

# **LONG BEACH CITY COLLEGE**

Institutional Self Study in Support of Reaffirmation of Accreditation

*Submitted by*

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

*to*

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

*Date Submitted*

**CERTIFICATION OF THE INSTITUTIONAL SELF STUDY REPORT**

Date \_\_\_\_\_

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

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

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

We certify that there was broad participation by the campus community, and we believe the Self Study Report accurately reflects the nature and substance of this institution.

\_\_\_\_\_  
E. Jan Kehoe, Ph.D.  
Superintendent-President

\_\_\_\_\_  
Roberto Uranga, B.A.  
Board of Trustees Liaison and President

\_\_\_\_\_  
Linda Umbdenstock, Ph.D.  
Accreditation Steering Committee Co-Chair

\_\_\_\_\_  
Julian DelGaudio, Ph.D.  
Accreditation Steering Committee Co-Chair

\_\_\_\_\_  
Felton Williams, Ph.D.  
Standard One Co-Chair

\_\_\_\_\_  
Herta Keilbach, Ph.D.  
Standard One Co-Chair

\_\_\_\_\_  
Karen Kane, M.Ed.  
Standard Two Co-Chair

\_\_\_\_\_  
J-son Ong, M.A.  
Standard Two Co-Chair

\_\_\_\_\_  
Fred Trapp, Ph.D.  
Standard Three Co-Chair

\_\_\_\_\_  
Phyllis Arias, M.A. Ed.  
Standard Three Co-Chair

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Mary Callahan, Ed.D.  
Standard Four Co-Chair

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Ray Sumner, Ph.D.  
Standard Four Co-Chair

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Lisa Sugimoto, Ph.D.  
Standard Five Co-Chair

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Alicia Andujo, M.S.  
Standard Five Co-Chair

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Leticia Suarez, Ph.D.  
Standard Six Co-Chair

---

Laurel Breece, Ph.D.  
Standard Six Co-Chair

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Irma Ramos, M.B.A.  
Standard Seven Co-Chair

---

Wendy Hornsby, M.A.  
Standard Seven Co-Chair

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William Flory, B.S.B.A.  
Standard Eight Co-Chair

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Rodney Tsukashima, M.A.  
Standard Eight Co-Chair

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Gary Scott, Ed.D.  
Standard Nine Co-Chair

---

Thomas Killian, J.D.  
Standard Nine Co-Chair

---

Lou Anne Bynum, M.A.  
Standard Ten Co-Chair

---

David Morse, Ph.D.  
Standard Ten Co-Chair

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Steve Wallech, Ph.D.  
President, Academic Senate

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Shannon Willson, B.A.  
President, Classified Senate

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Rebecca Cervantes  
Representative, Associated Student Body

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Maria Narvaez, B.A.  
Planning Assistant, Office of Planning

## **ABSTRACT**

Long Beach City College is celebrating its 75<sup>th</sup> year as an institution of learning. As a focus, the College has been addressing the challenges and opportunities presented by diversity, technology and evolving pedagogical practices. The College has examined its strengths, evaluated needs, assessed weaknesses, initiated interventions and reviewed a college wide student retention study to assist in the planning process.

### **Standard One: Institutional Mission**

LBCC's mission statement defines the institution, its educational purposes, its students, and its place in the higher education community. The College's mission statement identifies the institution's primary purposes and clearly reflects the scope of the institution's functions. The mission statement is linked to the District's planning process in both direct and indirect ways and was reviewed and revised during this reporting period, although no formal procedure is in place to trigger a routine or periodic review.

### **Standard Two: Institutional Integrity**

LBCC maintains integrity in its publications and its teaching-learning process through its commitment to academic freedom and discernment between personal convictions and proven conclusions. The College embraces standards on academic honesty and athletics, regular review of policies and practices, concern for equity and diversity, and honesty with the Commission. Challenges have included organizational changes, the advent of the web as a form of communication, changes in curriculum and policies, and increased demands for information. The College remains in compliance on the integrity standard, and has made improvements in the access and consistency of its information. Web-based materials have been uneven and will be made more consistent. The College has made significant strides in its concern for equity and diversity from its hiring of a more diversified faculty and staff, to its programs and services that support student diversity and access.

### **Standard Three: Institutional Effectiveness**

LBCC has developed and implemented a broad-based and integrated system of research, evaluation, and planning to assess institutional effectiveness and uses the results for institutional improvement.

The research generated at the College supports strategic and operational planning, and improvement. As part of this self-study effort, the College undertook a major retention study whose findings have been utilized or referenced in this accreditation report and are being considered in the College's planning process. Research regularly contributes to operational planning, such as scheduling, department planning, hiring, and student

equity issues, retention, along with community relations and marketing. Research has also influenced course success and retention planning, instructional strategies, curriculum development, supplemental instruction, grant requests, assessment services, matriculation and placement, and course exit competencies. Research and program reviews of the service areas have led to new services, better space and personnel utilization, and recommendations for streamlining operations. Research on space utilization study documented shortfalls in space and led to the deployment of portable buildings and a major bond effort.

The College put in place a comprehensive and well-defined planning process inclusive of all college constituencies. The Educational Master Planning Committee, the key coordinating body, is supported by seven planning committees to address instruction, student development, equity, success and quality, facilities, technology, economic development, and budgeting. Both long-term and annual planning/budgeting/review cycles detail the institution's priority projects for improvement. The College will refine its process to better disseminate and communicate plans.

The College has made progress in making institutional outcomes assessment a regular part of the planning process. Collegewide institutional planning and effectiveness appear in two multi-year, multiple task "master plans" published in this reporting cycle. In 1998, the College adopted an institutional effectiveness model using measures derived from the state. It has published Institutional Effectiveness Reports yearly thereafter. The College has also completed its first six-year cycle of program review, wherein important improvements in instructional and support programs were identified and implemented in operational planning. Changing over to measurable outcomes, as opposed to goals framed as processes or activities, requires further education of the administration, faculty, and staff. The College established the Assessment of Student Learning Outcomes Sub-Committee, which will identify a list of general education outcomes for the entire institution and an assessment process.

#### **Standard Four: Educational Programs**

LBCC provides a comprehensive instructional program designed to meet the educational needs of a growing ethnically, academically, physically challenged, linguistically and economically diverse student body.

The College expanded the variety of academic support programs to assist students in reaching their educational and career goals based on information provided through matriculation and assessment processes, and as a result of its continuing research on the success of graduates at four-year institutions or in the workplace. To meet the challenge of the population of under-prepared students, the College expanded its pre-

collegiate basic skills courses in English, Math, and English as a Second Language. The College institutionalized its economic development mission by establishing contract courses/programs servicing the business community and creating certificates for the completion of various courses of study. The College participated in the Seamless Education Project ensuring that a link exists among the three providers of education in Long Beach to facilitate the transfer of students across institutions.

Through the Committee on Curriculum and Instruction and its four subcommittees, the faculty initiated curriculum changes, program reviews, prerequisites, additions, deletions and new course proposals. The Course Evaluation subcommittee toughened the requirements for course outlines as part of its review all course additions, deletions and changes proposed by departments. Curriculum innovation focused on growth in technologically mediated instruction in the form of on-line and web-enhanced courses, interdisciplinary courses, and a variety of learning communities with a diversity emphasis Faculty extended instruction into geographic space with the establishment of a study abroad program. The Chancellor's Office Fund for Student Success grant enabled the College to develop service learning as a component of curricular offerings.

The College has demonstrated a commitment to the process of developing learning outcomes across the curriculum, by authorizing the establishment of an Assessment of Student Learning Outcomes Committee and funding the hiring of a Coordinator. Competency figured in faculty thinking about general education. The Associate Degree and General Education Subcommittee evaluated information competency, the ability to find and use sources of information, as a necessary complement to computer proficiency in the general education field.

Through its planning structure, the College emphasized resource allocation for strategies fostering student academic success. The Instructional Planning Committee supported curriculum redesign. The College increased its share of grant awards, enabling the institution to initiate new and innovative programs, including learning communities called the Latino Studies Institute, CityTeach, and on-line counseling, mentoring, student services, textbook reservation/purchasing, and a website where one can find the College Catalog and Schedule of Classes.

### **Standard Five: Student Support and Development**

The College identifies its changing student needs through various surveys studies, and analyses. Many processes and activities are in place to address student needs. LBCC is moving towards a consolidated service delivery system including One-Stop Student Service Centers on each campus and improved access to information through a new electronic systems. The College has one of the largest financial aid programs in the

state. In addition, other outstanding programs include the Transfer Center, Women's Center, Leaders Across Campus, CalWORKs, and the Student Resource Center, which assist students return to school, enroll in classes, gain access to community service agencies, and transition to the next level of education or the workforce. Expansion of student leadership and co-curricular opportunities are another hallmark of the College.

New initiatives, including a student services component of the Title V grant, address the needs particularly of Latino students and underserved students overall. The need for coordination of the College's many retention efforts has been an issue raised in a recent retention study.

### **Standard Six: Information and Learning Resources**

LBCC organized its information and learning resources in a new three-pronged way: 1) the School of Learning Resources, Teaching and Technologies provides direct learning resources to students through the libraries on both campuses, the Center for Learning Assistance Services, and Basic Adult Education and also supports the College's instructional technology initiatives 2) the infrastructure support provided by the Academic Computing and Information Technology Area which maintains almost 900 individual's computers, over 80 labs and multi-media classrooms, and the network system for all areas of campus, and 3) the discipline-specific learning resources such as the many specialized labs on campus.

Every area of both campuses has seen an expansion of technology and traditional resources. The College has reorganized its learning resources around both students (supplemental instruction, tutoring services, learning workshops and courses, library collections and reference/database/research services and original courseware for self-managed learning) and faculty (instructional technology development center and media production) aligned with and supported by a whole new technological infrastructure (campus computer network, open access labs and discipline-based labs, new library system and electronic databases, web-accessible information and on-line support). The College is struggling to keep up with these new demands and faces challenges in the extensiveness of its technology and its maintenance.

### **Standard Seven: Faculty and Staff**

LBCC has sufficient qualified full-time and part-time faculty and staff to serve its 28,000 students, support its expanding educational mission, and to demonstrate its commitment to fostering diversity.

In the past six years, the College experienced a significant growth of administrators, full time and part time faculty, instructional support staff, and classified staff. The College's 149 new faculty hired since 1996

constitute a 44 percent turnover and a 30 percent increase in this asset, while the 146 additional classified staff represent a further 48 percent increase. The dramatic expansion of teaching and non-teaching staff have helped meet diversity goals in hiring by representing a demographically more diverse universe than in 1996 (see *Table 7.1, p. 7.13*).

During this timeframe the College integrated its hiring practices into its planning processes. A Hiring Priorities Committee for faculty and a Staff Planning Committee for classified staff were established in 1996 and 1999 respectively.

The evaluation process used for administrators, on the other hand, was revised in 1998 to reflect the administrator's performance objectives. Procedures for evaluating faculty in their role as department heads are being negotiated.

Through practices such as College Day at the beginning of the school year, the holding of three Flex Days and the annual Great Teacher Seminar, the College has fostered a climate for professional development of faculty and staff. Moreover, professional and staff development has occupied a high priority in the College's planning process. The dollars invested in staff development have more than doubled and sabbatical leaves have increased 25 percent.

### **Standard Eight: Physical Resources**

Facilities planning was integrated into the planning structure of the College. Given the aging facilities, many dating from 1935, the College has been in a constant struggle to maintain them and make them adequate to emerging instructional and student services needs, including electrical, network wiring, HVAC, appropriate configuration of space, and access issues.

A major bond issue was passed in spring 2002 to address these needs. The College has been implementing ADA improvements, especially bathroom renovations. As facilities renovations are made through the bond, more ADA improvements will be incorporated. Many building modernization projects have merited being on the state funding list. A top priority for the College is a One Stop Shop for Student Services on each campus. Staffing to support the growing facilities and their upkeep remains a challenge. A new emergency preparedness plan in coordination with other public entities has been developed and a committee to help coordinate its implementation and training is being initiated.

### **Standard Nine: Financial Resources**

The College remains fiscally sound and stable. The College carefully develops its fiscal plans and monitors its fiscal obligations. Through



greatly strengthened links in the planning process, the widely participatory Budget Advisory Committee recommends funding to support many major projects aligned with the College's goals and objectives. These include projects related to curricula, student and learning support, professional and staff development, facilities, and technology.

Major technology and information systems improvements are costly investments with on-going fiscal implications. Increases in benefits, insurance and utility costs will significantly impact fiscal planning and Budget Advisory Committee recommendations. Innovative funding through energy savings and major income through grants and partnerships have helped fund new initiatives. The recently passed bond measure will provide a major fiscal contribution to needed facilities improvements.

### **Standard Ten: Governance and Administration**

The Board of Trustees developed annual retreats and scheduled workshops on College issues, developed a new ethics statement, conducted annual study sessions on its goals and a self-evaluation process, and devised a monitoring system for College effectiveness and budget review. The Board initiated new policies and revised others. Three new members were elected. the student trustee was empowered with an advisory vote.

The Board selected a new Superintendent-President in 1997. Under her leadership, the College developed a new planning structure that links planning and budgeting in an on-going, participatory process. An administrative reorganization and leadership transition strengthened emerging areas of the College.

The faculty role in governance is clearly defined in policy and administrative regulations, giving them a substantial role in all matters related to educational programs. Faculty members take part in the decision-making processes in virtually all areas of the College that pertain to their responsibilities and expertise. Issues remain with regard to the best and most effective strategies for collaboration. Yet faculty and administration acknowledge that compared to the manner in which the institution was operated a single accreditation cycle ago, progress has been significant.

The Classified Senate was recognized in Board policy and they actively participate in governance. New legislation has clouded the issue of representation of classified staff in governance areas.

Students are represented by the Associated Student Body and invited to participate in governance.

## STATEMENT OF REPORT PREPARATION

Long Beach City College successfully received accreditation from the Western Association of Schools and Colleges in 1996. As part of its report to the College, the WASC made recommendations for a Midterm Report and visitation to take place half way through the six year accreditation cycle in November 1999. The Midterm Report and visitation reflected concerns WASC expressed related to several major planning and governance issues the College had not adequately addressed in a previous accreditation report dating back to 1989. The College welcomed the opportunity to address these concerns and to present to the WASC an update of its planning agenda for the next six years, and received an overwhelming approval from the visitation team. Now, three years later, Long Beach City College stands again ready to examine its performance on the standards, to showcase its achievements in delivering excellence in higher education, and to specify its plans for further refining the quality of its educational programs and services.

In keeping with Long Beach City College's evolving participatory governance policy, for the first self-study in the institution's history, the faculty member appointed by the Academic Senate acted as co-chair of the Accreditation Steering Committee, with adequate release time from teaching responsibilities. Faculty members had previously shared co-chair positions on most subcommittees. In addition, the College created and filled the position of Dean of Planning, and an Office of Planning was established in 1997. This administrator became the co-chair for the Accreditation Steering Committee, and brought to the process valuable insight into how to facilitate the committee's work. Both of these appointments may be considered as part of a larger College response to the concerns raised about governance and planning in the WASC recommendations. Classified staff and students are represented on the Steering Committee (until spring 2002) and Standards Committees. A Board liaison is also on the Steering Committee and Standard Ten.

Preparation for the 2002 Accreditation Report commenced in spring of 2000 with the appointment of the co-chairs of the Steering Committee and several for standards committees. An organizing meeting of the Accreditation Steering Committee occurred in September 2000 and subsequent meetings followed in September, October, and November 2000 to give more detailed direction to the subcommittees responsible for each of the standards. Owing to the linkage of the College's accreditation effort with collective bargaining, two workshops for members of the Steering Committee and subcommittees with Darlene Pacheco of the Accrediting Commission for Community and Junior Colleges of the WASC were held in January 2001 and again in August 2001. The latter workshop was held to service faculty members who had elected not to

participate in the first training session at the direction of the full-time faculty's union, which had been voted by CCA in November 2001. The second training session also serviced members of the Steering Committee and standards committees who had received committee appointments in the interim. The reintegration of faculty as full participants in the self-study was thus accomplished by fall 2001 and continued through its completion.

In January 2002, a new state law in effect had implications for the role of the classified staff's collective bargaining agent. In response to this new appointing source, the Steering Committee required, and arranged for, training of new classified appointees to the self-study team to ensure their effective and full participation. However, on February 27, 2002, the classified staff's collective bargaining unit also voted to recommend against further participation by their members in the self-study until a contract dispute with the College was settled. The action led to the cancellation of a WASC training session which had been scheduled for March 1, 2002.

The Steering Committee expanded its subcommittee structure to reflect the restructuring and growth in Standards from eight to ten. As in previous accreditation efforts, the Steering Committee members and the subcommittee members were drawn from all of the principal groups on campus to ensure representation from all areas. The Steering Committee, comprised of the co-chairs of the standards committees and representatives of the Academic Senate, Classified Senate, Associated Student Body (ASB), and a Board liaison, helped to lead the overall work of the self-study, learned from each other as work progressed, and approved various versions of the study. (Timelines, training materials, review criteria, agendas and minutes are available.)

The subcommittees were assigned the relevant visitation team recommendations and asked to prepare narrative responses for each. In addition, the subcommittees were directed to prepare descriptions, self-evaluations, and a planning agenda for each of the standards.

In the spring and fall of 2001, the Steering Committee met eleven times to monitor the progress of the subcommittees. In the spring of 2001, the subcommittees submitted draft descriptions to the Steering Committee. These were evaluated for responsiveness, adequacy, accuracy, and balance at the end of the spring 2001 semester. The fall of 2001 semester took up the task of preparing the self-evaluation element of the report. Together, the draft description and self-evaluation were submitted to the College for review and comment on January 14, 2002. The subcommittees and the Steering Committee incorporated appropriate responses to the first draft and prepared collegewide planning agendas

during February and March 2002. On April 4, 2002 a second comprehensive draft was submitted to the College for final review.

Throughout this process, the Steering Committee kept the College apprised of developments in the Accreditation Report through the publication of an accreditation newsletter, announcements in Commline, (the collegewide bulletin) and through briefings to the principal groups on campus such as the Board of Trustees, the Executive Committee, Deans/Directors, the Academic Senate, the faculty at large, Department Heads, Associated Student Body, and Classified Senate. Building on lessons learned from the Midterm Report, the Steering Committee continued to make use of an internal or "intranet" website as a novel means of communicating with the campus. The website included a posting of the Midterm Report and the draft Accreditation Report, along with the entire Accreditation Team roster, the current and future accreditation standards and policies, the results of the campus-wide retention study, other research, a photo gallery of the team hard at work, and an easy process for posting comments. This strategy augmented the reviews conducted by all constituency groups on campus.

A draft copy of the report was sent to the College community via the Board of Trustees Liaison, Academic Senate, Classified Senate, Associated Student Body (ASB), Community College Association (CCA), Certified Hourly Instructors (CHI), the Classified Union AFT), and department heads including academic and classified administrators, manager/supervisors, and instructional department heads, and to the chairs of the planning committees. In addition, copies of the report were available in each library on the two campuses of the College and the Faculty Resource Center, and announcements were placed in Commline inviting comment from all interested parties. These efforts assured that at least two or three means were available to all to ensure the report was broadly and widely discussed. The Steering and Standards Committees considered all suggestions, finalized the Accreditation Report and approved it for submission to AACJC. It was sent to the Board of Trustees for approval of transmittal on May 28, 2002.

The Steering Committee in its leadership role in accreditation became increasingly adept at identifying the College point of view, not just a particular group or area, and in addressing issues of evidence. While most planning agenda items were reflected in the College plan, the Accreditation report process has helped to alert the College to items that needed additional attention and to implications of the new standards. Attendance by teams (including several standards co-chairs) in the California Assessment Institutes has been beneficial to the College throughout this process. The College is actually striving to improve its review process as it proceeds.

## **BACKGROUND**

### **The College**

Long Beach City College (LBCC) is one of the oldest and largest California community colleges. Established in 1927 as Long Beach Junior College, legislative action in 1970 separated the college from the Long Beach Unified School District, creating the Long Beach Community College District.

Today, the Long Beach Community College District (referred to community-wide as Long Beach City College) is a single-college district that operates two principal campuses. The Liberal Arts Campus (LAC) is located in suburban northeast Long Beach, while the Pacific Coast Campus (PCC) is located in an urban setting in central Long Beach. In academic year 2000-2001 the District leased office space in Wing Industrial Park for the purpose of accommodating the growing Economic Development activities of the District. Instruction is also offered at an extension campus and several satellite locations.

The College offers a variety of courses that transfer to four-year universities; as well as two-year degreed programs in business, health services, science, math, English, foreign language, art, physical education, and social science. The College also offers one-year vocational certificates in a range of occupational trades.

LBCC is governed by a five-member, publicly-elected Board of Trustees. The Board provides leadership and sets policy for the College. The Superintendent-President is responsible for implementing policies and directives approved by the Board.

Long Beach City College prides itself on its long history of service to the community. The close ties with the community are illustrated by the support the College enjoys from the Long Beach City College Foundation, which in its twenty-four year existence has raised over \$15 million for scholarships, capital improvements, and special projects. An active Alumni Association provides opportunities for further community support and involvement.

The needs and interests of students are met through a variety of educational programs and services, as well as a long-established and comprehensive co-curricular student activities program. Transfer education and occupational training are two main functions at LBCC, but the College also offers many basic skills courses and general education programs. New programs and services are continually being developed to meet the needs of the community, an increasingly diverse student population, as well as business and industry. The College has added

cultural and ethnic studies, developed computer assisted instruction, expanded multimedia efforts, created a series of student learning communities and increased collaborative efforts with both the Long Beach Unified School District and California State University, Long Beach.

Long Beach City College has received state awards for its associate degree nursing and child study programs and is widely known for its extensive and technologically-advanced commercial music and electronics programs. It has several special training partnerships with area corporations, including Sheppard Machinery (Caterpillar), Southland Motor Car Dealers Association, Dale Carnegie Training Institute, Long Beach Unified School District, Snug Top Group and Boeing Aviation.

### **The Community**

Long Beach City College is located in the southern part of Los Angeles County in an urban area undergoing significant demographic and economic change. It serves an area of approximately 128 square miles, including the cities of Long Beach, Signal Hill, Avalon (Catalina Island), and some parcels of unincorporated county land.

The principal city in the College service area is Long Beach. According to Census data, the population of Long Beach grew from 429,433 in 1990 to 461,522 in 2000 (7.5% change). The population of adults (18 years and older) in Long Beach, according to Census 2000 is 326,883 or 70.8%. In 1990 adults 18 and older comprised only 63.7% of the population. Clearly, more of the population has now “come of age” and will be seeking a postsecondary education experience.

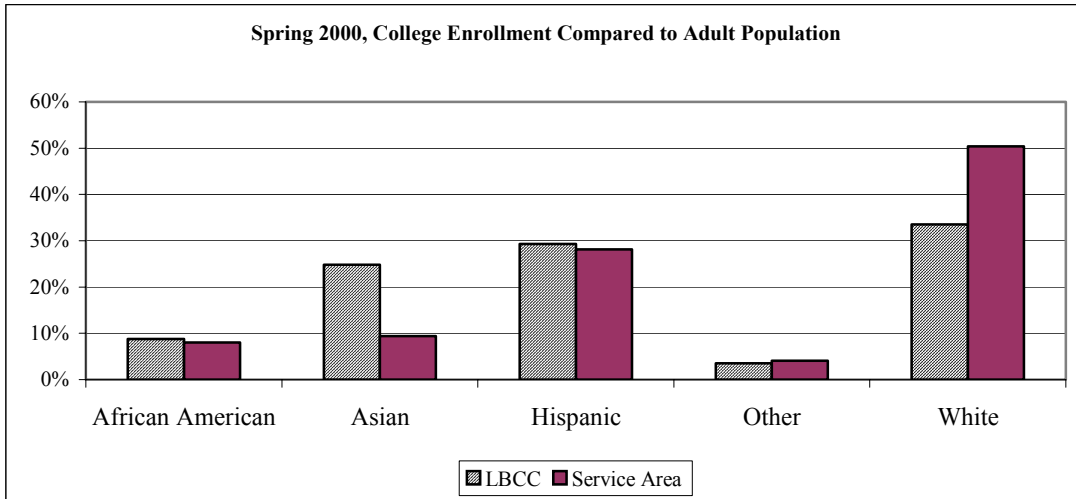
Long Beach is California’s fifth largest city and is the 32<sup>nd</sup> largest city in the United States. Forecasts estimate that Long Beach’s population will increase to 472,367 by 2010, 491,875 by 2015, and to 512,272 in 2020. The Los Angeles-Long Beach county population is projected to increase from 9,716,000 in July 2000 to 10,169,100 in July 2005 and to 10,605,200 in July 2010.

Long Beach’s population has changed over the last ten years. In 1990 the population was 37% White, 30% Latino, 17% African-American, 16% Asian, and 1% other. According to 2000 Census data, Long Beach had an ethnic distribution that included 33.1% White, 35.8% Latino, 14.5% African-American, 11.9% Asian, and 4.7% other.

The larger, official College service area supported by the District has an ethnically diverse population (all ages) as well: 44.4% White, 31.8% Latino, 8.5% African-American, 9.6% Asian, and 5.7% other. Adults (18 and older) in the District service area are similarly ethnically distributed

(averages): 50.4% White, 28.1% Latino, 8% African-American, 9.4% Asian, and 4.1% other. Long Beach City College's spring 2000 student population reflects a similar ethnic distribution: 33.5% White, 29.3% Latino, 8.8% African-American, 24.8% Asian, and 3.5% Other. Figure 1 illustrates this participation experience.

Figure 1



The Los Angeles/Long Beach area has a high immigrant population and is the top metropolitan area of immigration residence (INS 1996). One of the challenges in an area of such diversity is the language barrier.

Table 1

	<b>LB/Lakewood</b>
Persons 5 yrs and older	481,779
Speak a language other than English	151,951
Do not speak English "very well"	80,954
Speak Spanish	89,644
Do not speak English "very well"	49,699
Speak Asian or Pacific Island language	48,561
Do not speak English "very well"	27,456

Source: US Census Data 1990

As Table 1 shows, over 30% (151,951) of people five years or older speak a language other than English. Of that population, 53% (80,954) do not speak English fluently. Almost 50,000 Spanish speakers do not speak English well. It should be also noted that of those who speak another language, almost 32% (48,561) speak an Asian or Pacific Island language (as compared with only 22% for the State), and of that, over 27,000 do not speak English well. These figures reflect the high Cambodian, Vietnamese and Hmong refugee population of the area.

The Cambodian population (40,000+) in Long Beach is the second largest in the United States. Most Cambodians who settled here are peasant folk and farmers and arrived with an education of third grade or less. About 60% of the Cambodians in the area are on welfare. In contrast, the Vietnamese (est. population 10,000) who sought refuge in Long Beach are city dwellers and highly educated; only an estimated 15% are on welfare. There are only about 1,000 Hmong still living in the area. Most have moved to Central California.

LBCC is the only CA community college with a federally funded refugee program. The Refugee Assistance Program (RAP) started in 1979 and currently serves 125 refugees. RAP provides Vocational ESL, pre-employment training, vocational training and job placement for refugees and immigrants who have been in the country for less than five years. For those who have been here longer than five years, the Refugee and Immigrant Training and Employment Program (RITE) assists them with all activities related to welfare, such as assessment, child care, transportation, training referrals and job placement. RITE currently serves about 750 refugees and immigrants.

Approximately 30% of the students in the refugee program transition into one of the regular programs. A higher percentage (about 50-75%) attends regular ESL classes after finishing the refugee program.

In recent years, the Long Beach area has been trying to recover from a major economic blow. The loss of its Naval base and shipyard, and the demise of the aerospace industry have caused great economic hardship to the community.

In 2000, the unemployment rate for Long Beach was 5%--which is slightly higher than the state as a whole (4.9%). This area also has the 7<sup>th</sup> highest percentage (23.9%) of people living below poverty level as compared to surrounding communities. In terms of numbers, it tops the list at 105,275. Over 100,000 people receive some form of public assistance (i.e., CalWORKs, Medi-Cal, Food Stamps, etc.) (Source: United Way of Greater Los Angeles, *1998-99 State of the County Report*).

The effects of this economic downturn go beyond the employment sector, and affect the rest of the community, including its children. As the table below shows, compared to the State, a significantly larger percentage of students in LBUSD receive free or reduced price meals or are part of CalWORKs. It also shows the higher number of English Learner Students due to the high immigrant population as described above.



Table 2

	<b>LBUSD</b>	<b>State</b>
English Learner Student	37.3%	24.9%
Free/Reduced Price Meals	68.2%	47.3%
CalWORKs	27.9%	14.3%

*as % of K-12 Enrollment*

Source: Educational Data Partnership, *LBUSD 99-00*

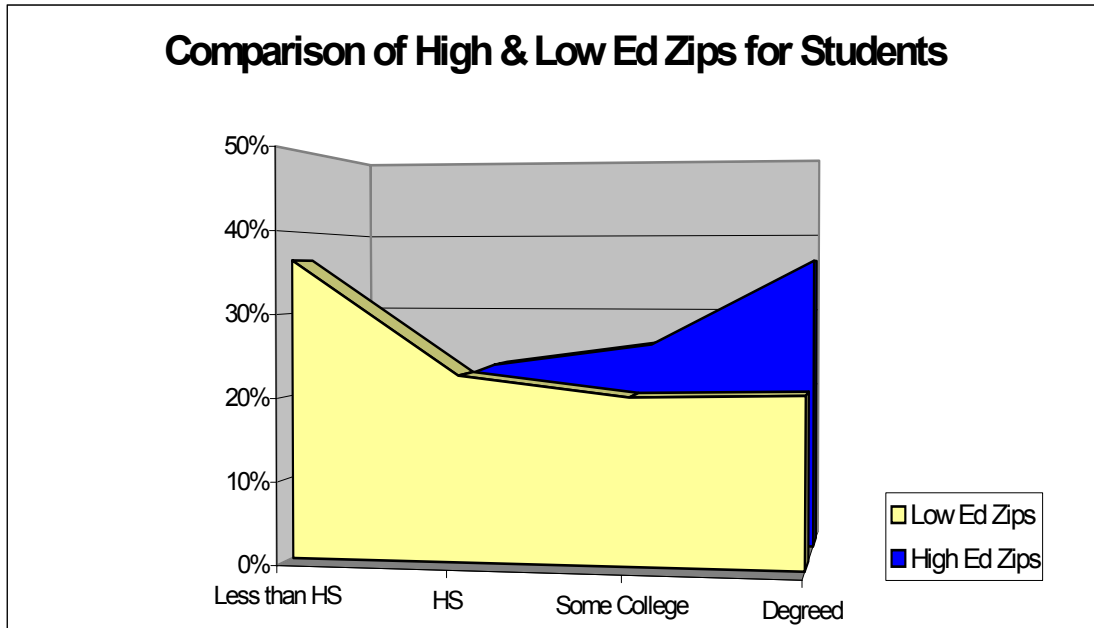
LBCC has the highest percentage of TANF recipients compared to colleges of the same size (13.76%), and it also has the highest number of TANF recipients among all CA community colleges (3,394).

Table 3 shows the educational attainment of the community from which most LBCC students reside compared to the educational attainment of the State. More than a quarter of the area's residents have less than a high school diploma or equivalent. This rises to almost 37% for over half the service area, an area which we draw heavily from. In contrast, we lag the state in baccalaureate and above degrees. This low level of educational attainment puts the community at an educational as well as an economical disadvantage.

Table 3

<b>Educational Attainment (persons 25+ yrs.)</b>	<b>Areas of Residence for LBCC Students*</b>	<b>Low Ed Zips</b>	<b>High Ed Zips</b>	<b>State</b>
< 9 <sup>th</sup> grade	12.5%	18.6%	5.2%	11.2%
9-12 grade	14.3%	17.9%	9.9%	12.6%
<b>Less than HS diploma</b>	<b>26.8%</b>	<b>36.5%</b>	<b>15.1%</b>	<b>23.8%</b>
HS diploma (or equivalent)	22.7%	22.6%	22.9%	22.3%
Some college	22.7%	20.35	25.7%	22.6%
AA degree	8.3%	7.35	9.6%	7.9%
BA/BS degree	13.6%	9.9%	17.9%	15.3%
Graduate or professional degree	5.9%	3.4%	9%	8.1%

Figure 2



\* Includes data from 10 highest ZIP codes where LBCC students reside: 90802, 90804, 90805, 90806, 90807, 90808, 90810, 90813, 90815, 90712  
Source: US Census Data, 1990 Long Beach/Lakewood Division

As part of its overall economic positioning, Long Beach is taking advantage of its unique combination of strategic location, excellent climate, shoreline beauty, and Southern California lifestyle. From Long Beach bountiful array of business and residential neighborhoods, new businesses are finding why Long Beach is becoming one of the leading business sectors in the west.

Long Beach City's economic future depends upon the continued strength in tourism, international trade, and technology and retail sales. Of the four business sectors, technology has the greatest potential for unlimited growth. More and more companies are discovering Long Beach's available, affordable office space, strategic location, skilled labor force, mild climate and other quality of life features, that are unsurpassed in Southern California.

Stemming from the region's sizable film and aerospace industries, and its large population, Los Angeles-Long Beach has been ranked at the top in the U.S. for high-tech employment by a national econometric forecasting firm.

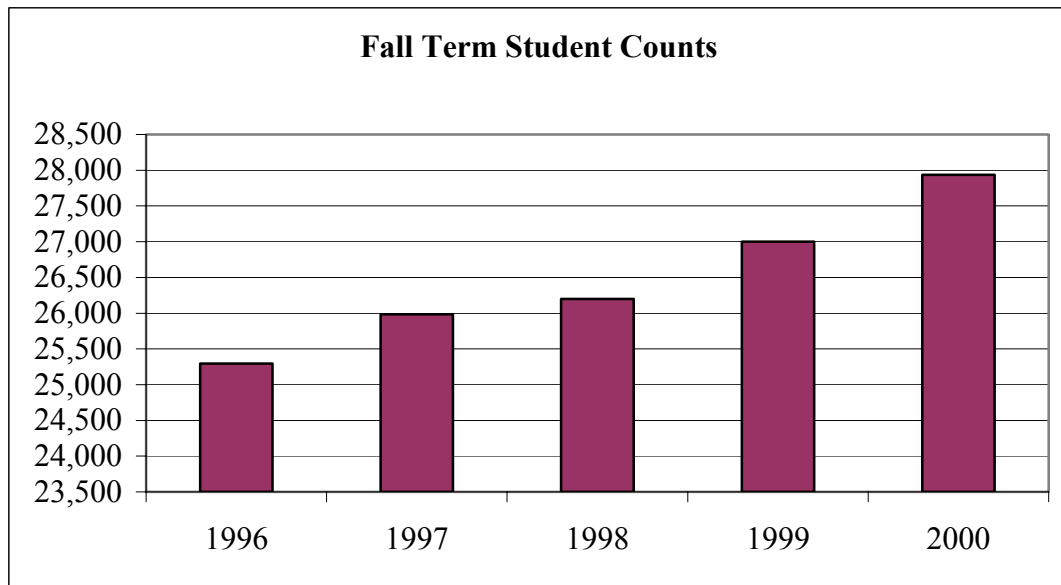
International trade is one of the major economic engines for the Southern California region and has supported the Long Beach economy while other industry sectors were being battered by California's recession. Long

Beach serves as the Gateway to the Pacific and no other city is better positioned to take advantage of the growing Pacific Rim trade than Long Beach. Its Port is the busiest container port in North America and is responsible for over 260,000 jobs in a five-county area and future trade will generate 300,000 new regional jobs by 2010. Containerized trade at the port has grown 150% since 1990, and with shipping companies building bigger and bigger container ships, the Port's future growth is assured.

### The Students

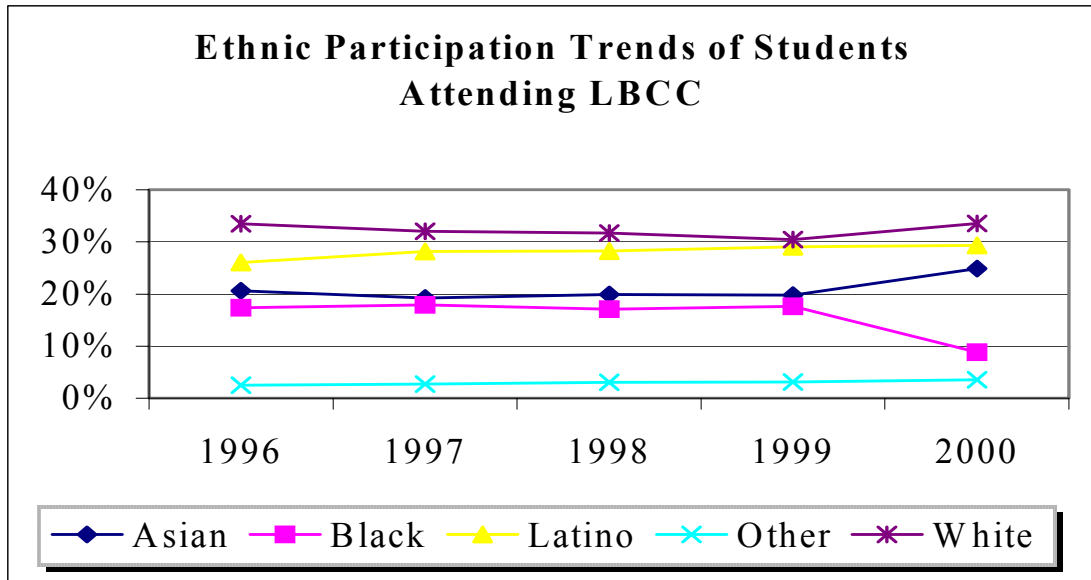
In fall 2000, the College enrolled 27,935 students. Student enrollment reached a peak in spring 1990 at 30,540. Over the last six years, student enrollments have risen steadily and the College has been very active in the recruitment and retention of students. From 1996 to 2000 the College has experienced a 10.4% growth in student enrollment. Figure 3 demonstrates the fall term student enrollment patterns from 1996 through 2000.

Figure 3



In terms of diversity, student enrollment has changed dramatically in the last 10 years. The College has a student population that is more diverse than the demographics projected for the state of California in the next 20 years. Over 60% of the students are from a historically underrepresented group. Hispanic enrollment has increased from 26% to 29%, Asian enrollment has increased from 21% to 25% but African American enrollment has dropped from 17% to 9%. Figure 4 represents the increasing ethnic diversity at LBCC since 1996.

Figure 4



These changes are expected to continue given the enrollment demographics of the feeder K-12 system at the Long Beach Unified School District (LBUSD). Within LBUSD, 82% of the pupils are members of ethnic or racial minorities.

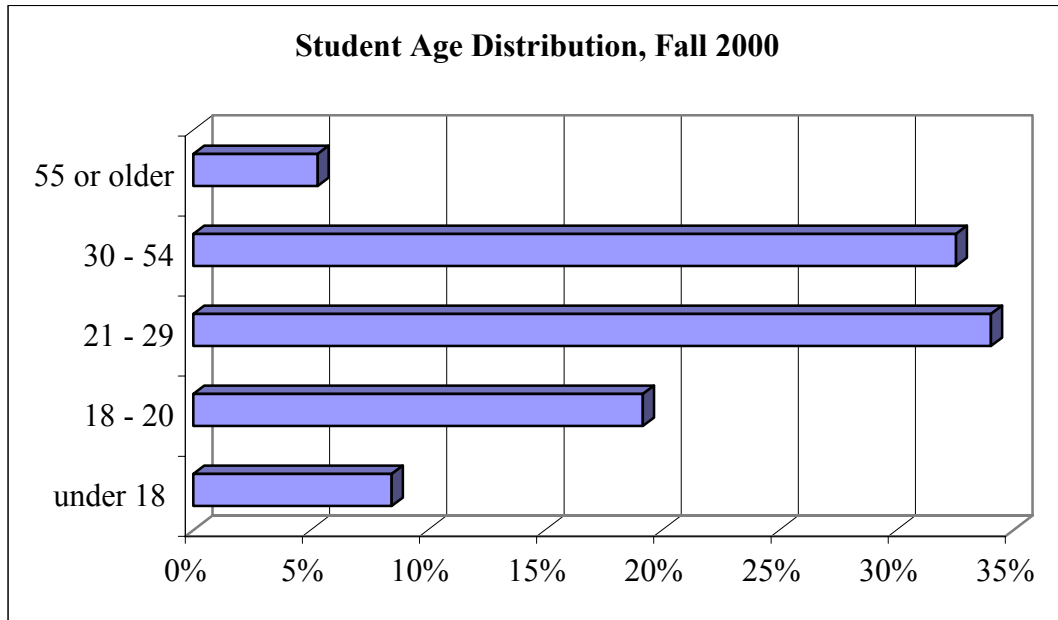
Both the Long Beach Unified School District (K-12) and Long Beach City College face challenges in working with a growing multicultural, multi-lingual student population. Statistics published by LBUSD for 2000, show that one-third of the Long Beach public school students, as a group, speak 31 different languages. The 2000-01 Long Beach Unified's school-age population is from ethnic minority groups: 45% Latino, 20% African-American, 12% Asian, 3% Filipino, 2% Pacific Islander, and 0.3% American Indian. The Long Beach Unified School District's enrollment increased by 16,911 students since 1993-94 (22% growth) and by 2,229 students last year. Increasing enrollments and student diversity indicate that the K-12 district will be sending more multi-cultural students to LBCC each year.

Of the students enrolled at Long Beach City College in the fall 2000 term, 63% are members of racial or cultural minority groups. As the College moves toward the year 2020, this percentage is forecast to increase.

A majority of students who attend Long Beach City College are between the ages of 18 and 40. The average age of the students attending LBCC in fall 2000 was 30 (see Figure 4). However, 17.5% of the students in the same semester were over 40 years of age. Many of the students are re-

entry students who are updating current skills or acquiring new skills for a change in their career.

Figure 5



Many students at LBCC are self-supporting, working at least one, and often two, part-time jobs to support themselves and their families while attending College. Over 34% enroll in both day and evening classes to accommodate their work schedules and 21% are strictly evening students. A significant number of students are academically under-qualified for admission to a four-year college or university. Fifty-four percent of the students are female, many of whom are single parents.

A large number of the students that attend LBCC are part-time students. Part-time students are those taking fewer than 12 units in a semester. Special considerations are made to assure the College's part-time and evening students have access to the various services offered at LBCC.

Day students comprise a majority of the student population, while a slightly smaller number attend both day and evening classes. About one-quarter choose to attend only in the evening due to work or other factors. This pattern has been relatively consistent over the past five years, with only a slight decrease in the number of students who attend solely in the evening and corresponding in the portion who attend exclusively in the day.

A thumbnail sketch of student achievement is provided by PFE and Noel-Levitz indicators of success and retention in Table 4. (See additional information in Standard Three.)

Table 4

**Student Retention, Success, and Attainment Indicators for 2000-2001  
Using PFE and Noel-Levitz Measures**

<b>INDICATOR</b>	<b>1999-2000</b>	<b>2000-2001</b>
<b>Transfer</b>		
UC	84	84
CSU	678	676
Transfer Prepared	1,324	1,613
<b>Degrees &amp; Certificates</b>		
Degrees	787	887
Certificates (>18 units)	496	478
<b>% Successful Course Completion</b>	67.1%	68.4%
Transfer	67.1%	68.0%
Basic Skills	64.4%	64.1%
Vocational Education	77.1%	80.3%
<b>Workforce Development – Successful Completions</b>		
SAM "B" Introductory Vocational Courses	4,985	6,290
SAM "C" Advanced Vocational Courses	22,811	25,245
<b>Basic Skills Success in next course</b>	2,770	2,992
<b>Entering Class Re-enrollment in next year</b>	73%	69%

**The Faculty and Staff**

The College has 1,631 employees. There are 338 full-time faculty, 748 part-time faculty, 486 classified staff members, and 40 administrators. The average age of the faculty at LBCC is 49. Forty-six percent of the full-time and forty-five percent of the part-time faculty are female. Full-time faculty members are 74% White, 8% Latino, 8% African-American, and 8% Asian.

The College has a proactive plan for increasing faculty diversity which has led to the hiring of nearly 50% minority and women hires in the last four years. Faculty diversity is basic to academic quality, involving the role-modeling and mentoring function which minority faculty can provide as well as the cultural diversity they bring to all students.

LBCC has a full-time Director of Staff Diversity who is the Affirmative Action Officer. The College has actively supported and participated in the statewide affirmative action job fair to recruit minorities and women.

LBCC faculty members serve as mentors to new faculty, ensuring the new faculty receive optimal support with the goal of retaining our increasingly diverse faculty.

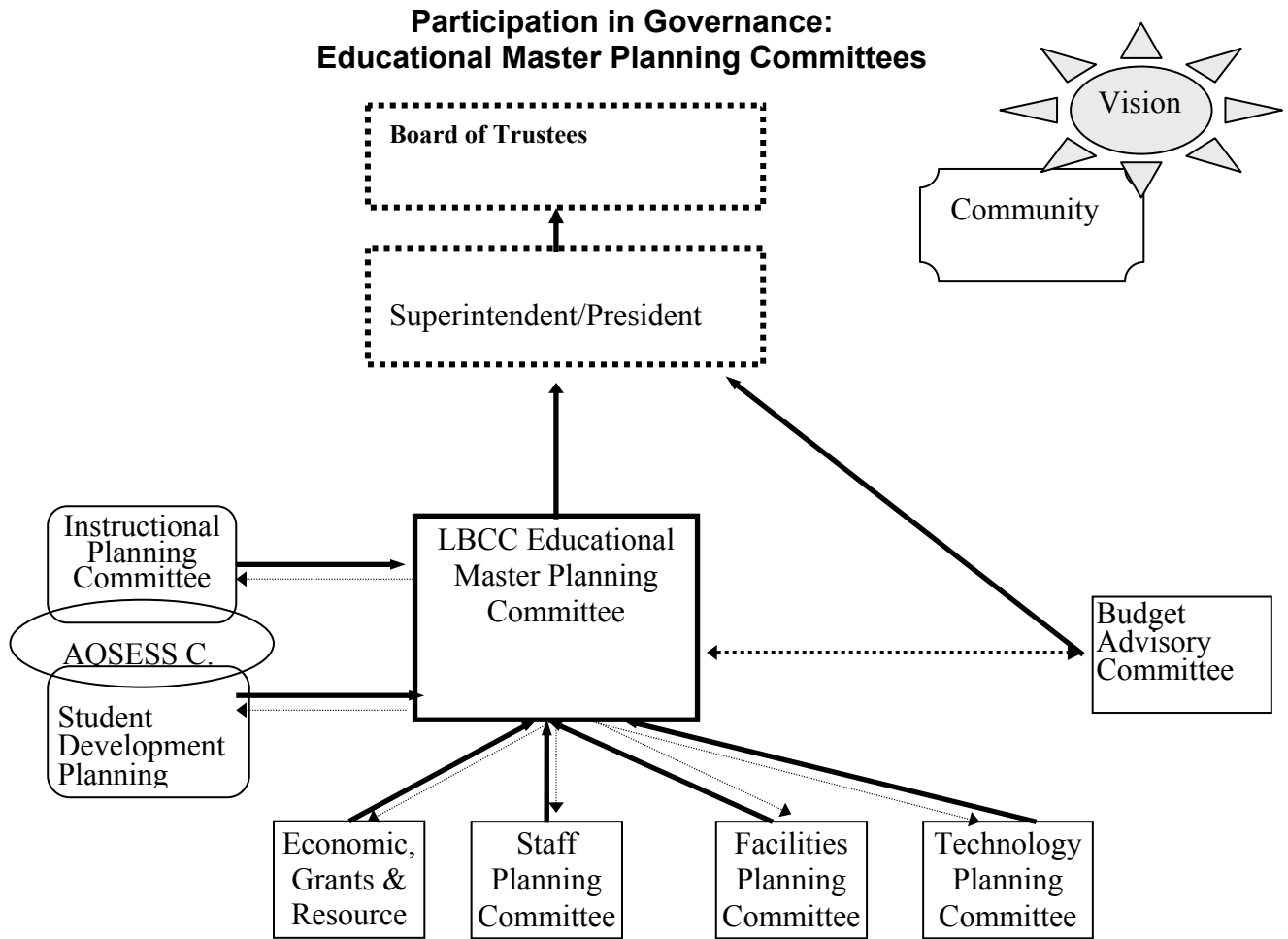
From 1996 to 2000 the diversity of the full-time faculty has increased by 6.5% to 25% while the diversity of the part-time faculty has increased by just over 5% to 22%. An even greater increase has been experienced in the classified staff ranks as that group now reflects a 41.4% diversity rate, which is an increase of almost 11%. The diversity among the administrative group has grown by 8% and now stands at 40%. (See Standard Seven, Table 7.1)

**The College Organization**

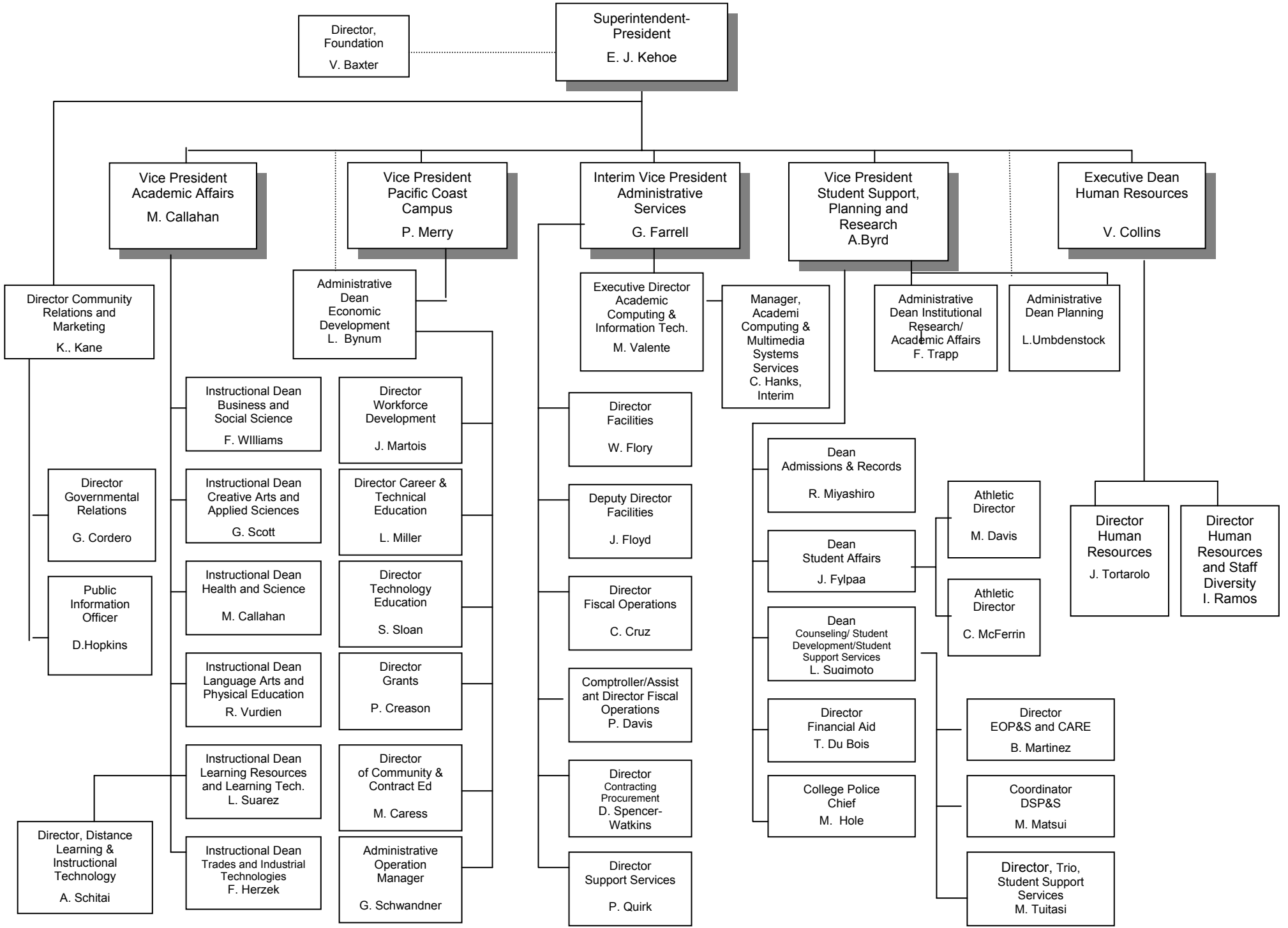
The attached chart displays the College’s organizational structure, arrangement of schools and departments and the management responsibilities.

**The College Planning Structure**

The College planning process (see attached) structures and underpins the College’s on-going, communal work to address community and student educational needs. This is discussed more fully throughout the self-study.



# Long Beach Community College District General Administration





## **CERTIFICATION OF CONTINUED COMPLIANCE WITH ELIGIBILITY REQUIREMENTS**

Long Beach City College continues to be in compliance with the eligibility requirements for accreditation. Compliance with these requirements was validated by the steering committee for the institutional self-study at their meeting on March 6, 2002.

### **AUTHORITY**

1. Long Beach City College is accredited by the Accreditation Commission for Community and Junior Colleges of Western Association of Schools and colleges and is approved under regulations of the California State Department of Education and the California Community Colleges.

Long Beach City College also receives professional accreditation for its programs in Associate Degree in Nursing, Aviation Maintenance, Certified Nursing Assistant, Dietetic Technology, Emergency Medical Technician - Paramedic, Practical Nurse and Radiation Therapy Assistant.

### **MISSION**

2. Long Beach City College's educational mission as a community college is clearly defined and published in its catalog. The educational mission is aligned with the California Community Colleges Mission approved by the Long Beach Community College District Board of Trustees.

### **GOVERNING BOARD**

3. Long Beach City College is a single college district, governed by a publicly elected five member Board of Trustees, joined by a student trustee. A majority of the board members have no financial interest in the institution whether personal, employment, or family-related.

### **CHIEF EXECUTIVE OFFICER**

4. The Long Beach City College superintendent-president is appointed by the Long Beach Community College District Board of Trustees and reports to them.

### **ADMINISTRATIVE CAPACITY**

5. Long Beach City College has 40 academic, support services, and special programs administrative staff members with appropriate preparation and experience to provide the administrative services necessary to support the College's mission and purpose.

## OPERATIONAL STATUS

6. Long Beach City College is operational with over 27,000 students enrolled. A significant number are pursuing vocational certificates, associates degree program and/or transfer to four-year institutions. Others use the College to attain or improve basic skills, workforce skills and advancement opportunities.

## DEGREES

7. Long Beach City College offers the Associate of Arts and Associate of Science degrees. It has over 136 degree programs. A majority of students are enrolled in courses that are part of a certificate program, degree program and/or are required for transfer to four-year institutions.

