, including technology. This information flows to the school and VP-level planning groups and on to the CPC from where institutional priorities are developed and used to inform the budget assumptions developed by the Budget Advisory Committee. Also, the Technology Master Plan is a comprehensive plan that addresses the technology needs of students, faculty and staff.	Completed	College Planning Committee, Program Review and Program Planning Task Force
3C1. 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.	ACIT will continue to survey its users on their satisfaction with the services and technological resources and support provided, as indicated in the ACIT Program Review for 2007.	In progress. Help Desk emails will include a link to a satisfaction survey.	Nov.1, 2011	ACIT (now called IITS or Instructional and Information Technology Services)
3C1. 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.	The Technology Planning Task Force will complete the Technology Master Plan 2006-2011 for adoption by the College Planning Committee and the Board of Trustees in fall 2008.	Completed, the plan has been updated to extend from 2011-2016	Completed	Technology Master Plan Oversight Task Force



**Planning Agendas from  
2008 Accreditation Self Study**

<b>Standards</b>	<b>Planning Agendas</b>	<b>Progress to Date</b>	<b>Timeline for Completion</b>	<b>Responsible Parties</b>
3C1b. The institution provides quality training in the effective application of its information technology to students and personnel.	Academic Computing and Information Technology, in collaboration with Human Resources, will design and implement a technology training plan to be presented for approval by the College Planning Committee.	Draft plan written, under final review by IITS and HR. Plan needs to be presented to CPC.	To present to CPC by spring 2012	IITS and HR
3C2. 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.	The Technology Planning Task Force will complete the Technology Master Plan 2006-2011 for adoption by the College Planning Committee and the Board of Trustees in fall 2008.	Completed, the plan has been updated to extend from 2011-2016	Completed	Technology Master Plan Oversight Task Force
3D1a. Financial planning is integrated with and supports all institutional planning.	The Program Review/Program Planning Task Force will make recommendations on how the institutional will achieve more direct integration of financial planning and institutional planning.	Progress with new planning process and integration with hiring priorities, Block Grant, VTEA and other grant funding requests, and use of institutional priorities in developing budget assumptions.	Ongoing with further refinements to follow next annual evaluation of process to take place spring 2012.	CPC (since the PRPP Task Force completed its charge and was disbanded)
3D1a. Financial planning is integrated with and supports all institutional planning.	Fiscal Operations will evaluate the effectiveness of the department head budget training effort.	Completed August 2, 2011 (SI.33, SI.34, SI.35)	Completed, additional training planned for academic deans and district-wide in fall 2011	Fiscal Services

**Planning Agendas from  
2008 Accreditation Self Study**

<b>Standards</b>	<b>Planning Agendas</b>	<b>Progress to Date</b>	<b>Timeline for Completion</b>	<b>Responsible Parties</b>
<b>STANDARD IV: LEADERSHIP AND GOVERNANCE</b>				
<p>4A1. 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 of significant institution-wide implications, systematic participative processes are used to assure effective discussion, planning, and implementation.</p>	<p>Ensure that the newly created Professional Development Program includes an adequate allocation of budget to meet the increased and varied needs of all constituent groups.</p>	<p>Reductions in force due to the fiscal crisis included lay-off of the Staff Professional Development Coordinator effective July 1, 2011. Human Resources continues to provide mandatory training on illegal discrimination as well as other workshops such as evaluation of employees and discipline for managers, district processes and procedures and new employee orientations for classified staff. The specific training needs of each department are now being addressed by the departments themselves. Oversight for faculty professional development is provided by the Faculty Professional Development committee. Based on the Educational Master Plan 2011-2016, the college recognizes the need to reconceive its approach to professional development. The Academic Council created a work group to develop a statement of collegewide commitment to professional development that supports college goals and that leads to student success.</p>	<p>The Academic Council will review the work group's statement of commitment to professional development for adoption in fall 2011, Professional development efforts in support of the Promise Pathways agenda, a component of the EMP, requires first-phase implementation for fall 2012.</p>	<p>Faculty Professional Development Chair, Academic Senate, VP Human Resources, Promise Pathways Coordinating Team.</p>
<p>4A1. 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 of significant institution-wide implications, systematic participative processes are used to assure effective discussion, planning, and implementation.</p>	<p>Review the voting rights of members serving on hiring committees based on the institutional values of inclusion and shared governance.</p>	<p>Proposed revisions to Regulation 3003 on Academic Administrative Hiring was brought to President's Leadership Council on October 7, 2011.</p>	<p>Regulation 3003 is expected to be brought to the December 13, 2011 meeting of the Board of Trustees.</p>	<p>President's Leadership Council, Board of Trustees</p>