## EDUCATIONAL PROGRAMS

8. Long Beach City College's degree programs are consistent with its mission and are based on recognized higher education fields of study. The Committee on Curriculum and Instruction, a standing committee of the College, ensures the programs are of appropriate content and length, and are conducted at levels of quality and rigor appropriate to the degrees offered. The degree programs meet California Code of Regulations, Title 5 curriculum requirements, and when combined with the general education component, represent two years of full-time academic work. Articulation agreements ensure the transferability of courses offered. The College also offers over 100 vocational program certificates and approximately 100 certificates of completion.

## ACADEMIC CREDIT

9. Long Beach City College awards academic credits based on accepted practices of California community colleges under California Code of Regulations, Title 5. Detailed information about academic credits is published in the college catalog and schedules.

## EDUCATIONAL OBJECTIVES

10. Each Long Beach City College degree program has its educational objectives for students published in the college catalog. Course objectives are described in the course outlines, which are on file in the instruction office.

## GENERAL EDUCATION

11. Consistent with Title 5, students must complete a minimum of 18 semester units of general education courses and demonstrate

competency in writing, reading and mathematical skills to receive an associate degree. The general education units include an introduction to some of the major areas of knowledge.

## FACULTY

12. Long Beach City College has over 300 full-time faculty and over 700 adjunct faculty. Faculty must meet the minimum requirements for their disciplines based on regulations for the Minimum Qualifications for California community college faculty established in California Code of Regulations, Title 5. A clear statement of faculty responsibilities exists in faculty contracts and the faculty handbook.

## STUDENT SERVICES

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

## ADMISSION

14. Long Beach City College has adopted and adheres to admission policies consistent with its mission as a public California community college and in compliance with California Code of Regulations, Title 5.

## INFORMATION AND LEARNING RESOURCES

15. Long Beach City College provides specific long-term access to sufficient print and electronic information and learning resources through its libraries, learning labs and programs and services to meet the educational need of students.

## FINANCIAL RESOURCES

16. Long Beach City College publicly documents a funding base, financial resources, and plans for financial development adequate to support its mission and educational programs and to assure financial stability.

## FINANCIAL ACCOUNTABILITY

17. Long Beach Community College District regularly undergoes and makes available an external financial audit for the District by a certified public accountant. The audit is conducted in accordance with generally accepted auditing standards and *Government Auditing Standards* issued by the Comptroller General of the United States. In addition, all state and county financial standards and regulations are abided by.

## INSTITUTIONAL PLANNING AND EVALUATION

18. Long Beach City College has an established institutional planning and evaluation process for the development of the College, including integrating plans for instruction, student development, economic development, facilities, technology, staff, and financial development, as well as procedures for program review and institutional improvement. The College systematically evaluates how well and in what ways the College is accomplishing its purpose, including assessment of student learning and documentation of institutional effectiveness.

## PUBLIC INFORMATION

19. Long Beach City College publishes in its catalog, college web site and other appropriate places accurate and current information that describes its purposes and objectives, admission requirements and procedures, rules and regulations directly affecting students, programs and courses, degrees offered and the degree requirements, costs and refund policies, grievance procedures, academic credentials of faculty and administrators, and other items relative to attending the College and withdrawing from it.

## RELATIONS WITH THE ACCREDITING COMMISSION

20. The Long Beach Community College District Board of Trustees provides assurance that Long Beach City College adheres to the eligibility requirements and accreditation standards and policies of the Commission, describes the College in identical terms to all its accrediting agencies, communicates any changes in its accredited status, and agrees to disclose information required by the Commission to carry out its accrediting responsibilities.

## RESPONSES TO PREVIOUS ACCREDITING TEAM'S RECOMMENDATIONS

**Recommendation #1 – *The College needs to proceed with haste to complete and then substantially implement the College Strategic Plan. It is assumed that the College will utilize its Strategic Planning Advisory Council, involving all segments of the College community to do this and, thus, obtain broad-based support for the Plan. Further, other planning-related activities, such as program review, research, and resource allocation should be streamlined to be better coordinated with the College Strategic Plan.***

### **Response**

Between 1995 and 2002, LBCC substantially revised its approach to planning, completing and implementing a series of strategic and operational plans, and replacing its previous Strategic Planning Advisory Committee (SPAC) with a more fully participatory and integrated structure. In its mid-term evaluation of the District in November 1999, the visiting team commented that “the college’s progress on meeting this recommendation for effective institutional planning is most impressive.” The team added that LBCC “has moved from one with serious deficiencies in follow through to one that can be viewed as a model for other institutions.” (*ACCJC Evaluation Report [Confidential], November, 1999*) Since the visitation, LBCC has moved aggressively to institutionalize a planning and evaluation culture at the District.

The transformation of planning at LBCC began in the fall of 1995, when a newly formed SPAC invited the college community to create the college’s first set of strategic initiatives and objectives. Based on this start, the college generated an Operational Plan for 1997-2000, and in summer 1997, established the Office of Planning and hired a Dean of Planning to run it. Initially, the SPAC oversaw updates to the Plan, but in fall 1998, a more comprehensive planning and review process was implemented. The new process formulated updates to the plan to document progress toward the objectives through the college implemented participatory governance structure for planning. This structure now includes an Educational Master Planning Committee (EMPC), which functions as a coordinating group for all planning committees, and a Budget, Instructional, Student Development, Facilities, Technology, Staffing, and Economic, Grants and Resource Development committees and an annual coordinating calendar of planning, implementation and evaluation activities. The College also established an Academic Quality, Student Equity and Student Success Committee to link its formal planning structure to concerns about student access, standards and outcomes. These committees are based upon a participatory governance model in which all of them are co-chaired by academic senate and administrative appointees and include a broad membership according to policy. The planning process is now its sixth planning cycle and, having completed the 1997-2000 Plan, is working on the 2000-2005 Plan.

**Recommendation #2 - Program review needs to be systematically conducted by all college departments, academic and nonacademic (at least once every six years for each department/program). Program review results should be systematically used for planning and budgeting. Responsibility for ensuring that program review is conducted should be administratively assigned where appropriate.**

### **Response**

Since 1997, the college has engaged in program review processes for both instructional areas and support services (all other) areas. The Program Review Committee of the Committee on Curriculum and Instruction is responsible for conducting the instructional program review process; the Office of Planning conducts the *support services* program review process. In November 1999 the ACCJC mid-term visiting team concluded "the college has in place and is systematically implementing excellent processes for program review the results of which are utilized in college planning and budgeting." (*ACCJC Evaluation Report [Confidential], November, 1999*)

The *instructional* program review process, developed by the Academic Senate's Committee on Curriculum and Instruction, has been in place at the college for many years and has been modified several times. The college has recently completed a six-year cycle in which all but 3 programs completed reviews.

On December 10, 1997 the Committee on Curriculum and Instruction established that completion of instructional program reviews are a requirement for consideration for new faculty positions and capital outlay resources. In fall 2001, the Committee on Curriculum and Instruction voted to disband any program that had failed to complete their program review within three years.

Instructional program reviews are presented to the Academic Senate Committee on Curriculum and Instruction and then to the Vice President of Academic Affairs. One issue affecting the implementation of the instructional program review process in the past has been the archiving of program review documents. Instructional program review documents are now housed in the Library where they are available to the entire college community.

In 1997/1998, a protocol was developed for *support services* program review and since then a complete cycle has been conducted. Several adjustments are expected for subsequent years. Support services are defined as all areas reporting to a member of the Executive Committee and encompass all units or departments except for instructional departments. Completed *support services* program reviews are available for examination in the college library as well as in the Office of Planning and the appropriate Vice President's office.

*Support services* program reviews have been presented to the Executive Committee and/or the President's Staff meeting. Recommendations are advanced through the planning process through relevant committees or the by recommendations of the Vice Presidents during EMPC discussions.

**Recommendation #3 - The college needs to comprehensively and cohesively evaluate its institutional effectiveness. A broad-based Research Advisory**

***Committee and institutional research staff are in place and could be helpful in achieving this end. How well the institution accomplishes its purposes must be addressed.***

## **Response**

Summary and Condensation of Recommendation #3 of the Mid-Term report

In its recommendation to the District from its 1996 visitation, the visiting team pointedly stated that LBCC must address “how well the institution accomplishes its purposes.” Since that time LBCC has made substantial progress toward this goal. So much so that in its follow up 1999 mid-term visitation the team noted that LBCC was “doing excellent work in comprehensively and cohesively assessing its effectiveness.” (*ACCJC Evaluation [Confidential], November 1999*) Since 1999, LBCC has moved further along the path toward creating a culture of evaluation and assessment, especially in the area of student learning outcomes.

From the start, LBCC took a three level approach to assessing institutional effectiveness. The first step featured the identification of useful state and nationally accepted analytical references and processes. These measures included the AB1725 and American Association of Community Colleges (AACC) accountability templates. Subsequently, Partnership for Excellence criteria was added. The college also uses economic development data and wage earning capacity of students completing vocational/technical programs to assess this part of the college’s mission. These measures offered a comprehensive look at student access to college, student success both in school and beyond at transfer institutions or at work, and student satisfaction. As a second step, LBCC also focused on several process indicators developed by the Educational Master Planning Committee to measure the impact of actions on strategic initiatives and objectives. Finally, between 1997 and 1999 LBCC focused on student learning outcomes by introducing administrators and faculty to the concept of assessment by sending members to a variety of assessment workshops around the country and by making assessment the focus of Flex Day activities. These efforts reached a critical mass in fall 1999 when LBCC sponsored a statewide Assessment Institute.

Supporting these analytical steps, LBCC put in place the necessary organizational structures to accomplish its assessment tasks. A Research Advisory Committee assisted the institution's research staff. In addition to being able to respond to an increasing number of research requests, the research staff was also able to show how program evaluation was producing improvements in meeting the college’s mission. In its Mid-Term report in 1999, the visitation team congratulated the college on its use of “broad-based” and “key components” to impact institutional practices.

**Recommendation #4 - *The team recommends that the College review evaluation procedures for all employee units to the end that evaluations are taken seriously, completed in a timely manner, and directly address accepted performance expectations. Furthermore, the results of evaluations should be utilized to provide feedback to improve employee performance and to further professional development. Accountability for following through on this recommendation should be established.***

## **Response**

The college reviewed its evaluation procedures for administrators in fall 1997. Department heads and faculty evaluation review along with Deans occurred in fall 1998. A new evaluation procedure for all Administrators was implemented in fall 1998.

As a result of a 1998 survey on issues related to roles and responsibilities of department heads, Deans and faculty in departments, recommendations were made by the Academic Senate and forwarded to the bargaining unit, CCA. Consequently, CCA formed a subcommittee to develop language for department head evaluations. To date there is no evaluation of department heads in their role as department heads, only as instructional faculty.

In August 1998 the Vice President of Academic Affairs conducted an orientation/training session for Department Heads, which included faculty evaluation requirements.

In addition to the review process described above, the standard evaluation procedures include the following:

The administrator evaluation procedure and forms are included in the Administrator's Performance Evaluation Handbook. Tenure Track faculty evaluation procedures and criteria are detailed in Article X of the District/CCA collective bargaining agreement. Evaluation procedures and rating areas for CHI bargaining unit (adjunct faculty) are contained in Article VI.

Evaluation procedures for classified employees continue to be debated within the protracted contract negotiations. The Human Resources Department has assumed a more active role to ensure completion of required evaluations for all groups in a timely manner. Human Resources also provided advance notification of employees in each of the three bargaining units who would be due for evaluation during the academic year.



**Recommendation #5 – *The college, through its strategic planning and program review processes needs to evaluate library and learning support services; specifically, to determine whether sufficient resources have been allocated to ensure that students have access to learning support services sufficient to meet the level of need present in the student population.***

### **Response**

Through its strategic planning and program review processes, the college has evaluated library and learning support services. Program review has been completed for the Library, Basic Adult Education, the Center For Learning Assistance Services (CLAS), and the School of Learning Resources, Teaching, and Technologies. In addition, each program has developed rolling three-year plans as part of the instructional planning process. The School plan incorporates all planning for the library and learning resources. Library wiring and development of learning support services were completed under the *Operational Plan 1997-2000*. Additional development is cited in the *Educational Master Plan*. These documents are tied to the budget process and allocations through the college planning process. While the need exceeds the resources available, additional resources, including staffing, automation, telecommunications, tutoring services, equipment maintenance and maintenance support have been provided or are planned for the future.

**Recommendation #6 – *It is recommended that the College maintain its recently established inventory mechanism and utilize it to systematically develop a plan for equipment replacement.***

### **Response**

Consistent with the recommendation of a consultant, Fiscal Affairs acquired a specialized software program and related equipment, and is now conducting random physical inventory with accurate and timely results. Equipment over \$1,000 is now distinguished with bar codes, in addition to the regular numeric identification. Warehouse procedures for reporting and tagging new equipment have been improved. This updated system gives Fiscal Affairs a more effective control in tracking and accounting for equipment.

As part of its annual priorities for 1999/2000, the District developed an equipment replacement schedule; it included equipment, furnishings, carpet and fixtures. Starting with the 98/99 budget, budgets target \$100,000 annually for desk and furniture replacement for classrooms. Facilities and grounds have developed an updated list for the budget process. These items tend to be placed lower on the priority list during tight fiscal periods with decreased revenues, especially in the capital outlay area.

A response was provided at the last review regarding the need for the college to “maintain its recently established inventory mechanism and utilize it to systematically develop a plan for equipment replacement.” The college has continued to mark and inventory all equipment over \$1000. However since the mid-term review the accounting standards have changed on a national basis and the current reporting requirements are included as part of GSAB rule 34. This rule now requires that not only are inventories maintained but that they

are depreciated. This was a significant change and has altered the college's inventory procedures. Only items of a net worth greater than \$5,000 are now added to the inventory.

***Recommendation #7 – To ensure that the College produces outcomes that will increase the College's effectiveness, the Board and the College community should develop and institutionalize a governance process that clarifies roles, responsibilities, authority, and accountability for each constituency group and, as appropriate, establish a governance vehicle to coordinate participation of these key groups in decision-making.***

### **Response**

Since her arrival in 1997-1998, the Superintendent-President has led the college in a number of ways to produce outcomes that would increase the college's effectiveness. Under her leadership, the college has developed and implemented shared governance structures designed to institutionalize a process that clarifies roles, responsibilities, authority, and accountability throughout the college.

The Academic Council initiated and oversaw the revision of Administrative Regulation 2006 which specifies the principle ways the college constituencies participate in the governance of the college: development and review of policy and regulations, the college planning and budgeting process, and the accreditation process. The Administrative Regulation describes the structure for participation in governance, and the roles and responsibilities of participation. It also cites Board Policies that identify the recognized consistencies and their scope of participation: Academic Senate, Classified Senate (new in January 2001), and Associated Student Body. Recognizing the special role of the Academic Senate regarding a mutually agreed upon process for planning and budgeting, the regulation was initiated by the Academic Council which consists of the Executive Committee of the college and the Executive Board of the Academic Senate, then sent through the President's Advisory Group for comment before being adopted in January 2001. Administrative Regulation 2006 incorporated and advanced the earlier work of the Academic Council on participation in governance as cited in its draft document at the time of the mid-term visit. The Academic Council continues to monitor the comprehensive governance planning and decision-making structure. At this point in time, representation of classified staff is undergoing a change based on the new legislation passed in fall 2001.

The mid-term visiting team concluded that the college "responded quite effectively to the recommendation to develop and institutionalize a governance process that clarified roles, responsibilities, authority, and accountability for each constituency of the college community..." and that "the constituencies appear to be significantly involved in the work of the college and positively impacting its overall development." They did note that the classified staff, at that time still in process of defining its responsibilities, was an exception to the latter part of the statement.

## Standard One - Mission Statement

***The institution has a statement of mission that defines the institution, its educational purposes, its students, and its place in the higher education community.***

- 1 The institution has a statement of mission that defines the institution, its educational purposes, its students, and its place in the higher education community.***

### **Descriptive Summary**

The Long Beach City College Mission Statement identifies the College as “. . . an institution of higher education within the California College system.” The primary purposes described in the Mission Statement are: providing education programs to prepare students for transfer to Baccalaureate-granting institutions, entry into work or career development, and to support business and industry in economic development.

### **Self-Evaluation**

The Mission Statement clearly reflects the scope of the College as a comprehensive public community college, providing access and educational opportunity for those students desiring preparation for transfer to two and four-year colleges, vocational training, and/or career/personal development (*doc. 1.1*).

### **Planning Agenda**

None

- 2 The mission statement defines the students the institution intends to serve as well as the parameters under which programs can be offered and resources allocated.***

### **Descriptive Summary**

Long Beach City College provides quality, affordable educational programs and student services to those who can benefit from the programs the College offers. Long Beach City College is an institution serving the local and surrounding communities and has, as well, a state, national, and international student population. The Mission Statement describes an open door admissions policy and states that the programs and services offered are designed to develop individual potential and to educate citizens to enrich the quality of life in the community, wherever that community may be.

In accordance with the Mission Statement, Long Beach City College offers general education and vocational education at the lower division level, and transitional instruction and those support services that promote student success—remedial education, English as a Second Language instruction, adult non-credit courses, student support services, not for credit offerings and Contract Education. The inclusion in the Mission Statement of the role of Economic Development reflects the importance of this mission.

### **Self-Evaluation**

The Mission Statement defines students as those “who are able to benefit from the programs the College offers” (*docs. 1.5,1.6*). In practice, this definition, when taken in conjunction with its open door admissions policy, means anyone seeking access to higher education at LBCC may attend. LBCC's student population profile bears out the objective of serving all the member groups of the community. Our adult population participation rate is higher than the state's average. The College offers quality, comprehensive educational programs. Most faculty and staff share a perception that the Mission Statement embodies our purposes and guides our efforts. Resource allocation at LBCC is linked to the District planning process and that process is directed toward support of the Mission Statement (*docs. 1.1, 1.4, 1.5, 1.6, 1.7, 1.8 & 1.9*).

In their response to question #51 on the Noel-Levitz Survey, “The College Mission Statement embodies our purposes and guides our efforts,” faculty and staff response was 5.98 on a 7.0 scale, although a slightly lower percentage, 5.34 on a 7.0 scale believe this is happening (*doc. 1.20*).

Information compiled by the Office of Institutional Research provide an analysis of the students who are being served by the College (*docs. 1.14,1.15,1.16*).

### **Planning Agenda**

None

## **3     *Institutional planning and decision making are guided by the Mission Statement.***

### **Descriptive Summary**

The Long Beach City College Mission Statement can be found in the beginning pages of the current draft of the Educational Master Plan and the Planning Guidebook that are designed to serve as districtwide planning tools (*docs. 1.5,1.6*). Instructional programs are reviewed and assessed on all areas of the Mission Statement. New course curriculum and annual review of curriculum assesses the relevance of course content

to our College mission (*docs. 1.10,1.11*). The Board of Trustees annually uses the mission of the College in its self-evaluation process (*doc. 1.18*).

### **Self-Evaluation**

Review of the key planning committees charged with primary responsibility for planning and decision-making show adequate evidence of direct and indirect linkage to the Mission Statement. The Long Beach City College Mission Statement can be found in the beginning pages of several LBCC publications, including the Educational Master Plan and the Planning Guidebook that are designed to serve as planning tools District-wide. Guidelines for such processes as curriculum and course outline development, program/area planning and review evaluation directs attention to the mission of the College. New course curricula and annual review of curricula assess the relevance of course content to our College mission. Instructional and non-instructional program review forms, while clearly relating to the College mission, lack a clear statement directing review of programs with the College mission in mind (for example, three-year Program Plan Department H&PS, Oct. 20, 2000). Department Plans routinely describe their specific purposes in terms of meeting the primary objectives identified in the Mission Statement, although relationship to the Missions Statement is not explicit. There is a lack of reference, in some planning documents and publications, to the Board of Trustees most recently approved the Mission Statement. This version should appear in all new planning documents or publications and be added to the College web page for dissemination beyond the campus (*doc. 1.5,1.6,1.9,1.10*).

### **Planning Agenda**

None

## **4     *The institution evaluates/revises its mission statement on a regular basis.***

### **Descriptive Summary**

The Board of Trustees set the review of the College Mission Statement as a Board goal. The task was assigned to the Superintendent-President who directed the Educational Master Planning Committee (EMPC) to assume responsibility for the evaluation and revision of the Mission Statement. Early in spring 2000, the EMPC identified the need to review and revise the College mission statement to reflect the new College Vision Statement and revised state community college mission. The EMPC authorized a committee made up of representatives from administration, faculty, and staff to review and propose revisions to the Mission Statement. This committee, co-chaired by the then Vice President of Planning and Governmental Relations, and the President of the Academic Senate, created a preliminary version of this mission statement. The Long

Beach City College Vision, The Mission Statement of the California Community Colleges, the then current Long Beach City College Mission Statement, Accreditation Standard one, and a number of other College/District missions were reviewed in the building of the proposed revision of the Mission statement for Long Beach City College. The draft statement was reviewed by all areas of the College and was approved by the Board of Trustees at the April 25, 2000 meeting (*doc. 1.2 & 1.3*).

### **Self-Evaluation**

The College Vision Statement crafts the efforts of the College in more global terms in discussing its educational programs to meet the needs of students living in a “world of increased complexity and speed; a world both global and remarkably accessible; a world technologically advanced but intensely interdependent” (*doc. 1.13*). As a result of the creation of the Vision Statement, the Mission Statement was modified to integrate these concepts (*doc. 1.1*). There is no procedure in place to trigger a systematic review of the Mission Statement and this will need to be accomplished to insure that a review is initiated on a routine and periodic basis.

### **Planning Agenda**

The Educational Master Planning Committee will schedule a review of the Mission Statement in conjunction with the review of the District Educational Master Plan.

***Document List:***

- 1.1 LBCC Mission Statement from 2001-2002 LBCC College Catalog
- 1.2 Board of Trustees Study Session, April 27, 1999
- 1.3 Board Action of April 25, 2000
- 1.4 LBCC Institutional Effectiveness Annual Report
- 1.5 Educational Master Plan with 2000-2005 Operational Plan
- 1.6 Planning Guidebook (Planning Committees' Charge statements, pp. 3, 4, 15, 20, 25, 27, 29, 31)
- 1.7 Program Planning/Review Documents (sample)
- 1.8 Hiring Priorities
- 1.9 Faculty Curriculum Reference Booklet
- 1.10 Course Outline Routine Review
- 1.11 Sample Instructional/Non-instructional Program Review and Evaluation Tools
- 1.12 Materials used by Mission Review Task Force
- 1.13 LBCC Vision Statement
- 1.14 Demographic Characteristics for California 2000
- 1.15 Census/Demographics for Long Beach, Signal Hill, Avalon, Lakewood
- 1.16 LBCC Profile
- 1.17 Board of Trustees Goals, 2000-2001
- 1.18 Board of Trustees Self-Evaluation Instrument
- 1.19 Mission Statement of the California Community Colleges
- 1.20 Noel-Levitz Retention Opportunities Analysis: Report of Findings and Recommendations

## Standard Two - Institutional Integrity

***The institution subscribes to, advocates, and demonstrates honesty and truthfulness in representations to its constituencies and the public; in pursuit of truth and the dissemination of knowledge; in its treatment of and respect for administration, faculty, staff, and students; in the management of its affairs and in relationships with its accreditation association and other external agencies.***

- 1 The institution represents itself clearly, accurately, and consistently to its constituencies, the public, and prospective students through its catalogues, publications, and statements, including those presented in electronic formats. Precise, accurate, and current information is provided in the catalog concerning (a) educational purposes; (b) degrees, curricular offerings, educational resources, and course offerings; (c) student fees and other financial obligations, student financial aid, and fee refund policies; (d) requirements for admission and for achievement of degrees, including the academic calendar and information regarding program length; and (e) the names of administrators, faculty, and governing board.***

### **Descriptive Summary**

Long Beach City College communicates with current and prospective students, alumni, community businesses and the general public locally, nationally, and internationally through the College Catalog (items a, b & e above) (*doc. 2.1*), class schedules (items b, c, & d above) (*doc. 2.2*), the College Calendar with semester updates (*doc. 2.3*), a community publication, "ED Supplement" (*doc. 2.4*), college brochures (*doc. 2.5*), press releases, Public Service Announcements, direct mail letters and postcards, electronic mail, the Communication Line (Commline) (*doc. 2.6*), and the College Website (items a-e above) (*doc. 2.30*).

Since the last accreditation, Long Beach City College has reorganized and combined marketing efforts with the Public Information Office, established an Outreach program that includes the President's Ambassador program, and included the area of Governmental Affairs to create "Community Relations and Marketing." Community Relations and Marketing (CR&M) has direct reporting lines to the Superintendent-President. The Director works closely with the Superintendent-President and her staff, accompanies the Superintendent-President to community functions and acts as college liaison for the College message to the public. Through close communication with the Superintendent-President, CR&M can craft



and disseminate more successfully the appropriate image, message and tone of the College. The area of Outreach (dissemination of information for the purpose of image enhancement and recruitment) is housed within CR&M, yet shares responsibility with many areas within the Student Services division.

The President's Ambassadors were formed in 1998 to meet the ever-increasing need to "market" and recruit for the College. Fourteen to eighteen students are selected each year to represent the Superintendent-President and the College at college fairs, community events, on-campus events, campus tours and in Kindergarten through 12<sup>th</sup> grade classrooms. The Ambassadors receive two months of intensive training before they are allowed to represent the College, and have continuous education of college matters during weekly staff meetings throughout their year tenure. The Director of Community Relations and Marketing supervises the program, with oversight by the Superintendent-President.

Internal and external communications are produced, reviewed and/or approved for content and marketing message in CR&M, which serves as a "hub" for all documents, media messages, electronic media, special events and programming. CR&M develops, produces, consolidates and disseminates all materials that are needed for use by other areas of the College for recruitment, marketing or image enhancement.

*Catalog* - The Long Beach City College Catalog is published annually. Institutional Research/Academic Services is responsible for content, with extensive review by all academic and program areas involved. CR&M is responsible for the cover and overall tone. Approximately 5,000 catalogs are produced each year. Catalogs are sold in the bookstores and distributed on campus through the area of School and College Relations. Requests for catalogs from high schools and universities are handled through the School and College Relations office, as well as CR&M.

*Class Schedules* - The Class Schedule is produced three times each year: fall, spring and summer. The schedule reflects courses offered on both campuses as well as Student Service information. The data section of the schedule's content is the responsibility of Institutional Research/Academic Services, with extensive review by Department Heads and the respective Academic Deans. Student Service information is reviewed by the appropriate department or program area before each publication. CR&M is responsible for the design, printing and distribution of the schedule. Approximately 40,000 schedules are printed in both the fall and spring semesters, and approximately 30,000 for the summer. Schedules are distributed on campus by CR&M, sold in both bookstores, and distributed by the staff of the College warehouse to local "7-11" markets.

Since the last accreditation visit, the schedule has undergone several changes: the content has been reorganized and revised to increase functionality and readability; a Scantron enrollment application is bound into each schedule; and the cover is produced in a “magazine format” to enhance college marketing efforts by highlighting successful students and programs.

*Website* - The College website, both internet [www.lbcc.edu](http://www.lbcc.edu) and intranet, is administered by Administrative Services, with oversight from the Executive Director of Academic Computing and Information Technology. The website is regularly updated with information from the College newsletter (the Compline) and from Admissions and Records regarding registration timelines, as well as administrative and Board of Trustees information. The Schedule of Classes and Catalog information is forwarded by Academic Services to the College webmaster. Course outlines are displayed on the web, as well as the names of administrators, faculty and the governing board. Department and program areas send their respective information to the webmaster for submission on the web. Program areas are able to submit directly to the internet and intranet.

### **Self-Evaluation**

Long Beach City College is conscientious about ensuring that information in publications and electronic communications is clear, accurate and consistent. In the November 2001 Noel-Levitz study (*doc. 2.19*), students indicated that the clarity and reasonableness of program requirements and the clarity and publicity of policies and procedures regarding registration and course selection were areas of strength for the College.

There has been an increasing demand for the production and dissemination of materials and information from not only the traditional venues, but new grant programs, student programs, the College Foundation and Economic Development. Since the last accreditation visit, the College administration has placed increased emphasis on community involvement, which translates to the production of more materials and information. Recruitment through traditional methods has increased by more than 500 percent, while the internet and electronic mail (not a factor during the last accreditation visit) has increased information flow and requests for information to more than 200 “hits” per week. With the formation of the consolidated Outreach area within CR&M, other areas of campus that used to respond to hardcopy mail (Admissions and Records, Counseling) now send all requests for information to CR&M. This consolidated effort affects consistency of information, and results in better tracking of requests.

While every effort is made to ensure accuracy, and processes are in place to check production, the number of deadlines and the amount of work produced lends itself to human error. The areas of CR&M, Academic Computing and Information Technologies, Office of Academic Services and Research will continue to collaborate on best methods and practices to convey the College image and message on the College website, schedule, and catalog. When mistakes are made in printed publications and materials, every effort is made to produce corrections or to prevent the same happening in the future.

Staffing in CR&M is a consideration. CR&M was created in 1997 out of necessity, and has grown in scope and responsibility. CR&M has operated with student staffing (it employs four - five foreign F-1 Visa students each semester) and no formal college support staff. Due to growth, CR&M has relocated twice since July 2000. In May 2002, it employed one administrative secretary to support the Director of Community Relations and Marketing and the Director of Governmental Relations, and to lend assistance to the rest of the staff.

The College website is an area of concern and discussion. While all other materials representing the College are approved through CR&M, departments, programs and areas are able to place information directly on the web. Lack of a consistent message, theme and look is evident on the web, and is acknowledged by the Executive Director of Academic Computing and Information Technology and the Director of Community Relations and Marketing. The number of complaints regarding inaccurate information on the web to CR&M indicate that the college community and the community at-large feel college information and message was coming from CR&M, when in fact, until December 2000, all information was garnered and disseminated by the webmaster, with no coordination from CR&M. With the hiring of a new webmaster in November 2001, discussion and coordination of efforts is beginning to take place between the two program areas.

The College Communication Line newsletter (Commline) produced every three weeks, was restructured in August 2001 and has met with great regard by faculty and staff. In addition to the traditional hard copy distributed to more than 1700 campus mailboxes, the Commline will again be available on-line in fall 2002.

### **Planning Agenda**

Community Relations and Marketing and Academic Computing and Information Technologies will continue to collaborate on best methods and practices to convey the College image and message on the College website; along with Academic Services and Research, and in collaboration with departments, a review of the process for information placement,

timeliness, consistency, and accuracy in the catalog, schedule, and website will be developed by fall 2003. Responsibilities of originating offices and how to deal with late submittals will be included.

- 2     *The institution has a readily available governing board-adopted policy protecting academic freedom and responsibility that states the institutional commitment to the free pursuit and dissemination of knowledge and fosters the integrity of the teaching-learning process.***

### **Descriptive Summary**

The Long Beach Community College District's commitment to academic freedom is clearly defined in Board Policy 4012 (*doc. 2.7*) on Academic Freedom which states "that the professional staff shall be free to define and discuss relevant information and concepts in the classroom or any other appropriate forum and shall be free to select materials and methods of presentation." In the Statement of Professional Ethics within Administrative Regulation 4012.3 (*doc. 2.8*), the certificated staff acknowledges its commitment to "an ethical code of conduct in their relationships to their profession, their students, their colleagues, their college, and their community."

The above-mentioned policy and regulations are printed in the Long Beach Community College District Policy Manual (*doc. 2.26*) In July 1999 this manual was reorganized into a more user-friendly format and made available to all employees on the Long Beach City College Intranet, and these commitments are repeated in the LBCC Faculty Handbook (*doc. 2.9*.) They are also available (as is the entire policy manual) in hard copy in the following offices and areas:

Superintendent-President  
Academic Senate President  
Vice President, Academic Affairs  
Vice President, Administrative Services  
Vice President, Student Support, Planning and Research  
Vice President, Pacific Coast Campus  
Executive Dean, Human Resources  
Library—Liberal Arts and Pacific Coast Campuses  
College Website: [www.lbcc.edu](http://www.lbcc.edu)

### **Self-Evaluation**

The College recognizes the importance of maintaining a rigorous adherence to the Academic Freedom Policy. No significant exceptions were found during this process, nor did any come to the committee's attention during the review periods.

## Planning Agenda

None

### **3 *Faculty and other college staff distinguish between personal conviction and proven conclusions and present relevant data fairly and objectively to students and others***

#### **Descriptive Summary**

LBCC faculty and staff distinguish between personal conviction and proven conclusions as guided by the Faculty Handbook. The Faculty Handbook defines professional ethics, responsibilities, and academic freedom. It addresses common questions faculty and students may ask and serves as a guide to the various situations that may arise within a classroom. The Faculty Handbook (*doc. 2.9*) states under the section *Controversial Issues and Academic Freedom*, "The study of controversial issues shall be objective and scholarly. Instructors shall approach issues in the classroom in an impartial and unprejudiced manner." The Faculty Handbook provides guidelines that define professional ethics, responsibilities, and academic freedom.

A variety of tools and processes exist to ensure that faculty follow these guidelines. These include the tenure review process, the student grievance process, the oversight of the Committee on Curriculum and Instruction, and the hiring process.

Long Beach City College has a process to evaluate tenured, non-tenured, and part-time faculty. All faculty are required to turn in their syllabus at the beginning of the semester and follow the course outlines in their classes. Refer to Standard Seven for a detailed account of Tenure-Track, Tenured, and Part-time Faculty Evaluation. The Evaluation process is listed in both the Faculty Handbook and Master Agreement.

All courses approved to be taught at LBCC are submitted to the Committee on Curriculum and Instruction. This ensures that relevant data appropriate to the standards of the field are taught. In addition, faculty are required to keep on file all course syllabi. In addition, every six (6) years, each course is evaluated through the program review process.

If students perceive that faculty fail to distinguish between personal conviction and proven conclusions or present information in less than an objective manner, they can avail themselves of the student grievance process, which allows students to report such incidences of inappropriate subjective or personal presentations by faculty or staff.

Hiring guidelines for Academic positions require an advanced degree in the field, as well as a minimum of 2 years teaching experience. Additionally there is a 20 minute teaching demonstration for a committee that includes a student representative. Questions in the interview sessions often include the evaluation of the candidates' sensitivity to the diverse LBCC student population. These requirements are to insure that the faculty will have the professional background to present material in an objective, professional manner.

### **Self-Evaluation**

The college faculty embodies its professionalism in documents, in a rigorous hiring process, and in an exhaustive curriculum process. If there were egregious incidents of the lack of objectivity in classroom performance, they should be apparent.

The Faculty Handbook clarifies professional responsibilities and provides a system that cultivates a sense of general professionalism at Long Beach City College.

The evaluation process ensures a standard of professionalism among all faculty. This process provides feedback from senior faculty to tenure-track faculty after having observed their classes and encourages their creativity to find new ways to present their ideas. Tenured faculty are also evaluated by their peers to ensure that the highest standard of professionalism is maintained. Part-time faculty are evaluated every other year by a tenured or full-time faculty member. This process is thorough and allows part-time faculty to maintain academic standards expected by the respective departments.

The program review process maintains the currency of the programs according to the new development of education modules. It also continually examines the courses, comparing and aligning them to the California States University and University of California systems. This self-study process updates the course description and outlines which serves as a guide to all faculty as they teach their courses in the classrooms.

Having faculty, students, administrators and affirmative action officers on hiring committee provides broad and diverse viewpoints. Faculty in hiring committees ensures the highest standard of professionalism in the discipline. Students' participation continues to address the current needs as viewed by students, and the consideration of a diverse student body. Administrators and affirmative action officers ensures that the integrity of the hiring process and that the best candidates in various disciplines are hired.

The accreditation process has not turned up evidence that there has been an issue of faculty not distinguishing between personal conviction and proven fact. In the absence of evidence that any problem exists in this area, the College has not systematically inquired of its students whether they perceive any problem with it.

### **Planning Agenda**

None

**4     *Institutions which strive to instill specific beliefs or worldviews require codes of conduct of faculty, administration and support staff, or students give clear prior notice of such policies***

As a public institution, Long Beach City College does not instill specific beliefs or worldviews.

**5     *The institution provides faculty and students with clear expectations concerning the principles of academic honesty and the sanctions for violation.***

### **Descriptive Summary**

The College has policies concerning academic honesty that are communicated to students and to staff in the *Schedule of Classes*, *Faculty Handbook*, and the *College Catalog*. Board Policy 4018 and its administrative regulations define academic honesty (*doc. 2.11*). The administrative regulation defines all consequences and procedures, and outlines them in the aforementioned publications. During orientation of new faculty, the Dean of Student Affairs reviews the policy on academic honesty and recommends faculty make this a part of their course syllabus. Most faculty include policies regarding plagiarism and other academic honesty issues in the syllabi they distribute to their students during the first weeks of a course. Instructions include the steps that will be taken if dishonesty occurs in class. According to the *Faculty Handbook*, faculty have the obligation and responsibility to deal with Academic Honesty. The Dean of Student Affairs sees an average of 5-10 students per semester relating to academic honesty. The Dean also assists students who believe they are being unfairly accused. Financial Aid students are expected to follow policies on academic honesty. If academic dishonesty is discovered, the student is notified by letter to meet with the Director of Financial Aid. Once the student meets with the Director of Financial Aid, a decision is made regarding the situation. If the student fails to make the appointment to meet with the Financial Aid Director, the student is referred to the Dean of Student Affairs for disciplinary action.

### **Self-Evaluation**

The College has clear and well-communicated policies regarding academic honesty and misrepresentation. The LBCC staff responses to Academic Honesty indicate considerable variation in the content of course syllabi. Not all syllabi contain expectation regarding academic honesty and there is not consensus among faculty about whether they should.

### **Planning Agenda**

The Academic Senate will commence discussions on ways to communicate the Academic Honesty Policy to students in a more effective way by 2006.

## **6     *The institution demonstrates through policies and practices an appropriate understanding of, and concern for, issues of equity and diversity.***

### **Descriptive Summary**

The Long Beach Community College District demonstrates understanding and support for equity and diversity. This is evidenced throughout the many policies, regulations and practices described in the District's Administrative Policies and Regulations (policies 2008, 3001, 3002, 3003, 3012, 3013, 3031, 3034, 4002) (*doc. 2.13*) as well as in the District's Mission Statement which affirms that the College "fosters the development of individual potential and is responsive to the diverse educational needs of the community it services." (LBCCD Mission Statement)

Prior to June 1997, responsibilities for monitoring equity and diversity were assigned to the Director of Staff Diversity/Staff Development. In May 1997, the Director resigned and staff diversity responsibilities shifted to the Executive Dean, Human Resources. During the spring of 2000, the District approved the position of Director of Human Resources and Staff Diversity. In June 2000, the position was filled. The new Director's duties and responsibilities include: developing and implementing the District Faculty and Staff Diversity Plan (1993-1996), developing and coordinating Affirmative Action/Staff Diversity training, monitoring all hiring processes, investigating discrimination complaints, and promoting cultural and ethnic diversity sensitivity.

The Personnel Commission is responsible for establishing the rules and regulations for the classified service. Their responsibilities ensure the efficiency of the classified service as well as the selection and retention of classified employees based upon merit and fitness. The Commission works along side the District in support of the LBCCD Mission Statement



by striving to employ the highest quality classified employees in order to create a workplace of equity and diversity.

LBCCD offers an ongoing variety of programs and services that further support the District's commitment to equity and diversity. LBCCD serves a diverse student population of approximately 28,000 students per semester. In order to meet the needs of these students, the District actively supports student programs and services that reflect a sensitivity to and understanding of their diverse academic, socioeconomic, cultural, disability, and ethnic backgrounds.

LBCC supports multiculturalism through a variety of programs and services designed to meet the needs of the diverse student body. Those programs include the following: E.O.P.& S, CalWORKs, Disabled Student Services, Counseling and Student Development, Campus Child Development Center, Transfer Center, Financial Aid, Continuing Education Center for Women, CARE and Student Affairs, Cultural Affairs, (College catalog, pages 11 & 12). In addition, Faculty Flex Day activities frequently offer Affirmative Action and Diversity Training. Evidence of a commitment to diversity can also be observed through the District's multiple College publications such as the College Catalog, Schedule of Classes, Faculty Handbook, Student Educational Equity Plan (December 1993), and the Faculty & Staff Diversity Plan (1993-1996) (*doc. 2.16*).

The Latino Studies Institute (LSI) offers a variety of diversity learning opportunities that focus specifically on the language, culture, history and diversity of the Latino community (*doc. 2.2, Fall 2002, p.148*) Beginning spring, 2001, four choices will be offered to students: LSI 1, "In Search of Duende"; LSI2, "Latino Art and Identity"; LSI 3, "Latin Soul"; and LSI 4, "Uncertain Borders: Mexico and California in the Age of NAFTA" (*doc. 2.17*).

In an effort to bridge language barriers, various LBCC programs publish information in other languages. CARE, EOP&S, CalWORKs, Refugee Assistance Program, Refugee and Immigrant Training and Employment Project, and Child Services are some of the programs regularly providing information in multiple languages. Portions of the College catalog and class schedules are also published in other languages (*doc. 2.1, p. 14 & 15*). The DSP&S program is in the planning stages of production for additional materials such as Braille, audiotapes, etc.

### **Self-Evaluation**

The College has made significant changes in its faculty and staff diversity. The Director of Staff Diversity monitors the hiring practices to ensure compliance within the such laws as: Affirmative Action, equal employment opportunities, the Education Code, Title 5 (which is currently under review

and revision) and also within the District Administrative Policies and Regulations. In addition, the Director is responsible for ensuring that the LBCCD Faculty and Staff Diversity Plan adheres to the requirements of the California Title 5 regulations. Recent legislation regarding Prop 209 resulted in stalled efforts to update the LBCCD Faculty and Staff Diversity Plan. LBCCD is awaiting review, recommendations and revisions from the Chancellor's office but remains committed to faculty, staff, and student diversity as not only fair but as a commensurate value on par with the major principles by which the College conducts itself.

A statement contained in all job flyers reflects the District's support for Affirmative Action and Equal Employment opportunities. As a result of the recommendations from a 1999 Technical Assistance Review, all academic positions require an evidence of sensitivity to diversity and equity in their minimum requirements. To further ensure equity, academic hiring committees attend a mandated one-hour Affirmative Action Training workshop. In addition trained Affirmative Action Representative monitors processes to ensure adherence to equal employment practices.

The LBCCD Human Resources web page further affirms a dedication to equity by stating that LBCCD conducts personnel practices that ensure nondiscrimination and equal employment opportunities. (Website @ <http://hr.lbcc.edu>)

Since the 1996 Self-Study Report, the profile of faculty hiring has changed significantly. Diversity hiring increased at a steady pace as evidenced in LBCC Employee Demographics, 1996 and 2001 Hiring Comparison. (See Table 7.1)

The District's Student Educational Equity Plan (December 1993) (*doc. 2.15*) recognizes the importance of understanding and valuing diversity and reaffirms LBCCD's long-standing commitment to educational equity for all students. The Academic Quality, Student Equity, Student Success Committee (AQSESS) (*doc. 2.18*) meets regularly to discuss the importance of student equity issues and provides direction in achieving academic quality and educational excellence. Revisions to The Student Educational Plan (December 1993) are scheduled to commence spring 2002. In addition, as the result of a major retention study completed in fall, 2001 (*doc. 2.19*), the College is undertaking a retention plan to better coordinate these efforts and programs targeting specific student groups.

The variety of programs and services offered by the College indicates a high level of commitment to diversity. The College is constantly innovating to ever better address the educational needs of its population as shown by its Priority Projects, new grants, many program plans and reviews (*docs. 2.27, 2.28, 2.29*).

## **Planning Agenda**

The Staff and Faculty Diversity Plan, and the Student Equity Plan will be updated and disseminated by spring 2004. The Student Retention Plan and College Effectiveness Report will incorporate equity goals.

### **7     *The institution demonstrates honesty and integrity in its athletic programs.***

#### **Descriptive Summary**

Long Beach City College is committed to upholding the policies and procedures set by the California Association of Community Colleges through the Commission on Athletics (COA) and the State Athletic Constitution. The College administers these policies and procedures under the direction of the Vice President of Student Services, Planning & Research, the Dean of Student Affairs and both the Men's and Women's Athletic Directors.

Long Beach City College feels that athletics plays an important role in a student-athletes academic career. In its Student-Athlete *Handbook* (*doc. 2.20*), which is produced annually, the Athletic Department states the athletic staff and faculty commitment to assisting student-athletes achieve their academic and athletic goals.

To show its commitment to academic success, the Athletic Department provides its student-athletes with a copy of its Student-Athletic Handbook (complete with a staff listing, institutional policies, standards of student behavior, state and conference standards and NCAA eligibility guidelines), a brief summary of the College's 75 years of athletic success (*doc. 2.21*), an Academic Strengths Reference Sheet (*doc. 2.22*), a Student Success Checklist (*doc. 2.23*), a copy of the California Higher Education Plan (*doc. 2.24*) and other student services flyers to use as reference throughout their stay at Long Beach City College.

Since 1996, LBCC has increased its number of intercollegiate offerings to 21 with the addition of Women's Water Polo. The College athletic program is currently comprised of 11 men's and 10 women's athletic teams. The COA does not sanction any coed sports; therefore, LBCC offers none.

At the beginning of the 2000-2001 academic year, LBCC added an academic counselor and Athletic Success Coordinator to develop the College's Athletic Success Program. The purpose of the Athletic Success Program is to provide consistent academic counseling and support services to the nearly 300 student-athletes who attend LBCC. The Counselor and the Athletic Success Coordinator are charged with making

sure that each LBCC student-athlete adheres to the numerous conference rules and regulations, meets eligibility requirements and develops an educational plan to ensure their academic success.

### **Self Evaluation**

Long Beach City College's Athletic Department provides its coaches and student-athletes with a variety of tools and services in order to maintain good academic standing. Long Beach City College assists its student-athletes in ways such as holding an annual meeting within the first two weeks of the fall semester where administrators, student support staff, public relations and College police personnel are introduced to student-athletes; assessing student abilities for proper class placement; providing academic counseling to student-athletes participating on all of the 21 athletic teams offered by Long Beach City College; referring students to services available on campus (tutoring, writing & reading center, study skills, etc.); and obtaining two grade checks throughout each semester to monitor academic progress.

The athletic department's Student-Athletic Handbook continues to be distributed to student-athletes. Changes in policy and department staffing are updated on an as needed basis.

The College's 75 years of athletic success is updated regularly by the College's full-time sports information specialist. The publication gives an overview of rich athletic tradition at Long Beach City College while listing all of the College's national and state titles.

### **Planning Agenda**

The areas of Counseling and Athletics will look into process, procedures and timelines for the production and distribution of the Student-Athlete Handbook by spring 2003.

## **8     *The institution demonstrates honesty and integrity in its relationships with the Commission and agrees to comply with Commission standards, policies, guidelines, public disclosure, and self-study requirements***

### **Descriptive Summary**

The commission sets forth standards and a "Code of Good Practice" in the "*Handbook of Accreditation and Policy Manual*" and the "*Guide to Institutional Self-Study and Reports to the Commission*". The Commission has provided on-site orientation to employees participating in the Self-Study process. The first orientation occurred Feb 9, 2001 and the second orientation for participants joining the process on August 28, 2001. A Steering Committee meets monthly to review progress, and co-chairs for

each standard set meetings as necessary with their respective Standard participants.

The District has appointed an Accreditation Liaison Officer who has organized and scheduled employee-training sessions by ACCJC consultants to ensure all Commission standards, policies, and guidelines are in compliance.

### **Self Evaluation**

The Superintendent-President, in spring 2001, informed the Commission's Executive Director with respect to the faculty's decision to not participate in the self-study process, due to an existing job action. Management Team and staff began the self-study in spring 2001. The Executive Director validated the District's intent to go forward with the self-study process. The Superintendent-President and the Accreditation Liaison Officer continued to keep the faculty updated with respect to the self-study process despite the bargaining unit's decision to not serve on self-study committees. Faculty joined in the self-study process in fall 2001.

With the change in state law in January 2002, the classified union was invited to participate in the self-study through membership on the Steering Committee and standards committees. Training by the commissions staff was arranged for them. (Classified staff continue to be represented on the standards committees by the Classified Senate.) In March 2002, the classified union notified the Steering Committee that they had voted not to participate. The Commission was again notified of this job action.

### **Planning Agenda**

None

## **9     *The institution regularly evaluates and revises institutional policies, practices, and publications to ensure integrity in all representations about its mission, programs, and services***

### **Descriptive Summary**

The policies and administrative regulations of the LBCCD Policy Manual are reviewed and updated on a continuing basis through a shared governance process and in accordance with the procedures set forth in Policy and Administrative Regulations 1001.

In January 2000, all Executive Committee members were requested to review and update policies and administrative regulations within their areas of responsibility. The Academic Senate, through the Committee on Curriculum and Instruction, reviews on an ongoing basis, policies and administrative regulations relating to curriculum. New or revised policies

and/or regulations are first brought to the Executive Committee for review, and then distributed to the President's Advisory Council for review by all constituent groups. If comments and/or changes are numerous, the policy (or administrative regulations) under review is sent to the originating entity for reconsideration and changes, then again distributed to the President's Advisory Council for review. Changes in policy are placed on the next Board agenda for First Reading, are approved at the following Board meeting, and are distributed to policy manual holders and placed on the intranet . Changes in administrative regulations normally do not require Board approval. After review by constituent groups, they are distributed to policy manual holders and placed on the intranet and internet. Notice of all new/revised policies/regulations is also placed in the College's Commline.

### **Self-Evaluation**

The process is working as outlined. The memo to everyone on campus dated July 1999 notified everyone of the availability of the policies and administrative regulations on the web with hard copies of policy changes sent to the offices listed. The Commline and intranet are effective vehicles to learn about changes and access the policies and administrative regulations while ensuring that the most current approved changes are the ones being viewed.

### **Planning Agenda**

None

### ***Documents List:***

- 2.1 College Catalog (1996-2002)
- 2.2 Class Schedules (Spring 2002, Summer 2002, Fall 2002)
- 2.3 College Calendar (2002-2003)
- 2.4 ED Supplement
- 2.5 General College Brochures
- 2.6 Commline (samples)
- 2.7 Board Policy 4012
- 2.8 Administrative Regulation 4012.3
- 2.9 LBCC Faculty Handbook
- 2.10 Master Agreement
- 2.11 Board Policy 4018
- 2.12 John Fylpaa interview
- 2.13 Board Policies and Administrative Regulations (2008, 3001, 3002, 3003, 3012, 3013, 3031, 3034, 4002)
- 2.14 LBCC Mission Statement
- 2.15 Student Educational Equity Plan
- 2.16 Faculty and Staff Diversity Plan
- 2.17 Title V Activity News (February 2001)
- 2.18 AQSESS Committee
- 2.19 Noel-Levitz Retention Opportunities Analysis: Report of Findings and Recommendations
- 2.20 Student-Athlete Handbook
- 2.21 Athletic Success Summary
- 2.22 Academic Strengths Reference Sheet
- 2.23 Student Success Checklist
- 2.24 California Higher Education Plan Summary
- 2.25 Administrative Regulation 1001
- 2.26 Board Policies and Administrative Regulations website :  
[www.lbcc.cc.ca.us/policymanual](http://www.lbcc.cc.ca.us/policymanual)
- 2.27 Priority Projects
- 2.28 Competitive Grants, Special Projects (multiple years)

## 2.29 Sample Program Plans and Reviews



## Standard Three - Institutional Effectiveness

***The institution, appropriate to its mission and purposes as a higher education institution, develops and implements a broad-based and integrated system of research, evaluation, and planning to assess institutional effectiveness and uses the results for institutional improvement. The institution identifies institutional outcomes, which can be validated by objective evidence.***

### **A Institutional Research and Evaluation**

***A1 Institutional research is integrated with and supportive of institutional planning and evaluation.***

#### **Descriptive Summary**

The research activity of the College is integrated with and supportive of institutional planning and evaluation in that the annual agenda for research work is set, in part, from requests that arise out of the planning committees. Research tasking to support planning is developed through discussions with the planning committees. The Dean for Institutional Research and Academic Services is a resource member of these committees. In addition, the Dean studies the *LBCC Educational Master Plan with 2000-05 Operational Plan* (doc. 3.11) plus the *Annual Priority Projects List* (doc. 3.31 recommended by the Educational Master Planning Committee (EMPC) so that the implicit research and evaluation tasks can be incorporated into the research agenda (doc 3.9). In turn, research reporting is routinely provided to those committees.

Examples of planning-related research include the following: (1) annual *Institutional Effectiveness Report (IER)* to the Board of Trustees and planning committees (doc.3.2); (2) Educational Master Planning Committee (EMPC) annual updates of data on selected trends (internal and external) (doc. 3.3); (3) Instructional Room Utilization Reports used by the Facilities Department and the Vice Presidents for Academic Affairs and Administrative Services (doc.3.70); (4) Hiring Priorities Committee decision package including labor market trends, FTE (full and part-time trends), student enrollment demand analysis and load ratio analysis (doc. 3.5); (5) Course Success and Retention data for each course, enrollment and attendance history, student demographic and graduation counts that are provided to department heads for departmental planning and program review (doc. 3.6, 3.14, 3.18); (6) Student Equity and Basic Skills Success and Retention Reports used by the Academic Quality Student Equity and Student Success (AQSESS) Committee to stimulate planning (doc. 3.7); and (7) Schedule Planning Packages indicating enrollment demand and past attendance data (doc. 3.19). These reports are discussed at the planning

committee meetings while other reports are used for operational activities (*doc. 3.22*).

Institutional research at LBCC is a shared responsibility divided primarily among the Office of Institutional Research/Academic Services, the Matriculation Office, which concentrates on matriculation research, and the Economic Development Office that concentrates on vocational program research. The Matriculation Coordinator participates in the Student Development Planning Committee (SDPC). The Administrative Dean for Economic Development chairs the Economic Grants and Resource Development Planning Committee (EGRDPC) and as such sits on the EMPC. Through the Administrative Dean for Institutional Research and Academic Services, the research function is integrated into a number of the collegewide planning committees on campus (*doc. 3.12*). According to the official College planning committee Membership List Database (*doc. 3.117*), the Administrative Dean for Institutional Research/Academic Services is a resource to the AQSESS Committee, the EMPC, the Instructional Planning Committee (IPC), and the SDPC. The Administrative Dean for Institutional Research and Academic Services also serves as a resource to the Facilities Planning Committee (FPC), the EGRDC and the Faculty Hiring Priorities Committee. In addition, the College has a technically oriented Research Advisory Committee (RAC), which serves as a resource and advisory committee to the Administrative Dean. This committee is now considered an operational group but there is currently some discussion in the Academic Council that will clarify the distinction between operational vs. governance committees. That discussion may change the status of the Research Advisory Committee. The Administrative Dean for Institutional Research and Academic Services primarily presents information to and participates in evaluation with the EMPC and AQSESS planning committees (*doc. 3.38, 3.41*). Within Academic Affairs the research support for planning is delivered directly to the Vice President for Academic Affairs, the school deans and the department heads. The Administrative Dean for Institutional Research and Academic Services reports to the Superintendent-President through the Vice-President for Student Services, Planning and Research (*int. 3.82*). As such, the Administrative Dean has access to the Executive Committee and receives direction from them because research is seen as a districtwide utility and is used by a variety of groups and individuals for planning and operational purposes.