**Planning Agendas from  
2008 Accreditation Self Study**

<b>Standards</b>	<b>Planning Agendas</b>	<b>Progress to Date</b>	<b>Timeline for Completion</b>	<b>Responsible Parties</b>
<p>4A2. 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.</p>	<p>Update the Administrative Regulation 2012 to reflect the re-instatement of the AFT Classified Union to serve the role in participatory governance that the Classified Senate had previously filled.</p>	<p>Regulation 2012 is in the process of being updated and consolidated into Regulation 2006 which includes regulations for all governance groups. The proposed deletion of Regulation 2012 was brought to President's Leadership Council on October 7, 2011.</p>	<p>Deletion of Policy and Regulation 2012 is expected to be brought to the December 13, 2011 meeting of the Board of Trustees.</p>	<p>President's Leadership Council, Board of Trustees</p>
<p>4A2. 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.</p>	<p>The College will evaluate the effectiveness of the new College Planning Committee structure, as revised by the Academic Council.</p>	<p>The Academic Council established a workgroup to evaluate collegewide leadership in institutional governance. This evaluation will address the effectiveness of the new planning structure.</p>	<p>The evaluation is scheduled for completion fall 2011 with recommendations for improvements to be determined in spring 2012.</p>	<p>Academic Council</p>
<p>4A3. 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.</p>	<p>Board Policy 2006 on Participation in Governance and Board Policy 2012 - Role of the Classified Senate in Shared Governance need revising to reflect the changes to the governance structure. Policy 2006 should reference faculty and classified union representation in order to align with the new planning process. Updating these policies will help clarify the new paradigm that expands representation in the planning process to include all college constituencies.</p>	<p>Regulations 2006 (Participation in Governance), 2009 (Role of the Academic Senate in Shared Governance), 2010 (Role of Students in Shared Governance) and 2012 (Role of Classified Senate in Shared Governance) are currently under review. The intent is to consolidate policies and regulations 2009, 2010 and 2012 into 2006. First reading of Policy and Regulation 2006 on Participation in Governance took place at the October 7, 2011 President's Leadership Council.</p>	<p>Policy and Regulation 2006 are expected to be brought to the December 13, 2011 Board of Trustees meeting.</p>	<p>President's Leadership Council, Academic Senate, Board of Trustees</p>

**Planning Agendas from  
2008 Accreditation Self Study**

<b>Standards</b>	<b>Planning Agendas</b>	<b>Progress to Date</b>	<b>Timeline for Completion</b>	<b>Responsible Parties</b>
<p>4A3. 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.</p>	<p>Communication with students needs to improve, and they should be encouraged in order to participate more consistently in the participatory governance process. Classified representation should be encouraged to increase input in the participatory governance process. A universal method for communicating about participatory governance issues should be developed to improve uniform distribution of information and retrieval of feedback. Classified personnel should receive orientation on college-wide initiatives and services available to students.</p>	<p>Review of ASB by-laws in order to identify barriers to student participation in governance is underway. Human Resources and AFT are working on ways to improve communication to all classified staff on opportunities to participate in college governance committees and task forces.</p>	<p>Revised ASB by-laws are anticipated by the end of 2011-12 year. Strategies for enhancing classified participation are being implemented fall 2011.</p>	<p>VP Student Support Services, VP Human Resources, President's Leadership Council</p>
<p>4A5. 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.</p>	<p>Provide leadership training for all college constituents, especially on the newly established planning structure and process to the college community.</p>	<p>Training has been provided to faculty, classified staff, managers and academic administrators on the new planning process. The first professional development for managers on the new planning structure took place Dec. 5, 2008. Annual training has occurred since to faculty (FLEX day, Program Review subcommittee, department head meetings), Student Support Services and administrative units (workshops and department-tailored workshops) to support participation in the new planning and review process. (SI.36)</p>	<p>Completed</p>	<p>Office of Institutional Effectiveness, CPC, Program Review Subcommittee</p>
<p>4A5. 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.</p>	<p>Provide communication to the college community on the results of the evaluations that are used as the basis for improvement. Act upon identified weaknesses in a timely manner.</p>	<p>The new planning structure was preliminarily evaluated in spring 2008. The new planning process was evaluated in spring 2010. The results were communicated through the CPC.</p>	<p>Comprehensive evaluation of leadership in governance is scheduled for fall 2011 with wide discussion of results and development of action plans are to take place spring 2012.</p>	<p>Academic Council</p>

**Planning Agendas from  
2008 Accreditation Self Study**

<b>Standards</b>	<b>Planning Agendas</b>	<b>Progress to Date</b>	<b>Timeline for Completion</b>	<b>Responsible Parties</b>
4B1e. 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.	The institution will continue to develop a process for regularly reviewing and updating college policies.	A process for the systematic evaluation of policies and procedures was put in place in 2008. Since then, 79 policies and administrative regulations have been either revised or new policies and regulations have been adopted.	Completed	Office of Business Support Services (formally Risk Services), President's Leadership Council
4B1h. The governing board has a code of ethics that includes a clearly defined policy for dealing with behavior that violates its code.	The board will develop and adopt a clearly defined policy for dealing with behavior that violates its code of ethics.	Board Policy 2014 on Board of Trustees' Code of Ethics/Standards of Practice and its associated Administrative Regulation 2014 were adopted 7/08/2008.	Completed	LBCCD Board of Trustees
4B1j. 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 Superintendent-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 Superintendent-Presidents of the colleges.	The Board shall establish a formal written process by which the search and selection process of a Superintendent-President is initiated and will decide by what performance measures the Superintendent-President will be evaluated.	Policy 2020 on Superintendent/President Selection and policy 2021 on Evaluation of Superintendent-President were adopted February 17, 2009. Policy 2021 specifies that the evaluation of the Superintendent-President follow requirements set forth in the Superintendent-President's contract of employment. (SI.37, SI.38)	Completed	LBCCD Board of Trustees

**Planning Agendas from  
2008 Accreditation Self Study**

<b>Standards</b>	<b>Planning Agendas</b>	<b>Progress to Date</b>	<b>Timeline for Completion</b>	<b>Responsible Parties</b>
<p>4B2b. The Superintendent-President guides institutional improvement of the teaching and learning environment by the following: <i>(4B2b) Establishing a collegial process that sets values, goals, and priorities;</i></p>	<p>More fully involve all college constituencies, including the Academic Senate, classified staff, the three employee unions, and all administrators and managers in setting values, goals, and priorities for the college. Continue to share the Superintendent-President's goals with all college constituencies yearly.</p>	<p>Participation from all constituent groups was built into the design of the process for the development of the 2011-16 Educational Master Plan. In addition to soliciting input from all standing committees and task forces which have constituent group representation built into their membership. Draft EMP goals were sent to all college employees in spring 2011. The feedback received led to specific changes in the draft plan.</p>	<p>The final phase of the EMP development is to set targets for the measurable objectives for the major college goals. A work group that reports to the EMP Oversight Task Force will use baseline data to provide input on the setting of reasonable "stretch" targets. This work will be completed before the end of fall 2011.</p>	<p>EMP Oversight Task Force, Academic Council and President's Leadership Council</p>
<p>4B2b. The Superintendent-President guides institutional improvement of the teaching and learning environment by the following: <i>(4B2b) Establishing a collegial process that sets values, goals, and priorities;</i></p>	<p>The charge and composition of the new President's Leadership Council should be agreed upon and placed in the district's policies and regulations.</p>	<p>Board Policy and Administrative Regulation 2006.6 was updated on May 27, 2008 to include membership of the President's Leadership Council.</p>	<p>Completed</p>	<p>President's Leadership Council</p>
<p><i>(4B2b) Ensuring that educational planning is integrated with resource planning and distribution to achieve student learning outcomes;</i></p>	<p>The College Planning Committee, based on recommendations from the Program Plan/ Program Review Task Force, should determine a way to more effectively directly link the allocation of resources to the planning process. Also, the college must ensure that the planning process integrates SLOs as part of the department and program plan in both Instruction and Student Services. Furthermore, it is crucial that the college communicate college-wide goals with respect to student learning outcomes to all college constituencies.</p>	<p>SLO and SUO assessment are well integrated into the planning and review processes. Resource request process is a key component of the new planning and review process, but refinements are still needed for noninstructional areas especially. The Associate Dean of Institutional Effectiveness is working with the Executive Committee to strengthen integration of college planning with financial planning for admin and student support services units.</p>	<p>Partially addressed, ongoing with revision of Classified Hiring and Reorganization request form to require demonstrated link to planning.</p>	<p>CPC, Executive Committee</p>