However, the integration of research goes beyond the organizational arrangements and access points. A variety of research products are presented to committees and individual planners/decision makers throughout the College and the information is used in their work (*doc. 3.4, 3.9*). The Research Agendas become an annual report of work accomplished by listing the names of reports and topics and a note for whom they were prepared (*doc. 3.9*). On those agendas some research products and efforts are marked as being directed to collegewide planning. These

activities arise from the on-going informational requirements for planning or the priority projects set by the EMPC. Many others support operational activity, but not in the context of the formal planning process. There is a Microsoft Access database of research projects available that also catalogs the role and purpose of each report (*doc. 3.74*). A research request form is distributed to department heads, deans and to the planning committees. Those interested in having research help complete the form or telephone a request and the Research Office completes the form.

### **Self-Evaluation**

Research is extensively integrated with and supportive of the planning and evaluation functions of the College and its operational functions. Some research products are environmental scans and have been completed to support strategic planning (*doc. 3.3, 3.26, 3.52, 3.53*). These work products are presented to the EMPC, the Board of Trustees, and senior managers (*doc. 3.38, 3.75*). The environmental scan materials and projections about alternative futures were used as a resource to identify the assumptions upon which planning was based (*int. 3.85*).

Other research products that document organizational performance provide insights for long-term or strategic planning when attention is devoted to selecting priority projects and measuring progress toward the accomplishment of goals and objectives (*doc. 3.2, 3.5, 3.13, 3.14, 3.38, int. 3.85*). These work products are for the Executive Committee, EMPC, IPC, and department heads who prepare a departmental plan. The EMPC and other planning committees used the *IER* (*doc. 3.2*) when preparing the *District Self-Assessment of PFE Accomplishments* in fall 2001. Evaluations about the research products indicate some performance reporting, such as the *Class Size Average Report* and the *Load Report by Broad Program*, are more useful to senior managers than to department heads (*doc. 3.4*).

The specialized facilities planning activities of the College are long-term in nature. Research work is produced and provided to support the annual Five-Year Facilities Report and long-term planning process (*doc. 3.71-73*). A special effort was conducted in fall 2000 to project enrollments and anticipate future needs for plant capacity at each campus (*doc. 3.104*). This project uncovered data coding inconsistencies at the Pacific Coast Campus (PCC) that were corrected in the subsequent Space Inventory Report (*int. 3.105*). The report also contributed to the decision to purchase the portable buildings used while the "D" Building was being remodeled. Other specialized research work helps in the evaluation of room utilization for instructional purposes and has been used to identify under utilized rooms (*doc. 3.70, int. 3.87*). The acquisition of those five additional portable buildings will provide for additional faculty offices, classrooms and much needed office space. The baseline Weichert and Associates facilities assessment in 1994 has served as the basis for the capital improvement initiatives found in the Five-Year Facilities and related Facilities Project

Proposals. It was also the basis for the capital improvement local bond campaign authorized by the Board of Trustees. These studies have documented the shortfall of facilities space, the shortcomings in existing facilities, the expected facilities needs given the projected enrollment future of the District and the adverse impact upon both instructional programs and student support services provided if corrective action is not taken.

Research products such as the Schedule Planning Packages (*doc. 3.19*) support shorter-term, operational planning. A variety of standard and ad hoc reports are provided by the Office of Institutional Research/Academic Services to meet the on-going informational needs of the *College* (*doc. 3.22, 3.74*). The Interim Vice President has indicated that the data provided is wonderful, but may be too much (*int. 3.113*). Surveys of the school deans and department heads reveal that two of the three semester-specific reports are useful but the third is not; however, both of the multi-term reports appear to be helpful (*doc. 3.4*).

Research is integrated into the departmental planning process as evidenced by the materials provided for the annual planning cycle (*doc. 3.18*). The evaluations about research provided to help department heads prepare a program-planning document indicate that the information about students was very helpful and enrollment patterns data was somewhat to very helpful (*doc.3.4*). The small write ups from the fall 2000 administration of the Community College Student Experiences (CCSEQ) survey are illustrative of additional research work products that support program review (*doc. 3.78*). A number of reports are also assembled to support instructional program review, including a student survey (*doc. 3.14, 3.36, 3.78*).

Research supports critical planning activities and recommendations for decision making such as the Hiring Priorities Committee work. These work products (*doc. 3.5*) support the committee's determination as to which areas are authorized to hire new faculty positions. The evaluation of the research provided indicates that the data on basic skills placements was "very useful" whereas the program performance, Fact Book, enrollment projections information was "somewhat" to "very useful" (*doc. 3.4*).

Research efforts are integrated into the campus discussion of Student Equity issues as evidenced in the minutes of the AQSESS Committee (41). These work products (*doc. 3.6, 3.7, 3.24, 3.25, 3.27*) support the AQSESS Committee. The function of the AQSESS Committee is to monitor student equity issues and prompt interventions to be planned by the IPC and SDPC.

The Community Relations and Marketing area used the research data about high school "capture rates" and the *Pulse of Long Beach* study to evaluate their activities and to plan further outreach efforts (*doc. 3.26*).

The Noel-Levitz survey work in fall 2001 (*doc. 3.79, 80*), a *Retention Factfinder Report* (*doc. 3.100*) and the *Persistence Study* (*doc. 3.103*) were a part of the fall 2001 research effort and were in response to the 2001-02 priority project on retention (*doc. 3.31*). In her debriefing remarks the consultant from the Noel-Levitz firm was complimentary of the extent and depth of the research provided in support of her campus retention visit (*int. 3.107, 12-5-01*). The Student Support, Planning and Research Coordinating Group utilized these findings in their work group discussions on the retention priority project for 2001-02 (*doc. 3.108*). The Vice President for Student Support, Planning and Research used the research and the consultant's findings to fashion a Retention Action Plan (*doc. 3.112*).

### **Planning Agenda**

See Planning Agenda B1

### **A2 *The institution provides the necessary resources for effective research and evaluation.***

#### **Descriptive Summary**

There are two FTE units of classified personnel allocated for positions as research analysts (*doc. 3.21*). One of those positions is shared between the needs of the matriculation program, which has a particular emphasis upon the placement examination process, and the Institutional Research and Academic Services Office. The Matriculation Coordinator provides guidance to the analyst's work on the specialized research needs of the matriculation program, and the Administrative Dean for Institutional Research and Academic Services provides guidance to the general institutional research activities. The secretary (now office manager) to the Administrative Dean and a student assistant provide on-going reporting and respond to routine descriptive research needs (*doc. 3.22*). A campus Research Advisory Committee provides input as to the research agenda by discussing the technical aspects of research projects such as design, data integrity, reporting and potential implications for college practice.

The Office of Institutional Research and Academic Services program review found that the staff needed more office space (*doc. 3.109*). In fall 2001 the Office of Institutional Research and Academic Services moved to new spaces and co-located with the Office of Planning.

A computer server with limited capacity has been dedicated to the storage of Management Information System (MIS) files that are used for research projects requiring "historic data" available since 1993. The College purchased an enterprise resource planning software package (PeopleSoft) in 1998-99 and has implemented both the Financials and Human Resources applications. Intensive work has been on-going to implement the Student Administration Application with a likely target date of summer 2003. At that

time, all three applications will be web-based. With this purchase the College is moving from a series of unconnected, stand-alone paper files and electronic flat files or non-relational databases to an integrated relational database that is state-of-the-art.

### **Self-Evaluation**

According to those interviewed, there are some problems related to the staffing and support of the institutional research function at LBCC (*int.* 3.82; *int.* 3.99). When fully funded and staffed, the College operates on par with other colleges of similar size (*doc.* 3.8, 3.21). However, the Office of Institutional Research and Academic Services has been operating at reduced staffing capacity since May 2000 and without any permanent research analysts since June 2001. One of the two research positions has been authorized for hire and during the summer and early fall of 2001 two employment offers were made to candidates, both were declined thus exhausting the merit system list of eligible candidates. Subsequently, a series of interns, consultants, and limited term employees have been employed to help conduct research.

As of September 2001, the Institutional Research and Academic Services Office had an 80 percent vacancy rate (four out of five posts) among the authorized working-level staff positions (two Research Analysts, a Schedule Technician, a Curriculum Specialist). In addition, the Office has been charged with major responsibility in the implementation of PeopleSoft. Therefore, the Administrative Dean and Office Manager (new since June 2001) have been unable to devote full time and attention to all of the reporting, research and evaluation tasks requested.

According to the Vice President of Academic Affairs (*int.* 81), the information needed to help make planning decisions is readily available when the office is running at full capacity (i.e., fully funded and staffed). She indicated that the hardware and software is adequate to function effectively but that there is currently “a temporary blip in the institution’s capacity to produce much needed research.” While these issues have yet to be resolved in the current state fiscal conditions, it is anticipated that since the value of these positions are widely acknowledged, they will receive priority consideration, as funds become available.

The PeopleSoft integrated package of three applications has the potential to provide the College with a rich array of data with which to conduct research and to plan for the future. However, the package also represents a challenge to locate the data elements of interest in a “sea” of data tables and to select the appropriate values from the PeopleSoft system that marks many data values with an effective date. There are formidable obstacles facing the College if it wants to turn data stored in PeopleSoft into useful information. The Office of Institutional Research and Academic Services has been deeply involved in the implementation of the Student Administration Application and

expects to play a role in future District plans to develop a data warehouse strategy. However, expertise must be recruited or developed and funds must be reserved for some computing assets and related specialized software necessary to support a modest data warehouse and web reporting effort.

### **Planning Agenda**

The personnel needs of this office will be considered in light of the Planning Agenda in Standard 7.A1.

### **A3 The institution has developed and implemented the means for evaluating how well, and in what ways, it accomplishes its mission and purposes.**

#### **Descriptive Summary**

The College has prepared several college effectiveness reports to evaluate how well and in what ways the institution is accomplishing its mission and purposes. The initial *Institutional Effectiveness Baseline Report (IER)* (doc. 3.1) was built around the AB 1725 accountability standards. It was presented in draft form to both the Academic Senate and the Executive Committee in fall 1997. The Board of Trustees was given an update in May 1998 using the initial model (doc. 3.1, 3.75). The Board of Trustees subsequently adopted a different model suggested by the American Association of Community Colleges (AACC) in 1998 (doc. 3.51).

In recent years these annual reports and presentations have been anchored in the AACC model using measures prescribed in either the AB 1725 accountability model or the Partnership for Excellence initiative (doc. 3.2). The basic dimensions of the institutional effectiveness model include: (1) student progress; (2) transfer preparation; (3) outreach; (4) developmental education; (5) workforce development; and (6) general education. The College has elected to use the Partnership for Excellence (PFE) initiative measures of performance in combination with the AACC framework. The PFE initiative sets forth system-wide performance goals that create the benchmark by which the College measures performance outcomes. As part of institutional evaluation, the College publishes an annual *IER* (doc. 3.2) that is now different from the initial baseline report (doc. 3.1). The *IER*, produced by the College's Office of Institutional Research and Academic Services, is a yearly evaluation and update of institutional efforts to address the core mission of the College as set forth by the *Educational Master Plan* (EMP). After presentation to the Board, the *IER* is distributed to faculty department heads, the management team and planning committee members. The summary points are presented to the EMPC and discussed with them (doc. 3.38). PowerPoint presentations are also made to several groups on the campus (doc. 3.54-57).

Additional evidence of collegewide institutional planning and effectiveness is published in the *Educational Master Plan with 2000-2005 Operational Plan* (doc. 3.10, 3.11). The *2000-2005 Operational Plan* lays out the institution's long-term goals and objectives, lists the means by which these objectives are to be achieved, and sets timetables for measuring progress toward programmatic completion.

Although not directly an outcome, student opinion has been sampled through the Noel-Levitz Student Satisfaction Survey (docs. 3.79-80) and several administrations of alumni surveys (Transferred Students and Graduates (doc. 3.98). Additional student opinions have been gathered from studies of students who dropped classes and students who left the College without a degree or certificate, although that was their goal (doc. 3.48). A study was also completed on the participation rate of adults in the service area and the extent of enrollments by recent high school graduates at the College are annually monitored (doc. 3.106).

### **Self-Evaluation**

Overall, the College has a highly integrated educational planning process centered on the College's EMPC and its associated coordinating committees such as the IPC, SDPC, and the Technology Planning Committee (TPC). According to the Vice President for Academic Affairs (int. 81), the College's institutional evaluation process is well developed and organized, and broadly implemented. Many of the Priority Projects reflect attention to the findings in the *IER*.

The Noel-Levitz survey data and related campus visit by a consultant have stimulated work on a retention initiative and plans are being made to monitor progress, including a readministration of the Student Satisfaction Inventory at some point in the future. Unlike the random sample of students drawn for the Noel-Levitz survey and the classroom administration of the instrument, the alumni surveys depended upon students returning the survey via the mail. While efforts were made to encourage participation, the response rate was modest and there was a possibility of response bias. Nevertheless, these survey efforts have been used to monitor student satisfaction with the College and have identified potential areas for improvement.

However, further development can be achieved through better communication across committees and departments, with an emphasis on improvement of the "feedback process" that connects the primary committees to related committees and departments, keeping the latter informed and "in the loop." Therefore, the Vice President for Academic Affairs asked departments to include PFE accomplishments, the primary measures of effectiveness, in their annual report to her at the close of the 2000-2001 academic year. The results of this reporting can be found in the Department Accomplishments report (doc. 3.15).



In fall 2001 the planning committees were asked to respond to the prompt questions in the Chancellor's Office District Self-Assessment for the Partnership For Excellence. The "reflective essay" task was taken as a means to extend the evaluation of how well and in what ways the College is accomplishing its purposes (*doc. 3.30, 3.38-41, 3.44, 3.45*). The EMPC reviewed and recommended the final product to the Superintendent President (*doc. 3.38*). Additional discussion of this issue is found in section C1.

### **Planning Agenda**

During 2002-03 the IPC, SDPC, Vice President for Administrative Services and EMPC will evaluate the vertical alignment of unit (department/program, school and support office) plans and the College mission to better assess the contributions units make to overall institutional effectiveness.

During 2002-03 the IPC, SDPC, Vice President for Administrative Services and EMPC will evaluate the horizontal alignment between unit (departmental/program, school, and support office) plans and program reviews to promote more consistent attention to continuous quality improvement and mission accomplishment.

## ***A4 The institution provides evidence that its program evaluations lead to improvement of programs and services.***

### **Descriptive Summary**

The institution is able to trace the conclusions of program evaluations to the subsequent improvements in programs and services. The annual Department Accomplishments reports (*doc. 3.15*), a series of research reports, and the Departmental Plans within Academic Affairs capture this evidence (*doc. 3.35*).

A series of annual reports of accomplishments were prepared and widely disseminated in response to the goals and objectives articulated in the three-year Operational Plan (1997-2000) (*doc. 3.10*). Those reports have continued under the newer *LBCC Educational Master Plan with 2000-2005 Operational Plan* (*doc. 3.11*).

Within both the instructional programs and support office units of the College a system of program reviews has been on-going for six and three years respectively. Each review system provides points of evaluation and opportunities to outline steps of future action. These program review documents, in association with the annual plans of departments and schools, collectively form the corpus of evidence that improvements have been made in programs and services (*docs. 3.36, 3. 37, 3.10 & 3.15*).

## Self-Evaluation

Examples of improvements stimulated by evaluations may be found in several instructional areas. The Math Department utilized the routinely reported course success and retention information to make several grant requests for instructional innovations such as the Winning in Numbers strategy of extra instruction in math, the multi-media approaches and a supplemental instruction strategy (*doc. 3.6, 3.61, int. 3.91, doc. 3.62*). The Math Department also used this research to stimulate discussion about curriculum strategies. Those discussions resulted in the subdivision of the challenging MATH 110 course into two parts that have proven to be easier for students to assimilate (*int. 3.92*). Other research has been used to negotiate with the Long Beach Unified School District regarding a change in some aspects of the Math prerequisites (*doc. 3.63*) and (*int. 3.93*).

The Center for Learning Assistance (CLAS) Department used research and evaluation data to initially secure then renew and institutionalize supplemental instruction (SI) offerings as the research helped to identify historically difficult courses and to evaluate the efficacy of participation in the SI sessions (*doc. 3.28, 3.62, int. 3.91*). The evaluation data was used to secure Partnership for Excellence funding for SI tutors and permanent funding for a full-time classified SI program coordinator. That Department has also used evaluation on the LEARN 11 course in its program evaluation work (*doc. 3.65, int. 3.94*).

In 1997-98 the Matriculation Office investigated the plight of students who had not completed assessment/placement procedures and documented the numbers of students who were not being served but who should have been given assessment services. This research led to a change in College policy that regrettably has not been completely implemented (*doc. 3.67*). Plans are being made to revisit this issue in the context of implementing, PeopleSoft (*int. 3.110*). An on-going evaluation of the Matriculation program did support an application for a Think Tank grant that was used to develop alternative ways to deliver orientation services such as via on-line or internet instruction and a series of workshops (*int. 3.95*). Intervention programs such as the Leaders Across Campus effort have proven successful (*doc. 3.66*).

The Matriculation Office conducted extensive validation research to improve placement services from 1998-2000 for English Composition, Reading and the English as A Second Language programs (*int. 3.95*). New cut scores were established for composition and reading representing the minimum exam and multiple measures combined score that a student could earn and still have a likely chance of being successful in the course of study. In the latter case, the developmental Reading curriculum had been recast from three to four courses. The Matriculation Coordinator is now undertaking intensive research and evaluation work to prepare for the introduction of

computer-based assessment procedures offered by the College Board (*int. 3. 95*).

Stimulated by campus programs on the assessment of student learning outcomes and concerned about the course success and retention data, the English Department has undertaken a series of surveys with the composition instructional staff. The purpose of this work is to revalidate the exit competencies expected of students enrolled in the series of composition courses and to stimulate Department discussion and agreement about the weights attached to each competency. The Department has also surveyed its faculty to solicit examples of problem areas in which composition students are having difficulty. The purpose of this research is to systematically explore teaching techniques and strategies that will improve the learning process for those students (*int. 3.96*). Learning communities (STAR and CLIO) involving English courses have been evaluated and proven successful and therefore retained (*doc. 3.68*).

The English as a Second Language (ESL) Department felt that students in the basic, "English as a Foreign Language" curriculum needed some alternative instructional strategies. They utilized the course success and retention research and some research about course migration experiences to prepare an FSS grant to develop computer-based instruction called the Meeting Individual Needs Through Technology (MINT) proposal (*doc. 3.6, 3.64, int. 3. 91*).

The Office of Institutional Research and Academic Services formerly was able to make a routine distribution of vocational education core measures data that was used in support of program reviews and vocational program grants and plans. With the reduction in research staff and the movement of that data to the web for easier access, the Director of Career and Technical Education meets with each Vocational-Technical Education Act (VATEA)-funded program to review Core Indicator data for the targeted area. Additionally, workshops are held at various times during the year to acquaint faculty and staff with the Core Indicator data. The data has been used as justification in obtaining additional funding for program improvement beyond the VTEA funds (*int. 3.97*).

The Vice President for Academic Affairs and the school deans use the routinely produced schedule planning packages provided by the Institutional Research/Academic Services Office to make adjustments in the array of courses offered (*int. 3.81 doc. 3.3, int. 113; doc. 3.19*). Changes can be noted in the overall number of sections offered, the array of basic skills offerings, and the numbers of general education classes offered. Enrollment demand information is also utilized by the Hiring Priorities Committee when determining which areas need more full-time faculty (*doc. 3.5, 3.47*).

The College planning process identified a need to investigate and better coordinate efforts on student retention. In the fall 2001 term two Noel-Levitz surveys were conducted (*doc. 3.79, 3.80*). A review of retention efforts and evaluations of them was completed that term, A special persistence study was concluded (*doc. 3.100, 3.103*) and a consultant from Noel-Levitz was invited to campus for a visit (*int. 3.99*). A set of recommendations for changes and new initiatives was presented in an open forum by the consultant at the conclusion of her visit (*int. 3.107, 12-5-01, doc. 3.100, 3.103*). This research and set of recommendations were used by several planning committees working on retention issues, including the Student Support, Planning and Research Coordinating Team (*doc. 3.40, 3.41, 3.108*).

Several improvements in services were the result of support office program reviews. For example, the Purchasing Department introduced the use of college credit cards after analyzing the volume of low dollar transactions (*int. 3.101, 12-4-01*). The Office of Institutional Research and Academic Services and the Office of Planning both identified a need for additional space and the potential optimization of staff talent if they were to co-locate into a large office. That merger and office move was accomplished in fall 2001 (*int. 3. 82*). Changes in registration procedures such as allowing phone registration for a longer period of time, utilizing the cafeteria area for orientation before students arrive at the registration computers, and locating someone from the Cashier's Office near the registration workers' stations were all the result of the Admissions and Records Office program review (*int. 3.102*). An independent desk audit of all the functions of the Fiscal Affairs department will soon be conducted and an initial increase of three staff in the custodial area are additional examples of changes from program evaluations. The expected outcome of the former will be a series of recommendations to streamline the operation including appropriate levels of staffing.

## **Planning Agenda**

None

### **B Institutional Planning**

***B1 The Institution defines and publishes its planning process and involves appropriate segments of the college in the community in the development of institutional plans.***

### **Descriptive Summary**

Since the last accreditation report, the College has implemented a planning process and structure that crosses all segments of the College and benefits by the active participation of faculty, administrators, staff and students. The planning process became on-going and the planning structure totally changed from the Strategic Planning Advisory Committee to the Educational

Master Planning Committee. Seven related planning committees were established. Both long-term and annual planning/ budgeting/review cycles were introduced. The change was facilitated by adopting a successful model from another college introduced by the Superintendent-President then modified by the Academic Senate and Executive Committee in the Academic Council. The planning process has undergone continued refinements; it has thus changed considerably since the last Accreditation site visit. Administrative Regulation 2006 describes of the framework for the College planning process (*doc. 3.17*) and the Planning Guidebook provides additional details (*doc. 3.12*) including the roles and functions of each of the planning committees. The College intranet hosts a detailed listing and description of all planning committees and functions (see <http://intranet.lbcc.cc.ca.us> and go to "Participation in Governance").

Each planning committee is co-chaired by a faculty member and the vice president or the administrator who is in charge of the area with which the planning committee works. The most comprehensive group that provides formal coordination for the planning effort is the Educational Master Plan Committee (EMPC). The EMPC is composed of the co-chairs from each of the planning committees. The EMPC creates the College Master Plan and coordinates planning and review activities that advance the Master Plan in an annual cycle. There are several core-planning committees reporting to the EMPC. The titles of the core planning committees reflect their charge: (1) Instructional Planning Committee (IPC); (2) Student Development Planning Committee (SDPC); (3) Academic Quality, Student Equity and Student Success Committee (AQSESS) which reviews all of the committee plans in order to insure that issues of student access and success are addressed. The core planning committees rely on a variety of research and evaluation products, environmental scanning sources, and recommendations made by the supporting committees that are responsible for some aspect of college planning. Instructional and student support unit plans and department plans are fed into school and area plans, which are used in the work of the core planning committees.

The College recognizes and relies on supporting committees that contribute to planning. These supporting committees tend to focus upon the themes of maintenance, infrastructure and innovation. These include the following: (1) Facilities Planning Committee (FPC); (2) Technology Planning Committee (TPC); (3) Economic, Grants and Resource Development Committee (EGRDPC); and (4) Staff (Classified) Planning Committee (SPC). A separate Faculty Hiring Priorities Committee (FHPC) makes recommendations regarding allocations for new faculty hires, which are requested in departmental plans and which impact the College budget.

A Budget Advisory Committee (BAC) made up of representatives of constituent groups and representatives from each of the planning committees, meets to discuss and make recommendations regarding the

distribution of monies based on a set of fiscal assumptions and the funding priorities arrived at by the EMPC (*doc. 3.42*).

### **Self-Evaluation**

Over the last five years the College has developed a comprehensive and well-defined planning process. As it continues to be refined, the process itself becomes more widely known and understood. All appropriate segments of the College have been involved in the development of institutional plans. The Academic Senate and the faculty at large as well as the administration have key roles in the functioning and the implementation of the planning process. All major planning committees have both a faculty and an administrator co-chair (*doc. 3.12, 3.49*). Classified employees and students are represented on the various Planning Committees, including the Budget Advisory Committee. The District and the employee group representing the vast majority of the classified employees (AFT/CCE), are currently negotiating committee representation. Recent legislation, SB235, affects the interpretation of who appoints classified staff to various committees. However, the planning committees have clearly defined charges and memberships as well as clearly defined roles which include a responsibility for communicating and providing information to other planning committees and to other groups via the representatives who make up the planning committee memberships (*doc. 3.12*). The Educational Master Plan, which states institutional goals, objectives and priorities, is widely distributed and publicized. Educational Master Plan Updates are distributed annually (*doc. 3.10*). The President issues an annual letter citing institutional accomplishments based on the Educational Master Plan (*doc. 3.16*). A *Planning Guidebook*, which details the planning process in writing as well as planning committee charges, memberships and roles, has been distributed this year (*doc. 3.12*). The planning structure or planning diagrams have been published, widely distributed and discussed by constituent groups for several years. The coordinating calendar issued by the Educational Master Planning Committee is widely published and distributed to planning committee members (*doc. 3.32*). It is used to coordinate work across the planning committees and culminates in an annual development of priorities to be implemented and reviewed for progress and effectiveness. Meeting agendas and minutes are sometimes posted on the College's website. All major planning documents are also posted on the College's website.

According to interviews with past and current chairs of planning committees and according to the annual reviews of the planning committees themselves, there have been some gaps in the distribution and archiving of documents and in communications with constituents (*int. 3.86, int. 3.87, int. 3.88, int. 3.89, int. 3.90*). Difficulties in staffing have, until very recently, made website publication spotty and problematic (*int. 3.85*). In addition, some key planning documents such as school plans and program reviews, once completed, were housed in single offices, which made access and reference to them difficult. These key documents need to be more widely distributed. The

College's approved Priority Projects List, for example, a list of those projects proposed and funded via the planning process, needs to be distributed to those areas who would implement the projects (such as department heads) and in a timely manner. This gap was addressed in the 2001-02 new priority projects format and clarification of the planning budgeting link (*doc. 3.114, 3.115*).

The college community is still not satisfied with the level of awareness and understanding of the planning process among all. Despite on-going training, development, and guides, a concerted effort to train the faculty and administrative members of each of the planning committees is still needed so that the members understand the entire context of the planning process, their role in that process (i.e. their role in representing an institutional or area perspective rather than a departmental perspective) and their responsibilities for communicating the planning process and decisions to constituencies.

The entire planning process is due for a comprehensive evaluation. Although elements of evaluation have occurred in different planning committees, including an annual evaluation in EMPC, and some review has occurred in the Academic Council, a focused, systematic, thorough evaluation of all the parts of the process and how they are working together could only enhance the process. The Academic Council as the body which designed the planning structure and which defined the charge to the Educational Master Planning Committee is the appropriate body for conducting such a review.

### **Planning Agenda**

By the end of 2002-03, the Academic Council will complete a comprehensive assessment of the planning process with attention to the flow of communication, proper structure and function of committees, their inter-relationships and the overall integrity, impact and effectiveness of the process upon the institution.

### ***B2 The institution defines and integrates its evaluation and planning process to identify priorities for improvement.***

### **Descriptive Summary**

The EMPC coordinates the work of all of the planning committees. The planning process identifies both long-range priorities in the Educational Master Plan and annual priorities that ensure their implementation and success. The EMPC annually develops a cohesive list of priority projects based on long-range goals, scans of trends and changes, recommendations from other planning committees and consideration of progress and impact of specific projects. The EMPC synthesizes the planning committees input and other considerations into a Priorities Project List for the subsequent academic year. As such, it performs the key integrative function. This list is

then submitted to the Superintendent-President and upon approval sent to the BAC. Funding sources are allocated to the prioritized list.

The planning process is layered at the unit, school or area, and institutional levels. There are various ways in which planning is integrated among these levels.

### **Self-Evaluation**

The College's planning process is clearly linked to the identification of priorities for improvement as is evidenced in the business of the Educational Master Planning Committee (*doc. 3.38*). The EMPC's strength lies in identifying collegewide priorities for improvement. The EMPC begins each year with a review of the College's accomplishments and progress to date in completing priority projects. Assumptions and data from previous years are examined and discussed, and the Superintendent-President meets with the EMPC to share her perspective on the direction the College should take. Members of the EMPC weigh institutional priorities based on the work and recommendations of the College's planning committees (*doc. 3.38, 43, 46, 52, 53, 85*). The EMPC recommendations are then forwarded to the Budget Advisory Committee for resource allocation. Clearly this practice, as it is being refined and perfected over the years, is one of the strengths of the College's overall planning process.

However, there is a need to refine this process and take it to the next step where the evaluation of those improvements can be used to trigger continued planning and identification of further improvements. The next step in the evolution of the planning process needs to focus on devising more effective and measurable criteria as indicators of impact. The need for a process that can determine the qualitative and quantitative impact of our planning decisions is evident. The AQSESS committee, whose role includes examining data and indicators to assure student access, equity and success, is attempting to strengthen its role in the evaluation process (*doc. 3.41*).

In 1997 the Program Review Committee attempted to integrate Instructional program review recommendations with the department/ program planning documents. The Three-Year Program Plan document required that each plan element indicate "how each objective, where applicable, would be supported by Program Review recommendations." The intention was to incorporate program review recommendations into department plans that then feed into the Instructional Planning Committee's deliberations about both long-term academic planning and annual priorities. Subsequent priorities have been forwarded to the EMPC for coordination with other planning committees. In an effort to streamline and simplify the planning documents, in 1999 a task force of the Instructional Planning Committee deleted the reference to program review on the planning documents. Up to the 2000-2001 planning cycle, the Instructional Planning Committee reviewed program reviews along with school plans in order to ensure that planning and program review



recommendations were considered in developing academic planning items and annual priorities. In practice, however, it was found that the length of the six-year program review cycle made some recommendations outdated in the development of annual program or department plans. While the current instructional planning documents make no reference to program review recommendations, the Program Review Committee is now looking at a way to more carefully align program review with learning outcomes efforts in order to provide more current information and systematic use of that information in planning and budgeting.

### **Planning Agenda**

See Planning Agenda A3.

***B3 The institution engages in systematic and integrated educational, financial, physical and human resources planning and implements changes to improve programs and services.***

### **Descriptive Summary**

The College's planning process was designed to assure that the educational, financial, physical and human resources functions of the College are integrated in the planning process. In addition to the IPC and SDPC, specific planning committees such as Staff Planning, Facilities Planning, Technology Planning and Economic Development Planning committees are formally and structurally linked to the EMPC (*doc. 3.12, 3.49*).

### **Self-Evaluation**

As a result of an earlier mid-term accreditation visit, the accreditation visiting team commended the College for the structure of its planning process and that process continues to be honed (*doc. 3*). Evidence of the College's commitment to cohesive planning is that both a faculty member and administrator co-chair each committee and actively participate in the work of the EMPC and that the Administrative Dean of Planning meets on a weekly basis with the co-chairs of the EMPC. Further, at the beginning of the school year, departments annually develop a rolling department or program plan (*doc. 3.35*). If a department fails to do this, it will not be allowed new faculty hires. Educational, financial, physical and human resources considerations are discussed in all committees and integrated in the EMPC after focused consideration by the appropriate group. There is an overlapping and integrated structure of committee membership that provides cohesiveness and continuity (*doc. 3.12, 3.49*). Changes to improve programs and services are based on the constant refinement of planning.

One of many possible examples of the systematic and integrated nature of the planning process that has led to a significant improvement for students at the College was the development of the Open Access Computer Lab at the LAC. The Technology Planning Committee initiated that project. The idea

had also been part of the CLAS departmental plan and, consequently, was evidenced in the Academic Affairs Plan. The Lab was accomplished by resource planning and resource allocation in coordination with the Staff Planning, and Facilities Planning committees as a part of deliberations in EMPC and its resulting placement as a top priority for 1999-2000. Another example has been the realization of supplemental instruction as an inter-departmental student success strategy through the cooperation of various departments, implementation by the Center for Learning Assistance Services, prioritization via the Instructional Planning Committee and institutionalization (continuance and funding) through the Budget Advisory Committee. The results of these efforts have benefited students in terms of increased access to computers and software and higher student success and retention rates in targeted historically difficult courses.

There continues to be some debate about gaps in the integration and utilization of the planning process and whether there have been instances where resource allocation decisions have circumvented the planning process. Another example of some of the gaps in the integration of planning and implementation of improvements has to do with the break in the flow of information in the form of plans and priorities from departments up to the EMPC and the flow of information back to departments. A process for consistent and timely communication of planning and budgeting decisions back to the departments and programs being devised as part of an IPC retreat in spring 2002. It is hoped that this will also address the on-going need to define and refine the process for consistently and meaningfully integrating department plans into school plans as well as for defining priority projects which often become diluted in meaning as they move through the planning process. These discussions continue to prompt refinements in the process and searches for ways to increase awareness, utilization of the process in implementation of plans, and communication--all strategies that might improve the process.

### **Planning Agenda**

See Planning Agenda B1

## **C Institutional Outcomes Assessment**

***C1 The institution specifies intended institutional outcomes and has clear documentation of their achievement.***

### **Descriptive Summary**

Long Beach City College has in place processes for establishing, and then regularly assessing and updating the institution's long and short- range goals and outcomes. The College has embraced the concept of developing and implementing a comprehensive "planning" process that includes procedures for specifying and regularly assessing institutional outcomes. Their

achievement is reviewed at the institutional level through the annual college effectiveness report and through the annual review of priority projects to evaluate how well they are contributing to the institutional improvement objectives. At the department level, program planning and program review provide a means to articulate and then review the contributions of programs to institutional outcomes.

The College initially articulated outcomes in its 1996 planning efforts with the work of the Strategic Planning Advisory Committee (SPAC) and a list of strategic initiatives (*doc. 3.29*). These initiatives were refined with the development of the *LBCC Operational Plan 1997-2000* to address the LBCC Strategic Initiatives (*doc. 3.10, 3.29*). First published in 1996 and 1997, this comprehensive "master plan" specified long-range goals and objectives to be worked toward as well as the short and long range action steps necessary to accomplish the stated objectives. It also identified the individuals and areas responsible for leading and participating in the work necessary to accomplish the stated objectives (*int. 3.85*). Although the *Operational Plan* was a three-year plan, each year the individuals, areas and committee members who helped craft the plan, evaluated the progress made toward accomplishing the stated process objectives. The results of these internal assessments were used to update and revise priorities and objectives for the subsequent year.

Each fall, the EMPC attempts to evaluate progress on priority projects (*doc. 3.31*) and their impact on the goals and objectives of the College. The projects originate in the individual departments, which feed into the schools, and are in turn reported to the IPC. This committee, along with the AQSESS committee, the BAC, the SDPC, and so on, suggest projects for consideration and prioritization to the EMPC. Several formats have been utilized for this purpose in an attempt to find the most effective one for this process (*doc. 3.38*). The *LBCC Operational Plan* was updated in spring 1998, 1999 and again in spring 2000 (*doc. 3.10*). The overall planning process itself was also reviewed annually by the EMPC and Academic Council (*doc. 3.38, 3.50*). Each fall the planning committees meetings use this information as a basis for considering annual priorities. The Superintendent-President sends to all faculty and staff a letter identifying accomplishments from the plan (*doc. 3.16*). Departments document their plan accomplishments in an annual report and as part of the update report (*doc. 3.15*). The highest level documentation of accomplishments is the *IER* (*doc. 3.1, 3.2*).

Currently, instructional program reviews are done on a six-year cycle. After being submitted to the Program Review Committee, the reviews are validated by a three-person team for completeness and clarity. This team does not rate the program reviews, but provides a list of recommendations. Currently, the validation team has a standard set of criteria for assessing the adequacy of the program reviews (*doc. 3.84*). After receiving the

recommendations from the validation team, the program faculty address the recommendations in the final draft, and use the recommendations in planning for the next year.

### **Self-Evaluation**

LBCC is making good progress toward institution-wide assessment of its effectiveness. The College has increased both its specification of intended outcomes and documentation of them through its planning and review process. The documents produced by this review process include the *Educational Master Plan (EMP)* and published updates, priority projects designation and review, program planning and review, and the *IER*.

During the past six years the College's overall institutional effectiveness strategy was largely built around three models: 1) the accountability model that emerged from the AB 1725 effort, 2) the American Association of Community College's (AACC) booklet (2nd ed.) entitled *Core Measures of Institutional Effectiveness for Community Colleges* and 3) the Partnership for Excellence (PFE) initiative. In judging the utility of these models to assess institutional effectiveness the Executive Committee concluded adjustments in emphasis were needed; therefore research efforts changed (*int.* 3.82). Whereas the goals and measures in the current institutional effectiveness model adopted by the Board relate to student outcomes, the College also has goals in the areas of technology, facilities, outreach/marketing, staffing, participatory planning and decision-making, and accountability. Results are documented in annual reports such as the *Updates to the Operational Plan* and to some extent in the *IER (doc. 3.2, 3.10)*.

LBCC has an updated *EMP* that also has a five-year operational plan (*doc. 3.11*). The EMPC has developed annual lists of priority projects from a list of goals, formed budget decisions around those projects, and reviewed what has been accomplished (*doc. 3.31*). In the past the priority projects have been focused on activities. To move thinking toward results and impacts in addition to activities an "expected results/measures" column was added to the 2000-2005 version of the *Educational Master Plan/Operational Plan*. The intention is to capture what the College expects in terms of results (*int.* 3.85). Annual reports (*docs 3.10, 3.15, 3.16*) have provided documentation of the results of these planned efforts. Various attempts have also been made to capture outcome level impacts from specific projects on the goals and objectives. In 2000-2001 reports on priority projects helped provide some initial examples of this kind of indicator, but more work needs to be done to make the research, planning and evaluation more useful for assessing institutional effectiveness.

In 1997-98 the state launched the PFE initiative, setting up system-wide performance goals. For planning purposes, the College embedded these measures into its *EMP* and adopted a share of the system-wide goals in

proportion to the College's size. In February 2002 the College reported on the difference that the PFE-goal-related projects have made to the five types of outcomes. This report documents some of the improvements made in the context of the particular challenges posed by LBCC students and community. (*doc. 3.2, 3.30, 3.55*).

The College also seeks to review and modify its research, planning and evaluation efforts to enhance their utility to assess departmental and program effectiveness. For example, the departmental three-year plans are another resource the College is using to capture intended learning outcomes. Departments have also reported annually on their accomplishments in their annual report of progress on the plan and these have been consolidated in Academic Affairs area reports (*doc. 3.15*). These documents contain both goals and accomplishments and are in the Vice President's Office. Some were placed onto the web to facilitate communication and to stimulate the use of the information in assessment of goal accomplishments (*doc. 3.34*). As discussed elsewhere, these plans and assessments are not always clearly linked to institutional goals and are sometimes focused more on activities and processes than on outcomes.

The Administrative Dean for Institutional Research and Academic Services has provided summary statements on the assessment of student learning outcomes for each instructional school (*doc. 3.111*). Unfortunately, many of the goals framed in the past are process or activity goals more than they are outcome goals. Changing over to measurable outcomes is requiring the College to educate the administration, faculty, and staff. This is being accomplished through sending colleagues to assessment conferences and by using the Faculty Flex Days (professional development days) to make presentations about the articulation and subsequent assessment of student learning outcomes or to bring assessment experts to the campus (*doc. 3.33, 3.58-60*).

The Program Review Subcommittee has incorporated a new requirement that learning outcomes need to be a part of the program review document. The Program Review Subcommittee Chair has suggested that as measurable learning outcomes are incorporated into the program reviews, the current six-cycle may be too long a period without peer review to be practicable as programs will not be able to use corrective feedback to make adjustment within a reasonable timeframe (*doc. 3.83*). A two-year cycle for the assessment of learning outcomes is being considered as more appropriate or, as an alternative, a mid-term report in the third year might be workable. The College designated PFE monies for reassigned time to do a pilot study in which a limited number of faculty members will concentrate on several different programs in 2001-02, and create a "template" that other areas could use or build upon when they do their assessment. The plan outlined in (*doc. 3.83*) was reiterated in the fall 2001 EMPC meetings. These

documents would be a natural place for the yet to be formed assessment committee to begin evaluation at the program level.

A review of a sample of recently submitted program review reports reveals that some departments and programs are further along than others in developing measurable learning outcomes (*doc. 3.116*). The quality of this work is uneven and a few programs have fallen years behind. In response, the Committee on Curriculum and Instruction has taken a position that programs which fall three years behind their program reviews will be discontinued. The Instructional Program Review reports are placed in the College library (*doc. 3.36*).

The ad hoc Assessment Committee, which was “sunset” in spring 2001, after being in place for three semesters, developed a list of general education outcomes for the College, and felt that the next step would be to submit these to the College community for feedback and input (*doc. 3.23*). At present, a permanent Assessment of Student Learning Outcomes Committee has been designated as a Subcommittee of the Committee on Curriculum and Instruction, and the Academic Senate has set up the duties of the Assessment Committee Chair (*doc. 3.20*). This committee has not yet been formed, and it is unclear what support the committee would have to compute and interpret outcome data.

The College has also evolved a Support Office Program Review process to both allow student services and administrative services units to specify how their units support institutional outcomes and to document their achievements. The first full cycle has been completed, except for one area, and the process is currently undergoing review to see how it might be revised. The reports are kept in the office of the Administrative Dean of Planning (*doc. 3.37*) and the College libraries as well as in the respective program offices. This area of program review complements the instructional program review process.

### **Planning Agenda**

During 2002-03 the EMPC will develop a process to evaluate the impact of the priority projects on the objectives they were designed to address and in turn influence the effectiveness of the institution.

During 2002-03 the IPC, working with the learning outcomes coordinator, will devise a strategy to incorporate student learning outcomes into the departmental/program planning, assessment and use of results efforts to improve learning.

***C2 The institution uses information from its evaluation and planning activities to communicate matters of quality assurance to the public.***

## **Descriptive Summary**

The College uses information from its evaluation and planning activities to communicate matters of quality assurance to both internal and external publics through its publications, public Board meetings, website, distribution of reports, presentations to the public by the Board, Superintendent-President and others.

In 1999-2001, the College did a major review of the Master Plan. Consequently new, updated goals and objectives were established and posted to the College web site (*int.* 3.85). A more systematic and comprehensive method for documenting, reviewing, modifying short and long-range goals, objectives and accomplishments contained within the Master Plan were also established (*doc.* 3.11).

In May 1998, February 2000, February 2001 and May 2002 the Board of Trustees received a presentation about the effectiveness of the College (*doc.* 3.1, 3.2). Although the *IER* is posted on the campus website, <http://home.lbcc.cc.ca.us/~iras/>, a few faculty do not have access to the Intranet. Therefore, the report and presentation is also widely distributed on the campus and to various committees.

The Board of Trustees and the Superintendent-President also represent the College throughout the community and speak to issues of quality as a part of that process (*doc.* 3.75, 3.76). The Board minutes and the Superintendent-President's appointment calendar both chronicle the places, dates and times at which the Board of Trustees and the Chief Executive Officer (CEO) have communicated to the community about the quality of the College (*doc.* 3.75, 3.76). The Superintendent-President communicates accomplishments annually in a summary correspondence to all employees (*doc.* 3.16). Under the Superintendent-President's direction, the Director of Community Relations and Marketing is in charge of publications and press releases that go out to the public.

## **Self-Evaluation**

The College makes a consistent effort to report on its progress, both to the Board of Trustees, through annual presentations made by the Administrative Dean for Institutional Research and Academic Services, College communications, Foundation newsletters and by distributing *The ED Supplement*, a publication that promotes the value of LBCC instructional programs, to the community (*doc.* 3.1, 3.2, 3.53-56)

In fall 2000 and spring 2001 the College commissioned a telephone survey of randomly selected residents to probe their awareness of the College and its reputation. The *Pulse of Long Beach* survey revealed that the College was well known and respected in the community (*doc.* 3.26).

The College offers instructional programs that are nationally and/or state accredited by trade associations such as the Board of Registered Nursing, Federal Aviation Administration or the American Dietetics Association. Program accreditation is another form of quality assurance that is documented in the College catalog as well as in publications made available to the community. The catalog lists the programs that are state or nationally accredited (as opposed to the college accreditation, which is done by ACCJC). All of those programs (e.g. Nursing, Nutrition, Radiological Technology, and Aviation Maintenance) have quality assurance controls through the accreditation they must complete for the program per se (*doc. 3.77*).

The Administrative Regulations are part of the planning process. Administrative Regulation 2006.3 requires committees to communicate the planning process. The dissemination of planning information goes to department heads and constituency groups on a systematic basis. It is up to department heads and the leadership of the constituency groups to inform their members. The distribution of information to individual colleagues appears to be uneven. The Administrative Dean for Institutional Research and Academic Services has disseminated research findings to faculty groups who were involved in or affected by the research and, on occasion, provides a campus-wide distribution of printed research findings. Many research products are posted to the College web site on the Internet.

On College Day, at the beginning of each fall semester, copies of the planning literature and college outcomes are made available to everyone at the information booth. Early in the fall semester, the Superintendent-President sends a letter to the entire campus about the Educational Master Plan accomplishments for the preceding year.

### **Planning Agenda**

None

***C3 The institution systematically reviews and modifies, as appropriate, its institutional research efforts, evaluation processes, institutional plans, and planning process to determine their on-going utility for assessing institutional effectiveness.***

### **Descriptive Summary**

The research function of the College is reviewed every three years through the program review process to determine how it serves the multiple research functions assigned. Its products are annually reviewed by the users, and the office's research agenda is reviewed in terms of feasibility by the Research Advisory Committee and in terms of comprehensive needs at every level by the Executive Committee of the College (*doc 3.4, 3.9.* )The EMPC is increasingly recognizing the importance of exploring the impact of plans and



actions upon intended goals, including the overall effectiveness of the institution as evidenced in the minutes of their annual review, particularly the 2000-01 review (*doc. 3.38*), and the planning review documents (*doc. 3.10, 3.16, 3.114*).

Long Beach City College continues to improve and refine the planning process. Much attention has been given to aligning the various levels of planning, to turn the fragmented/discrete program, division, departmental and institutional plans into a cohesive, comprehensive whole. The College has developed a planning process, based on participation in governance as outlined in Administrative Regulation 2006 and coordinated by the EMPC. The *EMP* lays out the collegewide, long-term goals and objectives, and a method for carrying out these goals and objectives in a coherent and cohesive way (*doc. 3.11*). The *EMP* also includes mid-range goals and objectives and shorter-term projects to accomplish them. The *Planning Guidebook* describes the process for determining annual priority projects based on the *EMP* and other considerations, and the strategy for implementation and review. An annually published EMPC Coordinating Calendar identifies the tasks various entities have before them for the year. Each year additional linkages and means of communication have been established to clarify relationships among the various entities (*doc. 3.32*). More and more work products and reports are being placed onto the College web.

In recent summers, faculty and administrative leaders have met to assess the utility of the program review and departmental planning processes (*doc. 3.83*). Incremental changes have been made to further align these processes and to include greater consideration for student learning outcomes as a dimension of institutional effectiveness. In 1999 an ad hoc task force was formed to consider ways to launch a more focused effort on the assessment of student learning outcomes. The Academic Senate provided a charge to the group and in spring 2001 a report was completed (*doc. 3.23*). Subsequently, a permanent subcommittee was formed and a list of duties for a coordinator was formulated. (*doc. 3.20*) The intention is to stimulate assessment of student learning outcomes and to evaluate the efficacy of that assessment initiative. This is seen as the capstone to the College's institutional planning and effectiveness efforts.

### **Self-Evaluation**

The College reviews and modifies its institutional research efforts, evaluation processes, and planning processes to determine their on-going utility for assessing institutional effectiveness. The planning process is reviewed in three tiers: each planning committee annually reviews its charge, the EMPC, as the coordinating body, annually assesses the entire process and makes adjustments (several have been made over the years), and the Academic Council ensures that the planning process remains a viable vehicle for participation in governance (*int. 3. 85*).

The College's evaluation processes take several forms. These include the institutional effectiveness process, which the Board has adopted and modified via its annual review of its goals, the program review processes, which have been evaluated and modified, and the annual evaluation of progress on priority projects as well as their impact on college goals and objectives, which is in an on-going process of refinement using an annual review.

As a result of the annual evaluation of the planning process, LBCC has evolved the planning structure by adjusting the charges, and memberships of several previously existing committees such as the Technology Planning Committee and Budget Advisory Committee, and by tying them into the planning process as well as by adding committees such as the Instructional, Student Development, Facilities and Staff Planning Committees, other support planning committees such as AQSESS (a committee that focuses on student needs), and most recently, the Economic Development, Grants, and Resources Planning Committee. Their charges and relationships are reviewed and adjusted annually. The structure of the College's planning framework is still evolving (*int. 3. 85*).

The EMPC and the Academic Council also review the planning process at least yearly to make improvements to it. The EMPC is made up of constituent representatives and co-chairs from the other committees. As recently as spring 2001, when EMPC members reported accomplishments from their constituent committees, the EMPC realized that a common reporting document was needed that emphasized the impact on the targeted goal/objective (*int. 3. 85*). Written in 1999, the *Educational Master Plan with 2000-2005 Operational Plan* states in the "Accountability" section (p. 6) that "A process to monitor institutional effectiveness in the areas of College outcomes, planning, objectives, and student learning shall be implemented (*doc. 3.11*)." The College has been extending the monitoring effort by implementing effectiveness monitoring in specific additional areas—planning, learning outcomes, etc. The EMPC has adopted a process and forms for routinely evaluating the extent to which its implemented projects had an impact on the objectives they were designed to address (*doc. 3.114*). As the EMPC moves further into the monitoring role, it will devote more attention to the relationship of research efforts and evaluation processes in support of institutional effectiveness assessment.

The *Educational Master Plan w/ Operational Plan* was modified for 2000-2005 to include an expected results/measures column to encourage quantification of results (*doc. 3.11*). In addition, the program reviews now must include learning outcomes. What is still needed is a discussion as to how uniform the types of assessment across departments and programs are to be. All learning outcomes will need to be related to the institution-wide goals.

The College has taken the first step in improving performance, which is to ask each program or department to account for what it does. This self-examination should improve performance. What isn't yet being done consistently across programs and departments is to develop and monitor measurable forms of intended outcomes. Further, the College is taking steps to integrate the program review process into the outcomes assessment process.

Both the Executive Committee and Research Advisory Committee review the research agenda and accomplishments *annually* (*doc. 3.9, 3.48, 3.69*). The former group has provided a broader sense of how institutional effectiveness should be assessed while the latter group contributes their research expertise to enhance the techniques and strategies used to conduct the research. The priorities and scope of the research agenda change to fit on-going informational needs of the College. For example, the annual *IER* has moved away from being exclusively shaped around the AB1725 accountability model to embrace the PFE performance measures with additional consideration to local planning priorities and student learning outcomes. The *IER* being prepared for 2002 will incorporate the work on student satisfaction and retention that was a priority project for 2001-02.

The Office of Institutional Research and Academic Services has routinely distributed surveys to recipients of research reports and products to solicit their evaluation of the work (*doc. 3.4*). To the extent that staffing is available, adjustments are made to the research effort. The upcoming implementation of the PeopleSoft Student Administration software application has occasioned a comprehensive review of the research reporting accomplished by the Office. An extensive listing of the reports was prepared and priorities for rebuilding those reporting services is being influenced by the responses users supply on the surveys (*doc. 3.4, 3.21; int. 3.82*).

The academic departments, other programs, and planning committees rely on the Office of Institutional Research and Academic Services for data. The College's good progress toward using research to inform the evaluation and planning process has slowed due to the departure of both research analysts within a year's time. Given the increased awareness of the need for research to measure effectiveness, the present staffing level and turnover undercuts the ability of the research office to perform as well as would be desired. Faculty and staff have increasingly requested research information from the Office of Institutional Research and Academic Services. The procurement of data to the extent it was previously available for use in program reviews has been made difficult by the lack of personnel resources.

### **Planning Agenda**

See the Planning Agenda at B1.



**Document List:**

- 3.1 Institutional Effectiveness Baseline Report (June 1998)
- 3.2 Institutional Effectiveness Report (February 2000, March 2001, February 2002)
- 3.3 Educational Master Planning Committee Updates (September 1999, August 2000, September 2001)
- 3.4 Research Reports, User Survey Packet
- 3.5 Hiring Priorities Decision Package (1999, 2000)
- 3.6 Course Success and Retention Reports (Fall 1997 to 2000) (Spring 1996 to 1999)
- 3.7 Student Equity and Success Reports (Fall 1999 and 2000, Spring 2000)
- 3.8 Survey of Large Single College California Community Colleges (September 2001)
- 3.9 Research Overview e.g. Research Agendas, Minutes of Research Advisory Committee (2000-01; 2001-02)
- 3.10 LBCC Operational Plan (1997-2000) and annual updates of progress and accomplishments (1998, 1999, 2000)
- 3.11 Educational Master Plan with Operational Plan 2000-05 (2001)
- 3.12 Planning Guidebook (2001)
- 3.13 LBCC Factbook 1999
- 3.14 Instructional Program Data Sheets (annual)
- 3.15 Department Accomplishments (1998-99, 1999-2000, and 2000-2001)
- 3.16 Annual Accomplishments Reports (Superintendent's Letters 1998, 1999, 2000, 2001)
- 3.17 Administrative Regulation 2006
- 3.18 Department Planning Packages (multiple years)
- 3.19 Schedule Planning Packages (Planning Package of Reports for Fall 2001 example)
- 3.20 Student Learning Outcomes Committee Charge and Coordinator's Duties
- 3.21 Research Resources package
- 3.22 Academic Services Reporting Calendar
- 3.23 Ad Hoc Task Force on Student Learning Outcomes, List of Principles, Recommended Model and General Education Outcomes

- 3.24 Initiatives for Success and Retention (Spring 1999)
- 3.25 Compilation of Student Equity Research (April 2000)
- 3.26 Pulse of Long Beach: Survey of Citizens (Fall 2000 and May 2001)
- 3.27 Impact Ratio Analysis (May 2001)
- 3.28 Supplemental Instruction Evaluation (7/6/01 and 3/1/02)
- 3.29 LBCC Strategic Initiatives (May 1996)
- 3.30 Partnership for Excellence Reflective Essay (projected for January 2002)
- 3.31 Priority Projects Lists (1999, 2000, 2001, 2002)
- 3.32 Educational Master Planning Committee (EMPC) Coordinating Calendars (1999, 2000, 2001)
- 3.33 List of Attendees at Assessment Conferences (state and national)
- 3.34 Sample School Plans (1998-99, 1999-00, 2000-01)
- 3.35 Sample Departmental Plans and related preparation directions (1998-99, 1999-00, 2000-01, 2001-02)
- 3.36 Sample Program Reviews, Instructional Programs (from 1995 forward)
- 3.37 Sample Program Reviews, Support Offices (1998, 1999, 2000)
- 3.38 EMPC Agendas and Minutes (multiple years)
- 3.39 Instructional Planning Committee (IPC) Agendas and Minutes (multiple years)
- 3.40 Student Development Planning Committee (SDPC) Agendas and Minutes (multiple years)
- 3.41 Academic Quality Student Equity and Student Success (AQSESS) Committee Agendas and Minutes (multiple years)
- 3.42 Budget Advisory Committee (BAC) Agendas and Minutes (multiple years)
- 3.43 Facilities Planning Committee (FPC) Agendas and Minutes (multiple years)
- 3.44 Technology Planning Committee (TPC) Agendas and Minutes (multiple years)
- 3.45 Economic, Grants and Resource Development Planning Committee (EGRDPC) Agendas and Minutes (since spring 2001)
- 3.46 Staff (Classified) Planning Committee (SPC) Agendas and Minutes (multiple years)
- 3.47 Faculty Hiring Priorities Committee (FHPC) Agendas and Minutes (multiple years)

- 3.48 Leaving Study (Fall 2000); Drop Report (Fall 1998)
- 3.49 Original Charges to Planning Committees (multiple years)
- 3.50 Academic Council Agendas and Minutes (multiple years)
- 3.51 Board Goals and Evaluations (multiple years)
- 3.52 Trends and Scans for Planning, August 1999 PowerPoint Slides
- 3.53 Planning and Performance Data for EMPC, August 2000 PowerPoint Slides
- 3.54 Are We Achieving Our Goals? October 2001, PowerPoint Slides for AQSESS
- 3.55 Are We Meeting the PFE Goals, March 21, 2001, PowerPoint Slides for Flex Day
- 3.56 Are We Meeting the PFE Goals, December 2000, PowerPoint Slides for AQSESS
- 3.57 Partnership for Excellence at LBCC, Some Data Points, PowerPoint Slides, November 1998
- 3.58 Student Learning and Institutional Effectiveness, PowerPoint Slides and Handouts for Flex Day, March 4, 1999
- 3.59 An Assessment Program, May 19, 2000, PowerPoint Slides for Department Heads
- 3.60 Flex Day Materials on Learning Outcomes, September 18, 2001
- 3.61 Statistical Analysis on Math 110 SI Program and Comparative Study of Two Math 110 SI Programs.
- 3.62 Supplemental Instruction Evaluation, Spring 2001 and Longitudinal Comparison Spring 1999 to Spring 2001
- 3.63 Math 110 Course Success Rate by Type of Prerequisites (Spring 2001)
- 3.64 Meeting Individual Needs Through Technology (MINT) Project Evaluation
- 3.65 A Post Facto Design for Assessing LEARN 11 and Its Impact on Student Success (May 2001)
- 3.66 The Impact of Leaders Across Campus and Mentoring (December 1999)
- 3.67 Exempt/Non-Exempt Status Breakdown of Student Educational Goals (November 1998)
- 3.68 CLIO Results (August 1997)
- 3.69 Evaluating the Research Effort, e-mail of 10/18/01
- 3.70 Facilities Utilization Reports (Room Utilization Studies, Fall 1999 example)

- 3.71 Space Inventory Preliminary Assessment and Research Lists (1999 to 2001)
- 3.72 Five-Year Facilities Plan Supporting Materials (annual)
- 3.73 Final Project Proposal Supporting Data Analysis Materials (April 2001)
- 3.74 Inventory of Reports Used and Distributed by Research/Academic Services
- 3.75 Samples of presentations by the Board of Trustees to the public
- 3.76 Samples of presentations by Superintendent-President to the public
- 3.77 College Catalog (1996-2002)
- 3.78 Community College Student Experiences Questionnaire (CCSEQ) (Fall 2000)
- 3.79 Noel-Levitz Student Satisfaction Inventory (Fall 2001)
- 3.80 Noel-Levitz Institutional Priorities Survey (Fall 2001)
- 3.81 Interview with Dr. Marilyn Brock, Vice President for Academic Affairs, 9-27-01 regarding research
- 3.82 Interview with Dr. Frederick Trapp, Administrative Dean for Institutional Research and Academic Services, 9-25-01
- 3.83 Ad Hoc Task Force on Planning and Program Review, Agendas and Minutes
- 3.84 Instructional Program Review Schedule and Guidance Documents
- 3.85 Interview with Dr. Linda Umbdenstock, Administrative Dean for Planning, 10-03-01
- 3.86 Interview with Dr. Stephen Wallech, Academic Senate President, 2000-Present and co-chair of Instructional Planning Committee 2000-Present, 9-26-01
- 3.87 Interview with Dr. Marilyn Brock, Vice President for Academic Affairs, 9-27-01 regarding planning
- 3.88 Interview with Chris Jacobs, co-chair Budget Advisory Committee, 10-2-01
- 3.89 Interview with Dr. Bonnie Brinkman, Academic Senate President 1996-1998 and co-chair Strategic Planning Advisory Committee 1996-1998 and co-chair Instructional Planning Committee and Educational Master Planning Committee 1998-1999, 10-1-01
- 3.90 Interview with Janice Tomson, Academic Senate President 1998-2000 and co-chair Educational Master Planning Committee 1999-2000 and co-chair Budget Advisory Committee 1998-2000, 10-2-01



- 3.91 Interview with Paul Creason, Director of Grants, 4-19-02
- 3.92 Interview with Dr. Mary Callahan, Dean for the School of Health and Science, 4-15-02
- 3.93 Interview with Linda Bridge, Chair Math-Engineering Department, 4-15-02
- 3.94 Interview with Phyllis Arias, Chair Center for Learning Assistance, 11-28-01
- 3.95 Interview with Dr. Jannie MacKay, Matriculation Coordinator, 12-11-01
- 3.96 Interview with Dr. Bonnie Brinkman, Composition Research Sabbatical Project, 12-6-01
- 3.97 Interview with Dr. Lynne Miller, Director Career and Technical Education 12-17-01
- 3.98 Transferred Student Survey ( 1996, 2001); Graduates Survey (1997, 2000)
- 3.99 Interview with Dr. Arthur Byrd, Vice President for Student Services, Planning and Research, 2-25-02
- 3.100 Noel-Levitz Retention Consultation Report (December 2001)
- 3.101 Interview with Ljerka Miller, retired Director of Purchasing, 12-4-01
- 3.102 Interview with Roger Schultz, former Dean for Admissions and Records, 11-26-01
- 3.103 Persistence Study (November 2001)
- 3.104 Enrollment Projects, WSCH and Facilities Needs (September 2000)
- 3.105 Interview with Merle Cannon, facilities consultant with Weichert and Associates, 12-26-01
- 3.106 Markey Draw Study (Fall 1999); High School Participation Data (annual)
- 3.107 Debriefing Presentation by Teresa Farnum, Noel-Levitz consultant, 12-5-01
- 3.108 Retention Opportunities Analysis (Presentation to the Student Support, Planning and Research Coordinating Group, 12-13-01)
- 3.109 Academic Services/Institutional Research Office Program Review Report
- 3.110 Interview with Dr. Lisa Sugimoto, Dean of Counseling, 12-4-01
- 3.111 Summary of Assessment Activities, By School (August 2000)
- 3.112 Retention Action Plan (February 2002)

- 3.113 Interview with Dr. Joyce Black, Interim Vice President for Academic Affairs, 1-31-02
- 3.114 Priority Projects Process and Forms (December 2001)
- 3.115 The Link Between Planning and Budgeting (February 2002)
- 3.116 Sample of Program Review Reports
- 3.117 EMPC 2001-2002 PC Membership List

## Standard Four - Educational Programs

***The institution offers collegiate programs in recognized fields of study that culminate in identified student competencies leading to degrees and certificates. The provisions of this standard are broadly applicable to all educational activities offered in the name of the institution, regardless of where or how presented, or by whom taught.***

### **A General Provisions**

***A1 The institution seeks to meet the varied educational needs of its students through programs consistent with its institutional mission and purposes and demographics and economics of its community.***

#### **Descriptive Summary**

Long Beach City College (LBCC) provides a comprehensive instructional program designed to meet the educational needs of an ethnically, racially, linguistically and economically diverse student body. The institution prepares traditional and re-entry students for transfer to four-year colleges and universities, provides vocational training, and offers a wide range of educational opportunities, from English as a Second Language to basic skills and Honors programs (*docs. 4.5, 4.6, 4.7, 4.9*). According to spring 2001 LBCC Facts (*doc. 4.5*) student goals were: 35 percent a Bachelor's Degree; 5 percent an Associate Degree; 20 percent a Vocational / Certificate; 9 percent Personal objectives; 6 percent Basic Skills; 8 percent undecided and 17 percent unreported.

As part of its commitment to offering each student opportunity for success, the College also provides a variety of academic support programs to assist students in reaching their educational and career goals. Through the matriculation and assessment processes, students with different skill levels have access to resources and activities designed to enhance academic success (*doc. 4.35*). Students enrolling in college courses for the first time may be assessed in English (writing and reading) and Mathematics to assist them in making informed decisions about their course selections and to guide appropriate course placement. Faculty members work formally and informally with underprepared students to assist them in achieving their academic goals. An increasing number and variety of courses are also offered through Distance Learning.

The institution continues to seek information about student needs. Changes in the student population lead to the development and introduction of new programs and services. To help prepare for changes in the student

population, Academic Services and Institutional Research maintains and updates annually a Fact Book, which outlines the current demographics of the College and the community (*doc. 4.5*). Academic Services also provides information regarding retention/persistence rates based on ethnicity, gender, and disability, which is used for planning (*doc. 4.9*).

Individualized instruction is available to students in the Writing and Reading Center and Math Lab. The Center for Learning Assistance Services (CLAS) and the Basic Adult Education Learning Center offer workshops and classes to aid students in need of improving their learning skills. A noteworthy response to student need is evident in the English as a Second Language (ESL) program, which enrolls many students each semester (*docs. 4.2, 4.4, 4.16*).

Students in the CalWORKs program receive special counseling to aid them in their progress. Other services that are available to assist students in attaining educational goals include scholarships, financial aid, the Transfer and Career Planning Centers, childcare, transportation, and work experience. The CalWORKs program services approximately 3,400 students, the second highest enrollment in California. In addition, the College provides a number of specialized services to students such as Disabled Students Program and Services (DSP&S), Extended Opportunity Program and Services (EOP&S), Cooperative Agencies Resources and Services (CARE), Project LAUNCH (TRIO Program), the Puente Project, Refugee programs including Refugee/Immigrant/Training/Education Program and the Refugee Assistance Program, Women's Resource Center, Title 5, Hispanic Serving Institutions supported programs including the Bridge Center, and Job Placement (*docs. 4.3, 4.7*).

The College meets the need for change within curriculum, programs and services with regular review of programs, suggestions from advisory committees and the continual review of the changes within disciplines. The data is examined for changes, trends and impact on the local community and College. The faculty design new courses / programs or modify existing curriculum to meet those needs. The Committee on Curriculum and Instruction, Advisory Committees and other appropriate individuals help to mold the changes to satisfy the needs of the students as well as to meet the requirements of the institution (*docs. 4.11, 4.12*).

### **Self-Evaluation**

To ensure that LBCC is meeting the needs of students and the community, student surveys (Noel-Levitz Student Satisfaction Survey), surveys of graduates, and surveys of transfer institutions/employers are periodically made (*docs. 4.36, 4.37, 4.39, 4.43*). In the latest survey the majority of students agree that the content and programs offered at the College meet their needs. In addition the same survey indicates that students believe there is a variety of courses offered at the College. However, these courses are

not offered at convenient times. (see *Standard 4.A2*) The College also seeks input into vocational programs through Vocational Advisory Committees, which include participants from local industry, including Boeing Aircraft, local health care agencies, and the Port of Long Beach (*doc. 4.41*).

Departments complete an extensive Program Review every six years. This review includes a critical review of the offerings and services provided by a department and anticipated changes needed by a department to meet community and student needs. This Program Review is then reviewed by an institutional validation team (*doc. 4.4*). Each department also prepares a program plan to outline yearly goals, needs and expectations of the department.

In order to meet the needs of students, articulation agreements have been reached to establish credit for students completing specific courses in feeder high schools (*doc. 4.15*). These courses have met rigorous guidelines to establish equivalencies to courses at LBCC. Articulation agreements have been made between LBCC and universities/colleges to assist students in transferring from Long Beach City College to four-year institutions (*doc. 4.24*).

At the request of faculty , the Dean of Admissions is addressing the issue of transfer-credit equivalencies being determined by the registration staff rather than affected faculty. This process will be automated with the implementation of PeopleSoft for the native LBCC student in a short time. In the near future check of prerequisites for all students will be automated (*Interview 4.20*).

The Office of Economic Development works with the Instructional Programs to ensure that programs and courses requested by the local community are offered in a timely fashion.

The number of new programs over 18 units offered since last Accreditation is three. The number of new programs of less than 18 units or Certificates of Completion is 67.

### **Planning Agenda**

Within the next three years the College, through its requisite processing entities, will ensure that the recommendations from program reviews are incorporated into the planning process and resource allocation as appropriate.

***A2 Programs and courses leading to degrees are offered in a manner, which provides students the opportunity to complete the program as announced, within a reasonable time.***

### **Descriptive Summary**

The College provides course offerings that enable a full-time student to complete a traditional associate degree program of study or a vocational certificate within approximately two years. Individual departments monitor their curriculum guides annually (*doc. 4.8*). The Associate Degree/General Education Subcommittee of the Committee on Curriculum and Instruction then provides a second review of these documents (*docs. 4.10, 4.11, 4.12, 4.12a, 4.12b, 4.12c, 4.12d, 4.15*). In addition, departments routinely review existing course outlines and proposals for new courses.

Significant changes in programs are addressed in 4A.3. Review Standard 7A.1.

### **Self-Evaluation**

In the Noel-Levitz Student Services Inventory, students responded favorably when asked if they would be able to finish their selected program of study in a reasonable amount of time. However, students are not satisfied with scheduling options and these may need optimizing, as facilities impose limits on availability of rooms at peak demand hours. Demand management is another option the College needs to consider.

Deans and department heads have the responsibility of ensuring that courses are offered on a regular basis and at an appropriate time, especially when second-in-sequence courses need to be offered with enough frequency for students to complete programs.

Students who meet with a counselor have an Educational Plan on file, which includes courses needed, and the time sequence of the course work.

Each program evaluates student progress in completion of degrees/certificates as part of Program Review, which takes place every six years. In spring, 2001 the average degree graduate attended 9.7 semesters while the average time to complete a certificate was 9.0 semesters (*doc. 4.43*).

### **Planning Agenda**

By spring 2003, the Enrollment Management Committee will develop a plan to address the enrollment, outreach, admissions, retention, and course availability interests of the College (*doc. 4.18*). By fall 2004, the Vice Presidents of Student Support, Planning and Research and Vice President of Academic Affairs will utilize the enrollment management conclusions and departmental input to determine course scheduling options and modify the schedule as appropriate to optimize offerings at critical course-taking times to meet student needs.

**A3** *When programs are eliminated or program requirements are significantly changed, the institution makes appropriate*

***arrangements so that enrolled students may complete their education in a timely manner with a minimum of disruption.***

### **Descriptive Summary**

Program elimination is a rare occurrence at the College. Since the last Accreditation Report no programs have been eliminated. If a program is to be considered for elimination or significant change, a process has been followed to review and recommend action. Significant changes in program prerequisites and / or requirements are submitted to the Associate Degree / General Education subcommittee of the Committee on Curriculum and Instruction. Since the last Accreditation report, at least ten Programs have submitted significant changes to the committee (*doc. 4.12a*).

The Vice President of Academic Affairs coordinates with instructional deans, department heads, and affected faculty members to determine how at-risk programs should be managed. An at-risk program may need to be modified or discontinued due to insufficient enrollment/completion, course relevancy (especially when applied to vocational programs), and workforce/transfer demand. Departments gradually discontinue programs by offering just the upper-level courses to students who are currently and continuously enrolled, until they finish their educational plans. Catalog rights are addressed in the College catalog (*doc. 4.6*). Modifications to a program must be submitted to the Committee on Curriculum and Instruction for review and final approval (*docs. 4.8, 4.11, 4.12*), the results of which are published through Curriculum Guides that mandate the courses listed in the *College Catalog* and *Schedule of Classes* (*docs. 4.6, 4.7*).

If an individual student needs a particular course in a discontinued or significantly modified program, he/she is encouraged to consult with the appropriate dean and/or department head so that a substitute course may be arranged. In rare cases, a substitute course may not be available; therefore, the student is encouraged to enroll in an equivalent course at another College. Throughout this process, academic counselors assist students in completing their educational plans.

### **Self-Evaluation**

Recognizing the need for a process for program discontinuance, the Committee on Curriculum and Instruction chair created a Program Discontinuance ad hoc committee in 1999. During the summer 2001, the Program Discontinuance ad hoc committee of the Committee on Curriculum and Instruction drafted administrative regulations on the establishment, modification, and discontinuance of programs, which will provide a more structured process for assisting students. Currently, the Academic Council is reviewing these administrative regulations.

### **Planning Agenda**

A task force of faculty and administrators will recommend a process for program discontinuation, as part of enrollment management by 2004.

**A4 *The institution provides sufficient human, financial, and physical (including technological) resources to support its educational programs and facilitate achievement of goals and objectives of those programs regardless of the service location or instructional delivery method.***

### **Descriptive Summary**

The College is committed to providing adequate funding to maintain and improve its instructional programs. The College established processes for managing resources through a planning process. Standard 3B includes a description of the planning process for resource allocation. Through participatory governance processes, faculty, administrators and classified staff members work toward making changes that accommodate the expanding population at the College, including the need for more physical space and technological support (*doc. 4.23*).

### **Self-Evaluation**

The College strives to facilitate achievement of goals and objectives for educational programs, yet it is sometimes difficult to provide adequate human, financial, physical, and technological resources to fully support each program (*doc. 4.31*).

*Human Resources:* Long Beach City College offers a variety of services for human resources. Faculty members meet the minimum qualifications specified by the Chancellor's Office or established local equivalency to teach courses. The College employs a participatory governance structure to recommend full time faculty hiring. See Standard 7A. Currently, the College is in compliance with the required number of full-time faculty for an institution of its size. LBCC employs 338 full-time faculty and approximately 748 part-time faculty. Since 1996, LBCC has increased the total number of full time faculty by 149, a 30 percent increase (*doc. 4.32*). These figures reflect attempts to comply with the mandated 75/25 ratio. In addition, the college increased the total number of instructional support staff by forty-eight percent (*doc. 4.33*).

Staff members provide support services to aid students in registering for classes and meeting other obligations during the school year; however, it is an on-going challenge to address the needs of such a large student population, especially when the demand is high at the beginning of each semester. Even though the College employs a significant number of Limited Term Employees (LTEs), additional staff members are needed to better serve a growing student population. Due to budget constraints, LBCC is not



hiring additional classified staff. When staff members retire or leave the College, non-critical staff may not be replaced.

*Financial Resources:* The Budget Advisory Committee recommends the allocation of funds by reviewing the College's priorities in the Educational Master Plan, by preparing recommendations for budget development, and by following priority lists for distribution to programs. The priorities are initiated primarily by the Instructional Planning Committee and the Student Development Planning Committee (*docs. 4.28, 4.29, 4.30 4.34, 4.40*).

In addition to the LBCC budget, funding includes grants awarded by federal, state, and private agencies to subsidize and provide supplemental monies to initiate new and innovative programs. The Grants and Resource Development Department assists with writing and submission of grants such as Title 5 (U.S. Department of Education, TRIO), CalWORKs (Chancellor's Office), and Teacher Training Project (Knight Foundation). Faculty members are encouraged to apply for grants and are guided through the process by the Office of Grants (*doc. 4.40*). Since 1996, LBCC has won grant awards totaling over 4.8 million dollars.

Students enrolled at the College receive assistance through the Financial Aid Office. This office provides six counselors and two accountants. Other forms of financial support include the awards granted to 1,100 scholarship recipients, totaling over \$450,000 a year. Scholarships from external agencies are awarded to students in various programs.

*Physical Resources:* Long Beach City College has made major improvements toward the renovation and upkeep of buildings on campus to ensure that educational programs are sufficiently supported. For example, construction and remodeling of the Math and Science Building was completed in fall, 2000 Remodeling of the Math and Science portables was completed to accommodate classrooms and offices. Additional major renovation projects completed include: remodeling of Student Services area, relocation of the Women's Center and the Media Services area, modernization of the Wellness Centers, and construction of computer laboratories such as the Journalism Laboratory, the PCC Open Access Laboratory, and the LAC Open Access Laboratory.

While these improvements have done a great deal to address some of the physical plant's limitations, the College recognizes the need for a major acceleration in its capital resources to meet the need for sufficient physical resources. The Board of Trustees recognized that it would take many years, at current state matching rates, to address these needs in the absence of such an initiative. The Board of Trustees authorized a Bond election, which was passed on March 5, 2002. The College administration, faculty and staff developed a master plan for renovation and replacement of the aging infrastructure, buildings and facilities. The development of new spaces and

the refurbishing of old spaces will allow for larger classes in some areas and more class sections in general. Equally important, the new capital resources will enable LBCC to move toward the technologically mediated instruction and support discussed below and in Standard 6 (*doc. 4.17*).

*Technological Resources:* The CLAS Open Access Laboratory is now completed, with more than 60 new computers installed. Grant projects such as a System Approach to Learning with Technology (SALT) assist students in learning how to access and operate various computer programs, including web-based research. The new Bridge Center houses an on-line counselor, an on-line mentoring component, and other on-line student services. Some faculty members offer on-line office hours and supplemental instruction. In addition, departmental study areas are equipped with computer facilities, such as the Math Laboratory, Nursing and Allied Health Learning Center and Writing and Reading Center. User-friendly web pages have been created for numerous offices in student services, and the College bookstore offers on-line textbook reservation/purchase. The Technology Planning committee of the College recommended several years ago that every full-time faculty member be provided with a computer. Each computer is upgraded as needed and all adjunct faculty are given access to computers and to an individual email address and telephone mailbox. This recommendation was endorsed by the Educational Master Planning committee and funded by the Budget Advisory Committee. Current requests for upgrades are being filled (*doc. 4.25*).

Both the Liberal Arts and Pacific Coast campuses are fiber-wired externally and most buildings are internally wired for electronic access; computers link LAC and the Wing Business Park (Offices of Economic Development); the Instructional Technology Development Center increased multimedia training for faculty and staff.

LBCC witnessed a significant increase in faculty and instructional support staff, a dramatic increase in grant awards, significant but still inadequate renovation and construction of physical plant, and a completely transformed technology mediated instruction environment.

### **Planning Agenda**

The College planning process will address the major new facility and renovation needs of the College campuses, arising from the projected growth anticipated from "tidal wave II" and needed technology infrastructure additions.

***A5 The institution designs and maintains academic advising programs to meet student needs for information and advice and adequately informs and prepares faculty and other personnel responsible for the advising function.***

### **Description**

Counseling faculty assist students in clarifying educational goals, choosing or changing majors, selecting courses consistent with their goals, developing educational plans, meeting academic requirements for certificate programs, associate degrees, and transferring to four-year institutions. Currently, on-line counseling is available as a means of expanding counselor assistance to students and to allow students who are enrolled in on-line classes only access to counselors. Additionally, counseling faculty serve as liaisons to the instructional departments to secure accurate information and updates related to the various departments and programs. See Standard Five.

### **Self-Evaluation**

The counseling program is designed to complement the instructional program by providing specialized services, including testing and counseling on personal problems that may affect a student's progress in college (See Standard 5.6).

Included in the recent Noel-Levitz survey suggestions for improvement was the suggestion to increase academic advising as a supplement to existing counseling services. At present students have no formal faculty advisor.

### **Planning Agenda**

At present the college does not utilize formal Academic Advisors therefore, a Counseling Department led task force will address the results of the Noel-Levitz Survey regarding academic advising as related to the Retention Plan.

## **B Degree and Certificate Programs**

***B1 The Institution demonstrates that its degrees and programs, wherever and however offered, support the mission of the institution. Degree and Certificate programs have a coherent design and are characterized by appropriate length, breadth, depth, sequencing of courses, synthesis of learning and use of information and learning resources.***

### **Descriptive Summary**

Degree and certificate programs reflect the Institutional Mission in that they mirror the primary purposes of providing educational programs to prepare students for transfer to baccalaureate-granting institutions, entry into work or career development, and supporting business and industry in economic development. Refer to Standard One - Description of Mission.

The institution offers three possible degree patterns. Plan A, a student can finish either an Associate in Arts or an Associate in Science Degree and pair it with a certificate in preparation for immediate employment or transfer.

Plan B will prepare students for transfer to the California State University system. Plan C will prepare students to transfer to either the University of California system or the California State University system. All three patterns lead to an Associate Degree. Refer to Standard 4C.

Students wanting to enter a specific area of employment or upgrade skills may earn Career Certificates consisting of eighteen or more units in a specific occupational area. In addition, Certificates of Completion (less than eighteen units) may be earned for specific skills in an occupational area. Curriculum Guides for Career Certificates are listed in the College catalog as well as provided in the counseling centers and various division or department offices.

Departments work closely to offer inter-disciplinary courses. Examples include Interdisciplinary Humanities between Social Sciences and English and Foreign Languages. Information abounds on campus to inform students about all the different forms of collaboration helpful to them. This information can be found in college catalogs, the counseling centers at both PCC and LAC, and the libraries of both campuses. Some of the nontraditional areas providing the information include the Learning Centers, Writing and Reading Centers and Student centers at both LAC and PCC. Standard 6.1 and 6.3 address the use of learning resources and information technology as part of the curriculum.

### **Self-Evaluation**

The College Committee on Curriculum and Instruction monitors courses and programs. The main function of the committee is for development, review, renewal, and recommendation of curriculum. Curriculum renewal and development necessarily reflect the collegial decision to meet student needs for course work that encompasses basic skills, general education, transfer credit, and major programs of study. Effective curriculum renewal and development require that the Committee on Curriculum and Instruction utilize standards of practice that ensure adequate depth and breadth so that degree and certificate programs can be accredited by external agencies and universities can accept course work as transfer credit.

A subcommittee of the Committee on Curriculum and Instruction, the Program Review committee reviews the instructional programs on a regular rotation. These reviews require an in depth study of the length, breadth, depth, and sequencing of courses. In addition, articulation agreements with the CSU and the UC are constantly being reviewed for currency. The College also has articulation agreements with the unified school district and CSULB thereby aiding a seamless process from kindergarten to graduate school. This information is housed in the City Teach Office at Long Beach City College. The Seamless Education Project ensures that a link exists among the three providers of education in Long Beach to facilitate the transfer of students from the school district to the community college and

thereon to the university. The curriculum goal is that the transition from one body to the next is seamless.

### **Planning Agenda**

None

***B2 The Institution identifies its degrees and certificates in ways which are consistent with the program content, degree objectives, and student mastery of knowledge and skills including, where appropriate, career preparation and competencies.***

### **Descriptive Summary**

The institution offers certificates and degrees in specific content areas. The standards for awarding a degree or certificate are regulated through the Associate Degree and General Education Subcommittee of the Committee on Curriculum and Instruction. Standards used by the subcommittee are based on the Title 5 requirements of the Education Code. The requirements for each field of concentration are listed on curriculum guides and within the College catalog (*doc. 4.6*). The curriculum guides are available in the Counseling Centers of both campuses, in department offices, as well as at other designated areas on each campus.

### **Self-Evaluation**

Curriculum guides are reviewed and updated regularly (*doc. 4.8*). Counseling is apprised of all changes that take place in programs. The Associate Degree General Education subcommittee of the Committee on Curriculum and Instruction carefully monitors the changes. Students are made aware of all changes through the various disseminating channels that the College uses to communicate with the students such as the College catalog, College web pages, Division offices and Counseling office.

### **Planning Agenda**

None

***B3 The institution identifies and makes public expected learning outcomes for its degree and certificate programs. Students completing programs demonstrate achievement of those stated learning outcomes.***

### **Descriptive Summary**

Learning outcomes are a large factor in measuring student success. The College is committed to the process of developing learning outcomes through support of on campus professional development as well as support for faculty attendance at professional conferences. Statements of learning

outcomes are a part of the Program Planning and Program Review process (docs. 4.2 & 4.4). See Standard 3C.1.

Many departments and programs are involved in the development of student learning outcomes. Several of the departments and programs are well along with the use of student learning outcomes including English, Math, Registered Nursing, History, Political Science, Early Childhood Education and other programs that must meet industry, state, or national standards.

### **Self-Evaluation**

General goals and outcomes are listed for each degree and certificate program in the published curriculum guide and specific learning outcomes are incorporated into the course descriptions. Instructors must publish and distribute course syllabi to students, which may detail learning outcomes, content, methodology, required assignments, and evaluation processes in the course. Earning passing grades, completing curriculum guide requirements, and gaining specific knowledge and skills demonstrate a student's achievement of the specified learning outcomes. Mastering these outcomes allows the students to continue in higher-level courses where this knowledge is necessary to succeed.

The institution has authorized the establishment of an Assessment of Student Learning Outcomes Committee composed of faculty and administrators. Funding to hire a coordinator to help the process has been approved and this committee will soon be operational. The charge of this committee is to facilitate the adoption of learning outcomes in all areas of the curriculum and to develop methods of assessing a student's achievement of those outcomes.

According to the Noel-Levitz survey, students agree that program requirements are reasonable and clear (doc. 4.42).

### **Planning Agenda**

The Assessment of Student Learning Outcomes Sub-Committee will work on outcomes assessment and plan to have the assessment process implemented for the college within the next six years.

***B4 All degree programs are designed to provide students a significant introduction to the broad areas of knowledge, their theories and methods of inquiry, and focused study in at least one area of inquiry or established interdisciplinary core.***

### **Descriptive Summary**

Degree programs are based on a broad yet focused array of College courses. The pattern of courses is constructed to ensure a common student experience resulting in the acquisition of knowledge, skills, and attitudes

needed to function in contemporary society. Multidisciplinary and interdisciplinary courses of study are increasingly emphasized (see Standard 4C). The students in their responses to the Noel-Levitz survey indicated a strong agreement with the item suggesting that they experienced intellectual growth at the College (*doc. 4. 42*).

The College requires students to complete a designated group of general education courses and to satisfy proficiency requirements including composition, reading, math and computer proficiency. General education is divided into three focused patterns: one that is appropriate for an AA/AS degree, another for CSU transferability, and a third for UC transferability (see Standard 4B.1).

### **Self-Evaluation**

All Associate Degree candidates, including those in vocational programs, must complete general education units in the following areas: English composition, mathematics, natural sciences, American history, political science, physical education, humanities and arts, social sciences, critical thinking and health education. These requirements are well publicized.

A student must complete 50 percent or more of the requirements at LBCC for the chosen field of concentration as defined in the appropriate curriculum guide.

### **Planning Agenda**

Faculty and Administrators will consider expanding the offerings for general education courses by offering additional sections of current courses and adding new courses as appropriate.

### ***B5 Students completing degree programs demonstrate coompetence in the use of language and computation.***

### **Descriptive Summary**

All programs require demonstration of proficiency in language and computation.

### **Self-Evaluation**

The Associate Degree at Long Beach City College requires a minimum of 60 units passed, including field of concentration, required general education courses and free electives as defined in the College catalog. The curriculum guide for the field of concentration and the LBCC graduation requirements identify the exact number of units and courses.

### **Planning Agenda**

Faculty and Department Heads together with the Academic Senate will study ways to monitor grades carefully and ensure that student grades reflect

actual competencies and are not an inflated representation of performance. Emphasis will be placed on language and computation, to ensure that LBCC graduates are capable of excellent communication skills and are competent in basic mathematics.

***B6 The institution documents the technical and professional competence of students completing its vocational and occupational programs.***

**Descriptive Summary**

Each occupational program follows a course of study designed to lead to proficiency in theory or skills necessary for entry-level practice in the designated occupation. The course of study is developed with input from advisory committees, regulatory agency requirements, and occupational surveys. The program faculty identifies the necessary competencies with the assistance of industry professionals and current research. Students are introduced to the technical and professional competencies through the course syllabi and are provided the opportunity to develop proficiency in these competencies during the course of study. To demonstrate achievement of the identified professional competencies, students have to perform at a satisfactory level on theoretical and skill examinations that measure acquisition of the pre-identified competencies (*doc. 4.14*).

Certificates require content knowledge specific to the field. Certificates requiring 18 or more units are approved by the State. Other certificates are approved by the Board of Trustees upon recommendation of the Committee on Curriculum and Instruction (*doc. 4.27b*)

To earn an Associate degree in addition to the Certificate, a student must meet the requirements for the concentration listed in the curriculum guides as well as the requirements for the Degree (*doc. 4.6*).

**Self-Evaluation**

All career certificates and certificates of completion are reviewed by advisory committees comprised of representatives of the industry, students and faculty. This assures that programs meet the current and future needs of industry.

Successful completion of the career certificate curriculum guide requirements documents a student's level of competence by demonstrating the practical application of what was taught. Further documentation is provided on many of the certificates of completion that include a list of the skills and competencies expected of the graduate. The goal of an occupational program is gainful employment.



Occupational and vocational programs are reviewed by the appropriate agencies every two years or on the cycle established by the external regulatory agencies. In addition, the programs complete the college program review process every six years. It is through the review processes that technical and competency standards are reviewed (*doc. 4.21*). The faculty will continue to adapt its performance competence assessment of students to accommodate evolving occupational/industry criteria.

## **Planning Agenda**

### **C General Education**

#### ***C1 The institution requires of all degree programs a component of general education that is published in clear and complete terms in its general catalog.***

General education is the foundation of each degree offered at Long Beach City College, and therefore degree programs include courses in English composition, communication and analytical thinking, mathematics, natural sciences, American history, political science, humanities and arts, social sciences and health education/lifelong self-development (*doc. 4.22*). The general education curriculum is divided into three plans as explained in B1. Each plan is published in clear and complete terms in the College Catalog (*doc. 4.6*), the Schedule of Classes (*doc. 4.7*), and the General Education Course Patterns guide.

### **Self-Evaluation**

LBCC has been effective in publishing and making available its core general education information. Information regarding the general education requirements for an Associate of Arts or Associate of Science degree is located in a series of easy-to-understand boxes in each annual edition of the College Catalog (*doc. 4.6*), as well as in each Schedule of Classes (*doc. 4.7*) and on the General Education course patterns guides (*doc. 4.6*) available in the counseling offices. Depending on the department, some curriculum guides are also found on-line at the College website. Both the Catalog and the Schedule of Classes are on-line at both the College's website and intranet locations, and the on-line Schedule of Classes contains the same three plans as the printed schedule. To further assist students, the AA / AS degree information is juxtaposed with the transfer requirements for CSU General Education Breadth and Intersegmental General Education Transfer Core (IGETC) general education. Department Heads and Program Directors monitor the curriculum guides and general education plans to ensure they are clear and complete.

**C2** *The general education component is based on a philosophy and rationale that are clearly stated. Criteria are provided by which the appropriateness of each course in the general education component is determined.*

### **Descriptive Summary**

The Long Beach City College philosophy and rationale of general education is published in the College Catalog (*doc. 4.6*), immediately preceding the explanation of the general education plans and a listing of certificates and degrees currently offered at the College.

During the approval of new courses and course changes, the Course Evaluation Subcommittee of the Committee on Curriculum and Instruction ensures that every transfer-level course includes clearly stated learning objectives and opportunities for critical thinking and writing. On the newly revised credit, degree-applicable course outline, faculty also provide detailed information about methods of instruction and evaluation, assignments, and texts and/or other teaching materials.

Every fall, department chairs are asked if they would like to propose additions or changes to the general education plans. These additions or changes are then submitted to and reviewed by the Associate Degree / General Education Subcommittee which makes its recommendations to the Committee on Curriculum and Instruction. After Committee on Curriculum and Instruction approval, the Academic Senate President takes the additions and changes to the Board of Trustees for approval.

Recently, as faculty have gained more experience in offering distance learning, discussions have begun about the possibility of a virtual general education degree. Currently about 50 percent of the liberal arts degree courses are available through distance learning methodologies.

### **Self-Evaluation**

The College Catalog (*doc. 4.6*) provides students with significant detail regarding not only the philosophy of general education, but also the purpose and requirements for each of the three plans (described in Standard 4.B1).

To assist faculty in deciding which courses meet the general education requirements and would be appropriate for inclusion on one or more of the three plans, the Associate Degree / General Education (AD/GE) Subcommittee developed a "*Handbook for Proposing New General Education Courses*," which was revised in 2000-2001. The Handbook is divided into three sections—corresponding to the three general education plans offered at Long Beach City College. Each part includes both an introduction which provides a summary of the philosophy and purpose of general education and a series of yes / no questions which provide the criteria for whether or not the course meets the requirements of general

education. The questions also provide the criteria on which the AD/GE Subcommittee bases its recommendations to the Committee on Curriculum and Instruction for courses to be added to one or more of the three general education plans (*doc. 4.1*).

With the development of the on-line and distance learning assets of the college, and with the availability of and increasing interest in such options, it is now possible to think about a virtual degree in general education.

In order to develop a liberal arts degree based on distance learning methodologies, a philosophy and rationale for such a program would need to be developed. Whether the college will move in this direction is a consideration the Instructional Planning and Committee on Curriculum and Instruction may take up in the next accreditation cycle.

### **Planning Agenda**

None.

***C3 The general education program introduces the content and methodology of the major areas of knowledge: the humanities and fine arts, the natural sciences, and the social sciences. The general education program provides the opportunity for students to develop the intellectual skills, information technology facility, affective and creative capabilities, social attitudes, and appreciation for cultural diversity that will make them effective learners and citizens.***

### **Descriptive Summary**

The breadth of courses required in the general education program—English composition, communication and analytical thinking, mathematics, natural sciences, American history, political science, physical education, humanities and arts, social sciences, and health education/lifelong understanding and self-development—provides students with both the content and methodology of a wide range of disciplines. From the LBCC general education program students acquire both a depth and breadth of knowledge, skills, competencies, capabilities, and attitudes enabling them to think critically and act responsibly as citizens and as potential life-long learners.

### **Self-Evaluation**

Long Beach City College consistently follows the structure and requirements of the various general education areas, while working on means of better preparing students for an ever-changing society. During this accreditation cycle LBCC has been particularly engaged in curriculum, assessment, and diversity innovation.

In order to strengthen and evaluate student skills in the area of information competency, the Associate Degree/General Education (AD/GE) Subcommittee of the Committee on Curriculum and Instruction recently began to discuss an LBCC proficiency in information competency to complement the computer proficiency requirement already in place. The new Assessment of Student Learning Outcomes Sub-Committee is charged with assisting faculty to develop methods of assessing, analyzing, and improving student mastery of broad general education outcomes such as effective written and oral communication skills, understanding and mastery of basic math and statistical skills, appreciation of various forms of creative expression, ability to engage in critical and creative thinking, and respect for diverse peoples and cultures.

To support the increasing need to know how to gather, evaluate, and utilize the overwhelming amount of information available to us, the AD/GE Subcommittee began its investigation of means of assessment to ensure that students become more knowledgeable about the sources and use of information. Individual courses, such as English 1, offer instruction in this area and librarians recently completed a three-unit course on Information Competency that will be offered both on-campus and on-line beginning in the fall of 2002.

The College has in place a number of innovative initiatives to introduce content and methods in major areas of knowledge. These are proving engaging approaches for the students. A particularly innovative area of recent work by faculty involves the development of an Associate of Arts degree in Multicultural Liberal Arts, and a Multicultural Studies area of concentration for both the CSU/GE Breadth and the IGETC plans. This initiative began in 1999 and was approved by the Committee on Curriculum and Instruction in spring 2001. Subcommittee members of the Associate Degree/General Education Subcommittee of the Committee on Curriculum and Instruction have also completed a request form that defines a multicultural course and serves as a means by which faculty can begin the approval process for new courses to be added to the Multicultural Liberal Arts degree program. This form was distributed to members of the Committee on Curriculum and Instruction at its November 14, 2001, meeting. The Multicultural Studies initiative allows LBCC to claim state leadership in demonstrating how diversity has changed the general education curriculum (*doc. 4.12a*).

In 1999, Long Beach City College was awarded a five-year, Title V grant by the U.S. Department of Education. One academic component of the Grant is the Latino Studies Institute. The Institute, which began in spring 2001, offers students several learning community opportunities that focus on the Latino experience. These general education-based learning communities are designed to introduce all students to the richness and complexity of the Latino experience and to better retain Latino students and increase their

success in completing the requirements for a degree or transfer. In spring 2001, the first three Latino Studies Institute learning communities were conducted and included "Art and Identity," which combined art, economics, and history methodologies. During the fall 2001 semester, pairs of courses included "Voices of the Latino Experience"—Introduction to Literature and Composition: Chicano/Latino Literature (English 2) and Sociology of the Latino (Sociology 98) and "In Search of El Dorado: The California-Mexico Connection"—History of Mexico (History 18) and History of California (History 48). The Title V grant expires in 2003-2004. A question remains whether innovative programs of the sort above can be sustained in the absence of the grant.

During the fall of 1998, discussion began about a formal study abroad program to provide the opportunity for students and faculty to visit, study, and learn to better appreciate a variety of cultures and people. During spring 1999, the Academic Senate established an ad hoc committee that researched study abroad programs at other Colleges and drafted a process for the program. A faculty member was chosen as the Study Abroad Coordinator during the fall of 1999, and the first course, psychology, was taught in Paris as part of a consortium the following summer. Since that time, LBCC faculty and students have traveled to London in spring 2001 for courses in British Life and Culture, British Literature, Art, and Theater, and to Madrid for language instruction during the summer 2001. Plans for summer 2002 include a China environmental geology program and a second language program in Madrid (*doc. 4.38*).

In fall 2001, Long Beach City College entered into the first year of a three year California Community College Chancellor's Office Fund for Student Success grant to fund the systematic development of service learning at the College. A coordinator has been identified and a faculty survey distributed to determine how many faculty members are currently offering opportunities for service learning in their classes. One important goal of the grant is to create a Service Learning Center on campus that will serve to support faculty who are already involved in service learning by helping with paperwork, agency agreements, and student monitoring. The Center will also serve as an education center and assist other faculty members in becoming involved. Service learning provides the opportunity for students to apply their classroom learning in real-life situations and build social connections. Research indicates that students who participate in service learning are more apt to be involved in community service throughout their lives and that service learning may encourage greater civic involvement (*doc. 4.40*).

### **Planning Agenda**

Faculty will develop or refine additional strategies that focus on student needs for effective learning.

**C4 Students completing the institution's general education program demonstrate competence in oral and written communications, scientific and quantitative reasoning and critical analysis/logical thinking.**

**Descriptive Summary**

Students who complete a general education program have demonstrated competence in oral and written communications, scientific and quantitative reasoning, and critical analysis/logical thinking within individual courses such as speech, English composition, natural science, mathematics, and social science. In addition, the Course Evaluation Subcommittee, through its technical review of each proposed new course and course change, and its cyclical routine review of all college courses, ensures that Title 5-mandated writing and critical thinking components are part of each transfer level course.

Long Beach City College faculty have been encouraged to attend learning outcomes assessment conferences, institutes, and workshops during the past several years, and nationally-recognized speakers on assessment have made Flex Day presentations during the past three years. As a result of action taken by the Academic Senate, Instructional, Planning Committee and Educational Master Planning Committee, an Assessment of Student Learning Outcomes Committee of the Committee on Curriculum and Instruction was established, and a Coordinator of Assessment of Student Learning Outcomes position funded. The Student Learning Outcomes Coordinator and Committee will work with members of the College community to promote, develop, implement, and analyze student learning outcomes assessment at LBCC that will provide data on student performance (*doc. 4.43*). The ad hoc Assessment Committee offered a draft of student learning outcomes at the April 18, 2001, Committee on Curriculum and Instruction meeting. According to this unranked draft, students graduating from Long Beach City College will be able to:

- Achieve their personal educational goals.
- Communicate effectively in written and oral language. (This includes the use of Standard English, active listening skills, argumentative skills, etc.)
- Engage in lifelong learning, whether through formal education or other means.
- Perform basic mathematical and statistical operations.
- Appreciate art and other forms of creative expression.
- Engage in critical and creative thinking, including problem solving.
- Respect diverse peoples and cultures.
- Maintain health and fitness.
- Demonstrate skills necessary to maintain teamwork and positive social interaction.

## Self-Evaluation

Traditionally, student mastery of the various areas of general education has been measured in individual courses. With the advent of the Assessment of Student Learning Outcomes Committee, faculty realize that greater emphasis needs to be placed on multidisciplinary assessment. Through this process, faculty will begin to consider general education competencies in a broader sense, rather than measuring individual course objectives.

Nevertheless, in the Long Beach City College “Institutional Effectiveness: 1999-2000 Annual Report” it is reported that through the fall of 1999 “the GPA after one year at a California State University campus is higher for LBCC transfers than for transfers from other community colleges” (*doc. 4.9d*).

## Planning Agenda

The Assessment of Student Learning Outcomes Sub-Committee will assist program faculty to incorporate learning outcomes and assessment strategies into the curriculum over the next six years.

## D Curriculum and Instruction

***D1 The institution has clearly defined processes for establishing all of its educational programs. These processes recognize the central role of faculty in developing, implementing, and evaluating the educational programs. Program evaluations are integrated into overall institutional evaluation and planning and are conducted on a regular basis.***

## Descriptive Summary

Faculty who wish to establish a new program are encouraged to follow the guidelines in the “Handbook for New Program Development,” written in 1997 by members of the Associate Degree /General Education Subcommittee of the Committee on Curriculum and Instruction and updated in 2001 (*doc. 4.1*). Members of the subcommittee also serve as resources for program development and recommend new programs to the Committee on Curriculum and Instruction for approval and recommendation to the Board of Trustees.

The development of a transfer or Career Certificate program consists of three steps: 1) preliminary research, data collection, and discussion by faculty members; 2) formal presentation to Long Beach City College governing bodies including the Associate Degree/General Education (AD/GE) Subcommittee, the Committee on Curriculum and Instruction, and the Board of Trustees; and 3) formal submittal to external governing agencies such as the Los Angeles/Orange County Workforce Development Leaders (if appropriate), the Chancellor’s Office, and the California

Postsecondary Education Consortium (if appropriate). Certificates of Completion, the name that Long Beach City College has given to certificate programs of less than eighteen units, are approved by the AD/GE Subcommittee and the Committee on Curriculum and Instruction and taken to the Board of Trustees as an information item.

The evaluation of educational programs occurs during the six-year Program Review cycle, which was developed and implemented by faculty in 1995. During the first six-year cycle, which ended at the completion of the 2000-2001 academic year, over seventy-five instructional departments and/or programs underwent self-study. As of fall 2001, only three College programs are delinquent in submitting their program reviews, and two additional programs were given extensions due to lack of full-time faculty during the previous year. Following the submission of each program review document, a small review committee of faculty from other disciplines reads the document for clarity and completeness, visits the instructional area and meets with the program faculty. Recommendations are made by the review team for improvement as well as kudos given for successful program accomplishments (*doc. 4.12d*).

The information gained through the program review process is then often used in the development of each department's/program's annual Program Plan document, which includes the accomplishments of the past year and planned projects for the next three years. In turn, the Instructional Planning Committee (IPC), an important part of the planning structure of the College, annually reviews all program plans, school plans, and/or program reviews to ascertain the major needs and goals of the programs. Based on this information, the IPC recommends instructional priorities to the Educational Master Planning Committee (*docs. 4.44 & 4.45*).

### **Self-Evaluation**

The process for the development of educational programs is well established, thorough, and clearly defined in the "Handbook for New Program Development. The faculty plays a key role in the process by initiating and modifying programs.

Through the use of Program Reviews and annual School Plans (developed from each department's yearly program plan), the Instructional Planning Committee is able, each fall, to cull trends and overall needs which it prioritizes and sends on to the Educational Master Planning Committee to be included in college-wide prioritization and funding. In this way, the needs and goals of individual programs and schools are integrated into overall institutional planning.

### **Planning Agenda**

None



***D2 The institution ensures the quality of instruction, academic rigor, and educational effectiveness of all its courses and programs regardless of service location or instructional delivery method.***

**Descriptive Summary**

Members of the Course Evaluation Subcommittee of the Committee on Curriculum and Instruction are charged with examining every new course and proposed course changes to ensure that all courses meet the quality demanded by Title 5. During 2000-2001, new course outlines for both Degree Applicable Credit and Non-Degree Applicable Credit Courses were developed and implemented. The new course outlines provide more detailed information about each course, especially in regard to time spent on various areas of content, instructional methods, assignments, and evaluation techniques. All courses are included in a six-year routine review cycle to ensure currency.

All faculty members use the same course outline and learning objectives while designing their specific class sections, and the decision of which texts to use includes the consideration of the academic rigor of the texts. All course syllabi are on file in each department's office and available for review.

**Self-Evaluation**

The new course outline, which requires much more in-depth thinking and planning by faculty, is currently required for all courses listed on general education Plan A. On October 17, 2001, the Committee on Curriculum and Instruction passed a resolution requiring all credit courses to be translated to the new course outline. The translation of existing courses will follow the routine review cycle, and applies to those courses eligible for routine review beginning in the 2001-2002 academic year.

Both distance learning and honors courses are based on the original course outline. During the past two years, Course Evaluation Subcommittee members worked closely with the Distance Learning Program to develop the addendum for distance learning. In addition, the committee worked with the Honors Program to develop the Honors Program course outline addendum. The distance learning addendum clarifies the type and amount of interaction, assignments, and evaluations that are planned for the distance course. The Honors Addendum is used to highlight the additional assignments and experiences that serve to make the honors course more academically rigorous than its original counterpart (*doc. 4.10*).

**Planning Agenda**

By 2006, the Academic Senate, Committee on Curriculum and Instruction, along with the Director of Distance Learning and Instructional Technology, should investigate the potential and desirability of a liberal arts degree

based on distance learning methodologies. If appropriate, the Committee on Curriculum and Instruction will formulate a philosophy and rationale for a liberal arts degree offered through virtual technologies.

***D3 The evaluation of student learning and the award of credit are based upon clearly stated and published criteria. Credit awarded is consistent with student learning and is based upon generally accepted norms or equivalencies.***

The awarding of credit is based upon course contact hours, content, and objectives approved by the Committee on Curriculum and Instruction and Board of Trustees. This information is applied consistently to all sections of a particular course, and it is published in the Catalog (*doc. 4.6*) and Schedule of Classes (*doc. 4.7*) as well as being available on the course outline (*doc. 4.10*). The evaluation of student learning is based on the use of the common course content and learning objectives which are detailed on each course outline (*doc. 4.10*) and on the instructor's syllabus (*doc. 4.13*). The English Department has long had very specific standards for grading in its series of composition courses (English 801AB, English 105, and English 1), and with the current College focus on the assessment of student learning outcomes, more departments are beginning to develop grading rubrics and common final exams.

### **Self-Evaluation**

Several departments, such as English and nursing, have traditionally met to discuss course quality, academic rigor and common methods of student evaluations and grading. With the increasing emphasis of student learning outcomes and the education of faculty in this area, other departments, such as history, have begun to increase their discussions of these issues and consider the use of common final exams.

### **Planning Agenda**

Faculty in individual programs as well as in designated segments of the General Education curriculum should, in consultation with the Faculty Professional Development Committee and the Committee on Curriculum and Instruction, meet and confer about curriculum and evaluation through Flex Day activities designed to provide for increased faculty proficiency within the area of student evaluation (*doc. 4.19*).

***D4 The institution has clearly stated transfer of credit policies. In accepting transfer credits to fulfill degree requirements, the institution certifies that the credits accepted, including those for general education, achieve educational objectives comparable to its own courses. Where patterns of transfer between***

***institutions are established, efforts are undertaken to formulate articulation agreements.***

### **Descriptive Summary**

Policy and Administrative Regulations 4019 (*doc. 4.27a*) provide detailed information about the acceptance of transfer credit from other institutions.

During fall 2001, there were 206 instances of articulation between Long Beach City College and California State University, Long Beach, the largest receiving university of transfer students. This is a 36 percent decrease from 1996 when there were 320 instances of articulation between the two institutions. Similarly, there are 82 Long Beach City College courses that articulate with the Long Beach Unified School in fall 2001, whereas during the 1995-96 academic year there were 92 LBCC courses articulated with the unified district (*doc. 4.15*).

### **Self-Evaluation**

During the past six years, the number of articulation agreements Long Beach City College has with universities and the local unified school district has declined. This may be due in large part to the lack, during many of those years, of a full-time Articulation Officer.

Due to concerns about the role and responsibilities of the Articulation Officer at Long Beach City College, an Articulation Task Force was established and met during the summer of 2001. The task force prioritized the responsibilities of the Articulation Officer, clarified the job assignment, considered the appropriate placement of the position in the College structure, and established an Articulation Advisory Committee to provide campus-wide support for the next Articulation Officer.

During spring 2002 a full time Articulation Officer was hired.

### **Planning Agenda**

Faculty will work with the Articulation Officer seeking to substantially increase the number of articulation agreements between LBCC and California universities.

***D5 The institution utilizes a range of delivery systems and modes of instruction that are compatible with the objectives of the curriculum and are appropriate with the needs of the students.***

### **Descriptive Summary**

Course information is delivered through increasingly diverse modes of instruction. Many courses are offered in the traditional classroom and/or laboratory format; however, additional modes of delivery include on-line courses, televised courses, Teleweb, web-enhanced, and other multimedia

courses (*doc. 4.26*) and study abroad courses. During fall 2001, forty-seven sections of on-line courses were offered, including courses from the Business, Child Development, Computer and Information System, Computer and Office Technologies, Counseling, English, Theatre/Dance/Film, Geography, Library, Math, Music, and Philosophy departments. Eight televised courses and one Teleweb course are also being offered during fall 2001. During the past several years numerous courses have been rescheduled, modularized, or their content modified to better meet the needs of students. For example, Beginning Algebra, which can be a difficult course for many students, was rewritten to offer students the option of completing the content in one semester (Math 110) or two semesters (Math 110A and Math 110B).