**Planning Agendas from  
2008 Accreditation Self Study**

<b>Standards</b>	<b>Planning Agendas</b>	<b>Progress to Date</b>	<b>Timeline for Completion</b>	<b>Responsible Parties</b>
<p>· (4B2b) <i>Establishing procedures to evaluate overall institutional planning and implementation efforts.</i></p>	<p>Establish a formal means by which the new planning structure is evaluated yearly. Particular emphasis should be given to evaluating whether the planning process is directly linked to resource allocation and whether institutional planning is focused on the development and assessment of student learning outcomes. The results of these yearly evaluations should be shared with all college constituencies and feedback elicited.</p>	<p>A survey was administered college-wide to get feedback on the effectiveness of the newly implemented planning and review process. The results were communicated widely. The results informed improvements to the process that were implemented fall 2010. Another survey will be administered spring 2011 to solicit input on faculty and staff experience with the new process during its second year of implementation.</p>	<p>Completed and ongoing</p>	<p>CPC</p>
<p>4B2c. The Superintendent-President assures the implementation of statutes, regulations, and governing board policies and assures that institutional practices are consistent with institutional mission and policies.</p>	<p>The yearly evaluation of the planning process should include evaluation of how well the college is meeting the objectives of the new Educational Master Plan. The results of these yearly evaluations should be shared with all college constituencies and feedback elicited.</p>	<p>One criterion for the development of the new EMP was the establishment of measurable objectives for which data can be collected annually and used to gauge progress against the five-year goals.</p>	<p>Partially addressed. The baseline data has been collected for all measurable objectives. The first set of progress measures will be collected at the end of the spring 2012 term and shared with the CPC and college community in fall 2012.</p>	<p>CPC, Office of Institutional Effectiveness</p>

**APPENDIX A**  
**LIST OF SUPPORTING EVIDENCE**

**Report Preparation**

- RP.1 Academic Senate, Minutes, May 13, 2011
- RP.2 Academic Council, Minutes, May 17, 2011
- RP.3 Accreditation Midterm Report Team, Agenda, August 26, 2011
- RP.4 Academic Senate, Agenda, September 16, 2011
- RP.5 Collegewide Email to Review Draft Accreditation Midterm Report, September 22, 2011

**Recommendation 1**

- 1.1 LBCC Student Learning Outcomes Blueprint, April 2010
- 1.2 Board of Trustees, Minutes, March 10, 2009
- 1.3 Board of Trustees, Minutes, April 28, 2009
- 1.4 Board of Trustees, Minutes, May 26, 2009
- 1.5 Board of Trustees, Minutes, June 23, 2009
- 1.6 Board of Trustees, Minutes, July 14, 2009
- 1.7 Board of Trustees, Minutes, August 25, 2009
- 1.8 Board of Trustees, Minutes, September 22, 2009
- 1.9 Board of Trustees, Minutes, October 26, 2010
- 1.10 Accreditation Update to Board of Trustees, October 26, 2010
- 1.11 Board of Trustees, Minutes, June 28, 2011
- 1.12 Board of Trustees, Minutes, August 23, 2011



- 1.13 *"LBCC in Danger of Losing State Accreditation,"* Long Beach City College Viking Newspaper, March 4, 2009
- 1.14 *"State Accreditation 'Warning' Lifted,"* Long Beach City College Viking Newspaper, February 11, 2010

## **Recommendation 2**

- 2.1 Art Program SLOs TracDat Outcomes Assessment Report
- 2.2 Culinary Arts Program SLOs TracDat Outcomes Assessment Report
- 2.3 Learning and Academic Resources Program SLOs TracDat Outcomes Assessment Report
- 2.4 Speech Communication Course SLOs TracDat Outcomes Assessment Report
- 2.5 TracDat Report of Course SLO Assessment Results
- 2.6 Student Learning Outcomes (SLO) Officer Assignment
- 2.7 *Outcome-ings & Goings Newsletter*, April/ May 2011 Issue, Assessment of Student Learning Outcomes Subcommittee
- 2.8 *Outcome-ings & Goings Newsletter*, September/October 2011 Issue, Assessment of Student Learning Outcomes Subcommittee
- 2.9 "Participation of Adjunct Faculty in Outcomes Assessment," Assessment of Student Learning Outcomes Subcommittee White Paper, March 8, 2011
- 2.10 Student Suggestions for ASLO Outreach to Students
- 2.11 Outcomes Assessment Process – Student Leadership
- 2.12 Course Review Cycle 2010-2015
- 2.13 Curriculum Committee, Minutes, September 16, 2009
- 2.14 Assessment of Student Learning Outcomes Subcommittee, Minutes, September 8, 2009
- 2.15 SLOs and the Syllabus
- 2.16 "SLOs on Syllabi," Assessment of Student Learning Outcomes Subcommittee White Paper, March 8, 2011