### **Self-Evaluation**

The last six years have seen a very real change in the way courses are offered at Long Beach City College. Beginning with an on-line section of English 1 in the mid 1990's, the College currently offers 38 on-line courses (47 sections) and approximately 25 new on-line courses have been approved by the Course Evaluation Subcommittee during fall 2001. Student enrollment in on-line courses has increased more than 65 percent during the past year alone. In fall 2000, 1,114 students enrolled in on-line courses, a number which increased to 1,765 students in fall 2001. There are also 175 web-enhanced courses now being offered.

Numerous changes have also been made to on-campus courses to better meet the needs of students. Example changes include increasing the number of units in Modern Arithmetic (Math 805) from two to four, to assist students who need more in-class time in the most basic math course. To meet the needs of students who need more time to learn and apply the study skills so necessary to college success, faculty teaching the College Learning Skills Workshop (Learn 11), a two unit course, designed Learn 11A for three hours. In addition, Student-Athlete Success Training (Learn 20) was established to address the specific needs of student athletes.

The Study Abroad Program was described in 4.C3 (*doc. 4.38*).

During the 1999-2000 academic year, the Budget Advisory Committee, based upon recommendations from the Instructional Planning and Educational Master Planning committees, set aside \$150,000 for curriculum design. Twenty applications for Curriculum Design Grant money were received, and sixteen were funded. Projects include:

- on-line course development for Introduction to International Business (IBUS1), College Learning Skills Workshop (Learn11), and four sections of Nursing Applications of Pharmacology (ADN286, ADN486, VOCN 286, and VOCN486); and new on-campus and on-line courses Web Databases (LIB2) and Information Competency (LIB3).

- course-supporting material for students enrolled in Microsoft Excel. This material will assist students who need to review the mathematic equations used in business such as checkbook reconciliation, future profits projection, future investment value, interest payments, etc.
- web-enhanced and traditional materials for California Geography (GEOG48) including the creation of a database, maps, student evaluations, and virtual field trips.
- an on-line guide for writing in the social sciences.
- a web page for introductory chemistry students, which provides quick explanations of chemical theories, interactive exercises, and links to other pertinent chemistry sites.
- tutorials on DVD to assist physics students in reviewing trigonometry and intermediate algebra word problems.
- complete revisions of the Air Conditioning and Refrigeration, Mechanical Drafting, and Architecture curricula.

Additional funds for this project have been approved for 2001-2002.

### **Planning Agenda**

None

***D6 The institution provides evidence that all courses and programs, both credit and non-credit whether conducted on or off campus by traditional or non-traditional delivery systems are designed, approved, administered, and periodically evaluated under established institutional procedures. This provision applies to continuing and community education, contract and other special programs conducted in the name of the institution.***

### **Descriptive Summary**

Courses offered by the institution, regardless of location or instructional methods, meet the same criteria and scrutiny. This includes continuing and community education, contract and other special programs conducted in the name of the institution. All courses must meet the Title 5 guidelines and are routinely reviewed by the Course Evaluation Subcommittee of the Committee on Curriculum and Instruction. The course outline (*doc. 4.10*), syllabus (*doc. 4.13*), and grading records provide evidence of this consistency.

With the establishment of the Office of Economic Development in 1996, and its mandated mission to promote the economic development of the local area, there was a need for the delivery of contract courses and/or programs—credit, non-credit, and not for credit—that would be offered in response to factors generated outside the regular college community. There was also a need to offer some type of certificate upon completion of these courses that would be recognized by the business community. Since

certificates issued by the community college have definite requirements, the matter came under the purview of the Academic Senate.

To assure that these courses and programs with their related certificates came under the same established institutional procedures, the Academic Senate passed a resolution on January 4, 1997, to recommend that the Committee on Curriculum and Instruction establish a protocol for approval of courses or classes taught outside recognized disciplines. This protocol was developed by an ad hoc committee in consultation with the Office of Economic Development and passed by the Committee on Curriculum and Instruction on March 17, 1999 (*doc. 4.11*). A resolution was also passed that the College would issue three categories of certificates: a Career Certificate (18 units or more), a Certificate of Completion (less than 18 units linked to an instructional department), and a Certificate of Completion-Office of Economic Development (*doc. 4.14*).

### **Self-Evaluation**

All courses and programs, new or modified, must follow the same approval process of submission to the appropriate curriculum sub-committee, the Curriculum Committee. The President of the Academic Senate is delegated to bring curriculum changes or additions to the Board of Trustees.

### **Planning Agenda**

None

***D7 Institutions offering curricula through electronic delivery systems operate in conformity with applicable Commission policies and statements on the Principles of Good Practice in Distance Education.***

### **Descriptive Summary**

Following Title 5 regulations, the Course Evaluation Subcommittee scrutinizes each proposed Distance education course as a separate entity. Currently most on-line courses offered at Long Beach City College have a corresponding on-campus course. Since the only difference between the courses is the delivery system, the Course Evaluation Subcommittee has developed an addendum that is attached to the original course outline.

### **Self-Evaluation**

The Distance Education Addendum provides faculty with the opportunity to consider and respond to concerns specific to distance learning such as the nature and frequency of instructor-student, student-student, and student-content interactions, types of assignments, and evaluations, necessary technological support, and measurement of course effectiveness—all questions which must be addressed to ensure the academic rigor and integrity of an on-line course. In addition, when a proposed on-line course is

based on an already-existing on-campus course, faculty must demonstrate that the on-line course is equivalent to the original course in terms of rigor, student assignments, and evaluation. During the technical review of each distance education course, members of the Course Evaluation Subcommittee are especially dedicated to maintaining the integrity of on-line testing. Faculty members planning to offer an on-line course are encouraged to take the “Teach On-line” course offered through the Instructional Technology Development Center (ITDC), and Course Evaluation Subcommittee members have written and distributed a “Distance Learning: Frequently Asked Questions” paper which also provides directions in distance course development and scrutiny criteria (*doc. 4.12*).

### **Planning Agenda**

None

***D8 Institutions offering curricula in foreign locations to students other than US nationals operate in conformity with applicable Commission policies and guidelines.***

### **Descriptive Summary**

Long Beach City College does not currently offer curricula in foreign locations to students other than US nationals.

**Document List:**

- 4.1 Handbook for New Program Development
- 4.2 Program / School / Instructional Plans (samples)
- 4.3 Support Services Program Reviews
- 4.4 Instructional Program Reviews (samples)
- 4.5 Fact Book
- 4.6 College Catalog (1996-2002)
- 4.7 Schedule(s) of Classes
- 4.8 Curriculum Guides (samples)
- 4.9 Academic Services / Institutional Research
  - 9a. Enrollment Information
  - 9b. Success / Retention Information
  - 9c. Course Outlines
  - 9d. Other
- 4.10 Course Outlines
- 4.11 Committee on Curriculum and Instruction Minutes
- 4.12 Curriculum Subcommittees Minutes
  - 12a ADGE Committee
  - 12b Academic Standards
  - 12c Course Evaluation
  - 12d Program Review
- 4.13 Course Syllabi
- 4.14 Course Completion Certificates
- 4.15 Articulation Agreements
- 4.16 ESL Citizenship Center
- 4.17 Facilities Planning Committee
- 4.18 Enrollment Management documents
- 4.19 Staff Development
- 4.20 Ross Miyashiro, Dean Admissions / Records Interview, April 26, 2002
- 4.21 Outside Accreditation Documents
- 4.22 General Education Philosophy Statement
- 4.23 Shared Governance Statement
- 4.24 Transfer Center
- 4.25 Technology Planning Committee
- 4.26 Faculty Resource Center



- 4.27 Board Policies and Administrative Regulations:
  - 27a. 4019
  - 27b. 4005
- 4.28 Educational Master Planning Committee
- 4.29 Strategic Initiatives
- 4.30 Annual Priorities
- 4.31 District Budget
- 4.32 Hiring Priorities Committee
- 4.33 Staff Planning Committee
- 4.34 Budget Committee
- 4.35 Matriculation Documents
- 4.36 Survey of Graduates
- 4.37 Survey of Transfer Institutions
- 4.38 Study Abroad Program Policy / Regulations
- 4.39 Student Services Documents
- 4.40 Competitive Grants, Special Projects (multiple years)
- 4.41 Advisory Committee Lists
- 4.42 Noel-Levitz Survey Results
- 4.43 Learning Outcomes, General Education
- 4.44 Planning Guidebook
- 4.45 Instructional Planning Committee Charge

## Standard Five - Student Support and Development

***The institution recruits and admits students appropriate to its programs. It identifies and serves the diverse needs of its students with educational programs and learning support services, and it fosters a supportive learning environment. The entire student pathway through the institutional experience is characterized by a concern for student access, progress, and success.***

- 1 The institution publishes admissions policies consistent with its mission and appropriate to its programs and follows practices that are consistent with those policies.***

### **Descriptive Summary**

Long Beach City College has established admissions procedures and publishes admissions policies and procedures consistent with state regulations, the state's community college mission, and the College's mission. These open admissions policies are published in the *College Catalog (doc. 5.1)*, the *Schedule of Classes (doc. 5.2)*, and on the College's website <<http://www.lbcc.edu>> (*doc. 5.3*). Some specialized programs, such as the International Student Program, have additional admissions requirements. These policies have been developed to meet program requirements. Admission to programs with limited enrollment (e.g., Nursing) requires a supplemental application to the specific department (*doc. 5.4*).

Registration/enrollment is accomplished by telephone (IVR) and walk-in. These procedures are published in the College's *Schedule of Classes*. Additionally, registration assistance in languages other than English is available during each registration period. LBCC staff provides admissions and registration assistance in Spanish, Khmer, and Vietnamese. For the fall 2001 semester, 1,303 students were assisted in their native language (other than English) during registration.

### **Self-Evaluation**

College-wide implementation of PeopleSoft, the enterprise level integrated management system, will further support the College's efforts to provide consistent and timely admissions policies in a manner that reflects the College's mission and is appropriate to its programs. Automated systems, if implemented to reflect policies, will consistently apply those policies.

Overall, students are satisfied with the publications available to them. In response to the *"Noel-Levitz Student Satisfaction Inventory, Fall 2001,"*

(doc. 5.5) students (N=2,123) appear to be satisfied with the services provided through the admissions and registration processes. A close examination of survey data on registration processes suggests the College is doing a good overall job, with some room for improvement. The survey examined the importance of registration to students and their satisfaction with existing processes and opportunities to schedule rationally. The College scored most successfully on its policies and procedures, registration effectiveness, and knowledge of the Admissions and Records staff, with satisfaction scores above those given to 10 other comparable California community colleges.

### **Planning Agenda**

*PeopleSoft Implementation:* By fall 2003, the Dean of Admissions and Records will ensure that the implementation of PeopleSoft reflects admissions policies consistent with the mission of the College and is appropriate to its programs.

- 2     *The institution provides to all prospective and currently enrolled students current and accurate information about its programs, admissions policies and graduation requirements, social and academic policies, refund policies, student conduct standards, and complaint and grievance procedures.***

### **Descriptive Summary**

The *College Catalog* (doc. 5.1) and the *Schedule of Classes* (doc. 5.2) provide to all prospective as well as currently enrolled students descriptions of the courses and programs offered, admissions policies and graduation requirements, refund policies, the code of student conduct, and complaint and grievance procedures. In addition, the *College Catalog*, *Schedule of Classes*, and Student Affairs brochures include social and academic policies, as well as the code of student conduct, and complaint and grievance procedures (doc. 5.6). The *College Catalog* and *Schedule of Classes* are also on the College's website. Since the previous self-study, a student planner has been developed. LBCC Student Planners, disseminated at the Student Orientation, Assessment and Registration (SOAR) sessions, include program information and a "Frequently Asked Questions" section that address policy questions related to adding and dropping classes and other policies relevant to students.

Additionally, through the revised student orientation process, students are provided with information about the College's programs, requirements, and policies (doc. 5.7). Counseling 1, a nine-hour extended orientation course, further provides students with materials and information regarding the College (doc. 5.8).

## **Self-Evaluation**

The *College Catalog* and *Schedule of Classes* are the primary sources of information to prospective and currently enrolled students. Catalog information is updated once a year and the *Schedule of Classes* is updated and made available three times a year for each term (fall, spring and Summer). The accuracy of the information in the catalog and schedule is ensured through departmental reviews; however, due to the printing timelines of the *College Catalog* and *Schedule of Classes*, some policy and procedural information may change and may not be reflected until the new publication is available. In addition, in spring 2001, the California Community College Chancellor's Office, in a routine review of the *College Catalog*, identified inconsistent information with the state minimum conditions review (*doc. 5.9*). The college website can provide information in a more timely manner than hardcopy printed documents; however, recent personnel changes in early spring 2001 have delayed the updates to the College's website.

The *LBCC Student Planners*, disseminated at the SOAR student orientation sessions, are also updated once a year by the Matriculation staff. The updates mirror those changes made to the *College Catalog* and therefore also mirror any inaccuracies.

According to the Noel-Levitz survey, students indicated their dissatisfaction with the avenues for student complaints. Students who responded to the Noel-Levitz survey rated the importance of "Channels for expressing student complaints are readily available" at 5.77 out of 7. The satisfaction with the channels for expressing complaints was a 4.59 with a resulting gap of 1.18. The Noel-Levitz consultant considers, and the College agrees, that a gap of 1 or more is statistically significant (*doc. 5.10*). Although student grievance procedures are published and widely disseminated, the Noel-Levitz survey results reveal concerns about either the understanding of the channels or the processes to express complaints.

## **Planning Agenda**

*Information Accuracy:* For spring 2003, the Vice President of Student Support, Planning and Research along with the Student Services area Deans will develop a process that internally reviews the accuracy of information provided for inclusion in the *College Catalog*, *Schedule of Classes* and the *College Orientation Planners* available to prospective and currently enrolled students.

*Dissemination of Student Complaint Procedures:* By spring 2003, the Dean of Student Affairs will further identify the reasons for the dissatisfaction with the student complaint procedures and provide an appropriate remedy.

- 3     *The institution identifies the educational support needs of its student population and provides appropriate services and programs to address those needs.***
  
- 6     *The institution provides appropriate, comprehensive, reliable, and accessible services to its students regardless of location or delivery method.***
  
- 10    *The institution systematically evaluates the appropriateness, adequacy, and effectiveness of its student services and uses the results of the evaluation as a basis for improvement.***

Identifying needs and providing and evaluating services are highly related activities. For this reason, 5.3, 5.6 and 5.7 will be addressed together.

### **Descriptive Summary**

The College identifies the educational support needs of its student population through a variety of methods. The admission procedures, assessment and orientation process (SOAR), counseling and advising services, and routinely administered surveys and questionnaires (*doc. 5.11*) provide the College with information regarding the needs of students. The admissions application form surveys the students on their support service needs by asking them to mark those services they believe they may need (*doc. 5.12*). In addition, during a 30-minute counseling appointment, counseling faculty identify potential barriers to student success and recommend strategies to overcome them using the Student Success Contract (*doc. 5.13*). Through the probation identification process, students in academic difficulty are identified and sent a letter referring them to Counseling for further assistance and support (*doc. 5.14*). In addition, the College identifies students in need of support services through referrals from instructional faculty or the Student Success Contract's Mid-Term Grade Reports for students on probation (*doc. 5.15*). In addition, the Noel-Levitz survey was recently administered as a tool to assess students' and employees' perceptions of the importance of and satisfaction with programs and services.

Long Beach City College has two campuses, where the majority of students attend: the Liberal Arts Campus, located on Carson Street, and the Pacific Coast Campus, located on Pacific Coast Highway. Fifty-one percent of the students are enrolled at LAC, 19 percent at PCC, 13 percent at both LAC and PCC, 9 percent are enrolled in extended instruction only, and 8 percent are enrolled in a combination of courses (fall 2001, LBCC Facts). Comprehensive support services are offered at both campuses. Major services include admissions and records, financial aid/veterans, assessment, orientation, counseling, career and job

placement, transfer, student health, bookstore/ASB Bank, student life/activities, tutoring and other support services. Although some programs are located at a specific campus, the services provided are available to all students. For example, specialized programs such as the CalWORKs Program, Senior Center and Women's Center are located at the Pacific Coast Campus and, even though transfer services are offered at both campuses, a Transfer Services office is housed at the Liberal Arts Campus.

In 2000, a Student Resource Center was opened at the Liberal Arts Campus to provide information regarding personal and health issues. Forums and group meetings on topics of interest like domestic violence, women's and men's issues, eating disorders have been offered through the Center. The facility further provides videos, brochures, web access as well as other literature for students seeking additional information.

LBCC has one of the largest CalWORKs programs in the state with over 1,500 participants. The program provides TANF (Temporary Assistance to Needy Families) recipients with all the tools to successfully enter the workplace. The CalWORKs program is designed to ready participants for immediate employment. To this end, the program offers CalWORKs approved counseling, Adult Basic Education, GED Preparation, ESL classes, Short term job Training, Job Preparation Workshops, Job Development and Placement, Child Care Funds and Referrals, Paid Work Study, and Post-Employment Services.

The Women's Center serves both men and women students, who are returning to college. The Women's Center provides programs and activities to assist with their transition to college. Also, Long Beach City College has available child care for Long Beach City College students and staff.

The College's most recent initiative to implement an enterprise-level, integrated management system (PeopleSoft) will provide LBCC students alternative access to services and educational programs. Once fully implemented, the delivery of services will be web-wide and not just collegewide.

The Student Bridge Center (*doc. 5.16*), a United States Department of Education Title V project, was opened in October 2001 at the Liberal Arts Campus to provide services to new students who need guidance and information about the College and its programs and services. The Center offers an on-line library of resources and an Xpress counseling services for students who have questions that don't require a full 30-minute appointment. Another Title V activity includes a peer-to-peer mentoring program to meet the needs of at risk (defined by previous GPA and/or

assessment test scores) first-time students. The Leaders Program has grown to serve continuing at risk students as well as high school students. In spring 2001 semester, with the cooperation of the Trio Upward Bound Program, a cyber-mentoring program has been established to mentor Upward Bound high school students. Two weeks prior to the 1996 Accreditation Team visit, the College submitted a proposal for a United States Department of Education Trio Student Support Services grant. The College was awarded the four-year renewable grant and the program officially began operations as Project Launch in September 1997. Although the Project Launch offices are located at the Pacific Coast Campus, the director and the program coordinator are available on a weekly basis at the Liberal Arts Campus to serve students. Upward Bound, another federally funded Trio program located at the Pacific Coast Campus, provides academic and cultural programs to prepare high school students for college. One of the primary goals of Upward Bound is to have students, who traditionally would not attend college, enroll and complete their college degree. One of the more significant academic programs to support this goal is the intensive six-week summer residential program. The residential program gives participants a taste of college life by exposing them to dorm life and to a rigorous college curriculum.

The Center For Learning Assistance Services (CLAS) is an academic department offering learning resources and instruction both traditional and technology-based. In addition to providing traditional learning resources such as tutoring, CLAS provides an instructional program of learning skills courses in a variety of formats including credit and non-credit offerings, a Supplemental Instruction program for historically difficult gate-keeper courses in a variety of disciplines. Audio-visual reference materials along with supporting equipment allow CLAS to assist faculty in providing students with a diversity of instructional materials. CLAS also manages a large open-access computing lab with wireless technology and an Instructional Technology Student Support Center for access to courseware and assistance with multimedia development, as well as credit and non-credit courses for developing student computer proficiencies for academic success (CPAS).

In 1996, the College adopted as a priority a plan to establish a one-stop student services center at the LAC. That same year the Liberal Arts Campus EOP&S/CARE offices were relocated from a portable unit in the "C" Parking Lot to the A-building (Administration/Student Services Building). In 2000, the DSP&S office and Adaptive Computing Center were also relocated from the L-Building (Library and Learning Resources Building) to a larger and more accessible facility in the A-building. In conjunction with these physical moves, the College expanded its counseling staff by adding two full-time counselors in 1996, and a new EOP&S director in 2000, plus two new DSP&S counselors and an

instructor to support the adaptive technology needs of students with disabilities. In January 2002, the College relocated DSP&S staff at PCC to a larger facility in order to better serve students at PCC.

In a February 2002 program review draft of DSP&S, the team noted the following:

Most of the DSP&S administrative functions are directed from the office at the Liberal Arts Campus. Looking at enrollment patterns, DSP&S staff estimate that approximately 35 percent of the total DSP&S population takes at least one class at the Pacific Coast Campus.

The DSP&S program has several components that involve seven different departments with five full-time, contract faculty and sixteen adjunct faculty members. The faculty titles range from counselor, learning disabilities specialist, DSP&S Coordinator, and instructor (e.g., Basic Skills, and Adapted PE to Computer and Business Information Systems and Horticulture). It also includes seven full-time and part-time classified support staff, twenty-four hourly interpreters, and approximately thirty student workers.

Personal counseling, another specialized service developed to address the growing needs of students, is available through a cooperative arrangement and contract with Family Services of Long Beach. Psychology interns, under the supervision of Family Services of Long Beach, provide up to six personal counseling sessions for students. In spring 2001, a counselor was released 50 percent to work with students who need personal counseling support. In addition, a full-time Coordinator of Student Health and Psychological Services was hired in Fall 2001 (*doc. 5.17*).

The Long Beach City College Student-Athlete Success Office, created in Fall 2000, is located in the Physical Education/Athletics area and staffed by one general counselor (80 percent assignment for athletic counseling), one classified staff member, the Student Athlete Success Coordinator and two part-time student employees. This office serves approximately 500 prospective, current, and former LBCC student-athletes. The office provides academic, career, and personal counseling. In addition, the office provides student-athletes with specific assistance in meeting NCAA and/or NAIA transfer regulations to ensure their athletic eligibility at the university level. On average, 120 student-athletes per academic year transfer to four-year universities and colleges.

Support Services Comprehensive Program Reviews have been completed for the ASB Enterprises/Bookstore, Financial Aid and Veteran's Affairs,



Admissions and Records, and Counseling/Student Development and Student Support Services. Student Affairs will complete its review in Fall 2002. The Counseling and Student Development Department review was also completed in spring 2001, and a three-year program plan was completed in October 2001 (*doc. 5.18*).

Counseling (including personal counseling), Transfer Services, Career Services, Matriculation Services (Early Intervention Workshops, Orientation) systematically administer student surveys. Some support services programs, such as Extended Opportunity Programs and Services, Disabled Students Programs and Services, Matriculation, Trio Student Support Services (Project Launch), Trio Upward Bound, Title 5, and Puente comply with state and federal reporting requirements that assess the effectiveness of the programs. In addition, every three to five years Financial Aid receives state and federal audits. Annually, the District's auditors conduct audits of programs in compliance with state and federal requirements.

Through the collegewide planning process, the Student Development Planning Committee develops priority projects on the basis of the evaluations conducted in the Student Support, Planning and Research Division. These projects are forwarded to the Educational Master Planning Committee for further prioritization within the context of the priorities set by the College.

The College has appointed an Enrollment Management Task Force that will focus on student recruitment, retention, and program discontinuance. A work plan to follow up on retention recommendations has been developed. The EMPC has identified coordination and retention as its number one priority.

### **Self-Evaluation**

LBCC has in place an array of approaches to identify student support needs, a number of orientations, financial aid, counseling, advising, job placement, disabilities, transfer, and probationary services, and success/persistence strategies which it regularly evaluates and assesses for their effectiveness. In addition, the College has benefited from the analysis and recommendations of a Noel-Levitz consultant, who has drawn attention to the extensive scope of these services and noted the lack of coordination and the need to develop a coordinated effort to support students.

In addition to the numerous instruments in place for gathering information regarding the needs of students, the College has located two principal shortcomings in the processes for identifying student support needs. First, although the College's admissions application identifies the self-reported

needs of students, the information gathered was reportedly not used. Second, assessment testing, available during the year in the evenings and on weekends, remains a paper-pencil process. Even though students can test throughout the year, they must sign up for the test and attend a four-hour testing session to complete the entire assessment battery (*doc. 5.19*).

LBCC's strong suit is the appropriate, comprehensive, reliable, and accessible services it provides for students. The effectiveness of these services can be seen in a variety of venues. Research on the College's orientation program indicates that those students who completed orientation had higher grade point averages, more units completed and a higher persistence rate than those students who did not complete orientation. For example, in 1997-1998, students who participated in a college orientation had an average grade point average of 2.39, whereas students who did not participate in a college orientation had an average grade point average of 1.94. In 1998-1999, the first group had an average grade point average of 2.44, whereas the second group had 2.07. Meanwhile, in 1997-1998, the persistence rate for the first group was 78 percent, compared to a persistence rate of 53 percent for the second group; and in 1998-1999, the corresponding numbers were 80 percent (first group) and 52 percent (second group) respectively. In the *"Noel-Levitz Student Satisfaction Inventory, Fall 2001,"* students gave an importance rating of 5.84 to the question "New student orientation services help students adjust to college." Their level of satisfaction received a score of 5.07, a gap of 0.77, which the College considers indicative of a strength. Even though a variety of delivery methods are used for orientation (such as sessions that are part of the SOAR program, special sessions on selected Saturdays for high school seniors who are prospective students, Counseling 1 as an extended orientation course, and ESL orientation sessions that are offered in Spanish, Khmer, Vietnamese, and English) the Noel-Levitz consultant recommended restructuring the time needed for the testing and orientation components of the SOAR and targeted orientations for specific populations (e.g., transfer, returning students). These recommendations are currently under consideration.

With approximately 50 percent of its students receiving some type of financial aid, the institution takes genuine pride in its largesse and recognizes the importance students attach to this service. Surprisingly, the Noel-Levitz survey found that students rated low their satisfaction with the College on the issue of when students receive notification of their awards. Yet, the LBCC Financial Aid Office processes student financial aid forms on-line that produces a one-week turn-around on the applications. Students are notified throughout the year of their eligibility. All students who qualify for financial aid and apply by the first priority deadline of May 1st receive their financial aid checks by mail one week

before classes begin. Not surprisingly, when asked about the adequacy of financial aid offered, survey data show students were not particularly satisfied. Although the survey results note some level of dissatisfaction with the adequacy (amount) of financial aid available, the Noel-Levitz consultant remarked on the creative, accommodating and student-centered approach of the Financial Aid staff. She further highlighted the Financial Aid office for its early refunds, personal assistance in applications, financial aid disbursements in three payments, and links to the bookstore (*doc. 5.20*).

Although the number of student survey responses (point of contact survey results) on counseling and career services is too small for valid generalization, nevertheless, these data suggest areas where some improvements may be in order. Regardless of the 24,063 appointments that were scheduled with 17,056 (71 percent) kept in 1999-2000 (*doc. 5.21*), in a 1999-2000 research study of 1,039 LBCC graduates (385 respondents, 37 percent), conducted by the Office of Institutional Research/Academic Services, 26 percent of the respondents indicated that they were "Not Too Satisfied" to "Not Satisfied" with the information provided by their counselor. Students were asked not to respond to this question if they did not actually see a counselor; however, the study did not specify how many students responded to this question (*doc. 5.22*). Nonetheless, with over 1/4 of the students reporting some dissatisfaction with the information provided by counselors, there appears to be a need to address these concerns.

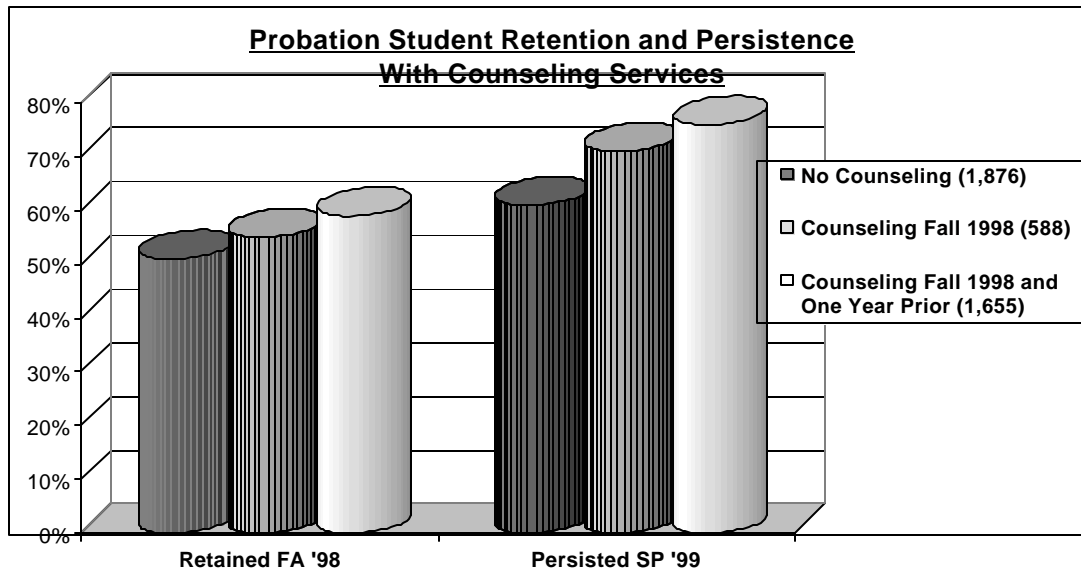
Noel-Levitz Survey data suggest students rank Academic Advising/Counseling services high in importance, but relatively low in satisfaction. Responding to the question on the "Counseling staff care about students as individuals," students indicated the level of importance at 6.05 with a satisfaction score of 4.98 and a gap of 1.07 and, in the College's view, is an area for improvement. Although Long Beach City College students have voiced their dissatisfaction, compared to ten similar community colleges in California, students appear to be more satisfied with advising and counseling at LBCC than elsewhere (*doc. 5.23*). Preferably, a student would experience counseling in which the counselor demonstrates a genuine interest in the student, and offers helpful counsel, so that the student would want to repeat with the same counselor. By this criterion, using a Point of Contact survey administered after a student has seen a counselor, LBCC's counseling staff score high marks on both campuses. Although the numbers for each survey preclude definitive judgments, Point of Contact Counseling Student Satisfaction survey data for 1998, when disaggregated by campus, show, for LAC students (N=165), 87 percent agreed that the counselor showed a genuine interest in assisting them. Ninety-one percent (91 percent) would be comfortable returning to the same counselor. Eighty-eight percent (88 percent) agreed

that the support staff is helpful and informative. For PCC students (N=61), the comparable numbers were 81 percent, 84 percent, and 89 percent respectively (*doc. 5.24*). These numbers imply that LBCC counseling services score a very good, but not an excellent, grade.

In comparison, LBCC career and job placement services have reached a vaulted plateau. According to a fall 1998 semester Career Center Student Satisfaction Survey for LAC (N=157) 89 percent of the students agreed that the counselor showed a genuine interest in them and 93 percent of the students would be comfortable returning to the same counselor. For the same period of time, for the PCC Career Center (N=127), 91 percent agreed that the counselor showed a genuine interest in them and 94 percent would be comfortable returning to the counselor with whom they had met (*doc. 5.25*). Data from the "*Noel-Levitz Student Satisfaction Inventory, Fall 2001*," indicate students' level of satisfaction with the services available to decide a career at a 5.07. Students ranked the level of importance of services to decide a career at 6.02 with a gap of 0.94, suggesting a borderline strength of the institution.

For Job Placement Services, in the "*Noel-Levitz Student Satisfaction Inventory, Fall 2001*," in response to the question, "The career services office provides students with the help they need to get a job," students gave the item a score of 5.87 for importance and 4.89 for satisfaction. Again, the data indicate a borderline strength. Compared to other California community college students, LBCC students ranked this item slightly more important (5.87 compared to 5.81) and were more satisfied (4.89 compared to 4.70). In the fall 1997 semester Student Satisfaction Survey (N=220), 98 percent of the respondents agreed that the staff showed a genuine interest in assisting them, and 90 percent agreed that as a result of the service, they felt better prepared for their job search. Similarly, 90 percent agreed that the assistance they received was useful and worthwhile (*doc. 5.26*). Although a Career and Job Services program is available to students, the Noel-Levitz consultant observed that opportunities for internships and courses with service learning and practical experiences appear to be disconnected and few for non-vocational students.

One area where services data clearly demonstrate the impact of counseling is with retention. The persistence data for 1998-1999, when disaggregated, show students on probation who met with a counselor had a much higher rate of success than probation students who did not meet with a counselor (*doc. 5.27*).



Moreover, for students on probation who entered into a Student Strategy for Success Contract, results of an Analysis of Variance (ANOVA) test, conducted for the spring 1999 and fall 1999 semesters, indicate that students on probation had a significantly higher retention rate if they participated in a success contract and mid-term evaluation ( $M=.5914$ ,  $N=214$ ).

Also, persistence rates for all students on progress probation were significantly higher if they participated in the contract and Mid-semester Grade Reporting (57 percent,  $N=214$  compared to 14 percent,  $N=1,462$ ). In addition, a significantly higher percentage of academic probation students persisted in the success contract/mid-term grade evaluation group (63 percent,  $N=131$ ) than those in the no contract group (45 percent,  $N=513$ ). Data from these preliminary analyses suggest that all probation students benefit from participating in student success contracts and mid-term grade evaluations (*doc. 5.28*).

Survey data on transfer services suffer from the same limitations as counseling services survey data, but are nevertheless suggestive. Where transfer is concerned, in the "Noel-Levitz Student Inventory," 42.86 percent of the respondents declared "Transfer to another institution" as their educational goal. Given the high proportion of respondents wanting to transfer, it is not surprising that the most important item in the Academic Advising/Counseling Scale is "My academic advisor is knowledgeable about the transfer requirements of other schools," with a 6.18 score. The

satisfaction with the advisor's transfer knowledge is 5.01 leaving a gap of 1.17. The gap is not surprising given the ever-changing nature of transfer requirements on academic programs. Although this gap may be unclosable, it is an area in need of closer attention. This gap does point to the need for counseling faculty to remain current on transfer issues. This information takes on urgency since the first-to-second year persistence rates projected a higher graduation rate. The Noel-Levitz consultant identified the paperwork students are required to complete and submit for graduation as a system technical problem that prevents students from receiving their Associates Degree. The Noel-Levitz consultant also identified the slow transcript evaluation process as a barrier to good counseling for transfer students (*doc. 5.20*).

On the other hand, fragmentary survey data on the Transfer Center suggest that students' transfer needs are being met to an impressive degree. In a spring 1999 Transfer Center Survey, 98 percent of the evening students (N=41) and 96 percent of the day students (N=154) indicate they received the help they needed. Ninety-five percent of the evening respondents and 93 percent of the day respondents agreed that the Transfer Center helped them become more prepared to transfer to a four-year college. Ninety-two percent (92 percent) of the evening respondents and 93 percent of the day respondents agreed that they felt more confident after using the Transfer Center (*doc. 5.29*).

A Transfer Center faculty survey was administered in October 2000 to classroom instructors who had a Transfer presentation conducted in their courses. Of the 27 faculty who responded to the survey, an average rating of 4.56 on a scale of one to five, with five being the highest rating, was given to the classroom presentations' overall effectiveness. On the usefulness of the activity, the average rating of the presentations was 4.74. Faculty's assessment of student interest and involvement received slightly lower average ratings of 4.44 and 4.33 respectively (*doc. 5.30*).

While most community colleges offer one or more learning skills courses or extended orientation courses through their student services programs, LBCC has a well-developed program of student success courses offered by the Center for Learning Assistance Services (an academic department within the Academic Affairs branch of the College). A comprehensive learning skills course, LEARN 11, has become a popular and highly regarded course among faculty and students. More than 20 sections of the 2-unit course are offered each semester. Research on course outcomes has determined that students who complete the LEARN 11 course--especially first-time, first-generation and under-prepared students--persist at a significantly higher rate than their counterparts who never took the course (*doc. 5.31*).

Another significant learning resource student-success initiative developed by the College has been the Supplemental Instruction (SI) program, an innovative project developed by the Center for Learning Assistance Services (CLAS) and supported by Chancellor's office grants, Title V, and the Partnership for Excellence. This project, based primarily on the University of Missouri, Kansas City, model of Supplemental Instruction, has been shown to improve significantly student success in historically difficult courses. The analysis of the research indicates that students who participate in SI (over 1700 students to date) experience a significantly higher course retention rate, greater course success (as defined by grades of C or higher) and a higher grade-point average than their non-participant counterparts in the same course. (*doc. 5.32*).

In March 2002, EOP&S underwent a Chancellor's Office operational program review. As of this writing, the report from the visiting team has not been received by the College. However, the exit interview provided the staff with a commendation for the Peer Advisement program and conference, recommendations for improvement, and a directive to address one regulatory item related to the annual meeting of an EOP&S/CARE Advisory Board.

The February 2002 Chancellor's Office DSP&S program review team was very impressed with the level of sensitivity toward students with disabilities. The visiting team further commented that the administrative team is highly responsive and that the DSP&S team members are dedicated, providing high-quality programs and services to students with disabilities. The team further complimented the College for its efforts, noting that the DSP&S Office at the Pacific Coast Campus was recently relocated to a more centrally located office on the campus.

Although Disabled Students Programs and Services are located at the Liberal Arts and Pacific Coast Campuses, not all services are available at both. And, even though services are provided for all students, given the transportation challenges students with disabilities encounter, services available at the Liberal Arts Campus are practically inaccessible to those attending the Pacific Coast Campus. For example, testing accommodations are available for all eligible students at either campus; however, this service is provided primarily at the Liberal Arts Campus. The review team further confirmed the need for expansion of services at the Pacific Coast Campus by commenting, "It has become clear that DSP&S needs to quickly begin addressing service issues on this [Pacific Coast] campus." The visiting team further observed that the College does not have a policy for alternate media access.

### **Planning Agenda**

*Application Scanning:* By spring 2003, the Dean of Admissions and Records will develop a web-based on-line application. Once the on-line

application has been implemented, registration reports can be generated to enable various offices and academic departments to meet enrollment and student retention goals more effectively.

*Automated Degree Checking:* By fall 2004, the Dean of Admissions and Records, working with the Coordinator of School and College Relations, will develop an automated process to check for degree, certificate, and transfer curriculum completion for students who have completed all their course work at Long Beach City College. Service-area colleges and universities will be added to the Academic Advising module during the following three years to accommodate students with course work from colleges other than LBCC. Native LBCC students will be able to check their status towards graduation using an on-line Academic Advising module in PeopleSoft.

*Transcript Evaluation:* By spring 2004, the Dean of Admissions and Records will implement a more efficient, accurate, and faster process for in-coming transcript evaluation.

*Computerized Assessment Testing:* By spring 2003, the Coordinator of Matriculation and Assessment and the Dean of Counseling/Student Development and Student Support Services, in collaboration with instructional faculty, will consider the feasibility of providing computerized student assessment testing.

*Alternative Orientation Delivery:* By fall 2003, the Coordinator of Matriculation and Assessment and the Dean of Counseling/Student Development and Student Support Services will offer alternative methods of completing the orientation, including an on-line orientation as well as additional targeted orientations for specific populations.

*Counseling and Student Development Services:* By fall 2004, the Department Heads of Counseling and the Dean of Counseling/Student Development and Student Support Services will evaluate and restructure the delivery of counseling services as well as develop a consistent process for administering surveys and collecting data on student satisfaction with services.

*Transfer Services Utilization:* By spring 2003, the Transfer Services Coordinator and the Dean of Counseling/Student Development and Student Support Services will assess the limited use of Transfer Services and determine the services needed and methods to encourage use of the services provided.

*Curriculum Guides Delivery:* By fall 2003, the Dean of Admissions and Records, Coordinator of School and College Relations, Dean of



Counseling/Student Development and Student Support Services, and Transfer Services Coordinator will determine alternative methods of delivering Curriculum Guides (e.g., on-line) to students and other interested individuals.

*Student Internships:* By fall 2004, the Vice President of Student Support, Planning and Research and the Dean of Counseling/Student Development and Student Support Services will work with the School Deans and the Vice President of Academic Affairs to increase the coordination between Career and Job Placement Services and academic/instructional programs to increase the number of student internships.

*EOP&S/CARE Operational Program Review Recommendations:* By spring 2003, the Director, EOP&S/CARE and the EOP&S/CARE faculty and staff will review the final report of the OPR visiting team to determine approaches to implementing the team's recommendations. By fall 2002, the Director, EOP&S/CARE will form an advisory committee and convene its first meeting.

*DSP&S Services at the Pacific Coast Campus:* By fall 2003, the DSP&S Coordinator, the Vice President of the Pacific Coast Campus, the Vice President of Student Support, Planning and Research, and the Dean of Counseling/Student Development and Student Support Services will, as recommended in the DSP&S program review report, "examine closely the needs at the PCC, develop both short-term, and long term plans to address the growth and expansion of services. Two areas... to be addressed immediately are improved communication between LAC and PCC and better coordination of services."

*Alternate Media:* By spring 2003, the DSP&S Coordinator and the Dean of Counseling/Student Development and Student Support Services will recommend a college policy regarding alternate formats, to be prepared and distributed in a timely fashion, so that faculty and staff are aware of their responsibilities for meeting alternate media federal regulations. It is also important that the College website follow these same guidelines to ensure accessibility for all.

#### **4     *The institution involves students, as appropriate, in planning and evaluating student support and development services.***

##### **Descriptive Summary**

Long Beach City College involves students in planning and evaluating student support and development services. The student-elected Student Trustee casts an "advisory vote" on the Board of Trustees (*doc. 5.33*). Students are also appointed to the Committee on Curriculum and Instruction. Students are asked to participate as voting members of

faculty and administrator hiring committees (*doc. 5.34*). Students serve on the ASB Enterprises Board, which makes recommendations on the budget, facilities, and procedures of the bookstore and food services (*doc. 5.35*). Students are also appointed to each of the accreditation self-study standard committees. Student representatives serve on the Budget Advisory Committee and Matriculation Advisory Committee. Students are also represented on the AQSESS Committee and the Educational Master Planning Committee.

Student input is also requested through collegewide surveys (e.g., Survey of Graduates, Survey of Transferred Students). The Noel-Levitz Survey was administered in fall 2001 to determine students' perceptions of the importance of, and satisfaction with, services, programs, and campus climate. In addition, departmental point-of-service/contact surveys are administered as part of the support services program review (*doc. 5.36*). The tenure review process for new Counseling faculty includes student evaluations (*doc. 5.37*).

### **Self-Evaluation**

Although students are asked for their involvement and their membership on collegewide committees as stipulated in college administrative regulations, maintaining consistent and regular student attendance is rare. In the Noel-Levitz Student Survey, the question related to the Associated Student Body representing the student viewpoints appropriately received an importance score of 5.38 with a satisfaction score of 4.68 and a 0.70 gap.

### **Planning Agenda**

*Student Participation:* By spring 2003, the student services and school deans will work in collaboration with the Associated Student Body to determine the most effective means to ensure student participation on committees.

**5      *Admissions and assessment and placement practices are designed to minimize test and other bias and are regularly evaluated to assure effectiveness.***

### **Descriptive Summary**

The College maintains an open enrollment policy and does not require a test for admission. Admission to the College is open to anyone who is a high school graduate, has a high school equivalency certificate, or is 18 years of age or older and shows evidence of being able to benefit from instruction. The assessment test process used for placement recommendations is reviewed at least every six years for bias. The tests are reviewed more frequently when changes have occurred in the student

populations or when transitions are made to other tests. The most recent review was completed in April 2001 for the Degrees of Reading Power-PA6 test. LBCC's current assessment instruments are approved by the California Community College Chancellor's Office and meet standardized testing requirements designed to minimize test bias. As part of the assessment process, the College uses the Descriptive Tests of Language Skills in Reading Comprehension, the Descriptive Tests of Language Skills in Conventions of Written English, the Mathematics Diagnostic Testing Project, the LBCC Direct Writing Test, the LBCC ESL Placement Test, and the Degrees of Reading Power-PA6. Validated multiple measures (e.g., high school grades in particular courses and answers to additional questions related to reading skills) are incorporated into the placement recommendations. The assessment test and orientations are available during the day, evening, and on weekends to accommodate the needs of students (*doc. 5.38*).

### **Self-Evaluation**

In the "*Noel-Levitz Student Satisfaction Inventory, Fall 2001*," the question pertaining to the reasonableness of assessment and course placement procedures received a score of 5.96 for importance and a 5.08 for satisfaction. Compared to the other California community colleges, the level of importance is similar (5.96 compared to 5.97); however, the level of satisfaction is higher for LBCC (5.08 compared to 4.97). The level of satisfaction may be related to the cut score validations that occur on a regular basis for all of the placement recommendations that are made in the math, reading, writing and ESL assessments. As an example, when the cut scores were evaluated for the Degrees of Reading Power-PA6 Test, the success rates of students who were placed into ESL courses were at or above 75 percent.

### **Planning Agenda**

None

***7 The institution, in keeping with its mission, creates and maintains a campus climate, which serves and supports its diverse student population.***

### **Descriptive Summary**

Long Beach City College, in keeping with its vision, publishes information that is reflective of a campus climate supportive of its diverse student population: "Long Beach City College welcomes all people who desire to grow and serve. The College nurtures a vibrant environment that cultivates a passion for learning which continues for life" (*doc. 5.39*). In accordance with its mission, "[T]he College fosters the development of individual potential and is responsive to the diverse educational needs of

the community it serves" (*doc. 5.40*). To fulfill the College's mission, the College assists students "[t]o develop an understanding of the great diversity of human cultures and heritages and a respect for the intrinsic value of life in all its forms" (*doc. 5.41*).

The student-governed Cultural Affairs Council, offered at both campuses, provides workshops, guest speakers, forums, activities, and events dedicated to the celebration of cultural diversity. For example, in October 2000, the Cultural Affairs Council organized a panel discussion on the history of the World War II Japanese-American internment camps. Also, this past February, the College's staff coordinated a month long celebration recognizing the contributions of African-Americans.

### **Self-Evaluation**

In the "*Noel-Levitz Student Satisfaction Inventory, Fall 2001*", a question regarding the institution's commitment to under-represented populations received a satisfaction score of 5.16 out of a possible 7.00 from the students and a 5.67 score from faculty and staff. The student satisfaction inventory question concerning the institution's commitment to students with disabilities received a satisfaction score of 5.35. This compares to a satisfaction score of 5.63 given by faculty and staff. Students appear to be less satisfied than faculty and staff with what they believe is the institution's commitment to under-represented students and students with disabilities.

In responding to the question, "Students are made to feel welcome on this campus," students rated the level of importance at 6.06 and rated their level of satisfaction at 5.33. Compared to other California community colleges, LBCC students rate the level of satisfaction with the feeling of welcome higher (5.33 compared to 5.17).

A fall 2000 "Community College Student Experience Questionnaire" was randomly administered to Psychology, Anthropology and Sociology students as part of the social science departmental program review. Four hundred students responded to the survey, in which one of the scales was about the college environment. The survey results indicate that the older the students the more likely they were to choose to attend LBCC if given the choice again (80 percent for students aged 23-27 and 28-39 compared to only 64 percent for students aged 18-19 or younger).

### **Planning Agenda**

None

**8      *The institution supports a co-curricular environment that fosters intellectual, ethical, and personal development for all of its students and encourages personal and civic responsibility.***

**Descriptive Summary**

The College offers co-curricular programs that provide opportunities for students to participate in a variety of leadership, service learning, cultural, and athletic activities. The College further has a co-curricular environment that supports intellectual, ethical, and personal development and civic responsibility (*doc. 5.42*).

Student activity and leadership programs are designed to support a co-curricular educational experience for students. An Associated Student Body (ASB) constitution exists to set guidelines for the operation of these programs (*doc. 5.43*). Elected and appointed students to the ASB Cabinet represent the official "voice" of the student body. Two service-learning oriented leadership programs (Associated Men Students and Associated Women Students) also exist within the Associated Student Body leadership development programs. These groups coordinate campus and community volunteerism to foster civic responsibility.

In addition, through the LAC Student Senate and the PCC Club Council, over 80 social service and special interest clubs exist where weekly meetings are held on the respective campuses. The College club system provides numerous events that support ethical and personal development as well as civic responsibility. Cultural Affairs Councils exist on each campus to promote and celebrate the diversity of the College and the community. The College further fosters personal development through intercollegiate athletics. Twenty-one different sports allow for participation for men and women. An intra-mural program exists for the recreational participant, sponsoring over 80 events throughout the academic year.

Since the previous accreditation visit, the Student Affairs area has focused on expanding student leadership development and co-curricular activities to a year-round basis in order to have more offerings during the summer months. Two faculty positions, which previously supported these activities on a percentage of load basis, have been converted to classified management, under the title Manager of Student Life, bringing the total to three managers. As twelve-month, forty-hour-per-week employees, students participating in co-curricular programs will receive additional assistance and support.

The ASB Cabinet supports co-curricular programs with the sale of ASB cards. Over \$700,000 are managed and allocated annually to various campus programs to provide programming and events that otherwise would not be offered.

## **Self-Evaluation**

In the Noel-Levitz survey, the prompt, "The student activities on campus foster student development and civic responsibility," received an importance score of 5.51 with a satisfaction score of 4.98. The gap of .53 is indicative of student satisfaction with College co-curricular programs.

Student involvement on campus is strong because of the College's and ASB's commitment to staffing in order to assure a comprehensive education. The funding provided by the ASB is significant and promotes an environment in which intellectual, ethical, personal development and civic responsibility programs and activities can take place.

A Student Affairs program review, scheduled to provide additional information regarding programs within the Student Affairs structure, will assist the area in providing additional perceptions regarding existing programs beyond the responses provided by the Noel-Levitz Student Satisfaction Inventory. These programs include alumni activities, athletics, intra-murals, student leadership, student government, club activities, cultural activities, summer recreation, student health services, and campus conduct.

## **Planning Agenda**

None

- 9 Student records are maintained permanently, securely, and confidentially, with provision for secure backup of all files, regardless of the form in which those files are maintained.***

## **Descriptive Summary**

The Long Beach Community College District Policy and Administrative Regulation 5010 (*doc. 5.44*) requires Admissions and Records to maintain student records permanently and confidentially. Admissions and Records maintains student records in the following forms: hard copy (files), electronic database, electronic microfiche, microfiche, and film. All permanent records of courses completed since 1984 reside on the College's mainframe database. Permanent records of courses completed prior to 1984 are stored either as hard copy, microfilm/microfiche, or imaged document. File folders containing hardcopy paper (non-electronically stored) student records and documents are in a standing file system residing in one of the Admissions and Records offices at either the Liberal Arts Campus or the Pacific Coast Campus.

Student records that are stored electronically are accessible on-line by LBCC staff who have the appropriate administrative approval. Varying

levels of access require administrative approval. Also, individual and system passwords are required to log onto the systems for access to any electronically stored student record. Paper/non-electronic records are stored in secured files at either LAC or PCC and are accessible only by request to and approval from Admissions and Records.

On a daily basis, all electronically stored student records are backed up and stored in fire-resistant files. In addition, at the end of each semester, all permanent student records have been sent to an off-campus location as back-up storage files.

Admissions and Records follows all laws and provisions under the Family Education Rights and Privacy Act and the California Information Act.

### **Self-Evaluation**

Although a permanent record of courses is maintained for every student who has a course record, individual student file folders are not available for all students enrolled at Long Beach City College. Whereas a permanent file folder is not created for students who are exempt from the matriculation process, file folders are created for students who schedule a counseling appointment.

In the past, at the end of each semester, permanent files were sent to a storage facility in Utah. Recently, this procedure was suspended for review. Several vendors are being invited to showcase various alternative methods to storing files. In the future, student records will be stored off-campus in electronic format. At the present time back-up student records are being stored on-campus in a fire/earthquake proof steel vault.

Although access to permanent file records is authorized only by the Dean of Admissions and Records and is secured by individual and system password, a number of unauthorized users have been found logged-onto the system. Student record security is being re-evaluated and the Dean of Admissions and Records is conducting training sessions on security of student records for student support staff. With the implementation of PeopleSoft, student record security will be re-authorized in an office-by-office review, based on need and mandatory training of office personnel.

### **Planning Agenda**

*File Folders:* By spring 2003, The Dean of Admissions and Records will assess the need for the creation of file folders for all currently enrolled students.

*Security and Confidentiality:* By spring 2003, the Dean of Admissions and Records will reauthorize access to the permanent student records after a required training is provided to those who request access.

*Off-site Permanent Storage of Records:* By spring 2003, the Dean of Admissions and Records and the Registrar will complete their review of the manner in which records are updated and stored. Files will be created in a new format and sent to a new off-site location for storage.



***Document List:***

- 5.1 College Catalog (1996-2002)
- 5.2 Schedule of Classes
- 5.3 Printouts and Diskette
- 5.4 Supplemental Applications (Examples)
- 5.5 Noel-Levitz Survey Results
- 5.6 Student Affairs Brochure Complaint and Grievance Procedures
- 5.7 Orientation Information
- 5.8 Counseling 1 - Outline
- 5.9 Chancellor's Office Letter on Minimum Conditions
- 5.10 Preface to Noel-Levitz Survey Results
- 5.11 Student Services Surveys
- 5.12 LBCC Application
- 5.13 Sample Student Success Contract - URL to On-line Version
- 5.14 Sample Letter Sent to Students on Probation
- 5.15 Sample Mid-Term Grade Report - URL to On-line Version
- 5.16 Title V Information on the Bridge Center and Flyer
- 5.17 DSP&S Operational Program Review Report
- 5.18 Comprehensive Program Reviews for Support Services Programs
- 5.19 Assessment and Orientation Material
- 5.20 Noel-Levitz Consultant Report
- 5.21 Counseling Appointment Data
- 5.22 LBCC Survey of Graduates 1999-2000
- 5.23 Noel-Levitz Community College Comparative Data
- 5.24 Counseling Student Satisfaction Surveys
- 5.25 Career Services/Center Surveys
- 5.26 Job Placement Services/Center Surveys
- 5.27 Counseling and Retention/Persistence Research

- 5.28 Mid-semester Grade Reporting Research
- 5.29 Transfer Services Surveys
- 5.30 Faculty Survey of Transfer Services
- 5.31 Learn 11 Course Impact Assessment
- 5.32 Supplemental Instruction Research/Outcomes Report
- 5.33 Administrative Regulation 2005
- 5.34 Administrative Regulations 3003 and 3012
- 5.35 ASB Enterprises Board Constitution
- 5.36 Point-of-Service/Contact Surveys
- 5.37 CCA Tenure Review Process
- 5.38 Assessment Test Schedule
- 5.39 LBCC Vision Statement
- 5.40 LBCC Mission Statement
- 5.41 College Goal Statement (Catalog)
- 5.42 Brochures and Materials from Student Affairs
- 5.43 ASB Constitution
- 5.44 Administrative Regulation 5010

## Standard Six - Information and Learning Resources

***Information and learning resources and services are sufficient in quality, depth, diversity, and currentness to support the institution's intellectual and cultural activities and programs in whatever format and wherever they are offered. The institution provides training so that information and learning resources may be used effectively and efficiently.***

- 1 Information and learning resources, and any equipment needed to access the holdings of libraries, media centers, computer centers, databases and other repositories are sufficient to support the courses, programs, and degrees wherever offered.***
  
- 3 Information and learning resources are readily accessible to students, faculty, and administrators.***

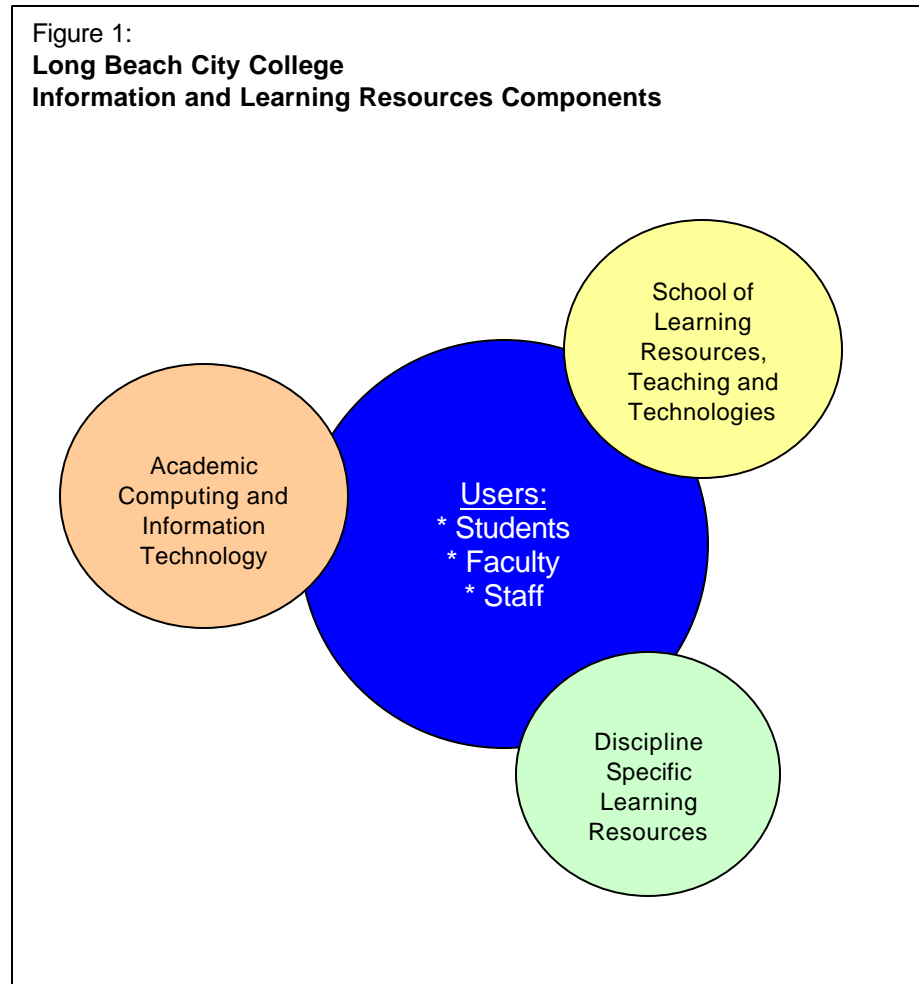
### **Descriptive Summary**

Since 1996, teaching, learning, student and administrative services have undergone a major transformation at Long Beach City College as a result of technology integration campuswide. Technology has impacted the nature of information and learning resources, its delivery systems, processes and procedures. This technology expansion has made it possible to expand services, increase access for students and, at the same time, address different learning modalities.

The diversity of resources and services that have been put in place over the last six years represent an array of formats and delivery systems to address the needs of students, faculty and staff. The College developed a strategic technology plan using a districtwide support approach to address emerging needs brought about by the new technology, its implications and applications for teaching and learning, and campus management (*doc. 6.1*). Central to this plan was the augmentation of existing frameworks of traditional service and instructional delivery with a long-term commitment for technology integration into the curriculum, services and administrative operational functions.

In addressing information and learning resources, LBCC has constructed a network of resources and support systems to meet the needs of the curriculum, students, faculty and staff, and to provide infrastructure support for

technology deployment campuswide. Figure 1 illustrates how college users interface with the information and learning resources structure on campus.



The resources include:

- **Academic Computing and Information Technology (ACIT)**
- **School of Learning Resources, Teaching and Technologies (LRTT)**
- **Discipline-specific learning resources**

The first two areas provide institution-wide resources, and infrastructure support to programs and services and all courses across the disciplines. In addition, learning resources also find expression in discipline-specific learning resources and computer labs throughout both campuses that are managed by other Schools, academic departments, and programs.

The Strategic Technology Plan, developed by the Technology Planning Committee in 1999, called for a major commitment to upgrade the computers and labs on campus. Currently, all full-time faculty and staff (862)

have individual computer stations. Additionally, over 1500 student computers in over sixty computer labs and multimedia classrooms have been provided.

Below is a brief descriptive overview of services and functions delivered by the information and learning resources network at LBCC.

*Academic Computing and Information Systems (ACIT)*

ACIT is the backbone of the College's technology infrastructure. Chart 1 gives a visual representation of the organizational structure of ACIT and the services provided that support information and learning resources campuswide.

ACIT is responsible for the District's information systems including data processing systems, programming, operational activities and services associated with administrative and academic computing, telecommunication systems and infrastructure for transmission of voice, data and video within the District (including computer centers, faculty offices, media services, the libraries and instruction) and between the District and external locations and networks, and the planning, installation, maintenance and management of computer labs, and audio/visual equipment.

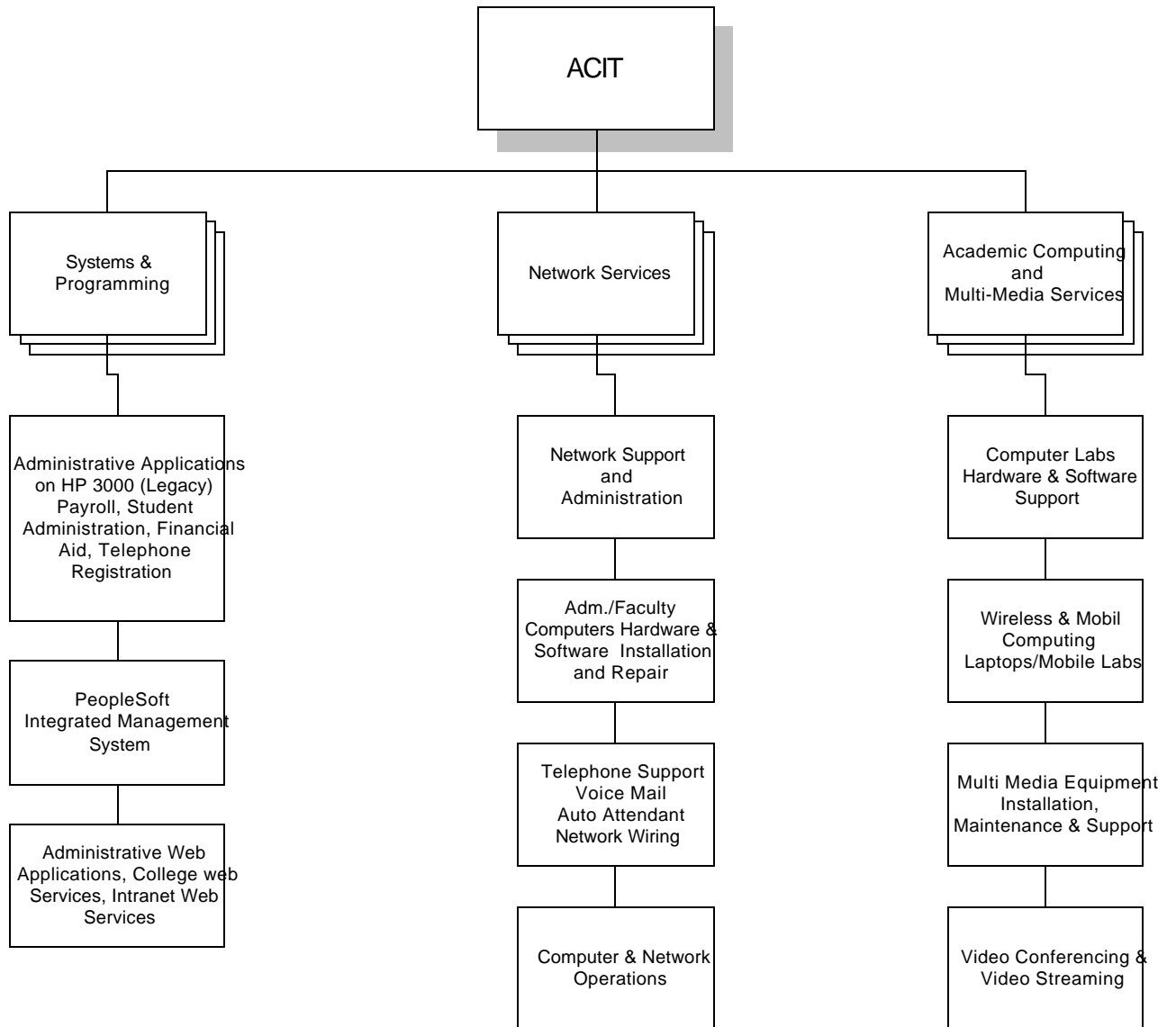
*School of Learning Resources, Teaching and Technologies (LRTT)*

LRTT provides campuswide delivery of learning resources. Its services and offerings support both students and faculty in traditional and e-learning environments, and address instructional technology needs for teaching and learning. Three academic departments and four instructional technology areas support teaching and learning as well as integrated multimedia technology to enhance traditional and e-learning environments.

LBCC's technology plan to support student success called for traditional services to be combined with new technology-driven curricular and educational resources in order to provide students with options to address different learning styles and expose them to information processing competencies to develop proficiencies in these areas (*doc. 6.2*).

The Library, the Center for Learning Assistance Services and Basic Adult Education are the academic departments that support learning resources by a campuswide integration of service components with curricular offerings.

Chart 1: Academic Computing and Instructional Technology Organizational Structure



The chart below gives an overview of all the functions, services, and curricular offerings, within the School, that support learning resources:

Chart 2: SCHOOL OF LEARNING RESOURCES, TEACHING & TECHNOLOGIES

Center for Learning Assistance Services (CLAS)	LIBRARY (LIB)	Basic Adult Education (BAE)	Instructional Technology Development Center / FRC and HelpDesk (ITDC)	Distance Learning (DL)	Instructional Media Production Services (IMPS)
<ul style="list-style-type: none"> <li>• Tutoring</li> <li>• Supplemental Instruction               <ul style="list-style-type: none"> <li>• Instructional media materials on reserve</li> </ul> </li> <li>• L133 Multimedia classroom</li> <li>• L135 Instructional Technology Student Support Ctr.</li> <li>• Courseware or multimedia support for students.</li> <li>• Study Skills Workshops</li> <li>• Study Skills Courses (e.g. LEARN 11)</li> <li>• CPAS 1(B)</li> <li>• CPAS 10</li> <li>• CPAS companion courses</li> <li>• Make-up testing</li> <li>• Student computing services (Open Access Lab)</li> <li>• On-line tutoring</li> <li>• CLAS web site</li> </ul>	Access to: <ul style="list-style-type: none"> <li>• Collections</li> <li>• Internet</li> <li>• Web-based databases</li> <li>• Bibliographic instruction</li> <li>• Class presentations</li> <li>• Compilation/ bibliographies</li> <li>• Electronic publishing</li> <li>• Interlibrary loan</li> <li>• In-library orientations</li> <li>• On-line catalog</li> <li>• Pathfinders' productions</li> <li>• Reference Service</li> <li>• Research</li> <li>• On-line Video/film booking (MediaNet)</li> <li>• Library Web site</li> </ul>	<ul style="list-style-type: none"> <li>• Basic skills instruction</li> <li>• Learning Center support GED and SOAR Preparation</li> <li>• DSP&amp;S Basic skills instruction</li> <li>• Media instructional materials access</li> <li>• GAIN program support               <ul style="list-style-type: none"> <li>• CalWORKs program support</li> </ul> </li> <li>• Appointment scheduling services</li> <li>• Student computing services (Open Access Lab)</li> <li>• BAE Web site               <ul style="list-style-type: none"> <li>• Plato courseware</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Web Enhanced course development</li> <li>• Distance Learning course development</li> <li>• Instructional Technology Workshops</li> <li>• Instructional Technology individual training</li> <li>• Support for teaching with Web</li> <li>• Support for teaching with multimedia</li> <li>• FRC hardware</li> <li>• FRC software selection</li> <li>• FRC walk-in services</li> <li>• FRC Internet/ Intranet support</li> <li>• Helpdesk walk-in and phone support</li> <li>• Support for LBCC Info. Tech.-related projects</li> <li>• ITDC Web site</li> </ul>	<ul style="list-style-type: none"> <li>• Distance Learning Workshops and individual training</li> <li>• Web enhanced TV course support and development</li> <li>• E-Learning /mgmt systems support and development: e-zteach, TopClass, Other</li> <li>• Remote access to instructional server</li> <li>• Asynchronous forum support and administration</li> <li>• HelpDesk support for on-line faculty and students</li> <li>• Televised course broadcast scheduling</li> <li>• Distance Learning course scheduling information (Web and Print)</li> <li>• DL student orientation information (Web and print)</li> <li>• DL information Line and support</li> <li>• Distance learning course dissemination</li> <li>• DL Web site</li> </ul>	<ul style="list-style-type: none"> <li>• Video/audio productions</li> <li>• Video dubbing</li> <li>• Digital still photography</li> <li>• Digital archiving</li> <li>• Technical training and support</li> <li>• Field productions</li> <li>• College and community service</li> <li>• Video Project development and design</li> <li>• TV/Cable Broadcasting               <ul style="list-style-type: none"> <li>• Cable Billboard Information</li> </ul> </li> <li>• Student internships</li> <li>• Production Support for ITDC               <ul style="list-style-type: none"> <li>• Web-based productions</li> <li>• Satellite downlinks</li> </ul> </li> </ul>

Chart 3: Discipline Specific Learning Resources Chart  
*[Labs, Networked Classrooms and Centers]*

<b>Business and Social Science</b>	<b>Creative Arts &amp; Applied Sciences</b>	<b>Health &amp; Science</b>	<b>Language Arts &amp; Physical Education</b>	<b>Trades &amp; Industrial Tech</b>	<b>Student Support/Planning &amp; Research</b>	<b>Economic Development</b>
CAOT: 6 CBIS: 7 Accounting: 1	FACS/CD: 1 Fashion: 1 Music: 1 Digital Video Editing: 1 ART: 1	Math: 4 Nursing: 1 Biology: 1 Botany: 1 Microbiology: 1 Chemistry: 3 Geology: 2 Physics/ Environmental Science: 1 Physics/ Physical Geography: 1	Language Arts: 1 Wireless Lab: 1 ESL: 3 English: 2 Foreign Language: 1	Cisco: 1 CAD: 2 Aviation: 2 Vocational Studies: 1	DSP&S: 1 Assessment: 1 Bridge Center: 1	Wing Park: 1



### *Library*

The Long Beach City College Libraries at both campuses support the educational mission of the College by anticipating and fulfilling the information needs of the diverse student, faculty, administration, staff and community populations.

The library is the "hub" of research and information access and holds a diverse collection of instructional resources and technology tools. The Library has undergone a technology transformation in its service delivery along with new demands to incorporate information competencies in its delivery. Along with traditional library services (reference, bibliographic instruction, orientations, seminars and workshops), new formats include internet research, full text electronic databases as well as citation/ indexing services to current journals and newspapers, new on-line curricular offerings, a comprehensive website, MediaNet's on-line booking system that supports audiovisual resources through video, film and disc formats, on-line inter-library loan services, and a new web-based library catalog (VOYAGER) available to students at home or at any campus computer lab.

The Library, located in the Learning Resources Building at both campuses, hosts three research centers dedicated to Internet searching and a six-station kiosk used for accessing the on-line library catalog. The open access computer labs, also located in the Learning Resources Buildings at both campuses, are another point of access to conduct library research. To accompany these three new facilities three print network stations were installed.

Security gates log a monthly average of 40,000 users in and out of the Learning Resources Building (*doc. 6.3*). A new third generation library management system also allows library staff to more effectively track lost, missing and damaged library materials.

The LBCC libraries continue to grow their holdings. In 1996, library print holdings exceeded 132,000 items. As of June 2001, print holdings such as volumes, bound periodicals, paperbacks, plays etc., represent a total holding of 138,325 volumes. Non-print holdings increased dramatically in the same period. In 1996, they numbered only a few thousand. In 2001 they totaled 177,405 (*doc. 6.4*). Faculty librarians are assigned as liaisons to specific departments for collection development recommendations.

### *Center For Learning Assistance Services (CLAS)*

CLAS courses and services, both traditional and technology-based, focus on supporting students in achieving academic success. CLAS curriculum offerings, whether for credit or non-credit, or in workshop formats, support the

development of a strong cognitive foundation for understanding learning principles and the acquisition of computer proficiencies.

CLAS uses technology to ease students' paths in the management of e-learning environments. Among the many technology-based services, CLAS manages a tutoring center at both campuses, a multimedia classroom, two computer labs, one with multimedia editing capabilities (Instructional Technology Student Support Center) and the other one featuring wireless technology (Open Access Computer Lab). Audio-visual reference material and supporting equipment assist faculty in providing students with a diversity of instructional materials that serve a multitude of student learning styles.

CLAS also offers a supplemental instruction program to support students in a variety of the College's most historically difficult courses. An innovative project developed by the CLAS and supported by Chancellor's office grants, Title V, and the Partnership for Excellence, this project is based primarily on the University of Missouri, Kansas City model of Supplemental Instruction. In 2000 and 2001, CLAS was allocated over \$42,000 in PFE to operate the SI program along with a full-time classified position to coordinate the program. Other learning resources services and offerings include "companion courses" linked to specific sections of discipline-specific courses; and a multimedia classroom for collegewide use (*doc. 6.5*).

The Open Access Computer Lab, located in the Learning Resources Building, houses 65 desktop PCs, 17 desktop MAC's, and 35 laptop computers (of both platforms) with wireless internet access

#### *Basic Adult Education (BAE)*

The Basic Adult Education Program provides academic skills instruction to underprepared students in the areas of reading, math, grammar and written language through the Adult Learning Center. Computer-assisted instruction is provided along with individualized instruction. BAE enters into partnerships with other programs at the College to provide learning resources support for the areas mentioned above. BAE manages the open access computer lab, located in the Learning Resources Building at PCC, which contains 36 multi-platform networked stations.

#### *Instructional Technology Support and Distance Learning*

Instructional technology resources at LBCC support faculty in the development of learning resources to promote student success by integrating technology into the curriculum. Other student support systems such as helpdesk services, or original self-managed educational courseware are also developed and provided by these areas. Following is a brief description of these resources:

- *Instructional Technology Development Center: (ITDC)*

ITDC provides instructional technology training and support to instructors of traditional, on-line, televised, teleweb and hybrid courses, as well as develops interactive courseware and Webware for curriculum integration. The ITDC uses a team approach to technology integration, with the faculty as content experts. Each team produces customized instructional courseware for best fit content material to student centered e-learning environments.

- *Faculty Resource Center (FRC)*

The FRC provides technology resources and staff support for using technology in the classroom. The Instructional Technology Development Team facilitates faculty professional development through ongoing workshops, on-line seminars and other instructional technology events. The FRC houses more than 20 cross-platform computer stations (LAC & PCC) with a compendium of peripheral hardware and software to support faculty with their instructional and professional needs. HelpDesk operation for faculty, staff and on-line students is also housed and maintained at the FRC.

- *Distance Learning (DL): On-line & Televised Instruction*

The Distance Learning program provides expanded access to instructional offerings in nontraditional settings and multimedia environments. The program maintains an informational Web page to ensure effective and constant access to course information and the Helpdesk. The DL program coordinates all campus activities for Televised, On-line, and TeleWeb courses and provides a centralized function for departmental offerings in this medium campuswide.

- *Instructional Media Production Services (IMPS)*

IMPS provides support for video production/ web-based productions to assist faculty to integrate video technology into the curriculum, manages cable broadcasting for televised instruction, instructional satellite downlinks and teleconferences for classroom presentations. A fully equipped digital production studio, digital imaging lab and digital TV/Cable station facilities support this endeavor.

- *Media Equipment Services (MES)*

In addition to media equipment circulation, MES manages the design, development, installation, and maintenance of “smart classrooms” on both campuses. In fall 2001, twenty-six (26) multimedia classrooms were installed in the new Math & Science Building. These classrooms feature remote controlled access from a central area to support faculty in troubleshooting audio-visual media equipment problems on the spot, thus minimizing disruption in class time.

### *Discipline Specific Learning Resources*

Discipline-specific learning resources are also offered throughout both campuses. These are supported by academic departments and programs, and offer traditional and technology-driven resources. Currently twenty-five disciplines operate fifty-two of the College's sixty labs (*doc. 6.6*). Prominently among these are the Reading and Writing Center, the ESL Lab (PCC), the Foreign Language Lab and the Tech Center (PCC). Individualized and computer assisted instruction in these labs provide students with options to achieve success.

LBCC addresses ADA compliance on an institution-wide basis. Learning resources also find expression at the High Tech Center of the Disabled Student Program and Services area that offers a variety of resources to support Disabled students on campus. Other learning resources on campus also accommodate students with a variety of disabilities (*doc. 6.7*).

### **Self-Evaluation**

Due to the explosive growth in the area of Information and Learning Resources, the College has taken great strides to keep up with the ever-increasing volume of services required. Almost every facet of learning resources delivery has a technology component, from on-line tutorials, Internet workshops, and Library orientations to remediation strategies and learner-centered multimedia environments. The College's website contains links to all of these areas (*docs. 6.8-6.8h*). Equipment, staffing, training, building and maintaining the infrastructure continues to pose serious challenges, especially to computer facilities on campus.

All learning resources areas on campus are constrained by facilities issues to house the increasing number of users of its services. Issues of technology access to student resources remain a future concern as these resources remain a digital divide oasis for many of the College's students given the demographics of the District. Therefore, facilities expansion with regard to learning resources is at the heart of the College's growth and its ability to provide an adequate level of service, access and development. LBCC is scheduled for learning resources facilities upgrade in the Chancellor's office list. If the Final Project Proposal is approved, preliminary plans will be requested during the 2003-2004 budget year. The following year will provide for the funding of the construction documents and the construction could be approved in the 2006-2007 year. LBCC'S successful bond campaign has enhanced the probability of the learning resources facilities realization. Plans include upgrades to the Learning Resources buildings' infrastructure to handle the new technology.

Hiring of staff to develop, support and maintain technology-linked learning resources will be at a premium over the coming years. Having the ability to match competitive market trends for salary of technology personnel is important. The District also needs to revamp existing job descriptions and qualifications standards to hire or retrain personnel that reflect the technology transformation of the campus.

Since the last accreditation cycle, Information and Learning Resources areas have been able to acquire new staff to improve customer service delivery to its users but with increasing demands the College will be hard pressed to continue to meet the need adequately (*docs. 6.9 & 6.10*). However, to the credit of the College's planning process, the institution's responsiveness to these needs comes as a result of understanding that technology is now an integral part of the operational expenses of the College and not an addendum to how business is conducted at this institution. As an example of this effort, the Instructional Planning Committee in setting its priorities for 2002-03 academic year ranked staffing for technology areas involved in learning resource delivery as its number one priority recommendation to the Educational Master Planning Committee (*doc. 6.11*).

The cost of keeping student access to technology current and upgraded is a continuous strain on departmental budgets. Creative strategies to bring other sources of funding to support this area are becoming the norm, as District funding is not always maintained at a consistent level for these endeavors due to statewide budgetary vagaries.

A variety of data sources attest to the popularity and effectiveness of the technology and learning resources transformation at LBCC. Faculty, staff, and students surveyed by the LRTT rate the scope of the learning resources area curricular and service offerings as exemplary to satisfactory. Outcome-based statistics in the Basic Education program show a 97 percent passing rate for the GED exam (*doc. 6.12*). Meanwhile the Supplemental Instruction program has raised the level of successful completions and retentions in historically difficult courses. Attendance in the Open Access Computer labs at both campuses also show dramatic gains. The PCC lab for fall 2001 records 1,107 students who have generated 8,299 hours of attendance. Likewise, the Lab at LAC logged 3,177 students representing 23,552 hours of usage (*doc. 6.13*). Tutoring in CLAS for fall 2001 stands at 684 students for 1535 hours (*doc. 6.5*) Similarly high usage statistics are reflected in the operational profiles of the discipline specific labs throughout campus (*docs. 6.14-6.17*). Since Summer 1999, the Library website and electronic databases access show 3,256,830 hits while the new VOYAGER server in operation since spring 2001 shows 886,936 hits (*doc. 6.18*). According to the "*Noel-Levitz Student Satisfaction Inventory, Fall 2001*", library resources and computer labs were identified as one of the strengths of the College

(*doc. 6.19*). In the recent site audit for ADA compliance that took place January 2002, the area of learning resources, in particular, distance learning offerings and web sites, were commended by the visiting team (*doc. 6.20*).

*Library* - The library has moved beyond the old model of service where materials were available to only one person within the confines of the library building itself. It is now an anchor for virtual delivery of "anytime, anywhere, anyone" service.

With the addition of the new web-based catalog (Voyager), electronic databases, on-line inter-library loan, and three new research centers, both campus libraries have made great strides to integrate technology into its service delivery. The challenge, however, remains to support and develop traditional library holdings while on a parallel track develop and expand the virtual library. With remote authentication, on-line reference services must now be added to maintain quality service levels to on-line users. The exorbitant costs of electronic databases makes it difficult to provide this resource to support all disciplines across the curriculum. Expanding curriculum offerings increase collection development requirements. These demands presents ongoing budgetary issues that challenge the College's ability to sustain a comprehensive library services program. In the future, even the library's hours of service, will have a significant impact on this issue. Until recently, CLAS and the Library were able to offer seven-day service at LAC. However, recent budget cuts have curtailed learning resources hours of operation to six days a week on both campuses.

Significant gains have been made in library resources. Five new full time faculty librarians were hired, and five new library technical staff positions were created. TTIP funds were dedicated to the Voyager migration and three research centers were established on both campuses.

Facilities for expanding the collection, staff office space and student areas continue to be one of the College's greatest challenges at both campuses.

*CLAS* - Learning delivery systems for student support in CLAS have also undergone a transformation due to technology-mediated learning, computer assisted instruction and alternative learning methodologies such as supplemental instruction, companion courses, and computer proficiencies for academic success courses. Tutorial services have also been greatly impacted given the increasing demand for support in discipline-specific courses as a result of the growing number of under prepared students across campus. (Other centers on campus that provide discipline-specific learning support such as the Reading and Writing center and the Math Lab are also challenged by the large volume of students that need support.) Currently, funding for tutorial support comes from several sources (District, VTEA,

PFE, EOP&S, Launch and College Work Study). The District budget for tutoring was increased by \$21,000 in 1999 to restore the tutoring budget to its previous highest level of funding (1991) (*doc. 6.5*). In 2001, it was augmented \$30,000 in PFE funds.

While most community colleges offer one or more learning skills courses or extended orientation courses through their Student Services programs, LBCC has a well-developed program of student success courses. A comprehensive learning skills course, LEARN 11, has become a popular and highly regarded course by both faculty and students. More than 20 sections of the two-unit course are offered each semester. Research on course outcomes has determined that students who complete the LEARN 11 course--especially first-time, first-generation and underprepared students--persist at a significantly higher rate than their counterparts who never took the course (*docs. 6.21 & 6.22*).

The Supplemental Instruction (SI) program is another significant learning resources student-success initiative developed by the College. SI significantly improved student success in historically difficult courses. Students who participate in SI (over 1700 students to date) experience a significantly higher course retention rate, greater course success (as defined by grades of C or higher) and a higher grade-point average than their non-participant counterparts in the same course (*doc. 6.23*). A recent learning resources innovation has been the development of Computer Proficiencies for Academic Success (CPAS) curriculum that provides students with instruction in building skills and proficiencies for managing an increasingly technological learning environment. This new curriculum offered by CLAS complements the opening of a new Open Access (collegewide) Computer Lab. Funding also included two Instructional Aide positions to coordinate the operation of the lab. The College approved funding through the planning process to develop and operate the new Open Access Computer Lab.

In addition to informal assessment and record keeping, CLAS has initiated a program effectiveness effort in cooperation with the Office of Research by defining and assessing program outcomes for two of its areas. The LEARN 11 comprehensive learning skills course and supplemental instruction significantly impacts student success and retention (*doc. 6.24*). The College has approved the addition of two new full-time LEARN faculty to offer learning skills instruction. This represents a doubling of the faculty for the CLAS.

*Basic Adult Education (BAE)* - The open lab facilities at PCC are not a true open access area. Due to the limited space on campus and the lack of computer facilities this lab also functions as a classroom for the English Department and the ACE program among others. Since the last

accreditation visit BAE has installed 25 new computer stations and purchased the Plato program as an added Computer assisted instruction resource for students.

*Instructional Technology and Distance Learning- Distance Learning (DL)*-students can access LBCC learning resources anytime, anywhere. Sufficient numbers of desktop computer stations as well as the portable remote access stations in the open access labs on both campuses are available to Distance Learning students who do not have easy access at home. The labs offer high-speed connection to the Internet (T1 line) on cross-platform computer stations (desktops, and wireless laptops), as well as printers, scanners, various storage devices. Over 60 distance learning courses are now available along with over 150 web-enhanced courses. Recently, as more faculty members have gained experience in offering distance learning, discussions have begun about the possibility of a virtual general education degree. Currently about 50 percent of general education degree courses are available through distance learning methodologies. Enrollment in the distance learning offerings has risen by more than 1000 percent in the last three years (See Standard 4C2).

The ITDC offers over 50 workshops a year to support faculty in technology integration into the curriculum. Over \$300,000 in outside grants from Chancellor's Office and other sources were awarded to the ITDC for multimedia project development to enhance student success. In spring 2000, LBCC's Instructional Technology Development Team was awarded a Chancellor's Office Technology Focus Award for its *Systems Approach to Technology Integration* that showcased it as a model program in the State.

The development of on-line, web-enhanced, teleweb, and hybrid courses and original courseware to support courses and programs keeps growing exponentially. Growth in the number of multimedia development and technical support staff (instructional designers, educational technologists and multimedia/web programmers and Helpdesk staff) is essential to the College's ability to continue to provide campuswide support in promoting technology-driven learning and instructional resources to students and faculty.

The College still does not have a student e-mail system.

*Academic Computing and Information Technology (ACIT)* - Information System operations are essential and integral to learning/student support methodologies The College planning process has embraced these goals and objectives. Via the Internet, LBCC can deliver education materials to anyone, anywhere, anytime as is the case with Distance Learning and web-enhanced learning environments. In order to meet the demand for distance



education over the next few years, the institution needs the appropriate Information Technology infrastructure, a competent support team, and a well-trained and versed faculty on the new tools of the trade. At the center of the College's technology plan was the creation of an integrated information system and communication network, easily accessible to student, faculty and staff. This plan included the goal of a consolidated information delivery environment. Through the introduction of PeopleSoft as a campuswide data management system and the College's website, users have access to information that allows them to analyze trends, manipulate data in various ways and make better-informed decisions affecting teaching, learning, and research.

The past few years LBCC has gone through a major upgrade of its infrastructure and the use of information technology. The transformation of teaching, learning and service components which includes instructional and information technology as well as advances in distance learning are reflected in network access in classrooms and throughout both campuses, at home, and wherever students, faculty and staff may work and study. Today, the District's information systems are seen and used by tens of thousands of students and hundreds more staff and faculty in departments at LBCC who access these systems through the College network and via the Web. This trend and the pace of technology will continue to increase for the foreseeable future. Currently, 100 percent of the College is fiber ready, two buildings lead the College's pilot effort in wireless technology, remote authentication access for the library server has been established and all users have the computing ability to access District resources off-campus. See the self-evaluation section of Standard 6.2 for current challenges faces the PeopleSoft implementation.

*Discipline-specific labs* - Many of the issues that surround most of the discipline-specific labs center on staffing and upgrades. Tracking usage as well as standardizing operational procedures are paramount to the creation of a seamless process for students to follow from lab to lab across campus. Some departmental labs have successfully created a means to capture positive attendance.

Most of Discipline-specific labs are used for classroom instruction and are not accessible outside of class time. Availability of lab personnel and security prevent these labs from being open for discipline-specific usage outside of class time. Even if open access was possible, not all labs lend themselves to open access. Some labs like the Tech Center at PCC offer contextualized materials, courseware and software that are used in remediation for students in the School of Trade and Industries.

## **Planning Agenda**

Virtual education degree: See standard 4C2 planning agenda.

By spring 2003, the Dean of Admissions and Records along with ACIT, will initiate on-line registration to accommodate the needs of distance learning students.

By spring 2003, the Technology Planning Committee, along with the Director of ACIT and the Instructional Deans and appropriate Department Heads, will develop a plan for standardizing operational procedures in labs on campus for the purposes of usage tracking, capturing positive attendance and providing a seamless environment for students in the computing facilities across campus.

By spring 2003, the Technology Planning committee, the Director of ACIT, Instructional Dean and appropriate Department Heads will review the use of labs to determine potential for open accessibility.

**2     *Appropriate educational equipment and materials are selected, acquired, organized, and maintained to help fulfill the institution's purposes and support the educational program. Institutional policies and procedures ensure faculty involvement.***

### **Descriptive Summary**

Information and Learning Resources planning and development take place under the larger umbrella of the College's planning process. The development of technology at LBCC to support curriculum, services and administrative offices has been accomplished through a comprehensive institutional planning process for technology development. The Technology Planning Committee makes recommendations on parameters for institutional investment in technology to support curriculum and services along with academic departments and programs recommendations that are then reviewed by the Instructional Planning Committee, the Educational Master Planning Committee and the Budget Advisory Committee. LBCC's planning process supports Information and Learning Resources and, in turn, Information and Learning Resources supports the needs of the academic departments based on the planning process. All areas involved in information and learning resources development and delivery support the College's Institutional Goals, Academic Affairs Goals, Accreditation Standards, PFE goals and the College's Annual Priorities.

Learning Resources acquisitions for the Library and the Center for Learning Assistance Services are the result of recommendations from other academic departments and collaborative partnerships for expanding the College's

library collections, media holdings, electronic database subscriptions or support materials for discipline-specific tutorials, Supplemental Instruction or companion courses. Any other educational materials and equipment obtained outside of these two areas follow the same process throughout the College. The development of Distance Learning courses and activities also provides a prime example of a team approach to develop resources and materials for a virtual delivery of instruction for alternatives ways to learn at LBCC.

Customized offerings and services that are the result of interdepartmental collaboration abound the area of learning resources. Some examples of this effort are represented by a new LEARN 11 section customized to the needs of student athletes, the new Library electronic databases course which will be offered as a customized companion course to any discipline on campus, the CPAS 10 (Computer Proficiencies for Academic Success) course which currently acts as a companion course to four other discipline-specific courses or technology integration workshops customized to specific departmental needs and the English Department's, *in-development*, Freshman Experience Program. The new on-line Orientation Program being developed by LBCC's Counseling/Matriculation Departments will be linked to many learning resources on campus.

Discipline specific labs also arise from the College's planning process, as well as from discipline specific sources of grant funding.

For consistency and standardization of approved equipment purchases, ACIT sets standards and clears computer purchases and peripherals as well as sets standards and clears multimedia equipment acquisitions for all labs on campus. Discipline-specific software is chosen and developed by the appropriate academic departments.

### **Self-Evaluation**

Information and Learning Resources areas on campus keep current and competitive in the new technology-rich environment to meet its users' needs (*doc. 6.25*). Demonstrations of new products and resources are provided to faculty and staff on an ongoing basis. Collegewide Three Year Plans help us to keep the College's short term and long-term goals in sight as well as to be responsive to emerging institutional needs in these areas.

User satisfaction ratings received by the School of Learning Resources, Teaching and Technologies attest to the appropriateness of the materials and equipment available for these purposes. The high usage statistics for these resources and others throughout campus also speak to how well they are received by the campus community of learning resources users. (*doc. 6.3, 6.13-6.19*). The College's expanding Distance Learning Program and

instructional technology resources for teaching and learning is another testament to a well-planned and executed strategy that has obtained successful performance outcomes (*doc. 6.20*).

Along with many of the discipline-specific learning resources labs, DSP&S also offers a full compendium of aids and materials to support disabled students on campus. Assistive technologies can also be found throughout the learning resource areas on campus as per ADA guidelines. The appropriateness of these resources and materials has been commended by the ADA visiting team audit (January 2002) particularly the Distance Learning Program and web site.

The College's massive investment in technology integration poses a challenge to the institution to find the means to staff its requirements for network, cable plant, and equipment servicing. Shortfalls in technical support staff have impacted the installation of new equipment, the updating of desktop and systems software, the response to reports of problems, and network management. Even the implementation of the PeopleSoft Student Administration software is behind schedule due to lack of available staff to install the system. Faculty and students are directly affected when media services staff are unavailable to deliver, setup, troubleshoot and collect multimedia equipment. According to one Chancellor's office model, the College has a third of the recommended number of technicians necessary to support a network and computer inventory of the size used at LBCC. Currently, the College is unable to provide media services through all hours of college instructional operation.

Shortage of budgetary resources to address replacement cycle needs for computers across campus creates a negative perception of the support systems that ACIT provides to the campus at large in support of teaching and learning activities. Creative approaches need to be developed to provide optimal service within existing budget parameters.

### **Planning Agenda**

By spring 2003, the College will develop a plan to expand on-line services to distance learning students, including the expansion of the HelpDesk services, and the development of on-line tutoring services, on-line reference services, student e-mail, and remote access to student services including registration, matriculation, orientation, counseling, course information and certificate or degree progress/status.

## **4     *The institution has professionally qualified staff to provide appropriate support to users of information and learning***

***resources, including training in the effective application of information technology to student learning.***

### **Descriptive Summary**

Staff development is a primary focus for Information and Learning Resources areas on both campuses. As the two areas that serve the College campuswide, both ACIT and LRTT have established a pattern of providing professionally competent expertise to train and support faculty, staff, and students on existing and emerging campus technologies. The Faculty Professional Development Office offers a coordinated program of activities throughout the year to support advancement of teaching and learning. Three designated days (Flex Days) during the year are set aside and included in the academic calendar for this purpose. All faculty, including hourly faculty, are required to participate in these activities. The College also supports ongoing staff and faculty training and development by financially supporting attendance at professional conferences (*doc. 6.26*).

Information and Learning Resources conducts an ongoing cycle of faculty and staff training including more than 50 ITDC workshops per year, orientations for faculty and students on learning resource services, hands-on demonstrations of new technology, Webcasts and satellite downlinks for training, Internet, E-Mail and PeopleSoft Workshops, etc.

PeopleSoft Integrated Management System team provides training in the use of fiscal, human resources, and student administration components of the new system. It will also include training in how to access information through a data warehouse. Members of the team are themselves trained to provide the level of service the rest of the College relies on.

Other examples of area-specific and campuswide training: the migration to VOYAGER as the Library's new web-based catalogue requires staff training on an on-going basis as the institution interfaces with a nationwide Voyager User Group and introduces upgrades into the library system. The acquisition of Plato (self-managed remedial courseware) by CLAS has also required ongoing training for staff and other users.

The Instructional Technology Development Center (ITDC) offers ongoing individual and group training for preparing courses or programs to be offered electronically. Instructors join the ITDC team as content experts and learn to use e-learning environments to create static electronic pages for their course, as well as script material for dynamic pages. All dynamic activities including tests, quizzes, self-assessments, practices, study guides and interactive courses of various interactivity levels are created by the team at the ITDC (*docs. 6.27 & 6.28*).

ITDC also offers a variety of services and training to assist innovation in instruction. Semester long seminars on how to design and deliver an on-line course and are available to all instructors. A HelpDesk Web page is available to faculty to access electronic resources as well as asynchronous assistance through email and discussion forums. Design of electronic material necessary for any class is available on a walk-in basis. Among the assistance provided are image digitization, graphics design and image research, audio/video production, digitization and optimization. Instructors of televised courses are offered assistance in adding a Web component to their courses to increase student motivation and to enhance communication with and among students in between on-campus meetings. On-line courses e-learning environment setup, design and assignments are also provided by the ITDC. E-courses directory is maintained, updated and monitored by the DL program staff. And a "Technology in the Classroom" pipeline is maintained by the ITDC and is available for instructors to review and contact creators for potential usage.

Training and development is also conducted through the Faculty Resource Center. The Center houses a compendium of easily accessible computer technology and peripherals to support technology assisted instructional delivery methods. The FRC has over twenty computer stations plus peripherals available between both campuses to support training and development efforts for full and part-time faculty.

Instructional Media Productions Services and Media Equipment Services also engage faculty and staff individually and in group sessions to mainstream the usage of media equipment throughout campus and across the disciplines. Most recently, the opening of the Science and Math building required ongoing training to acquaint the faculty with the use of the new multimedia classrooms' systems.

The SALT grant (Systems Approach to Learning with Technology) is dedicated to training students through a multimedia interactive modular courseware in how to manage all technology available on campus as well as support the student in technology-related decisions (*doc. 6.29*).

Training for those staffing the discipline specific labs are conducted by the individual academic departments. All instructional labs have instructional personnel or lab technicians that constantly engage in a one to one training modality with lab users. On-going orientations to lab facilities also facilitate student effective use of available resources

Many of the Faculty Professional Development Flex Day offerings are dedicated to technology issues in the classroom.

## **Self-Evaluation**

Information and learning resource users are well served by the dedicated and expert staff that promotes and advances the goals and objectives of this standard campuswide. The College's planning process recognizes the need to fund baseline resources to promote professional growth and development for the advancement of teaching and learning at LBCC.

The information technology function depends upon the skills of technical staff, and those skills are in demand in both the national and regional employment markets. As a result, it is important for LBCC to provide a high quality of institutional life to the information and instructional technology staff, for this is part of what will attract and keep them at LBCC. The College must also remain marginally competitive with regard to compensation, as significant salary discrepancies cannot be easily overcome with quality of workplace benefits alone. The District needs to review the market compensation levels for qualified professionals and seek to make compensation competitive with employment alternatives. These recommendations will become more crucial as technology hires grow over the next years to keep up with demand.

The Instructional Development Center leads the College's instructional technology development efforts for on-line courses, courseware, web-enhanced courses and web design for instructional pages and institutional projects and, most recently teleweb. This area supports the entire distance learning effort and has experienced one of the greatest areas of growth on campus. Another major component of the success of the ITDC, has been its ability to customize instructional engines and course templates that best matches the needs of the faculty and students, instead of over-relying on commercial solutions. For fall 2001, the Center logged 712 individuals for a total of 1,593 visits. Between spring 2001 and October 20, The FRC offered 12 workshop titles and 38 workshop sessions (*doc. 6.28*).

## **Planning Agenda**

By spring 2003, the College will take steps to assure that District job descriptions and qualification standards as well as salaries, reflect the increasing need for technologically-skilled and qualified employees.

- 5     *The institution provides sufficient and consistent financial support for the effective maintenance, security, and improvement of its information and learning resources.***
  
- 7     *The institution plans for and systematically evaluates the adequacy and effectiveness of its learning and information resources and services and makes appropriate changes as necessary.***





## **Descriptive Summary**

Planning and assessment are an integral component of the College's operating cycle. The various areas on campus responsible for Information and Learning Resources engage in tracking outcomes and usage as appropriate to their distinct functions, services and offerings. Computerized tracking and log-in features in many of the labs and service areas afford a statistical profile of user access.

Cyclical program reviews and ongoing assessments are an integral component of all LRTT, ACIT and other learning resources operations on campus that feed into the College's larger planning and assessment process, including: Three year department and school plans (*doc. 6.30*), program reviews and the Institutional Effectiveness: Annual Report. (Refer to Standard Three for a more complete description of institutional research and evaluation.)

Usage statistics serves as an evaluative tool for user compatibility with services offered. Prime examples of this are the user tracking software in the labs and positive attendance recording. Performance outcomes for many of the College's programs are strong indicators of effective delivery of services and curricular offerings. The feedback afforded by many of these tracking systems allows the College to respond quickly and effectively to changing trends. For example, statistical profiles on the uses of the library databases allow the discontinuance of any database whose use is minimal, re-allocated of resources to other demand areas not yet met. Service hours of the Learning Resources facilities and labs is also gauged by the number of users in facilities on different days at different times. The 3-M gates entry tracking was reflected in increasing reference desk coverage in the library to accommodate demand during peak periods. Weekend hours in the Learning Resources building were increased as a result of user tracking.

As previously mentioned, no one source of funding can subsidize the expanding budgetary demands that Information and Learning Resources demands in this technological age. A resource mapping approach has helped the institution to optimize the use available sources of funding to complement the District's efforts in this area, including, among others: Chancellor's Office Grants (TTIP, FII, FSS, PFE and Block Grants); VTEA grants; Economic and Workforce Development Grants; Title V; competitive grants.

The Budget Advisory Committee is the recipient, in its final stages, of the recommendations of all of the College's planning bodies. This is a yearly ritual that positions the institution to manage varied sources of funding that supplement the District's budget.

## **Self-Evaluation**

No one district source could possibly meet the burgeoning needs for providing learning resources technology on campus. The District, through its planning and budgeting process, has made long-term commitments to the development of the technology infrastructure of the College including the new library system, collegewide connectivity, and increases in technical support staffing. Grants development and institutional support have also aided the development of courseware and web-based projects to expand and reinforce student's use of technology for achieving multimedia and information literacy.

Because of the quality of its programs, the recognized expertise of its faculty and staff, and a proven success track record, the College, on a yearly basis, stands to receive competitively awarded grants to support many program innovations and advances. These are value-added to the College in that many of these grants allow for equipment purchase or provide a temporary respite in stepwise increments to institutionalizing new positions. Grant funding allows the institution strategic time to grow into costs associated with new programs or technology expansion and to plan ahead to provide District funding for proven strategies.

Some examples of successful strategies that complemented District funding include, the Title III grant which provided the initial funding to establish a Faculty Resource Center in 1995. The Title V grant, which continues the support to instructional technology areas, and the Help Desk operation, which is funded partly by TTIP, partly by Title V and partly by District funding. TTIP also provides resources to support technology initiative in the library and for telecommunications projects that support teaching and learning. Chancellor's Office grants have been awarded to numerous learning resources areas on campus including, CLAS, ITDC, Math Department, Radio, Music and TV, etc. An Allied Health Workforce Initiative for the 21<sup>st</sup> Century grant was awarded to ITDC will benefit nursing students. And PFE funding and block grants have been the original source of funding for many campus labs.

As successful as this resource mapping strategy has been for the College, several issues still have to be addressed. Primary among these are institutionalization elements over time that burden the District's budget. This strategy is a catch-22. The District is unable to absorb the financial burden of these grants in their totality. At the same time without these grants it would be difficult to bring so much innovative programming to the College. For example, when the Title III grant ended in 1999, the staffing was absorbed by the District. However, as of yet, no permanent District budget has been allocated to support the hardware and software necessary for effective maintenance, security and improvement of the FRC. The budget for

equipment originates from grants and temporary District funds (such as PFE and Block grant) when they become available.

As a collegewide support initiative, the College has made a long-term commitment to invest in the integration of technology into the curriculum by creating ACIT and LRTT positions to support information and learning resources. Among these are the Director of Instructional Technology and Distance Learning, the Manager of Multimedia System Services and Academic Computing, the Manager of Network Services. Several multimedia staff positions, originally funded by Federal grants, have been institutionalized, and others have been funded through PFE and District funds to support of the Library, CLAS and other Learning Resources Facilities and Computer labs.

Recognition by the College that the baseline amounts for traditionally funded resources have changed needs to translate into increases for these baselines. One extreme example is the on-line software licensing agreements that the library faces with the on-line databases. For FY 2000-01, a one-time increase was allocated to the electronic database budget. However, for FY 2001-2002, the College was oversubscribed in that the previous level of funding was not reallocated and some subscriptions were dropped.

Distance Learning offerings have increased over 1000 percent during the last three years (*doc. 6.31*). The budget allocated to this program has not been modified to accommodate this growth. The original DL budget allocation was established to support the televised course offerings. While these courses are still offered and supported by the College, additional budget for the development of on-line courses needs to be established.

ACIT has received and upgraded several positions that support the College's network. PeopleSoft implementation has served to consolidate the internal administrative and service network of the College at considerable cost to the District.

Good practice suggests that planning for the full cost of technology, including ongoing replacement and support be built into the budget. This applies to everything from desktop computers, to classroom technology, to central and distributed systems. Success at using information technology requires not just a one-time investment but constant updating of hardware, software, methods, and support models. What is needed to develop a life-cycle replacement model that allows for the ongoing increase in computational power and communication bandwidth.

## **Planning Agenda**

By spring 2003, the College will develop a plan for district base budgets for technology including maintaining instructional hardware and software, accommodating cost increases, increasing access, maintaining currency as well replacement policies for software and hardware for instructional technology.

- 6** *When the institution relies on other institutions or other sources for information and learning resources to support its educational programs, it documents that formal agreements exist and that such resources and services are adequate, easily accessible, and utilized.*

## **Descriptive Summary**

LBCC takes advantage of a larger network of local, statewide, and national resources, including: Articulation/Consortium Agreements for Library resources, consortium agreements for televised Instruction, Distance Learning on-line forums, California Virtual Campus, inter-District equipment purchase bidding proposals, CCCSAT network provides educational programming and training resources for the CCC systems, etc. All official documentation of formal agreements resides in Administrative Services.

Most recently, the College's articulation agreement with the CSULB Library allows LBCC students and faculty circulation privileges. Likewise, reciprocal, inter-library loan agreements with many libraries in the CCC system expands the College's holdings and availability.

## **Self-Evaluation**

Resource sharing to meet many of the financial demands of meeting new technology expectations in the area of Information and Learning Resources. Belonging to consortiums allows the College to cut costs of purchasing resources as in the case of the electronic databases for the library. This strategy will acquire more significance and weight as the College looks for effective means to ameliorate the impact of new technology-driven education environments.

## **Planning Agenda**

None

**Document List:**

- 6.1 Academic Computing and Information Technology: Strategic Technology Plan
- 6.2 Technology Master Plan: Proposed goals, objectives, and implementation schedule for educational and administrative technology 2000-2003
- 6.3 Learning Resources: Security Gate Statistics
- 6.4 Library statistics: library staffing pattern, performance outcomes, budget, service hours, detailed holdings
- 6.5 Center for Learning Assistance Services: staffing pattern, budget, service hours
- 6.6 Discipline Specific Computer Labs Chart
- 6.7 Disabled Student Programs and Services: Program Information
- 6.8 Long Beach City College website <http://www.lbcc.edu>
- 6.8a School of Learning Resources, Teaching and Technologies: website <http://lrtd.lbcc.edu>
- 6.8b Center for Learning Assistance Services: website <http://clas.lbcc.edu>
- 6.8c Instructional Technology Development Center: website <http://itdc.lbcc.edu>
- 6.8d Extended Instruction: website <http://lrtd.lbcc.edu/ei>
- 6.8e Distance Learning: website <http://de.lbcc.edu>
- 6.8f Basic Adult Education: website <http://bae.lbcc.edu>
- 6.8g Open Access Computer Lab: website <http://clas.lbcc.cc.ca.us/openaccess1.html>
- 6.8h Academic Computing and Information Technology: website <http://acit.lbcc.edu>
- 6.9 Learning Resources, Teaching and Technologies Program Review
- 6.10 Learning Resources, Teaching and Technologies School Program Review Survey
- 6.11 Instructional Planning Committee Priorities 2002-03
- 6.12 Usage statistics: Basic Adult Education
- 6.13 Usage statistics: Center for Learning Assistance Services
- 6.14 Usage statistics: Reading and Writing Center

- 6.15 Usage statistics: English as a Second Language Lab
- 6.16 Usage statistics: Tech Center
- 6.17 Usage statistics: Math Lab
- 6.18 Library website <http://lib.lbcc.edu>
- 6.19 Noel-Levitz Student Satisfaction Inventory (Fall 2001)
- 6.20 Disabled Students Programs and Services: Site Audit
- 6.21 Statistical Analysis for Learn 11 Course Impact Assessment
- 6.22 A Post-Facto Design for Assessing Learn 11 Course Impact on Student Success
- 6.23 CLAS Supplemental Instruction Research/Outcomes Reports
- 6.24 CLAS Learn 11 Student Success and Retention
- 6.25 Current Hardware and Software
- 6.26 Faculty Professional Development: staffing patterns, Flex Day Programs, Conference Attendance Report
- 6.27 Usage statistics: Instructional Technology Development Center
- 6.28 Usage statistics: Faculty Resource Center
- 6.29 A System's Approach to Learning with Technology (SALT): website <http://itdc.lbcc.cc.ca.us/saltweb>
- 6.30 Three-year School Plans (1998-99, 1999-00, and 2000-01)
- 6.31 Distance Learning Statistics

## Standard Seven - Faculty and Staff

***The institution has sufficient qualified full-time and part-time faculty and staff to support its educational programs and services wherever offered and by whatever means delivered. Consistent with its mission, the institution demonstrates its commitment to the significant educational role played by persons of diverse ethnic, social, and economic backgrounds by making positive efforts to foster such diversity.***

### **A Qualifications and Selection**

***A1 The institution has sufficient faculty and staff who are qualified by appropriate education, training, and experience to support its programs and services.***

#### **Descriptive Summary**

Long Beach Community College District (LBCCD) serves approximately 28,000 students each semester. LBCC employs 338 full-time faculty, 748 part-time faculty, 486 classified staff, and 40 administrators. Of the 1612 employees, 31 percent are ethnic minorities, and 53 percent are female (LBCCD Database, Spring 2002).

The diverse academic preparation of full-time faculty is detailed in the 2001-02 College Catalog (*doc. 7.1*). Of the academic administrators and full-time faculty members listed in the College Catalog, 22 percent hold doctoral degrees, 64 percent hold masters degrees and 14 percent hold bachelors or associate degrees. There are minimum qualifications defined for every position offered by the District. The minimum qualifications are enforced through Human Resources, the Personnel Commission, and appropriate faculty and staff.

Qualifications for classified staff positions are outlined in the Rules and Regulations of the Classified Service and are overseen by the Personnel Commission.

Qualifications for academic administrators are outlined in the California Education Code (*doc. 7.2*) and Title 5 (*doc 7.3*) and are enforced by Human Resources.

#### **Self-Evaluation**

The profile of faculty at LBCCD has changed considerably since the 1996 accreditation. As of fall 2001, 44 percent of the full-time faculty is new to

the District and is demographically more diverse than it was in 1996. Since the last study, 77 faculty retired and 149 new faculty were hired. By fall, 2001, overall, the number of full-time faculty grew by 30 percent. This number is significantly higher than the average 20 percent growth experienced by 38 percent of the public two-year colleges (*doc 7.4*).

During the same period, the number of part-time faculty grew by approximately 20 percent and part-time teaching FTE grew by approximately 24 percent.