- 2.17 Syllabi Check Project Report
- 2.18 Academic Senate, Minutes, November 5, 2010
- 2.19 Program Review Cycle
- 2.20 Program Review Template 2011-2012
- 2.21 Academic Senate, Minutes, September 16, 2011
- 2.22 Curriculum Committee, Minutes, October 14, 2010
- 2.23 Curriculum Committee, Minutes, February 16, 2011
- 2.24 Instructional Area Flowchart
- 2.25 Accounting Curriculum Guide
- 2.26 LBCC General Education Outcomes
- 2.27 Curriculum Committee, Minutes, February 18, 2009
- 2.28 Curriculum Committee, Minutes, February 17, 2010
- 2.29 Critical Thinking Assessment Pilot Analyses
- 2.30 Critical Thinking Assessment Findings
- 2.31 General Education Outcomes (GEO) Assessment Plan
- 2.32 Curriculum Committee, Minutes, April 20, 2011
- 2.33 Curriculum Committee, Minutes, May 11, 2011
- 2.34 General Education Outcomes Assessment – Curriculum Mapping Addendum Report
- 2.35 Cultural Sensitivity Diversity Rubric
- 2.36 Democracy Rubric
- 2.37 Writing Rubric
- 2.38 Accreditation Blueprint
- 2.39 Assessment of Student Learning Outcomes Subcommittee, Subcommittee, Agenda, September 13, 2011
- 2.40 Flex Day Schedule, Fall 2009

- 2.41 Flex Day Schedule, Spring 2010
- 2.42 Flex Day Schedule, Spring 2011
- 2.43 SLO Officers Training Schedule
- 2.44 TracDat Reference Guide for SLO Officers
- 2.45 President's Leadership Council, Minutes, September 25, 2009

### **Recommendation 3**

- 3.1 Program Planning Program Review Process (2009)
- 3.2 Memo from VP of Academic Affairs re: Funding Requests, November 8, 2009
- 3.3 Inter-Level Group Prioritizations and Cap Outlay
- 3.4 Approved Cap Outlay 2010
- 3.5 VTEA Funded program Goals Project List 10-11
- 3.6 VTEA CTE Project List 2010-2011
- 3.7 Institutional Goals 2010-11
- 3.8 2010-2011 Adopted Budget
- 3.9 Board of Trustees' Goals 2009-11
- 3.10 Program Planning Program Review Report 2010
- 3.11 Goal Writing Presentation for VP Level Groups
- 3.12 Goal Writing Presentation for Department Heads
- 3.13 Goal Writing Presentation for Deans
- 3.14 Academic Senate Minutes, September 16, 2011
- 3.15 Program Planning/ Program Review Newsletter 2009-10
- 3.16 Training Session for Student Support Services and Administrative Units Program Planning/ Program Review, Agenda, September 20, 2011
- 3.17 2011-2016 Educational Master Plan Oversight Task Force Charge

- 3.18 Community Survey Presentation to College Planning Committee
- 3.19 Environmental Scan 2010-11
- 3.20 Strengths, Weaknesses, Opportunities, Threats (SWOT) Analysis Results by the VP Level Planning Groups
- 3.21 Survey Results of the Draft Goals of the Educational Master Plan 2011-2016
- 3.22 Original vs. Revised Goals and Measurable Objectives of the Educational Master Plan 2011-2016
- 3.23 Draft Educational Master Plan 2011-2016
- 3.24 Program Planning/ Program Review Timeline 2011-2012
- 3.25 Program Review Cycle 2011-2014
- 3.26 Program Review Template
- 3.27 LBCC Planning Structure, Fall 2011
- 3.28 Pacific Coast Campus Educational Plan 2011
- 3.29 Grant Development Process and Criteria
- 3.30 Authorized Sections for Augmentation
- 3.31 Student Success Plan (Fall 2007)
- 3.32 LBCC Success Centers Findings Executive Summary
- 3.33 Report on LBCC Student Feedback Survey for Classrooms with SLA Requirements
- 3.34 Student Success Center Student Feedback
- 3.35 Preliminary Findings: Effect of Student Success Centers on Course Success Rates
- 3.36 Supplemental Learning Assistance (SLA) and Course Success and Retention
- 3.37 Student Success Initiative Update Presentation to the Board of Trustees
- 3.38 Student Success Committee, Minutes, January 24, 2011