Since the last study, the classified service grew by approximately 48 percent due to a large increase in grant-funded programs and the conversion of Limited Term Employees (hourly) to permanent positions. The number of administrators grew by approximately 60 percent primarily due to the growth in the Economic Development area funded through grants and contracts, and to the conversion of faculty coordinators to administrators.

Although the College has experienced dramatic increases in staff during this reporting cycle, it's apparent that the institution recognizes it faces significant staffing shortfalls. These shortfalls can be seen in nearly every functional area. Whether these shortfalls would be met with additional hiring or by a strategy of retraining existing staff, or by the redeployment of current staff, the College needs to address how this is to be accomplished.

Between 1996 and 2001 the student population grew by approximately ten percent. The class size average remains relatively stable at approximately 33 students per class after the first Census.

Table 7.1 summarizes the salient employee demographic data.



**Table 7.1  
LBCCD EMPLOYEE DEMOGRAPHIC  
1996 and 2002 Comparison**

# Employees <b>Spring 1996</b>	African- American	Hispanic	Asian/ Pacific Islanders	Caucasian	Native American	Diversity/ Total	% Diversity
Full-Time Faculty	20	18	14	242	3	55/297	18.5%
Part-Time Faculty	34	37	35	518	2	108/626	17.2%
Classified Staff	30	43	34	246	2	109/355	30.7%
Administrators*	3	2	3	17	0	8/25	32.0%
<b>TOTAL</b>	<b>87</b>	<b>100</b>	<b>86</b>	<b>1023</b>	<b>7</b>	<b>280/1303</b>	<b>21.5%</b>
<b>Percentile</b>	<b>6.7%</b>	<b>7.7%</b>	<b>6.6%</b>	<b>78.5%</b>	<b>.5%</b>	<b>100%</b>	

# Employees <b>Spring 2002</b>	African- American	Hispanic	Asian/ Pacific Islanders	Caucasian	Native American	Diversity/ Total	% Diversity
Full-Time Faculty	25	28	29	252	4	86/338	25.4%
Part-Time Faculty	50	56	82	557	3	191/748	25.5%
Classified Staff	56	74	75	278	3	208/486	42.8%
Administrators*	5	6	6	22	1	18/40	45.0%
<b>TOTAL</b>	<b>136</b>	<b>164</b>	<b>192</b>	<b>1109</b>	<b>11</b>	<b>503/1612</b>	<b>31.2%</b>
<b>Percentile</b>	<b>8.4%</b>	<b>10.2%</b>	<b>11.9%</b>	<b>68.8%</b>	<b>.7%</b>	<b>100%</b>	

\* Academic and classified administrators

**Planning Agenda**

By fall 2004 the Office of Administrative Services and Human Resources , with advice from the Staff Planning Committee, will complete a comprehensive study investigating the staffing needs of the institution and how best to meet them.

***A2 Criteria, qualifications, and procedures for selecting all personnel are clearly stated, public, directly related to institutional objectives, and accurately reflect job responsibilities.***

### **Descriptive Summary**

The selection and hiring processes for academic administrators, full-time faculty, and part-time faculty are included in the Board Policies and Administrative Regulations of the Long Beach Community College District (*doc. 7.5*). The hiring policies for administrators (Policy 3003) and full-time faculty (Policy 3012) outline the development of the vacancy notice, establish the composition of and define the duties of the screening committee, explain the role of the Human Resources Department, and conclude with the selection process.

Through the program review process, academic departments send requests for new positions to the Hiring Priorities Committee. The Staff Planning Committee, established in 1999, processes all requests for new staff positions. Requests for new academic administrative positions are sent to the administration's Executive Committee for consideration.

The Personnel Commission is responsible for the recruitment, examination, and qualifying candidates for selection into the classified service. The Rules and Regulations of the Classified Service (*doc. 7.6*) delineate the recruitment and hiring procedures for classified positions. Job announcements are widely published. The announcements describe the position, required qualifications, and application procedures. Through the merit system, eligible applicants are vertically ranked and lists are established from which employees are selected from the top three ranks.

### **Self-Evaluation**

The District has developed comprehensive recruitment and selection policies and procedures that emphasize open, competitive hiring and effectively meet the Standard. Vacancy notices clearly state job qualifications and selection procedures for all positions. This information is available to the public in a number of ways.

The process for approving academic positions is effective in meeting criteria established by the standard. The department heads and division deans are required to submit justification for new positions to the Hiring Priorities Committee. The role of this committee is to ensure fair and equitable selection process. The College reviews job duties and qualifications before a permanent position is advertised to ensure the

appropriateness of the selection criteria and currency of the job description. The selection process continues to be reviewed and improved to ensure nondiscrimination and fairness to all applicants by the Director of Human Resources and Staff Diversity (*doc. 7.7*). This process ensures that only the most qualified applicants are interviewed and hired.

The hiring process for academic administrators is comprehensive. Requests for administrative positions are submitted for approval to the administration's Executive Committee. Once approved, the process ensures that the most qualified applicants are interviewed and hired.

The hiring process for part-time faculty is less formal than that used in hiring full-time faculty and thus allows the College greater flexibility in addressing changing student needs. This process includes, at minimum, an interview conducted by the department head, approval by the school dean, and qualifications verified by Human Resources. Though the hiring process is less formal, the screening conducted by Human Resources for part-time faculty is as rigorous as the screening for full-time faculty.

Job descriptions are maintained for all regular classified positions and are used as the basis for vacancy announcements. Currently these job descriptions are being evaluated and revised through a reclassification study. Formal job descriptions do not exist for academic positions, but are developed each time a vacancy occurs.

### **Planning Agenda**

None

***A3 Criteria for selecting faculty include knowledge of the subject matter or service to be performed, effective teaching, and potential to contribute to the mission of the institution.***

### **Descriptive Summary**

Job announcements define appropriate qualifications and characteristics, based on subject matter to be taught. The candidates are required to submit evidence of qualifications including course transcripts, degrees awarded, work experience, and references. Human Resources certifies that the applicant pool is diverse and evaluates applicant materials to ensure that the minimum qualifications are met.

Job announcements list required and desirable qualifications for faculty positions, including evidence of sensitivity to and understanding of the LBCCD diverse student population, appropriate education, teaching experience, and commitment to student success.

Screening committees are comprised of area deans, department heads, faculty, students, and affirmative action representatives. The committees evaluate each candidate's application materials and consider course work and degrees, teaching experience, work experience, involvement in professional organizations, accomplishments within the discipline, and sensitivity to diversity as factors in determining which candidates will be invited for an interview. Candidates invited to interview are required to conduct a teaching demonstration which heavily influences the selection of finalists. Depending on the discipline, candidates may be asked to submit writing samples as part of the process.

Part-time candidates are interviewed by department heads and approved by the area dean. Part-time faculty candidates are required to provide to department heads transcripts, resumes, references, and evidence of sensitivity to and understanding of the LBCCD diverse student population. Human Resources ensures that candidates meet the minimum qualifications for the position.

### **Self-Evaluation**

Based on these criteria and processes, LBCC has done an excellent job in meeting and even exceeding the standard. At the beginning of each school year, new faculty are presented to the College. These formal introductions reveal the extraordinary backgrounds, experiences, qualifications and plans of the individuals being added to faculty. Their energy and enthusiasms promises to keep instruction vital while their diverse backgrounds and experiences promises to connect them to the changing needs of the student population. Moreover, the College has exceeded criteria where possible, by increasing the percentage of faculty holding terminal degrees in their respective disciplines. In 1996 19 percent of full-time faculty held Ph.D.'s or the equivalent; today 22 percent hold such degrees. Students agree that LBCC's faculty area a key strength of the institution. The quality of instruction came out the top strength in the College retention study when importance and satisfaction are compared.

The College is committed to hiring quality faculty and does this through the hiring process described above. The process for selecting faculty requires verified knowledge of subject matter through submission of appropriate written material and/or practical demonstration of skill. Additionally, application support material is checked for validity and accuracy. To demonstrate effective teaching, all full-time faculty applicants are required to present a sample of their teaching methods. All full-time faculty affirm their commitment to the College mission when they sign the employment contract.

According to the 2001 Noel-Levitz Student Satisfaction Inventory survey, students agree that nearly all faculty are knowledgeable in their fields (doc. 7.8).

### **Planning Agenda**

None

***A4 Degrees held by faculty and administrators are listed in the institution's primary catalog. All U.S. degrees are from institutions accredited by recognized accrediting agencies. Degrees from non-U.S. institutions are recognized only if equivalence has been established.***

### **Descriptive Summary**

The College catalog lists the degrees of the full-time faculty and administrators. U. S. degrees recognized by the College are verified through the Accredited Institutions of Postsecondary Education. Foreign degrees are evaluated by an authorized agency.

### **Self-Evaluation**

The College catalog list degrees held by all faculty and academic administrators. Prior to its publication each year, employees are asked to update the list in light of changes in academic degrees. This ensures that the list remains current.

### **Planning Agenda**

None

### **B Evaluation**

***B1 The evaluation of each category of staff is systematic and conducted at stated intervals. The follow-up of evaluations is formal and timely.***

***B2 Evaluation processes seek to assess effectiveness and encourage improvement.***

### **Descriptive Summary**

Procedures for the evaluation of faculty and staff are prescribed in the collective bargaining agreements between the College and its four employee unions: AFT (doc. 7.9), CCA (doc. 7.10), CHI (doc. 7.11), and POA (doc. 7.12), the Rules and Regulations of the Classified Service, and Board Policies/Administrative Regulations for educational administrators. These agreements prescribe the intervals, forms, and procedures that are

to be used in the evaluation process. The evaluation processes are designed to assess effectiveness and encourage improvement through observation, peer review, and student evaluation. The evaluation instruments for full-time and part-time faculty assess professional competence, responsibilities, and activities.

### **Self-Evaluation**

Evaluation of faculty and staff is conducted in a systematic and timely manner and follows written policies and procedures. Every effort is made to ensure that the procedures below are consistently and conscientiously adhered to. According to the fall 2001 Noel-Levitz Student Satisfaction Inventory Survey, students agree that they had sufficient opportunities to evaluate faculty.

Since the last review, to address the issue of delinquent evaluations, the Human Resources Department has assumed a more active role to ensure completion of required evaluations for all groups in a timely manner. Human Resources provides advance notification of employees in each of the four bargaining units who become due for evaluation during the academic year. Human Resources conducts the follow-up of evaluations. As a result, the number of delinquent evaluations has decreased significantly.

*Faculty* - Permanent full-time faculty are evaluated every three years (*doc. 7.13*). Probationary full-time faculty are evaluated in the first, second, and fourth year of employment. Two in-class observations by each committee member are required annually during the tenure review process of new faculty, and some departments include classroom visits as part of their evaluation of tenured faculty. There are three categories for rating full-time faculty: satisfactory, needs to improve, and unsatisfactory. Procedures for formal and timely follow-up when faculty are rated “needs to improve” or “unsatisfactory” are defined in and enforced through the CCA contract. (Article XE for full-time, article XD for probationary) If a faculty member receives a “needs to improve” rating during evaluation, the faculty member prepares a plan for improvement which is submitted to and reviewed by a team made up of area dean, department head and appointed faculty. This plan is the basis for a follow up re-evaluation after one year. If an “unsatisfactory” rating is received, the Executive Dean of Human Resources refers the faculty member to a board of review (*doc. 7.14*).

Part-time faculty are evaluated in the first semester of employment and once every three years thereafter. Each adjunct faculty member is evaluated every three years by a tenured faculty member. This evaluation entails an in-class observation, written student evaluations, instructional materials, and a written self-evaluation by the evaluatee. The information is

then reviewed by the department head and, if the results are undisputed, forwarded to the school dean. If the evaluatee receives a “needs to improve” evaluation, a reevaluation is done the following semester. If an “unsatisfactory” is received, the evaluatee is no longer eligible for employment.

*Classified* - Permanent classified employees are evaluated every year (*doc. 7.15*). Probationary classified non-management employees are evaluated in the second, fourth, and sixth month of employment by their supervisors. Probationary classified managers and administrators are evaluated in the fourth, eighth, and twelfth month of employment by the appropriate administrator. Evaluation procedures for classified employees continue to be debated within the protracted contract negotiations.

The evaluation criteria for classified staff include quality of work, quantity of work, work habits, work attitudes, relationships with others, personal qualities, and supervisory ability. In each of these areas, employees are rated by their supervisors as satisfactory, needs to improve, or unsatisfactory (*doc. 7.16*). If a “needs to improve” or “unsatisfactory” rating is given, the procedures for formal and timely follow-up are found in the Rules and Regulations of the Classified Service.

*Classified Managers* - The evaluation criteria for classified managers include leadership, knowledge, human relation skills, communication, professional development, duties, initiative, and department management. There are four rating categories: outstanding, satisfactory, needs to improve, or unsatisfactory (*doc. 7.17*). If a needs to improve or unsatisfactory rating is given, the procedure for improvement is found in the union contract and Rules and Regulations of the Classified Service.

*Administrators* - The evaluation process used for administrators was revised in 1998. Academic and classified administrators are evaluated annually by their immediate supervisor (*doc. 7.18*). The evaluation is based on major performance objectives related to District initiatives and program objectives. Within a three-year period, each administrator undergoes a comprehensive evaluation that includes self-assessment, evaluation by peers and others (including those supervised) as well as evaluation by the administrative supervisor. Administrators new to the District or new to a position undergo a comprehensive evaluation during the second year of appointment. The annual and triennial evaluations are conducted according to District procedures that are maintained in the Human Resources Department.

For administrators there are four rating categories: excellent, satisfactory, unsatisfactory, and not applicable or not observed. If a needs to improve

or unsatisfactory rating is given, the procedure for improvement is found in the Administrator's Performance Evaluation Handbook.

### **Planning Agenda**

None

***B3 Criteria for evaluation of faculty include teaching effectiveness, scholarship or other activities appropriate to the area of expertise, and participation in institutional service or other institutional responsibilities.***

### **Descriptive Summary**

The evaluation criteria for faculty are outlined in the contract agreements between the Long Beach Community College District and the Community College Association-Long Beach City College (CCA-LBCC) and Certificated Hourly Instructors (CHI). All faculty are evaluated on their professional competence, professional responsibilities, and professional activities. Faculty are required every three years to complete a tenure renewal report that demonstrates professional knowledge in their fields of expertise, responsibility in the development of the curriculum in their assigned areas, keeping abreast of current issues/developments in their fields of study and college service (*doc. 7.10*).

### **Self-Evaluation**

The evaluation procedures, guidelines, definitions, standards, and processes for probationary and tenured faculty, according to the CCA contract, are based on the assumption that the faculty of the College are professional, competent people. Tenure Review Committees (faculty member, department chair, and dean) evaluate the tenure-track instructor per the California Education Code and the collective bargaining agreement.

The procedures for evaluating faculty and department heads were reviewed in fall 1998. As a result of the review, recommendations for evaluating faculty and department heads were made to the Academic Senate and forwarded to the bargaining unit, CCA. In accordance with a collective bargaining agreement provision, the District and CCA formed a joint committee to recommend evaluation procedures for Department Heads and Coordinators. Although negotiated during 2000-2001 there was no agreement reached on evaluation of department heads in their role as department heads, only as instructional faculty. The District and CCA continue to negotiate a department evaluation procedure. In August 1996 and 1998 the Vice President of Academic Affairs conducted orientation/training sessions for department heads that included faculty evaluation requirements. There is no on-going formal training for



department heads. Faculty with other institutional responsibilities are evaluated by their supervisors on the basis of their unique assignments. As these assignments arise, the corresponding list of duties and expectations are developed and serve as the basis for the evaluations.

In addition to the review process described above, the standard evaluation procedures include the following: Tenure Track faculty evaluation procedures and criteria are detailed in Article X of the District/CCA collective bargaining agreement. Evaluation procedures and rating areas for the Certificated Hourly Instructor (CHI) bargaining unit are contained in Article VI.

### **Planning Agenda**

The District and CCA will continue to negotiate a mutually beneficial evaluation process for department heads.

### **C Staff Development**

***C1 The institution provides appropriate opportunities to all categories of staff for continued professional development, consistent with the institutional mission.***

***C2 Planning and evaluation of staff development programs include the participation of staff that participate in, or are affected by, the programs.***

### **Descriptive Summary**

The College provides opportunities for all faculty and staff to participate in professional development activities as appropriate to their position. Funds and release time are available so that staff can participate in conferences, seminars, and in-service activities. The Board of Trustees, Administration and Faculty strongly support professional development opportunities for all employees. The Board of Trustees has listed faculty and staff professional development as a high priority in the Board of Trustees Goals for 2000-2001. The College employs a Faculty Professional Development Coordinator to organize a collegewide faculty professional development opportunities.

The school year begins with College Day, an opportunity for the entire campus to network, and to begin implementation of departmental plans. Additional opportunities are specific to area of responsibility. They are as follows:

*Faculty* – There are many ways the faculty are encouraged to continue professional development. Since 1997, the College has set aside three

calendar days, Flex Days, specifically for faculty professional development. The Flex Committee plans activities and faculty members have the option of designing their own professional enrichment activities. All faculty are required to participate in 18 hours of flex activity per year. The Flex program has been established to provide faculty members opportunities to accomplish professional development activities that cannot be adequately addressed during the regular school year. Flex Days are designed to be the major vehicle for faculty participation in professional development activities (*doc. 7.19*). Flex activities can be collegewide, departmental, and/or individually planned. Collegewide Flex activities are organized by a Flex Committee made up of faculty. Though the first Flex Day of the academic year is set-aside for departmental planning, the subsequent Flex Day activities and workshops are planned based on responses to a faculty questionnaires that are distributed annually. All faculty who participate in the collegewide workshops are asked to complete an evaluation. Evaluations are then used by the Flex Committee to help determine future workshops.

In 1997, the Superintendent-President introduced The Great Teacher Seminar to the College. Once a year, approximately 30 faculty, representing a variety of disciplines and levels of teaching experience, are invited for an off-campus weekend retreat to discuss best practices, teaching, and opportunities for campus-wide networking across disciplines.

The collective bargaining agreements for full and part-time faculty provide salary schedule advancements for faculty who take additional course work or pursue advanced degrees. Full-time faculty are eligible to take sabbatical leave every seven years with 75 percent pay for a one semester sabbatical and 66 percent pay for a full year sabbatical. Faculty have the option of teaching overload classes and saving overload units for future paid leave. When faculty have accumulated 9.9 extra units they may use their load bank units to bring their pay during a yearlong sabbatical leave up to 100 percent.

Through AB1725 staff development funds, PFE funds, release time, stipends, grants and scholarships are made available to encourage faculty participation in workshops, conferences, academic courses and advanced degree programs. Also, the Learning Center and the Faculty Resource Center consistently offer mini courses, seminars, and workshops to elevate teaching and technology skills for participating faculty.

Full-time faculty are eligible to take unpaid Professional Development Leave to pursue additional training, participate in faculty exchange programs, or accept long-term assignments to other institutions of higher education, corporations, foundations or government agencies (*doc. 7.20*)

The New Faculty Orientation Committee provides an extensive orientation for new full-time faculty prior to their first semester of teaching and through their first semester. This program is designed to foster a sense of academic community, exchange ideas and provide direction on college teaching and learning, including input from students and familiarize new faculty with various aspects of college operations. Beyond the orientation, new faculty are partnered with an experienced faculty member to provide on-going support throughout the first year. New administrators are encouraged to attend the orientation. In addition, part-time faculty are invited to participate in a one-day orientation program prior to the beginning of the fall semester.

As is evident by the Faculty Professional Development programs listed above, the faculty strongly support faculty professional development activities.

*Classified* – The classified staff are eligible to receive release time and reimbursement to attend one class per semester (maximum 5 hours per week) if that course is part of a career development plan and approved by the appropriate supervisor. The College police attend mandatory professional development conferences annually. In addition, the College police attend training to develop expertise in various specialized fields. Classified staff apply for and attend conferences and training programs; they participate in area-based staff development such as the ones offered in Student Development. As part of their job functions, many have participated in various PeopleSoft-related and other computer training.

*Administrators* – Administrators serving in a full-time position (salary schedule 8 and above) for at least six years may request fully paid professional leave for up to three consecutive months. After returning from an initial leave, an administrator is eligible for a leave of two consecutive months after working four additional years, or a leave of three consecutive months after working an additional six years (*doc. 7.21*). As part of a local consortium, members of the management team have access to a wide variety of professional training. Retreats have also brought in professional presentations on topics such as legal aspects of employee relations, sexual harassment, and leadership development.

*Management Team* – To encourage professional development, the Board of Trustees approved educational stipends as part of the management team's compensation plan. Stipends will be granted to employees who have earned a degree beyond the minimum qualification of their assigned classification (effective July 1, 2001). Leadership opportunities are available through various professional organizations.

## **Self-Evaluation**

Participation in College Day ensures the college community will come together at least once a year. College day provides vital information through collegewide speeches, introduction of new full-time faculty, and networking opportunities through program displays, school meetings and department meetings.

Required Flex Day participation ensures that all faculty participate in a minimum of 18 hours of professional development each year. Financial support provided by the various funding sources has allowed the majority of faculty and administrators to participate in professional development activities. The career development plan has provided opportunities for interested classified staff to attend classes through release time and reimbursement incentives. Faculty evaluations of workshops are used to improve future workshops and ensure that the College provides appropriate training opportunities.

Faculty participation in professional growth activities continues to be strong. From 1996 through 2001 many faculty members received advancement on the salary schedule as a result of completing the prescribed amount of additional course work. During this same period, 98 faculty members were approved for a sabbatical leave. This represents an increase of 25 percent over the previous 6-year period. This increase can be directly attributed to the fact that faculty can use their load banked units and receive full pay during sabbatical leave. These sabbaticals have given faculty the opportunity to enhance their training/skills and return to their teaching assignments after a rewarding and refreshing break.

The future of the faculty and staff Professional Development Program is in jeopardy due to the uncertainty of state funding. This may have an adverse impact on the continued success of the faculty and staff Professional Development program at LBCC. Such ongoing state funding would facilitate three-year planning as recommended by the Chancellor's Office.

The management team compensation plan was implemented beginning July 1, 2001. There has not been sufficient time to evaluate its effectiveness.

The College has provided a variety of staff development opportunities for all faculty and staff. Since the last study, the dollars invested in staff development for conferences alone has more than doubled.

**Table 7.2**  
**LBCCD EMPLOYEE CONFERENCE EXPENSES\***  
**1996 – 2001**

	1996-1997	1997-1998	1998-1999	1999-2000	2000-2001
Faculty (full & part-time)	\$90,211	\$124,833	\$172,551	\$164,851	\$176,583
Classified	\$50,813	\$ 70,061	\$ 99,045	\$ 99,431	\$100,682
Management Team**	\$38,767	\$ 54,729	\$ 82,203	\$112,235	\$142,806
<b>TOTAL</b>	<b>\$179,791</b>	<b>\$249,623</b>	<b>\$353,799</b>	<b>\$376,517</b>	<b>\$420,071</b>

\* Expenses include special project funds and all District restricted and unrestricted funds.

\*\* Academic and classified administrators, managers/supervisors, and confidentials

**Planning Agenda**

None

**D General Personnel Provisions**

***D1 The institution has and adheres to written policies ensuring fairness in all employment procedures.***

**Descriptive Summary**

Personnel policies and procedures are contained in Board Policies and Administrative Regulations, the collective bargaining agreements, and the Rules and Regulations of the Classified Service. The Executive Dean of Human Resources and the Director of Human Resources and Staff Diversity monitor all phases of the screening, selection, and hiring processes to ensure adherence to all District policies and procedures.

Prior to June 1997, responsibility for monitoring diversity was assigned to the Director of Staff Diversity/Staff Development. In May 1997, the Director resigned and all staff diversity responsibilities shifted to the

Executive Dean of Human Resources. During the spring of 2000, the District approved the position of Director of Human Resources and Staff Diversity. In June 2000, this position was filled. The duties and responsibilities of the Director include: serves as the District's Diversity Officer, develops and coordinates affirmative action/staff diversity training, monitors the hiring processes, promotes cultural and ethnic diversity sensitivity, and investigates discrimination complaints.

### **Self-Evaluation**

The academic and classified vacancy announcements and application forms contain statements of equity in hiring (*doc. 7.22*). The College provides staff development that emphasizes the value of diversity and equal employment opportunity. Screening committees for full-time faculty and academic administrative positions receive affirmative action and staff diversity training at the beginning of the selection process to ensure that all applicants are rated fairly.

Each full-time faculty and academic administrative screening committee is assigned an affirmative action representative. The role of the affirmative action representatives is to ensure that the screening committees adhere to equal employment opportunities, District policies and procedures. The affirmative action representatives and the committee chairpersons receive a more in depth training session than the screening committee members.

The College is committed to ensuring that all employment decisions are based on the principles of equal employment opportunity. The Director of Human Resources and Staff Diversity oversees enforcement of policy. While state guidelines have changed, the College continues to adhere to federal standards. Using explicit job-related qualifications, those decisions must be determined without discrimination based on race, religion, color, age, sex, sexual orientation, national origin, ancestry, marital status, medical condition, disability or status as a Vietnam Era Veteran.

Based upon these employment procedures, LBCC made noteworthy gains in diversity in its hiring since 1996. Table 7.1 shows that the College saw increases in its hiring for every category of ethnic minority. Meanwhile the percentage of Caucasians declined from 78 percent to 68 percent of all employees. Clearly LBCC fair recruitment practices are paying off in a more diverse staff.

### **Planning Agenda**

None

***D2 The institution regularly assesses and reports its achievement of its employment equity objectives, consistent with the institutional mission.***

**Descriptive Summary**

The College regularly assesses and reports its achievements of objectives relative to employment equity consistent with the institutional mission. Both formal and informal employment equity reports are provided to the District Screening Committees, Executive Committee, Board of Trustees, Chancellor's Office, and as requested by various community organizations.

**Self-Evaluation**

The College plans to submit a revised Faculty and Staff Diversity Plan to the Chancellor's Office by November 2002 due to changes in Title 5 regulations. The draft of the Faculty and Staff Goals and Timetables was submitted to the Chancellor's Office in June 2001. However, in October 2001, the College received the Fourteenth Advisory on Proposition 209 and Update on Connerly v. State Personnel Board from the Chancellor's office (*doc. 7.23*). In the Connerly decision, the courts struck down the community college statutes that address affirmative action employment, finding that the statutes violate equal protection guarantees and Proposition 209. Although the Court invalidated the California Community College's particular statutory and regulatory system, it is agreed that many activities are appropriate to ensure equal employment opportunity.

Districts were instructed to immediately take steps described in this advisory to eliminate any aspects of recruitment or hiring procedures, which involve making decisions or treating any individual or group differently based on race or gender. Districts were also instructed to continue to vigorously monitor for and promptly address any indications of intentional or unintentional bias or discrimination in employment practices. LBCCD is committed to promoting diversity and carrying out equal employment opportunities for all. The Chancellor's Office will issue additional advisories as their work progresses.

Refer to section A1-Analysis for diversity statistics on all LBCCD employees.

**Planning Agenda**

The College will submit a revised Faculty and Staff Diversity Plan to the Chancellor's Office by November 2002 due to changes in Title 5 regulations and the College's commitment to diversity.

***D3 Personnel policies and procedures affecting all categories of staff are systematically developed, clear, equitably administered, and available for information and review.***

**Descriptive Summary**

Personnel policies and procedures are contained in Board Policies and Administrative Regulations, the collective bargaining agreements with the four bargaining units, and the Rules and Regulations of the Classified Service. The development of or revisions to Board policies are made in consultation with constituency groups and the executive committee. The Superintendent-President prepares the policy for presentation to the President's Advisory Council (PAC). If approved, the Superintendent-President forwards the policy to the Board for action. Members of the PAC include representation from all constituency groups. They are as follows: the Superintendent-President's Executive Committee; the presidents of the Academic Senate, Administrator's Association, AFT, CCA, and POA; the vice presidents of the Classified Senate and Confidentials; and representatives from ASB, CHI, Managers/Supervisors.

**Self-Evaluation**

Modifications to the classified Rules and Regulations are developed in cooperation with the Director of Human Resources, who is Secretary to the Personnel Commission. The Personnel Commission in a public meeting adopts modifications. The applicable collective bargaining agreements are modified through the negotiation process.

Board policies and administrative regulations are available in a large number of campus offices, libraries, and the Intranet. Administrative offices also have copies of the collective bargaining agreements. Each member of the bargaining units is provided a copy of his/her respective agreement.

**Planning Agenda**

None

***D4 The institution makes provision for the security and confidentiality of personnel records. Personnel records are private, accurate, complete, and permanent.***

**Descriptive Summary**

Policies regarding privacy of information are a matter of federal and state law and the Education Code. Board Policies and Administrative Regulations, Rules and Regulations of the Classified Service, and collective bargaining agreements reflect these mandates. The personnel



files are kept in the Human Resources Department. These files are maintained in a secured area and do not leave the premises.

Files are available for inspection by the employee, a representative of the employee association (with employee written authorization), and to other employees of the College only when actually necessary in the proper administration of the District's affairs or the supervision of the employee. Human Resources Department maintains a log in the personnel file indicating the name and date of file review.

### **Self-Evaluation**

Personnel records meet all established accreditation criteria and are maintained in a secure environment.

### **Planning Agenda**

Human Resources will develop a records retention system to integrate modern technological advances (CD-ROM and other storage media) to safeguard permanent personnel records in accordance with legal mandates by the end of 2003-2004 academic year.

**Document List:**

- 7.1 College Catalog (1996-2002)
- 7.2 California Education Code 87002
- 7.3 California Code of Regulations - Title 5 (§53420)
- 7.4 1999 National Study of Postsecondary Faculty (NSOPF:99)
- 7.5 Board Policies and Administrative Regulations 3003 and 3012
- 7.6 Rules and Regulations of the Classified Service
- 7.7 Director of Human Resources and Staff Diversity job flyer
- 7.8 Noel-Levitz Student Satisfaction Inventory Survey 2001
- 7.9 AFT Tentative Agreement (June 2002)
- 7.10 CCA Contract
- 7.11 CHI Contract
- 7.12 POA Contract
- 7.13 Board Policy and Administrative Regulation 3006
- 7.14 Sample Evaluation Forms – Faculty
- 7.15 Rules and Regulations of the Classified Service – Section 16
- 7.16 Sample Evaluation Forms – Classified Staff
- 7.17 Sample Evaluation Forms – Classified Managers
- 7.18 Administrators' Performance Evaluation Handbook
- 7.19 Flex Day Booklets, 1997-2001
- 7.20 Board Policy and Administrative Regulation 3025
- 7.21 Board Policy and Administrative Regulation 3026
- 7.22 Sample Job Flyer and Application
- 7.23 14th Advisory on Proposition 209 and Update on Connerly v. State Personnel Board

## Standard Eight - Physical Resources

***The institution has sufficient and appropriate physical resources to support its purposes and goals.***

***1 The institution ensures that adequate physical resources are provided to support its educational programs and services wherever and however they are offered.***

### **Descriptive Summary**

Long Beach Community College District (LBCCD) was formed in 1976 with the separation of the Community Colleges and the Public High Schools. The College offers educational programs and services at two main campuses (*doc. 8.9*).

The 112-acre Liberal Arts Campus (LAC) is located at 4901 East Carson Street. Classes take place in the area south of Carson Street as well as north of Carson St. where Administration Buildings, Learning Resource Center, Classroom Buildings, Campus Police and Performing Arts facilities are located. The Physical Education facilities, many classes, Support Services, Veteran's Stadium, Grounds Department and Facilities are located south of Carson Street. Parking lots lie on the periphery of the campus. There is a Child Study Center approximately one mile north of the Liberal Arts Campus.

The Liberal Arts Campus has a central grassy mall surrounded by red-tiled buildings. This campus was dedicated in 1927 and construction begun on several buildings, which were completed in 1935. All permanent buildings share a similar architecture. Classroom buildings are primarily stucco-covered concrete and range in age from one (1) to seventy five (75) years. LAC consists of 35 buildings with 442,791 assignable square feet in 647,674 gross square feet. Veteran's Stadium is a 53-acre sports facility on the LAC with a grandstand seating capacity of 11,600. The Stadium contains a football field and an all-weather track. The Child Study Center located north of the LAC was built in 1971 and includes one building of 5,323 assignable square feet in 7,046 gross square feet on 2.28 acres, plus an additional bungalow located in the back of the center.

The 50-acre Pacific Coast Campus (PCC) is located at 1305 East Pacific Coast Highway in Central Long Beach. The primary building was constructed in 1949 as a middle school and transferred to the community college during its formation in 1956. The Pacific Coast Campus houses Trade and Industrial Facilities, Learning Resource Center, ESL, Senior

Center, Women's Center, Economic Development, Child Development Center (including childcare), Admissions, Counseling, Career Center, Office Technology, and Administrative offices and classrooms. The majority of the buildings on the Pacific Coast Campus front either a grassy mall or a newly landscaped parking lot. The campus has 29 buildings with 202,229 assignable square feet in 265,091 gross square feet. The buildings range in age from nine (9) to sixty (60) years (*doc. 8.12*).

Combined parking spaces for LAC and PCC consist of 768 staff parking spaces, 3,147 student spaces, 106 spaces for handicapped staff/students, 73 visitor spaces, and 19 car pool spaces. The Child Study Center has 95 parking spaces. Veterans Stadium parking accommodates 4,000 vehicles (*doc. 8.10*).

The College also uses a number of off site facilities to operate its outreach programs into the community. There is a list of off site campuses in the reference library for this section (*doc. 8.1*).

On December 4, 2001 the College Board approved a project list (*doc. 8.28*) for inclusion in the ballot and called for an election for the March 5, 2002 primary election. That ballot measure passed with a 65 percent majority.

The bond measure will provide funding for the modernization, renovation and replacement of many of the facilities on both campuses. The bond will start a ten to fifteen year construction process that will greatly improve both campuses, addressing the many needs that have been identified over the last decade.

### **Self-Evaluation**

The institution has ensured that adequate physical resources are provided to support its educational programs and services as a result of a series of studies, plans and processes discussed below.

*Weichert Study* - In 1994, the College employed a consultant to evaluate all of its buildings on a room-by-room basis. That evaluation became the source document for setting priorities for remodeling and replacement. Since that time the College has remodeled the Math and Science Building, the Health Sciences Building, replaced the stage lighting control system in the auditorium, replaced the LAC primary electrical feed system, installed a districtwide Fire and Security Alarm System, added a new portable complex to the LAC to relocate the HR and Purchasing functions and invested a considerable amount of money in an infrastructure upgrade and Energy Management System on both campuses (*docs. 8.2 & 8.12*).

A new budget fund was created after the last mid-term review, for the

purposes of addressing facility needs identified in the Weichert Study and for those capitol needs identified and approved through the College's planning process. The College calls this budget the 15 Fund.

*Space Utilization Study* – Each year the College identifies present utilization and matches those studies to facility needs to ensure that needs of the students are being met. These reports show the attendance by building, program, time of day and campus location. By comparing itself to other community colleges in the state, LBCCD is able to identify how it is doing when compared with the State Chancellor's Standards (*doc. 8.12*).

Each year the College reviews its priorities for funding and uses the following state and local planning and funding programs to help accomplish those priorities. The planning process mentioned here is addressed more fully in division 8.5. There are five major categories used to improve facilities to make a more appropriate educational plan to meet the District needs.

*State Capital Outlay Program* - (Defined in the Chancellor's "Facility Planning Manual" March 1998 version). This program is a 100 percent funding program. No local match is required.

*Five Year Construction Plan* - As part of the over all review of the campus and its needs, a Five-Year Plan is submitted to the Chancellor's Office each year defining those projects the College is seeking funding for (*doc. 8.2*). These projects were identified in the Weichert study of 1994 and include remodeling, replacement or new buildings anticipated for continued growth and the on-going renewal of the educational process identified in the College's Annual Budget Process.

*IPP (Initial Project Proposal)* - The College annually follows the guidelines published by the Chancellor's Office regarding funding requests for the provision of needed new facilities. Those determinations are made with the input from a number of different sources and disciplines on the campus. (Please see division 8.5) (*doc. 8.3*).

*FPP (Final Project Proposal)* - Once a project has been identified by the Chancellor's Office for funding the District submits a complete program plan. This plan if approved becomes a future 15-fund project (*doc. 8.4*).

*General Fund Capital Outlay* - Each budget year by coordinating the efforts through the collegewide planning process, LBCCD identifies specific capital projects to accomplish in the coming year. Projects are funded in the 15 fund and focus on improvement or upgrades in the facilities area that are not funded from other sources. Examples are

classroom remodels, replacement of furniture and equipment, adding A/C to older sections of the buildings, and restroom remodels (*doc. 8.26*).

*Division Discretionary Funds* - As part of the annual budget process, the College allows individual divisions to retain a portion of unused budgets for the purposes of completing small capitol projects. The projects allow the individual divisions to make minor remodels to improve their operations without having to be dependant on the Chancellor's Office for major project funding.

*Bond Implementation Planning*- The district is sending out RFQ's for the design professionals required to develop a comprehensive implementation plan for renovations and construction under the bond funds. The process for the development of this plan will include all of the College's internal and external stake holders--the individual programs, the support and coordinating committees, public hearings on the projects impacts, the community, and administration (*doc. 8.23*).

This plan will be based on the educational specification for each program, and the needs in each facility that can be addressed with the proceeds from this bond. It is not known at this writing how much of the overall implementation plan can be implemented with these funds; however, a priority list will be developed to expend the funds that will be realized from this bond.

Once the educational specifications are developed and the priority list is completed, design for the first projects will begin. It is anticipated that the master plan development will take about one year.

When the plan is completed, it is anticipated that about \$10,000,000 per year per campus will be expended over the next 10 to 15 years.

### **Planning Agenda**

According to plan, the College will implement its bond projects.

- 2     *The management, maintenance and operation of the physical facilities ensure effective utilization and continuing quality necessary to support the programs and services of the institution.***

### **Descriptive Summary**

Each year the College goes through a budget process that involves a very wide cross section of the staff, faculty and leadership to identify those facilities needing special capitol funding to address new programs, program enhancements or program maintenance. This budget effort

collects input through the efforts of the Budget Advisory Committee. The elements of which have been outlined in section 8.1.

The College then assembles a budget based on the funds it will receive from grants, tuition, reimbursement from the Chancellor's Office and funded capitol programs and submits it to the Board of Trustees for adoption and implementation.

The Facilities program consists of the following five elements:

- Preventative Maintenance (PM) includes activities that continue the uninterrupted use of the District resources. Cleaning, oiling, painting etc., are all examples of PM.
- Corrective Maintenance (CM) are efforts that restore the use of resources that have broken down from wear and tear. Replacing carpeting and HVAC systems and re-roofing buildings are all examples of CM.
- Plant Operations (PO) are the tasks that allow the facilities to open and operate each day. Examples are unlocking doors, raising the flag, turning on lights and HVAC system and the like.
- Casualty Prevention (CP) is the fourth main area. To some this is risk management, or inspections and tests designed to identify hazards and correct them. Testing fire alarm systems, conducting safety meetings and inspecting work areas are good CP examples.
- Facilities Improvement (FIM) is the last major category of a solid facilities program. This is the area where remodeling and renovation occur.

Prior to 2000, the College was not tracking the efforts of staff in monitoring how much of the College resources were being expended in these categories and established priorities for renovation based on the apparent condition of the various buildings.

During the budget year of 2000 – 2001 the District purchased a Facilities Management System called FAMIS. This computer program allows the automation and monitoring activities necessary to evaluate the College's effectiveness in tracking the use of resources to guarantee the best use for the maintenance of facilities.

FAMIS tracks work orders that are generated by end users or by the Facilities Department. It also provides for the automated tracking of capitol projects. When the power of this software and the integrated

planning collegewide are merged, the result is a program that focuses on the prioritization of the many needs that exist and provide an additional method of evaluating the effectiveness of the facility programs in meeting those goals and objectives.

The Facilities Department evaluates automated work orders for the type and frequency and adjusts the day to day operation to reduce those work orders that are generated by equipment failure or the development of conditions that warrant a change in work habits.

*Scheduled Maintenance Programs* - This program requires a 50 percent local match to be approved in its final form. Annually the College submits funding requests to the Chancellor's Office for the funding of maintenance projects identified in the Weichert Study and have impacts on the priorities set by the collegewide planning process (*doc. 8.5*).

The projects are first developed by the Facilities staff and submitted to the business division for budget consideration. The projects are then reviewed by the multi-disciplinary Facility Planning Committee to ensure that the projects are consistent with the planning priorities. From there the projects are forwarded to the Budget Advisory Committee. This committee also reviews the project. The final review is performed by the executive leadership for the College and approved in the budget by the Board of Trustees.

Since 1997 the College has committed \$1.5 million each year to deferred maintenance projects.

*Addition of Safety Manager* - In the 1999-2000 budget year a Safety Manager was employed to create and supervise the District's safety program. In addition to chairing the safety committee this position is responsible for performing random inspections of work places to insure that the College's safety procedures and policies are being followed (*doc. 8.18, 8.19*).

*Waste Management Plan* – This plan was developed as part of the new mandate to reduce the College's solid waste by 50 percent by January 2004. Plans for both campuses have been approved (*doc. 8.22*).

*Installation of New Fire Alarm/Security and Safety Alarm System* - The College replaced the fire alarm system collegewide at both campuses in 1999 – 2000. The new system is supervised by the Campus police. This system also included a building alarm system and alarm pull stations located strategically around the campus to alert the police to urgent situations that people may encounter while on campus. The District alarm system also has a remote camera feature to record events as they occur



when the alarms are activated.

*Honeywell Systems* - Over the 1999-2001 budget years the College entered into a performance agreement with Honeywell Inc. to replace and upgrade a number of heating and air conditioning system. The agreement identified those aging system that if replaced would generate enough energy savings to pay for the cost of replacement. The district was able to complete \$4.3 million in improvement to the physical plant using this service (*docs. 8.14, 8.17, 8.20*).

*College Police* - The College converted its security department to a California *POST* approved police agency in 1998. Since that time the personnel in that department have been upgraded to full peace officer status. The College police provide routine patrol, remote monitoring, law enforcement, disaster coordination and personnel assistant functions.

### **Self-Evaluation**

The primary evaluation of this standard is contained in the Facility Divisions Program Review (*doc. 8.11*). Every three years each department is required to perform a review of its operation and impact it has on the educational process. The Facilities Review was first conducted in 1999 and will be accomplished again after the accreditation process is completed.

The program review for the Facility program was accomplished in several steps. The Director evaluated specific elements of the program and identified problems that his education, skill and experience showed needed attention. Next a series of surveys were mailed to collect perception data about the quality of the program from a number of different groups. The director created those surveys, with the assistance of the College leadership and the planning division (*doc. 8.27*).

The groups surveyed were, the executive leadership, deans, department heads, faculty and students. A separate management survey was given to the facilities staff to evaluate perceptions of the management of the division. Those surveys validated the findings of the Director. Those findings are detailed in the Facilities Program Review documents (*doc. 8.11 & 8.27*).

Finally a staffing evaluation was completed using a standardized task and frequency work-study adapted from other industries for custodial services, to determine if the levels of staff were adequate to meet the expected work outcomes. A detailed report of the findings is listed in the program review in the resource library for this section.

As a result of the program review the Facilities Department made the

following changes:

An afternoon shift was added for restroom cleaning at the LAC.

An Internet software package was purchased to support on-line work order entry and project administration. This package will allow any authorized user to access the system and see the progress of their work or remodeling request.

The custodial leadership was reorganized to provide for better supervision; work standards were implemented to provide for system standardization and uniformity of training. Weekly inspections by supervisor were implemented along with a monthly productivity reporting system.

The Maintenance Department added three skilled maintenance workers to support the workload within the department.

### **Planning Agenda**

The personnel needs identified in the program review will continue to be listed as a budget priority along with those needed for remodeling plus new buildings resulting from the bond measure passed on passed March 5, 2002. See above for more detail on this plan development. See also Standard 7.A1, Planning Agenda.

### **3 Physical facilities at all site locations where courses, programs, and services are offered are constructed and maintained in accordance with the institutions obligation to ensure access, safety, and a healthful environment.**

#### **Descriptive Summary**

The College has several methods to ensure access, safety and a healthy environment. The College identifies and implements needed changes in the physical plant using the Weichert Study as the primary source document, referencing building age and utilization (*doc. 8.12*). In addition, outside accreditation agencies, federal and state agencies, federal and state laws, various codes and internal college processes also help the institution meet the standard. These are summarized below.

*DSA (Division State Architect) Review-* Each project that is approved and funded, and exceeds \$20,000 or is structural in nature is designed by a licensed designer and submitted to the State Architect for review. The State Architect reviews the project for structural compliance with the current needs in California, for fire and life safety compliance with current law and for access for persons with disabilities. This review and

compliance process assures the College that each facility that is designed, under this system, is safe, satisfies the current law and will meet the need of most of the public the College serves.

*Licensure* - The College also operates a number of programs that require licensure or accreditation from some oversight group. The College regularly reviews its status and maintains the licensure required or the accreditation desired for those programs. The list of off-site facilities includes a note if it has a separate license or accreditation (*doc. 8.1*). By submitting to these reviews the College is able to assure that it is meeting the physical resource requirements that are recommended by those oversight groups.

*Swanson Access Survey of 1992* - The district engaged an architect to complete a survey of the facilities regarding their accessibility in light of the Federal ADA act of 1991 (*doc. 8.8*). Each year as projects are reviewed, remodeling includes removing barriers identified in the original survey. Funds for the removal are included in the 15 Fund as part of the project costs. Since 1992, the College has applied for and received two ADA grants. The first for \$957,000 in 1997, the second in 1998 for \$900,000. The latter cycle is being completed in the 2001-02-budget year.

*Seismic Retrofits* – (This program is 100 percent funded and does not require a local match.) In 1996 the California legislature approved a state wide survey of community colleges to identify those facilities that were aging and were falling further behind in the States efforts to upgrade aging building to keep them current with Seismic Codes (*doc. 8.13*). The survey for LBCCD identified specific buildings that were at risk for damage in a severe earthquake and laid the groundwork for future funding. Each year, LBCCD refers to the original survey and in conjunction with the Chancellor's Office, submits requests for funding to seismically upgrade aging buildings (*doc. 8.6*).

*Hazardous Material Programs* - The College complies with the “*Federal Right to Know Laws*” and maintains a catalog of Material Safety Data Sheets for each product it receives that has such information. These data sheets are filed in purchasing, the employees work place and in the Risk Management Office. Each year the Risk Management Director files a business plan with the Long Beach Fire Department. Each department is responsible for training their staff regarding the MSDS and protective equipment.

*Hazardous Material Mediation* – Each year the College reviews its future modernization plans and identifies those buildings scheduled for remodel. Each building scheduled for remodeling is evaluated for asbestos; lead and other hazardous materials and funding requests are prepared for the

Chancellor's Office review. Funds that are approved are placed in the 15 fund and the mitigation work is completed just prior to the balance of the remodeling work being started.

*Program Review* - Each division of the College is required by policy to conduct an in-depth program review every three years and to prepare a report noting the current status of the program, what is needed to improve the program and an estimate of the time needed to make the cited adjustment. A significant portion of this review is how the division is using its physical resources and what limits exist that inhibits further performance. The study is conducted in two major parts. The first is the internal audit, in which the key division leader identifies those elements that they feel are critical to the program.

The second portion of the process is an external validation. In the latter portion, the College in general is asked to look at the program and the review, then validate the findings or comment where the findings may have overlooked significant program elements. This validation is accomplished on a number of administrative levels insuring that the review is complete, fair and objective. The result is another means to assist the District validate the findings on physical resources.

Areas needing additional resources are then folded in the collegewide planning and budgeting process for refinement through the development of priority projects (*doc. 8.21*). If those needs meet the budgeting criteria in a competitive process they are funded. Examples noted during the program review were the need to increase custodial staff about 30 percent, add one painter, several skilled maintenance workers and with construction increases with a bond, add one project manager for every \$10 million in project funds to be expended each year. The College needs to continue to develop an on-line work order system and capitol project reporting system (*doc. 8.15*).

*Architectural Review* - The College has a number of facility needs that have occurred with age and changing regulations. As the College undertakes remodeling of areas to upgrade and improve the services it offers, the facility issues are reviewed by a qualified architect as part of the design process. Where fiscally possible, changes are made to remove architectural barriers, improve access, and remove fire and life safety concerns. The College selects the design architects on a competitive RFP process and selects the firm that the College feels is most qualified. The resulting work ensures that each area being considered for renovation is also evaluated in terms of general use and the inclusion of diverse populations.

*College Police and Safety Programs* – The College converted its security

department to a full service state accredited police service in 1999. This conversion addressed a long standing concern regarding general security and safety concerns for staff and students. In addition, the College installed a camera and area panic station system that enables the police service to provide service on demand for people on campus who may find an urgent need for police services. As the employment requirement for accredited police personnel are much higher than those of a security department, the department has been unable to fill all of the approved staff positions resulting in the police service not having the staff to implement the panic alarm system.

The College has also implemented a building security alarm system that links back to the police monitoring station along with the cameras and panic stations.

LBCC employed a safety manager in 2001 who is now developing a districtwide comprehensive program complete with disaster planning and drills. This position chairs the College safety committee and is developing an updated collegewide safety program. Each of the elements of the development of the programs includes the input from the various stakeholders to insure there is adequate cross planning to address the majority of concerns in the program development.

In addition, the College submits inspection reports to the Fire Marshall and Health Department, Fire Extinguisher and Fire Sprinkler testing, Fire drills, Safety Committee inspections, and outside insurance evaluations for work place safety.

### **Self-Evaluation**

Inspection, accreditation, licensure and other visits are documented as the official evaluation and are followed up on for the facilities under the District control to ensure any areas of concern are addressed. The Noel-Levitz survey has addressed the perceptions that students and staff have regarding 10 major areas. While safety and security rank the lowest of the 10 critical areas surveyed, in each survey, the College ranks above ten colleges in the Southern California Area, using comparative data in user expectations and satisfaction. Additional effort will be placed in evaluating this area once the on-line work order and capitol outlay system are established. This new database will provide more concrete evidence of what areas need specific action.

### **Planning Agenda**

Access, safety and a healthy environment are criteria that will be built into the implementation plan for the bond. This plan is now under development with an anticipated completion date of the summer of 2003.

The effectiveness of the disaster planning and safety programs will be monitored by the Task force for the implementation of the Disaster Plan and evident in future drills and reduced injury claims experience.

**4 Selection, maintenance, inventory and replacement of equipment are conducted systematically to support the educational programs and services of the Institution.**

**Descriptive Summary**

As the College replaces the furniture and equipment in the classrooms the selections are reviewed by a number of end users and those tasked with the repair and maintenance of the inventory. Those who review replacements are the College Administrator's, Faculty, and Support Staff.

There are a number of funding sources that produce opportunities to replace the furniture and equipment inventory on a project-by-project basis. These funding sources are:

*PFE (Partnership for Excellence)* - Since 1996 the District has spent about \$5,000,000 for the retrofit of the facilities to convert standard classrooms in to multi-media teaching environments. The District has also installed a number of computers, with wireless technology in both desktop and laptop capabilities.

*New Construction* - The Chancellor's Office through capitol budget process includes an allowance for building furniture and equipment, which is used to furnish the building in original startup.

In 1998 and 1999 the District received \$15,000,000 from the Chancellor's Office to completely retrofit the Math and Science Building, plus an additional \$940,000 for furniture and equipment to be installed in the newly remodeled building.

The College has also received funding for the replacement of the Child Development Center at the PCC Campus for \$3,200,000 which will be constructed by the year 2005, and this last year the College was funded for design of the final construction documents for the replacement of the Auto Body, Diesel and Aviation Shops in a combined project which has been designated as Technology Center Phase 2. The final costs on this project are projected at approximately \$9,000,000. Both projects will have budgets for furniture and equipment.

During the 2001/2002 school years the College will invest \$900,000 on ADA upgrades to continue the work addressing the removal of modification of physical barriers on both campuses. This is the third

project in a multi-year funding plan by the Chancellor's Office.

In the areas of Scheduled Maintenance, Hazardous Material Removal Programs, and remodeling projects approved throughout the College planning process, the District has spent an additional \$15,000,000 since 1996. One of the largest single projects in this category was the addition of Building V, in 1999 and the relocation of the Human Resources and Purchasing activities to these buildings, along with furniture and equipment. One example was the renovation of the Human Performance Labs. They were converted from older weight driven machines to modern air pressure activated labs.

Each departmental general fund budget is another area where funds are allocated for the replacement or addition of equipment.

Other projects that will renovate buildings and provide significant upgrades for the future have been identified and are on the immediate planning agenda for locating sources of funding. They include the relocation of the Student Bookstore and key leadership offices, consolidation of Student Services into one building, renovation and revamping of the Technology Service area at the PCC Campus, construction of a multi-disciplinary Marketing and Commercial Sciences Building. As the College continues to move the student research resources onto electronic media and moves further along the road towards support for distance learning, the need to convert the libraries from book repositories into multi-media learning centers will gain an every increasing priority in the planning process. It is presently targeted for funding after the technology centers and the replacement of the Child Development Centers on both campuses.

### **Self-Evaluation**

Equipment is evaluated using the same process used for Capital Outlay projects defined in 8.5. A response was provided at the last review regarding the need for the College to “maintain its recently established inventory mechanism and utilize it to systematically develop a plan for equipment replacement.” The College has continued to mark and inventory all equipment over \$1,000. However since the mid-term review the accounting standards have changed on a national basis and the current reporting requirements are included as part of GSAB rule 34. This rule now requires that not only are inventories maintained but that they are depreciated. This was a significant change and has altered the College’s inventory procedures. Only items of a net worth of greater than \$5,000 are now added to the inventory. In addition, the Vice President of Instructional Services has been given a budget of PFE funds from which Classroom and equipment replacements have been made, each year since the last visit. One of the reasons that the Board of Trustees chose the proposition 39 bond method was that this bond allows the District to include furniture

and equipment as part of renovations and modernization. The bond will provide replacement of furniture and equipment as part of a major re-capitalization program.

### **Planning Agenda**

Furniture and equipment will be incorporated in the bond implementation plan being developed now.

## **5 Physical resource planning and evaluation support institutional goals and are linked to other institutional planning and evaluation efforts.**

### **Descriptive Summary**

The College does plan for the physical resources needed to provide the educational programs for today and into the future. The handbook entitled *Planning Guidebook 2001 (doc. 24)*, lays out the relationship between the Educational Master Plan and the annual planning schedule. It demonstrates the integration of the many elements on the College campus into a coordinated collegewide plan. Each year the process is followed in a similar manner from which are generated the priorities for funding the Capitol Outlay (15 Fund) Budget (*doc. 8.7*) and the identification of critical projects to be undertaken in the next budget year.

This cross pollination of ideas, between the various disciplines, insures that the stakeholders at the College have a voice in setting the physical resource agenda for the next and future budget years (*doc. 8.16*).