#### **Recommendation 4**

- 4.1 Policy 4012: Policy Statement of Academic Freedom
- 4.2 Regulations 4012: Administrative Regulations on Academic Freedom
- 4.3 Academic Senate Committee, Minutes, September 24, 2009
- 4.4 Academic Senate Committee, Minutes, October 15, 2010
- 4.5 Academic Policy and Standards Subcommittee Minutes, September 1, 2010
- 4.6 Academic Policy and Standards Subcommittee Minutes, October 13, 2010
- 4.7 Academic Policy and Standards Subcommittee Minutes, November 3, 2010
- 4.8 Academic Policy and Standards Subcommittee Minutes, March 2, 2011
- 4.9 Academic Policy and Standards Subcommittee Draft Minutes, May 4, 2011

#### **Recommendation 5**

(Standard was met)

#### **Recommendation 6**

- 6.1 Board Policy Project Matrix
- 6.2 Accreditation 2009-2011 Policy and Regulations Updates
- 6.3 President's Leadership Council, Minutes, September 26, 2008
- 6.4 Board of Trustees, Minutes, February 17, 2009
- 6.5 Board of Trustees, Minutes, June 24, 2008
- 6.6 Board of Trustees, Minutes, July 8, 2008
- 6.7 Policy 2014: Policy on Board of Trustees' Code of Ethics/Standards of Practice
- 6.8 Regulations 2014: Administrative Regulations on the Board of Trustees' Code of Ethics/Standards of Practice

## **Recommendation 7**

- 7.1 2009-2010 Adopted Budget
- 7.2 2010-2011 Adopted Budget
- 7.3 2011-2012 Adopted Budget
- 7.4 LBCC Technology Master Plan 2011-2016
- 7.5 Technology Plan Oversight Task Force, Minutes, March 31, 2011
- 7.6 2011-2012 Tentative Budget Presentation

## **Recommendation 8**

- 8.1 Planning Process Research Report 2008
- 8.2 Program Planning Program Review Report 2010
- 8.3 Academic Council, Minutes, May 17, 2011
- 8.4 Academic Council, Agenda, September 13, 2011
- 8.5 Program Planning Program Review Process (2009)
- 8.6 Draft Educational Master Plan 2011-2016
- 8.7 Pacific Coast Campus Educational Plan (2011)
- 8.8 Associate of Arts in Psychology for Transfer Curriculum Guide
- 8.9 Associate of Arts in Sociology for Transfer Curriculum Guide
- 8.10 Associate of Arts in Speech Communication for Transfer Curriculum Guide
- 8.11 Student Success Plan (Fall 2007)
- 8.12 Promise Pathways Frequently Asked Questions
- 8.13 Institutional Guidelines for Defining Core
- 8.14 Academic Council, Minutes, February 16, 2010
- 8.15 President's Leadership Council, Minutes, January 29, 2010
- 8.16 Fixed Cost Reduction Team Memo, March 24, 2010

- 8.17 Fixed Cost Reduction Team Ideas, May 2010
- 8.18 LBCC Update, Superintendent-President's Memo, February 22, 2010
- 8.19 Health Benefit Plan Alternatives Presentation
- 8.20 Summer Session, Superintendent-President's Memo, March 26, 2010
- 8.21 Memorandum of Understanding, Tentative Agreement Between the Long Beach Community College District and the Long Beach Council of Classified Employees, AFT Local 6108, June 15, 2010
- 8.22 Memorandum of Understanding, Tentative Agreement Between the Long Beach Community College District and the Long Beach Council of Classified Employees, AFT Local 6108, April 27, 2011
- 8.23 Memorandum of Understanding Between the Long Beach Community College District and the Community College Association, May 6, 2010
- 8.24 Long Beach Community College District Temporary Faculty Hourly Pay, May 25, 2010
- 8.25 Email from Superintendent-President Eloy Oakley re Budget Update, July 7, 2010
- 8.26 Recommendation to Board of Trustees re Management Team Furloughs, June 14, 2011

## **Recommendation 9**

- 9.1 Policy 2006: Policy on Participation in Governance
- 9.2 Regulations 2006: Administrative Regulations on Participation in Governance
- 9.3 Regulations 2009: Administrative Regulations on the Role of the Academic Senate in Shared Governance
- 9.4 Regulations 2010: Administrative Regulations on the Role of Students in Shared Governance
- 9.5 Regulations 2012: Administrative Regulations on the Role of the Classified Senate in Shared Governance
- 9.6 College Planning Committee Charge
- 9.7 Budget Advisory Committee Charge

- 9.8 Enrollment Management Oversight Committee Charge
- 9.9 Facilities Advisory Committee Charge
- 9.10 Staff Equity Committee Charge
- 9.11 Student Success Committee Charge
- 9.12 Distance Learning Plan Oversight Task Force Charge
- 9.13 2011-2016 Educational Master Plan Oversight Task Force Charge
- 9.14 Pacific Coast Campus Task Force Charge
- 9.15 Technology Oversight Task Force Charge
- 9.16 Attendance Meeting Logs
- 9.17 Program Planning/ Program Review Process (2009)
- 9.18 School of Business and Social Science Plan 2010-11
- 9.19 School of Health, Science and Math Plan 2010-11
- 9.20 School of Physical Education and Athletics Plan 2010-11
- 9.21 School of Student Success Plan 2010-11
- 9.22 School of Trades and Industrial Technologies Plan 2010-11
- 9.23 Planning Process Research Report (2008)
- 9.24 Program Planning Program Review Report 2010
- 9.25 LBCC Educational Master Plan Community Survey Presentation to College Planning Committee

### **Response to Self-Identified Issues**

- SI.1 Draft Educational Master Plan 2011-2016
- SI.2 Draft of Program Planning/ Program Review Template 2011-12
- SI.3 Academic Council, Minutes, September 16, 2011
- SI.4 Golden Four Location Study



- SI.5 CTE Assessment Potential Measurements
- SI.6 LBCC Success Centers Findings Executive Summary
- SI.7 Report on LBCC Student Feedback Survey for Classrooms with SLA Requirements
- SI.8 Preliminary Findings: Effect of Student Success Centers on Course Success Rates
- SI.9 Supplemental Learning Assistance (SLA) and Course Success and Retention
- SI.10 Pacific Coast Campus Educational Plan 2011
- SI.11 Facilities Master Plan Update 2025
- SI.12 Distance Learning Plan Presentation to College Planning Committee
- SI.13 Policy on Hiring Part-Time Faculty
- SI.14 Faculty Internship Program
- SI.15 Faculty Profile
- SI.16 "Improve Your Marketability" Presentation
- SI.17 Faculty Professional Development Plan
- SI.18 "Strategies to Ignite 21st Century Brains" Presentation by Judy Willis
- SI.19 LBCC Technology Master Plan 2011-2016
- SI.20 College Planning Committee, Minutes, March 17, 2011
- SI.21 Policy 4024: Policy on Program Establishment, Modification and Discontinuance
- SI.22 Regulations 5011: Administrative Regulations on Prevention of Identity Theft in Student Financial Transactions
- SI.23 Library Department Plan 2009-10
- SI.24 Library Department Plan 2010-11
- SI.25 Library Budget
- SI.26 Library SLOs 2011-12
- SI.27 College Planning Committee, Summary Notes, September 4, 2008
- SI.28 College Planning Committee, Summary Notes, May 6, 2010

- SI.29 College Planning Committee, Agenda, May 19, 2011
- SI.30 Board of Trustees, Minutes, September 9, 2008
- SI.31 Board of Trustees, Minutes, October 9, 2009
- SI.32 Board of Trustees, Minutes, October 26, 2010
- SI.33 List of Budget Training Sessions
- SI.34 Understanding Your Budget and Ledger Reports Presentation, February 19, 2010
- SI.35 Understanding Your Budget and Pay Check Stub Presentation, November 18, 2010
- SI.36 Planning Process Presentation, Management Professional Development
- SI.37 Policy 2020: Policy on Superintendent-President Selection
- SI.38 Policy 2021: Policy on Evaluation of Superintendent-President