The College planning process regularly looks at the physical resources being committed to future years. Academic Senate, Associated Student Body and Classified Senate each provide representation to the Educational Master Planning Committee (EMPC). The EMPC committees coordinates the efforts of the other planning committees: Facility Planning Committee, Instructional Planning Committee, Planning Committee, Facilities Planning Committee, Technology Planning Committee, Student Development Planning Committee, Staff Academic Quality, Student Equity, Student Success Planning Committee, Economic, Grants and Resource Development Planning Committee (*doc. 8.25*).

The LBCCD has identified that it needs to find about \$200 million to provide the amount of funding necessary to address the facility deficiencies identified in the various studies and surveys. As a result, a formal modernization plan has been developed to enable the Board of Trustees to ask the community for public support to ensure the long-term re-capitalization of the aging physical plant. The Board approved the plan, and a bond was placed on the ballot in March of 2002 to ensure the long



term funding needed. That bond passed and the implementation plan is underway now.

### **Self-Evaluation**

The Education Master Plan has identified major construction and remodeling projects (*doc. 8.29*). As part of this plan, review with all of the stakeholders have identified the following areas as needing replacement or major renovation to insure the College continues to meet the 75-year tradition of providing top quality education in the Long Beach Community.

The Industrial Technology and Building Trades Centers at the PCC Campus have been targeted for replacement with a multi-story Technology Center. The details of which are listed in the Final Project Proposal for this project.

Both of the Child Development Centers (CDC) need to be replaced with facilities that reflect current program needs and licensure requirements. The PCC CDC has been funded by the State and is presently in the final design stage. The other is included in a series of projects that are being evaluated by the Board of Trustees for local bond funding.

The Libraries on both campuses reflect the methods and technologies of the time in which they were built. Neither will accommodate the learning center concepts that are needed for tomorrow's learner. Both of the libraries are on the bond list approved by the Board for voter action in March.

The College has also determined that it needs a multi-disciplined, multi-story structure on the LAC Campus to house a number of programs that are in antiquated portable or trailer structures now. The replacement of Building F will satisfy this need as well as another project under Board consideration.

The College has identified that it needs to provide 152 additional classrooms over the next ten years and this is in the project bond list.

Finally, with changing technology, increased power needs in classrooms, and the resulting heat load driving the addition of air conditioning, most of the Colleges' buildings need extensive modernization to provide the ever-changing technical requirements in the classroom. The retrofit and modernization of each building has been identified and is in the project list being considered as above.

The LBCCD has identified that it needs to find about \$200 million to provide the amount of funding necessary to address the facility deficiencies identified in the various studies and surveys. With the

passing of a \$176 million bond, the College is able to ensure long-term re-capitalization of its aging physical plant and will need to carefully coordinate this major undertaking with its current planning process. As a result, a formal modernization plan is being developed for implementation of the bond and is expected to be completed by March 2003.

### **Planning Agenda**

The Master Implementation Plan for the Bond Funds will be coordinated with the College's planning process to include the Facilities Planning Committee, the Educational Master Planning Committee, the Executive Committee, the Senates through representation on other committees, the Citizen's Oversight Committee, the Board of Trustees and the community.

***Document List:***

- 8.1 Off-site Facilities List
- 8.2 5 Year Construction Plan
- 8.3 Initial Project Proposal (IPP)
- 8.4 Final Project Proposal (FPP)
- 8.5 Scheduled Maintenance
- 8.6 Seismic Retrofits
- 8.7 Capitol Outlay Budget
- 8.8 Swanson Accessibility Survey
- 8.9 Campus Maps
- 8.10 Parking Lot Report
- 8.11 Facilities Program Review
- 8.12 Weichert Study (Building Summary Report)
- 8.13 Department of State Architect (DSA) Seismic Survey
- 8.14 Energy Management Plans
- 8.15 Work Order Reports
- 8.16 Monthly Construction Updates
- 8.17 Environmental Reviews
- 8.18 Disaster Plan
- 8.19 Safety Plan
- 8.20 Utility Surveys and Reports
- 8.21 EMPC Priority Projects
- 8.22 Waste Management Plan
- 8.23 General Obligation Bond Plan
- 8.24 Planning Guidebook
- 8.25 Planning Diagram
- 8.26 Capitol Improvement Projects (Summary Data)

- 8.27 Program Review Surveys of Service Users
- 8.28 Bond Project List
- 8.29 Education Master Plan, 1997-2000, 2000-2005

## Standard Nine - Financial Resources

***The institution has adequate financial resources to achieve, maintain, and enhance its programs and services. The level of financial resources provides a reasonable expectation of financial viability and institutional improvement. The institution manages its financial affairs with integrity, consistent with its educational objectives.***

### **A Financial Planning**

***A1 Financial planning supports institutional goals and is linked to other institutional planning efforts.***

#### **Descriptive Summary**

The District's Educational Master Plan provides the framework for the College to address its mission. The Educational Master Plan expresses to the community the College's long-range goals and objectives and presents a vision to accomplish these goals in a coherent and cohesive manner. The planning process begins with the Educational Master Plan with five year operational plan and assessment of trends and needs. The annual planning and budget development process uses that information along with departmental plans that are then woven into School and Student Services Division plans. School and Division plans are brought to the Instructional Planning Committee and the Student Development Planning Committee for further refinement and preference statements. The preferred projects are forwarded to the Educational Master Planning Committee (EMPC) where projects that support the institutional long-range goals are discussed and ranked as Priority Projects. The Budget Advisory Committee (BAC) is integrated into the planning process and works with the EMPC to ensure that planning drives the budget allocation process. The Plan guides the annual process of setting priorities within the College's available resources (*docs. 9.9, 9.11*).

The EMPC coordinates and supports a process linking institutional priorities with budget (*doc. 9.14*). The BAC members represent the EMPC and all the planning committees.

#### **Self-Evaluation**

The role of the Budget Advisory Committee has changed as the overall planning process has evolved. At present, the BAC has been tasked with a lesser role in setting priorities while being increasingly charged with assigning financial resources to those planning items which require budget

changes or support. This has resulted in budget decisions being better connected to the planning process.

Maintaining funds to pay employee salaries and benefits (over 75 percent of the college general fund) remains a major influence on the budget. While collective bargaining agreements may have significant effect on the operating budget, these agreements exist outside of the institutional planning process.

The Budget Advisory Committee continues to monitor budget timelines and the financial stability of the institution.

### **Planning Agenda**

None

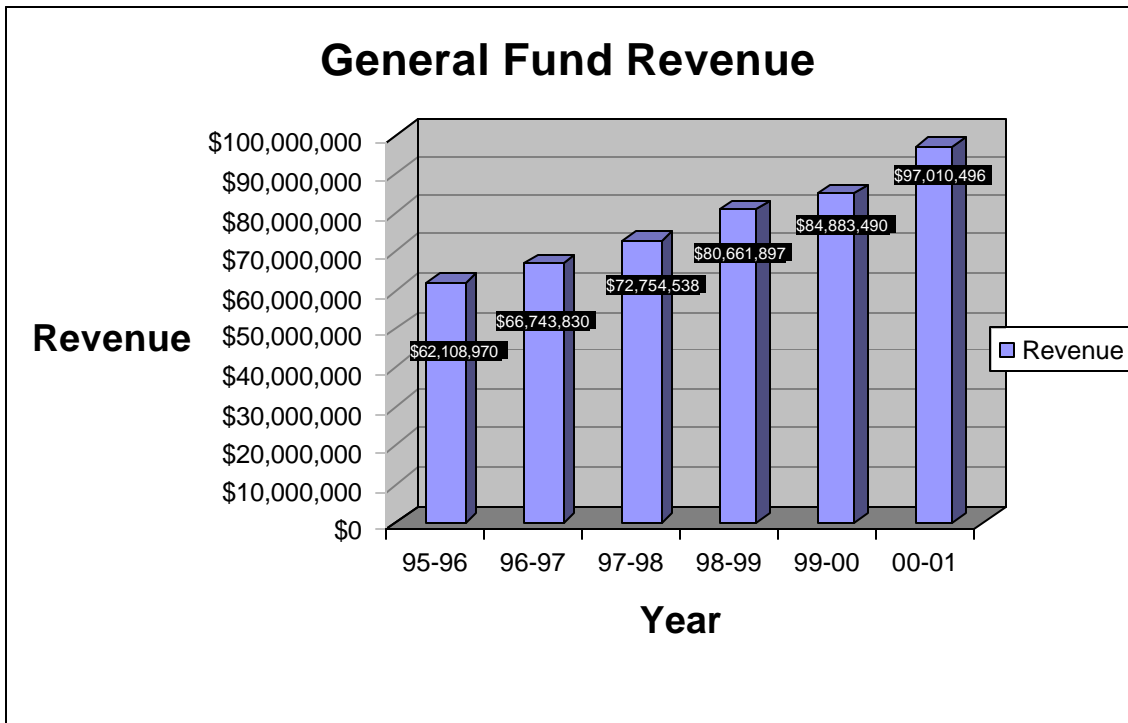
***A2 Annual and long-range financial planning reflects realistic assessments of resource availability and expenditure requirements. In those institutions which set tuition rates, and which receive a majority of funding from student fees and tuition, charges are reasonable in light of the operating costs, services to be rendered, equipment, and learning resources to be supplied.***

### **Descriptive Summary**

The Budget Advisory Committee (BAC) annually evaluates income and expenditure assumptions to develop projected income and expense thresholds for the approaching fiscal year (*doc. 9.1*). Income assumptions are based on the College's ability to project full-time equivalent student enrollment (FTES). Additional income is derived from other local, state and federal grants and other funds. Expenditure assumptions are based on fixed cost of doing business (i.e., salaries, benefits, utilities, maintenance) as well as on-going program needs and prioritized project expenditures. The BAC, which meets once a month, routinely monitors changes in income and expenditures to ensure the attainment of a balanced budget.

The California community colleges' resident fee structures are set by the state. Within the fee structure established by the state, the College has the responsibility to locally determine nonresident tuition fees. Other sources of income include student health fees, lab fees, materials fees, student service fees and parking fees. The state legislature establishes enrollment fees and does so with the intent of providing open access to all students.

Economic development and special projects are expected to maintain an on-going balance between income and expenditures so that they are not dependent on general fund revenue.



#### Self-Evaluation

Local projections of state income and other resources have proven to be realistic over the years. The state budget does not become final until the summer, while local development of the budget begins months earlier. This results in some inherent uncertainty but this annual challenge has been handled without disruption. Salaries and other expenses are projected several years into the future as part of each year's budget planning.

Expenses per student are increasing as class sizes decrease and as more technology is used. Income per student is rising more slowly than expenses. A long-term plan for addressing this disparity may eventually be needed.

Several challenges in recent years illustrate how well the College has planned for resource availability and expenditure requirements. Since sources of funds change (e.g., PFE, matriculation, block grants, Carl Perkins), and expenditure rates change (e.g., benefit rates, utilities, etc.), often without advance notice, the College has tried to maintain certain budgeting principles over time. These include a change to specific types of reserves to handle future debts, not exceeding a set percentage of the budget for staff (the largest cost). Innovative cost recoveries such as purchasing energy saving equipment with future savings through a guaranteed contract and co-generation of energy have also been

implemented. Bond funds will be utilized for extensive modernization of facilities, expansion of facilities to meet growth and the repairs needed to maintaining aging facilities.

This has also been a time of major technological infrastructure development with not only startup equipment, a new information system, networking, and wiring costs but also on-going equipment replacement cycles and associated staffing needs. These are known and included in the priority projects as part of long term technology planning but are not adequately addressed presently.

As a low revenue district with high need students, the College faces additional student support costs. Many innovations have been supported by grant funds but institutionalization of successful projects remains a struggle. Reorganization of existing resources in the midst of program expansion remains to be adequately addressed.

With decreasing funds 01-02, and salary increases, unfilled positions were frozen and each new request evaluated against the frozen positions. A staffing analysis study is being considered as a basis for staffing decisions in 02-03.

### **Planning Agenda**

Since staffing is a major resource, a staffing study will be implemented to better connect planning and resource allocation. The enrollment management process should be refined to ensure that course offerings meet student need and demand on both campuses while providing a level of enrollment that is sufficient to maintain growth and that maximize FTES generated per dollar expended.

### ***A3 Annual and long-range capital plans support educational objectives and relate to the plan for physical facilities.***

#### **Descriptive Summary**

The College's Educational Master Plan incorporates the facilities 5-year plan, which identifies major capital improvements. The College reviews its capital plans each year through a comprehensive planning process that involves a number of constituent groups from across the campus. It is from these planning sessions that a priority list is developed for funding and implementation. (Standard Eight details this process and the stakeholders that are involved.) In the last six years, several major capital projects have been completed including the Math-Science Building. Others underway include the Industrial Technology Center, and the Learning Resources Centers on both campuses. In addition to those eligible for state prioritization, the College has a planned a One Stop



Student Center on each campus which it has been working on for several years. Many labs have been built and several mixed-use lecture/multi-media computerized classrooms have been redone to adjust to the educational goals identified in the Educational Master Plan.

A number of consultants have been commissioned by the College to assist in the development of long range plans in specific areas. An architect was engaged in 1994 to develop a complete ADA compliance plan. Each year the College considers that plan as it develops its capital needs for the year. The College has been able, with the assistance of the Chancellor's Office, to fund three phases of this work. The third phase is currently under construction.

Physical facilities planning is also driven by a facilities master plan survey conducted in 1993, with other projects identified on a building by building basis. (A more detailed review of this process and planning is included in Standard Eight.)

### **Self-Evaluation**

Capital projects are planned and executed to address both the aging condition of facilities and to accommodate them for new instructional use requirements supported by technology. This is a major undertaking given the outdated electrical power supplies and lack of wiring in the existing older structures. Financing these projects remains a challenge. The College has maintained a rolling number of state project submittals and have several projects in various stages of state prioritization. Funding from passage of the recent local bond measure will be also be used as a strategy to meet these objectives.

### **Planning Agenda**

None

### ***A4 Institutional guidelines and processes for financial planning and budget development are clearly defined and followed.***

#### **Descriptive Summary**

A planning calendar outlines the operational and legal time lines for the accomplishment of certain procedures including the District's budget development activities. In April of every year, guidelines and processes for developing the budget are distributed along with the tentative budgets. The tentative budgets include all full-time personnel costs, salary increases (step and column), benefit increases, and other fixed expenses. The worksheets are distributed to each budget area for review and proposed modifications. Since the previous accreditation self-study, formal requests for additional funds are submitted for consideration during

the tentative budget approval process (*doc. 9.16, 9.17*). Major new projects and capital equipment requests are considered and prioritized through the planning process and are forwarded to the BAC for possible funding pending review of applicable sources of revenue. Incremental increases due to growth in such areas as classroom supplies for additional lab students are submitted as operational items through the Administrative Services Division and brought forward if necessary through the protocol established by the Budget Advisory Committee. The Fiscal Affairs staff provides support for departmental budget development.

The final adopted budget (*doc. 9.2*) is prepared through processes similar to that of the tentative budget. Income estimates are updated as the state budget for the subsequent year proceeds through the state budget approval process from the legislature to the governor for signature. The Fiscal Affairs office is responsible for compiling the final adopted budget after review by the Superintendent-President and the Executive Committee. The adopted budget is presented to the Board of Trustees for its approval at the first meeting in September.

By recently adopting an integrated management system (PeopleSoft), the College is undertaking a review of its business processes and establishing new processes to fully integrate its management systems.

The rapid expansion of grants and special programs has also tested the timeliness and comprehensibility of the fiscal planning and budgeting system.

### **Self-Evaluation**

The basic guidelines for budget development and fiscal planning have been focused in their linkage with planning to ensure better timeliness and effective use of resources (*doc. 9.6, 9.15, 9.16, 9.17*).

The recent investment in PeopleSoft is changing well-entrenched business practices. Some of the development has been uneven and frustrating. Implementing new practices and procedures requires systematic and continuous development that has not always been readily available. Generally speaking, budget information is now much more up-to-date. Managers and department heads with network access are able to receive timely information more quickly than before. However, budget printouts have been discontinued, so those without electronic access may be receiving less and more outdated information than previously. Issues in this area that still need to be addressed include lack of a complete infrastructure (network wiring to the remaining few parts of the college still need to be completed), network compatibility problems with MACS, and a need for on-going training and technical support. These issues are incorporated in the five-year plan for technology development.

## **Planning Agenda**

Academic Computing and Informational Technology will move to a web-based version of PeopleSoft to improve data access and help alleviate the MAC network compatibility issue. The College will add additional computer capability so that all activity managers have immediate network access to financial information in their offices.

Once the PeopleSoft system is fully implemented, Fiscal, Purchasing, and Administrative Services will develop a new guidebook and flow chart for budgeting routines and planning.

Fiscal Affairs will complete the support training on use of the PeopleSoft system for budget planning and purchasing at the department level.

### ***A5 Administrators, faculty, and support staff have appropriate opportunities to participate in the development of financial plans and budgets.***

Management team, faculty, and support staff have opportunities to participate in the financial planning and budget processes of the College through the planning process (*doc. 9.4 & 9.14*). The planning process begins with the Educational Master Plan with its five year operational plan and assessment of trends and needs. The annual planning and budget development process uses that information along with innovative project proposals and other requests originating at the departmental levels and moving through committees such as the Instructional Planning Committee, Student Development Planning Committee, and the Budget Advisory Committee (BAC). These committees include the participation of representatives from faculty, administration, staff, and students. The BAC, co-chaired by the Vice President of Administrative Services and a Faculty Academic Senate representative, is involved in the development of the College budget. The committee's charge is to be inclusive of the entire college community, link budgeting processes with planning and forward the budget assumptions and recommendations to the Superintendent-President:

- To develop an understanding of the College's revenue and expenditures as a foundation for participating in the budget process;
- To use the College's priorities (as outlined by the Educational Master Planning Committee and as may be designated by the College Executive Committee) to prepare recommendations for budget development, including budget assumptions and priority lists for distribution of additional income;

- To facilitate allocation of existing resources based on the planning process;
- To review the draft budget in its development stages;
- To present the recommended budget to the Educational Master Planning Committee for information and to the Superintendent/President for approval;
- To serve as a forum for on-going activities such as monthly and quarterly fiscal reports to the Board;
- To identify strategies which can be implemented to make the budget process more “user friendly”;
- To identify emerging trends and/or needs that have collegewide budgetary impact;
- To educate members of the college community on the process for developing the budget and to encourage feedback from them;
- To monitor and evaluate the budget process;
- To review and share information on the state budget and state budgeting process as it relates to California Community Colleges;
- To serve as a conduit for communicating the committee’s activities to its represented constituencies and to other College committees (*doc. 9.5*).

**Self-Evaluation**

Through the planning and budgeting process, all groups on campus have had appropriate opportunities to participate in the development of financial plans and budgets (*doc. 9.14*). Administrative Regulations designates constituency groups and acknowledges that collective bargaining units participate per their individual contracts (*doc. 9.4*). Committee members complete their terms (*doc. 9.14*). A long negotiation process and change in state law (January 2002) has caused some confusion and concern among classified staff about participation. During most of this period, they were represented on the BAC by the Classified Senate and earlier by CSEA as well.

**Planning Agenda**

None.

**B Financial Management**

***B1 The financial management system creates appropriate control mechanisms and provides dependable and timely information for sound financial decision-making.***

**B2 Financial documents, including budget and independent audit, reflect appropriate allocation and use of financial resources to support institutional programs and services. Institutional responses are comprehensive and timely.**

**B3 The institution practices effective oversight of finances, including management of financial aid, externally funded programs, contractual relationships, auxiliary organizations or foundations, and institutional investments.**

### **Descriptive Summary**

The planning process begins in February of each fiscal year when current year incomes and expenses are determined along with projections for the following year's income and expenses. These figures are based on the State budget report, projections from the California Community College Chancellor's Office and the College's forecast for the following year's income and expenses. A target threshold for the subsequent year's FTES is also established with best estimates for growth or deficits included. This target, along with the number of full-time teaching faculty, is used to calculate the number of hourly faculty required to generate the FTES targeted and to establish an anticipated hourly teaching budget.

The budget planning process continues in April when additional worksheets and planning documents are prepared. The information includes all full-time personnel costs, salary increases (step and column), benefit increases and other fixed expenses. This information is distributed to each area of the College. The discretionary (non-fixed) expenses are reviewed and adjusted within each Vice Presidential area by department heads and division deans according to the planning process.

The Superintendent-President presents the tentative budget to the Board of Trustees for approval at the last meeting in June. An internal auditor also monitors accounts.

Income estimates are continuously updated as the state budget moves through the legislature on its way toward final adoption. Final income estimates are typically received in early August but can be delayed until as late as October in some years. Final estimates from the state along with department and other College budgets are compiled into a final adopted budget for review and approval by the Executive Committee and Superintendent-President. The final budget is presented to the Board of Trustees for its approval at the first meeting in September.

Monitoring practices require that quarterly financial reports (*doc. 9.7*) go to local trustees and state authorities throughout the year. An internal auditor

also monitors accounts. On-line budget information is available to all budget managers.

The Budget Advisory Committee was formed in 1992 and was specifically charged in 1993 with “giving advice a recommendations concerning producing a balanced budget...including suggestions for reducing expenses and increasing income.” Recommendations from this committee are forwarded to Executive Committee for consideration. The Budget Advisory Committee meets regularly throughout the year. Since being reconvened in 1995, the committee currently consists of 16 members from across the campus. The committee is co-chaired by an Academic Senate appointee and the Vice-President of Administrative Services.

Three additional but separate auxiliary organizations exist to help support the College financially. They are 1) The Long Beach City College Foundation, 2) Associated Student Body Enterprises, and 3) Associated Student Body.

The Long Beach City College Foundation was established in 1978 as an independent 501(c)(3) organization and is authorized by the Board of Trustees to raise funds for Long Beach City College. The Foundation acts as an independent contractor to provide support for student scholarships and equipment for college programs.

ASB Enterprises is authorized by the Board of Trustees (*doc. 9.13*) as a self-supporting program to provide services at minimal cost to students and staff. The Associated Student Body (ASB) Enterprises oversees operations of the College bookstore, ASB banks, cafeterias and vending areas located at both campuses. A Board of Directors governs ASB Enterprises.

The Associated Student Body was established to represent student interests through leadership opportunities and the sponsorship of expanded educational and co-curricular programs. ASB revenue is generated from the sale of ASB College services cards and event ticket sales. An annual budget is approved by the ASB cabinet to provide financial support for programs and activities that would otherwise receive limited or no funding.

The Office of Economic Development oversees state and federal grants, community education, contract education and public workforce programs. Financial oversight requirements followed by the District apply to Economic Development programs and services. Terms and conditions for all grants, detailed in individual Requests for Applications, are adhered to and include financial record keeping, processing and audit requirements.

An annual independent audit of budgets, procedures and documentation is conducted for each of these auxiliary groups (*doc. 9.3*). The results are reviewed and approved by the Board of Trustees. The handling of certain restricted funds is continuously monitored and reviewed by various agencies of the state or federal government.

### **Self-Evaluation**

The most recent external audit discloses no problems for the institution to address. Since the last accreditation report, all recommendations from the external auditors have been implemented. The College has also complied with all recommendations from those conducting external oversight of grants, contract education, and other funds from government agencies.

### **Planning Agenda**

None

***B4 Auxiliary activities and fund raising efforts support the programs and services of the institution, are consistent with the mission and goals of the institution, and are conducted with integrity.***

### **Descriptive Summary**

Under the umbrella of Economic Development, the Office of Grants was established in May 1995 to seek additional funding for instructional programs, student support services and faculty development activities. In the past six years, the Office of Grants has been successful in securing external funds (approximately \$16.8 million) that support the College's strategic initiatives (*doc. 9.10*). In July of 1999, the Economic Grants and Resource Development Planning Committee was established, providing a mechanism for systematic planning that ensures the institutional integrity of Economic Development programs and activities. ASB Enterprises and the Long Beach City College Foundation also support the College mission. The Associated Student Body enterprises produce revenues that directly support student programs, projects and other student directed activities. The Long Beach City College Foundation is an independent organization that plays a vital role in raising additional funds to support various projects related to the College.

### **Self-Evaluation**

The LBCC Foundation Board of Directors strives to maintain direct support of the goals and activities of the college. Although the foundation is an independent contractor and not an agent of the College, meetings of its executive board always include the Board liaison and an administrative representative.

An the internal auditor reviews the financial records of ASB Enterprises. An external audit is also conducted, and this audit is reviewed by the governing board and the ASB Board of Enterprises. All audit recommendations are implemented.

### **Planning Agenda**

None

***B5 Contractual agreements with external entities are governed by institutional policies and contain appropriate provisions to maintain the integrity of the institution.***

### **Descriptive Summary**

Contract agreements with outside agencies are regularly reviewed to ensure compliance with institutional policies.

Economic Development adheres to the same contractual oversight and requirements that apply to the District. The Board of Trustees, at its regular meetings, approves and ratifies all contracts and amendments to contracts. Certain categories of service contracts go through Purchasing with appropriate oversight of contract policies and procedures.

### **Self-Evaluation**

Continuing review by fiscal affairs and the administration has been satisfactory. The variety of the external contracts and grants is a continuing challenge to financial management. Problems that existed prior to this accreditation cycle have not recurred.

### **Planning Agenda**

None

***B6 Financial management is regularly evaluated and the results are used to improve the financial management system.***

### **Descriptive Summary**

Fiscal Affairs conducts program review periodically to evaluate its procedures (*doc. 9.12*). The executive committee also reviews management procedures. The governing board oversees college finances and the way these finances are managed.

Administrative Services continually monitors the financial situation of the institution and reports updated information to the Budget Advisory Committee that meets monthly (*doc. 9.5*).



## **Self-Evaluation**

Regular review by various groups at the College assures continued scrutiny of the financial management system.

## **Planning Agenda**

None

## **C Financial Stability**

### ***C1 Future obligations are clearly identified and plans exist for payment.***

#### **Descriptive Summary**

The College is dependent on the state for most of its financial resources. Approximately 90 percent of College income results from state apportionment and other sources subject to annual approval by the state legislature and the governor. Any change in the financial situation of the state has the potential to affect the College budget directly. An important part of budget development includes forecasting to accurately anticipate future state funding.

Anticipated future obligations of the District are identified and provided for through the planning and budget process. A balanced budget is planned each year and continuing expenditures must not exceed expected revenue. Budgets are also projected at least three years ahead to anticipate potential variations. Reserve funds are maintained for obligations that may continue into subsequent fiscal years such as vacation, load banking, health benefits, workers compensation and other contingencies.

Board policy requires the District to maintain a minimum ending balance of 4.5 percent. This figure refers to the unrestricted reserve and does not include restricted reserve funds. The final budget that is approved in September of each year is updated quarterly with information on revenues, expenditures, reserves and advisories from the state Chancellor's Office and other relevant organizations.

The governing board began a Certificate of Participation in 2001, in which District property is pledged as security for a private bond (*doc. 9.8*). Proceeds of this bond are invested and the proceeds are intended both to repay the bond and provide for future construction. The governing board also placed a public bond issue on the local ballot in spring 2002; such bonds are repaid from taxes on real property. The District has no other bonded indebtedness.

**Self-Evaluation**

The short-term loans are repaid each year. There are no other cash flow problems.

**Planning Agenda**

None

**C2    *The institution has policies for appropriate risk management.*****Descriptive Summary**

The District is self-insured and is a member of ASCIP (Alliance of Schools for Cooperative Insurance Programs). ASCIP has over seventy member districts including; charter schools, K-12 districts, and other community colleges. ASCIP offers a variety of safety consultants, provides safety inspections, and offers regular safety classes/seminars (see attached) to members and their employees. The District has coverage for losses up to fifteen million dollars per occurrence. Policy/Regulation 6005 (*doc. 9.18*) addresses risk management for Long Beach City College.

**Self-Evaluation**

Costs of insurance for liability insurance and worker's compensation are rising sharply and must be monitored closely. The present program emphasizes risk reduction, and much of the increased costs reflect rising insurance costs in general.

**Planning Agenda**

The college will continue to explore alternative insurance sources and procedures in an effort to accommodate escalating costs.

**C3    *Cash flow arrangements or reserves are sufficient to maintain stability.*****Descriptive Summary**

Some midyear short-term borrowing occurs each year to maintain cash flow as needed to meet payroll and other continuing expenses. These funds are to be repaid by anticipated revenues before the end of the fiscal year. Reserves are established for self-insurance, vacations, load banking for faculty, and other contingencies. No reserve has been established for medical benefits for retirees. An unrestricted reserve is included in each year's budget.

**Self-Evaluation**

The short-term loans are repaid each year. There are no other cash flow problems.

**Planning Agenda**

The College will consider setting up a reserve to partially or fully fund the cost of post-retirement medical benefits.

***C4 The institution has a plan for responding to financial emergencies or unforeseen occurrences.***

**Descriptive Summary**

Reserve funds are intended to help cushion any financial emergency or unanticipated occurrence. The unexpended portion of the general operating budget serves as an additional reserve. Uncommitted expenditures can be halted at any time and the resources captured for emergency use.

**Self-Evaluation**

The size of total reserve funds is adequate to protect against the fluctuations in the budget experienced in recent years.

**Planning Agenda**

None

***Document List:***

- 9.1. Tentative Budget , 2002-03
- 9.2. Adopted Budget, 1996-97 through 2001-02
- 9.3. Independent Auditor's Annual Audit Report
- 9.4. Administrative Regulations 2006
- 9.5. Minutes of the Budget Advisory Committee Meetings
- 9.6. Budget Assumptions
- 9.7. Quarterly Financial Status Reports
- 9.8. Certificates of Participation documents
- 9.9. EMPC Master Plan Long Range Goals and Objectives
- 9.10. Competitive Grants, Special Projects (multiple years)
- 9.11. Priority Projects Lists
- 9.12. Fiscal Affairs Program Review
- 9.13. Board Policy and Administrative Regulation 5002
- 9.14. Planning Guidebook
- 9.15. EMPC Coordinating Calendar
- 9.16. Process for Linking Planning and Budget
- 9.17. Priority Projects Process and Forms
- 9.18. Board Policy and Administrative Regulation 6005

## Standard Ten - Governance and Administration

***The institution has a governing board responsible for the quality and integrity of the institution. The institution has an administrative staff of appropriate size to enable the institution to achieve its goals and is organized to provide appropriate administrative services. Governance structures and systems ensure appropriate roles for the board, administration, faculty, staff, and students, and facilitate effective communication among the institution's constituencies.***

### **A The Governing Board**

***A1 The governing board is an independent policy-making board capable of reflecting the public interest in board activities and decisions. It is the mechanism for providing for continuity of board membership and staggered terms in office.***

#### **Descriptive Summary**

The Long Beach Community College District (LBCCD) Board of Trustees is an independent policy making board with members elected by their constituencies in an open election as defined in administrative regulation 2000 (*doc. 10.1*).

All Board meetings are open to the public, and the public has the opportunity to address the Board in open session at all meetings. Agendas are posted and widely distributed to internal constituents and the community and all meetings are audio and video taped. The Board conducts its business through meetings held in accordance with the approved Calendar of Board Meetings, approved in November of the previous year for the following year. The Board ensures that the public is heard through two Public Comments sections in the Board agenda: one for items appearing on the agenda, and another for items not appearing on the agenda. As a result of concerns from the public, the Board may ask the District to provide further information to them for possible future action.

Board Policy 2000 includes a description of responsibilities structure, and operating procedures for the Board of Trustees (*doc. 10.2*). These procedures provide for continuity of Board membership in the event of vacancy and required staggered terms of office. The procedures also outline how the Board will establish the agenda and conduct business during the open session meetings.

LBCCD is governed by a five -member Board of Trustees representing five trustee areas. There is also a Student Trustee. Elections are held in even numbered years with four-year terms at staggered intervals. All five members of the Board of Trustees are elected by District rather than at-large. The elected student trustee has an advisory vote in decisions. The student vote is not counted in the final vote of the Board members and is not noted in the Board minutes.

The Board President and Vice President are elected at the first meeting in May and typically serve one-year terms. In 2001, the administrative regulations were revised to allow for the Board to alter or modify the regulations pertaining to rotation of officers, as it deems necessary (*doc. 10.1*).

One of the main functions of the Board is to set policy for the District, which it does in two ways: It both initiates policies and receives suggestions for changes in policies. It initiates specific Board policy (No. 2000) and receives all others as agenda items for First Reading and Approval by reviewing policies brought to the Board from appropriate areas of the College. The drafts of revised or new policies are then brought to the President's Advisory Council, which consists of vice presidents and members of all constituent groups, for comments and/or changes. The President's Advisory Council has the responsibility of reviewing all revised or new policies and regulations and to ensure that all appropriate constituents are informed of and involved in the consideration of the proposal. This process is clearly delineated in administrative regulation 1001.2 (*doc. 10.3*). The policies are distributed to the President's Advisory Council either through meetings, when necessary, or normally, through the mail. This ensures that groups from all areas of the College who may be knowledgeable of Title 5 and Education Code provisions affecting the policy have input into the wording of the policies. After approval by the Board, they are distributed via the WEB to all employees of the College.

Board Policy No. 1000 on Working Definitions states that administrative regulations do not normally require the Board of Trustees' approval (*doc. 10.4*). Administrative Regulations for Board Policy No. 1001 on Policy on Policies and Administrative Regulations, Section 1000.4, states that most administrative regulations will not require Board approval; however, some administrative regulations must be approved because of legal requirements and others may be approved at the discretion of the Board (*doc. 10.5*). However, new and revised administrative regulations are also sent through the President's Advisory Council for comments.

### **Self-Evaluation**

As provided in Policy/Administrative Regulations 2004, audiotapes are

kept for two years and upon request in writing have always been provided within a reasonable amount of time after the Board meetings (*doc. 10.6*). Board meetings have been video taped only during the past year and one-half and are not part of the Policy/ Administrative regulations. Videotapes are kept for approximately three months and then returned to Media Services so they can be used again. There is no policy or administrative regulation regarding videotapes of Board meetings. However, while the tapes are in the possession of the Board Secretary, duplicates are made for anyone who requests one in writing.

The continuity of Board membership is provided for by elections in April of even-numbered years. The terms are staggered to ensure this continuity. The Student Trustee is also elected by students at the College and serves a one-year term from June 1 through May 30.

The Board is considering the possibility of broadcasting its meetings in order to enhance public awareness of Board actions and policies. A report on costs and options regarding such broadcasts has been requested by the Board and is currently in preparation (*doc. 10.7*).

### **Planning Agenda**

The Board will receive a report on the option to broadcast board meetings in July or August 2002. The Board will then consider whether a regulation is necessary and feasible regarding videotaping and broadcasting of Board meetings.

***A2 The governing board ensures that the educational program is of high quality, is responsible for overseeing the financial health and integrity of the institution, and confirms that the institutional practices are consistent with board-approved institutional mission statements and policies.***

### **Descriptive Summary**

The LBCCD Board of Trustees has broad oversight and policy-making responsibility. Foremost, the Board sets educational policy. The Board reviews and approves educational courses, program requirements for the associate degree, certificates, and general education. It ensures that programs, degrees and certificates are of high quality and consistent with the educational mission. The Board regularly reviews and acts on the presentations of the Academic Senate President, who reports on all recommendations of the Committee on Curriculum and Instruction for course and/or program revisions, decisions, and additions.

The Board also reviews and approves the annual District budget. The tentative budget is approved before June 30 and a budget workshop is

held prior to adopting the tentative budget. The final budget is adopted prior to September 15 as mandated by state law (CA Code of Regulations, Title 5, Sec. 58305). Prior to the final adoption of the budget, the Board holds a budget workshop and conducts a public hearing. The Board has final responsibility for approving all disbursements, appropriation transfers, contracts, fund investments, and capital outlay projects. Donations and grant awards made to the College are received by the Board. The Superintendent-President has provided a regular means of keeping the Board advised of the financial condition of the College by means of quarterly financial statements and cash flow statements. The Board receives the College's annual audit conducted by an outside accounting firm.

The Board confirms that institutional practices are consistent by addressing agenda items brought to the Board and taking appropriate action.

Each year, the Board has an annual study session to review its goals for the year and set its goals for the following year (*docs. 10.12, 10.13, 10.14, 10.15*). The goals are then approved at the December meeting of the Board. Other Study Sessions are held throughout the year on specific topics, including the Board's Self-Evaluation.

### **Self-Evaluation**

The Board monitors its activities in overseeing the educational program through such activities as a Board workshop on roles and responsibilities, which was held in 1997 (*docs. 10.9, 10.10, 10.11*). As a result of this workshop, the Board established a monitoring system in 1998 that consisted of:

- The Institutional Effectiveness Study
- The quarterly financial reports of the District
- Budget Workshops (both tentative and adopted)
- Reports on Scanning.

The Board ensures that programs, degrees and certificates are appropriate to and consistent with the mission of the College by adhering to the LBCC Mission Statement. The Mission Statement of the College was revised in 2000; it was developed by a committee, which included a Board member. It was approved by the Board on April 25, 2000 and is included in the College Catalog. The College's Vision Statement was also developed by a committee, which included a Board member, and was adopted by the Board in April of 2000. The Vision Statement appears in the College catalog along with the Mission Statement.



The Academic Senate brings all new courses approved by the Committee on Curriculum and Instruction to the Board for approval at regularly scheduled Board meetings. The Board will ask questions in connection with the new courses presented and sometimes ask for a follow-up report on specific courses. An example of this was the “Women in the Trades” course presentation, which they requested a more detailed report on and which was presented at a later Board meeting. The Academic Senate President has a seat at the Board table and, at each Board meeting, reports on all academic and professional matters as specified in College policy 2009 and the accompanying regulations (*doc. 10.8*). The Academic Senate President brings new certificate programs to the Board for review or information. He/She also indicates which jobs students can prepare for by taking these certificate programs (*doc. 10.16, 10.17*). Through this review process, the Board ensures that programs, degrees and certificates are of high quality and consistent with the educational mission.

Through procedure agreed upon by the Board, the administration, and the Academic Senate, the Academic Senate President reports to the Board on all recommendations of the Committee on Curriculum and Instruction as is explained in the Descriptive Summary above. However, LBCCD Regulations 4005 on Curriculum Adoption do not fully and accurately reflect this procedure at present (*doc. 10.18*). These regulations are currently under revision in order to ensure that they fully reflect actual and agreed upon procedure.

### **Planning Agenda**

The College will complete its revision of Administrative Regulations 4005 in order to reflect the agreed upon procedure for curriculum adoption.

***A3 The governing board establishes broad institutional policies and appropriately delegates responsibility to implement these policies. The governing board regularly evaluates its policies and practices and revises them as necessary.***

### **Descriptive Summary**

The Board of Trustees, by appropriate action, establishes policies consistent with the regulations of the California Community College Board of Governors and the laws of the State of California (Education Code and Title 5) for the governance and operation of the College. Through the Superintendent-President, the Board delegates appropriate authority to officers and employees of the District (*doc. 10.3*). The delegation of responsibility to implement policies occurs through Administrative Policies and 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 the Classified Senate in Shared

Governance) (*docs. 10.19, 10.20, 10.21, 10.22*). These regulations are assigned to specific administrators to assure implementation and may be changed through the participatory governance process described in A.1 (*doc. 10.3*).

A comprehensive set of policies and administrative regulations have been devised over the College's long history and are reviewed on an as-needed basis. Proposed revised or new policies and regulations may be initiated at any level of the College. Such proposals are brought to the Executive Committee and President's Advisory Council by the vice presidents of each area or by the Academic Senate President if they deal with academic and professional matters. The student body, faculty, and classified and administrative staff work with their appropriate Executive Committee member when initiating proposed policies and regulations. The faculty may also initiate proposals on policy through the Academic Senate. Proposed policies are then forwarded to the Superintendent-President, who prepares them for presentation to the President's Advisory Council. The President's Advisory Council then either forwards the proposed policies to the Board for action or returns it to the initiator with recommendations for and alternate course of action. After the President's Advisory Council, through the Superintendent-President, forwards the policy to the Board for action, the academic bargaining agents, classified bargaining agent, and Academic Senate also have the right to comment on proposed policies before the Board (*doc. 10.3*).

After Board policies are adopted, the corresponding administrative regulations are brought to the Board for information only as provided in the Policy 1000 on Working Definitions (*doc. 10.4*). These regulations are brought to the Executive Committee and then distributed through the President's Advisory Council for comments or changes. This provides a system of checks and balances from all areas of the College who may be knowledgeable of Title 5 and Education Code provisions affecting the Administrative Regulations. Comments and suggested changes from the President's Advisory Council are incorporated and then the Administrative Regulations are brought to the Board for information and distributed via the WEB to all employees of the College.

The Board of Trustees and the Superintendent-President hold study sessions on institutional policies and topics deemed important to the Board. Since 1996 the Board has held a number of study sessions covering various topics such as the annual goals of the Board, the Board self-evaluation, and institutional effectiveness (*doc. 10.23*).

The Board also conducts an annual self-evaluation. In 1995, the Board conducted its first self-evaluation. The Board discusses the results of its

self-evaluation as part of study sessions, which have been held every year thereafter.

### **Self-Evaluation**

The Board considers and acts upon proposed new policies and policy revisions on an “as needed” basis. The following are examples of new and revised policies that were adopted by the Board:

#### **New Policies**

2012 - Role of the Classified Senate in Shared Governance - 1/16/01  
(*doc. 10.24*)

6007 - Physical Inventory of Equipment - 9/12/00 (*doc. 10.25*)

#### **Revised Policies**

4004 - Child Development Center - Child Care - 6/13/01 (*doc. 10.26*)

4008 - Materials produced by Faculty and Staff - 3/7/01 (*doc. 10.27*)

Some reasons for new and revised policies and administrative regulations being brought to the Board are: changes in titles, changes to the Education Code or Title 5; out-of-date regulations; and changes in the administration reporting policy which would necessitate a change in the administrator responsible for administering the regulations.

The process for proposal and adoption of new or revised policies and regulations, as outlined in Policy and Administrative Regulations 1001, provides a well-conceived system of checks and balances by allowing for participation from all various College constituencies and by requiring that information regarding revised or newly developed policies and regulations be disseminated to the College by the President’s Advisory Council. Since 1998, the Council has communicated by mail or e-mail. For this reason, a constituency group raised concern regarding the communication process for newly proposed or revised policies and regulations.

Policies in areas for which the Academic Senate has primary responsibility are part of the Academic President’s report to the Board.

In 1999, at a Study Session, the Board established a requirement to hold Study Sessions during the year to study various policies and practices of the District. Since that time Study Sessions have been held covering such topics as:

Annual Board Goal Setting

Annual Board Goals Review

Board of Trustees’ Self-Evaluation

Institutional Effectiveness/Monitoring

Raising Funds for College - External Funding

Update on Economic Development  
Report on Distance Education  
Annual Budget Workshops (Tentative and Final)  
Exploration of Two-College District  
Workshop on General Obligation Bond

In 1999, the Board revised its Administrative Regulations No. 2000 (*doc. 10.1*) to provide for completion of an annual self-evaluation by Board members. In January of each year the Board Secretary sends these to Board Members, a compilation of the results is made and they are discussed at a Board Study Session in February.

At the Study Session held on November 3, 2001, the Board revised this instrument and it was approved at the Board meeting of December 11, 2001. This newly revised instrument will be sent to the Board in January 2002, to be discussed at a Study Session in February 2002.

In spring 2000, the Superintendent-President assigned the VP's to review policies and administrative regulations in their areas. Between spring 2000 and February 2002, fifteen items were presented to the Board for approval or review (*doc. 10.63*).

#### **Planning Agenda:**

Each constituency group should review the process regarding newly proposed or revised policies and regulations to ensure that the process allows for constituency liaisons to effectively and systematically disseminate draft changes and receive input for consideration and that such information is properly disseminated.

***A4 In keeping with its mission, the governing board selects and evaluates the chief executive officer and confirms the appointment of other major academic and administrative officers.***

#### **Descriptive Summary**

One aspect of the Board of Trustees' mission is to hire the Superintendent-President. This is done through a broad-based screening and selection committee with representation from all constituent groups, as well as from community members. The Board conducts an annual evaluation of the Superintendent-President consistent with the terms of his/her contract. In preparation for this meeting, the Superintendent-President provides the Board with the following documents:

- Cover letter outlining the highlights of the past year.

- Superintendent-President's Accomplishments towards previous year's goals
- Superintendent-President's Goals for the Coming Year.

The Board reviews these documents with the Superintendent-President and then votes on continuing her contract. The Board then reviews the Superintendent-President's Proposed Goals and collaborates on a set of unified and inclusive goals. After finalizing these goals, the Board then approves the revised goals.

Academic administrative appointments are presented to the Board. Screened applicants for administrative positions are presented to the Superintendent-President from selection committees with representation from all constituency groups at the College. Final interviews are conducted by the Superintendent-President and may include the Executive Committee. Selection is made and put on the Board agenda for approval. After the selection of a finalist is made by the Executive Committee, the Superintendent-President then discusses the final selection with the Board during closed sessions and the Board approves the finalist during the open meeting session of the Board (*doc. 10.28, 10.29*).

Human Resources informs the Board of the selection made through the hiring process of new faculty and administrative officers. After reviewing the selected candidates, the Board ratifies these appointments at regular Board meetings through Board agenda items.

### **Self-Evaluation**

An evaluation of the Superintendent-President has been done yearly since 1998. Through this review process, the Superintendent-President's contract has been extended through fiscal year 2004-2005 (*doc. 10.31*)

The College has followed the procedures for the appointment of academic administrative officers as outlined in Policy and Regulations 3003. Since the last accreditation cycle, the College has appointed 33 new academic administrators through this process.

Due to SB235 regarding the role of classified unions in governance, the Administrative Regulations 3003 on Academic Administrative Hiring are currently under revision.

### **Planning Agenda**

The College should revise Administrative Regulations 3003 to reflect current procedures in Academic Administrative Hiring.

**A5 The size, duties, responsibilities, ethical conduct requirements, structure and operating procedures and processes for assessing the performance of the governing board are clearly defined and published in board policies or by-laws. The board acts in a manner consistent with them.**

### **Descriptive Summary**

Long Beach City College District (LBCCD) is governed by a five member Board of Trustees, representing five trustee areas, and a Student Trustee. The primary duty of the Board of Trustees is to establish policies and administrative regulations consistent with the regulations of the California Community College Board of Governors and the laws of the state of California for the governance and operation of the College (*doc. 10.30*). Through the Superintendent-President, the Board delegates appropriate authority to officers and employees of the College. (*doc 10.3*).

Evidence for clearly defining and publishing the size, duties, responsibilities, structure and operating procedures and process for assessing the performance of the Board are found in Administrative Regulations 2000.4 which describe the organization, transaction of business and powers and duties of the Board. These regulations were revised on January 16, 2001 (*doc. 10.1*). Section 2000.4.D under Powers and Duties also describes the Evaluation and Goal process of the Board. The Board acts as a whole and no member or committee acts in place of the Board.

College policy concerning the ethical conduct of Board members are described in the Code of Ethics and Conduct adopted by the Board in June, 1999. All Board members are called upon to promote a healthy working relationship based on mutual trust and support among its members. The Fair Political Practices Commission requires all Board members to sign a "Statement of Economic Interest" form each year which is submitted to the LA County Board of supervisors.

Policy 2000 provides that the Board members complete a Board Self-Evaluation Instrument (*doc. 10.2*). Assessment of the governing Board is done through a trustee self evaluation process beginning in January of each year. The Superintendent- President sends to each Board Member a Board of Trustees' Self-Evaluation form covering the previous calendar year to be returned to the Board Secretary. The Board Secretary compiles a summary sheet of responses and comments and a Study Session is held during a Board meeting in February of each year to discuss the results of the responses. Subsequent to the yearly evaluation, Board goals are reviewed and revised for the coming academic year (*doc. 10.1*). This process helps to ensure that the Board acts in a manner

consistent with its policies and regulations. In 1995, the Board conducted its first self-evaluation and has done a yearly evaluation since that date.

At the Study Session held on November 3, 2001, the Board revised its Self-Evaluation Instrument and the revision was approved at the Board meeting of December 11, 2001. This newly revised instrument was sent to the Board in January 2002 after being discussed at a February 5 Study Session that included the “Annual Board Self Evaluation” (doc. 10.7).

### **Self-Evaluation**

The Accreditation Mid-term visiting team recommended that the previous Code of Conduct, dated 1989, be reviewed and modified as necessary. Evidence for clearly defined and published ethical conduct requirements is now found in the Code of Ethics and Conduct adopted on June 8, 1999 (doc. 10.32). This document details expected revised Board behavior with regard to commitment of principles, attention to primary tasks, intra-Board relationships and relationship with the Superintendent-President, and power exercised. It also requires Board members to actively participate in an evaluation process at least once a year.

Published policies and procedures inform the public as to expected Board commitment to duties and responsibilities and encourage the Board to act in a consistent manner. The Board of Trustees self evaluation process asks Board members to respond to the question of ethical behavior without conflict of interest. Responses are tallied and discussed in a Board study session that reviews the Board evaluation. This process ensures that a yearly assessment of Board conduct and ethical behavior takes place and encourages the Board to act in a manner consistent with policy.

At the Study Session held on November 3, 2001, the Board revised this instrument and it was approved at the Board meeting of December 11, 2001. This newly revised instrument was sent to the Board in January 2002 and was discussed at a Study Session on February 5, 2002. The instrument includes a question about “operating ethically without conflict of interest” (doc. 10.33). The Board decided that it needed to revisit and renew periodically the “Code of Ethics Statement” further to determine if it is working (doc. 10.7).

### **Planning Agenda**

The Board will revisit the “Code of Ethics” statement and communicate the results through regular means to the public.

**A6 *The governing board has a program for new member orientation and governing board development.***

### **Descriptive Summary**

Each new Board member has a scheduled orientation with the Superintendent-President and the Executive Committee. Each new Board member also tours the two campuses as part of the orientation. Individual Board members may decide to meet with program directors, student support areas, support services areas and/or individuals or group representatives.

An orientation for new Board of Trustees members also takes place at the Community College League of California workshops on Trustee development (*doc. 10.30*) held in January every year. Board members from LBCCD have always participated in these workshops when first elected, and experienced LBCCD Board members have occasionally facilitated these workshops.

Orientation regarding local policies and procedures is coordinated through the office of the Superintendent-President. Information about all programs and services that may be helpful to Board members is accessible through individual trustee orientations with the Superintendent/ President, appointments and consultations with various departments, the LBCCD Trustee Orientation Handbook, and the Community College League Trustee Orientation. In addition, when specific knowledge about a particular issue is necessary for effective Board governance, College staff members may be asked to conduct a workshop or presentation to the entire Board regarding that issue.

### **Self-Evaluation**

Since the last Accreditation visit, the College has had four new Board members. Area One elected a new Board member in 1996 and in 2002, Area Five elected a new member in 1998, and a new Board member was elected to Area Two in 2000. The three Board members elected earlier went through the Community College League's Trustee Orientations and met with Superintendent-President and the Executive Committee. Two of the members also requested information meetings with specific areas in the College. Area One recently elected a new Board member who will go through the orientation process when officially in place.

The schedule of yearly Study Sessions also provides background information and gives Trustees an opportunity to ask questions and voice concerns. Sessions the last two years have included:

- Annual Board Goals Review
- Board of Trustees' Self-Evaluation
- Institutional Effectiveness/Monitoring
- Raising Funds for College - External Funding



Update on Economic Development  
Report on Distance Education  
Annual Budget Workshops (Tentative and Final)  
Exploration of Two-College District  
Workshop on General Obligation Bond

There is no official policy that describes the new member orientation procedures; the process is one of historical practice rather than documented policy. The Academic Senate has indicated a need for Board members to be thoroughly trained in Title 5, the Education Code and the Chancellor's Office policies and procedures.

### **Planning Agenda**

The Board is currently reviewing its process for orientation of new members and updating current members.

### ***A7 The board is informed about and involved in the accreditation process.***

#### **Descriptive Summary**

During the mid-term process, the Steering Committee co-chairs inform the Board about the status of accreditation. On this self-study, the Board is directly involved through their appointed liaison to the accreditation process. The Board member serves on the Accreditation Steering Committee and is a member of Standard Ten: Governance and Administration Subcommittee. The Board liaison is also responsible for informing the entire Board about the accreditation process and its current status (*doc. 10.34*).

In spring 2001, fall 2001, and at the February 2002 study session, there was a "Report of the Liaison to the Accreditation Steering Committee and Comments from the Board." Information was shared by the current Vice President of the Board, who is the appointed Board liaison to the Accreditation Steering Committee and also represents the Board on the Standard Ten Committee on Governance and Administration. Draft copies of the standards were provided and Board members had the opportunity to ask questions and make comments on the draft report (*doc. 10.7*).

#### **Self-Evaluation**

A Board review was done on Standard Ten at the Study Session on February 5. The Board discussed the possibility of televising meetings, the need to revisit periodically the Code of Ethics and the need to update the role of classified staff based on rulings as they transpire.

## **Planning Agenda**

None.

### **B Institutional Administration and Governance**

***B1 The institutional chief executive officer provides effective leadership to define goals, develop plans, and establish priorities for the institution.***

#### **Descriptive Summary**

The Superintendent-President provides leadership to define goals, develop plans, and establish priorities for the institution through the new Educational Master Planning structure she established upon her arrival in 1997.

The former Interim President had received notice in January, 1997 that accreditation had been reaffirmed but that the Commission required that the College complete a focused Mid-term Report (*doc. 10.36*) followed by a mid-term visit by Commission representatives (*doc. 10.35*). This requirement reflected WASC concerns related to several planning issues that the College had not addressed. The College “needed to proceed with haste to complete and then substantially implement the College Strategic Plan” (*doc. 10.35*). Much work had been done towards implementing a Strategic Plan and strengthening the efficacy of the planning process, including the completion of a 1993 Master Planning document. The document, however, had “not been used to influence budgeting or other resource allocation decisions.” A set of strategic objectives and initiatives were created by the spring of 1996 through the Strategic Planning Advisory Committee and action steps were submitted in spring of 1997.

Based on her successful experience with a more integrated planning structure, the new Superintendent-President proposed to the Academic Council a structure that linked planning and budgeting and related various planning tasks from strategic goals to implemented activities. The former Strategic Planning Advisory Committee agreed to sunset itself and to be replaced with the new planning structure--one that provided “a more fully participatory governance structure whose purpose was to make all planning. ...more cohesive and better coordinated” (*doc. 10.36*).

The current Superintendent-President arrived in July 1997 and hired a dean of Planning to facilitate the implementation and integration of planning efforts.

This model provides not only a more participatory governance structure for on-going development of the planning process and institutional goals, but also an on-going cycle of planning, implementation, and evaluation that integrates the annual and long-range planning work of the College and includes the vision, mission, long range goals and objectives, three to five year projects for the College (doc. 10.37) and annual budgeting and annual review processes. The EMPC reports to the Superintendent President (doc. 10.38) and is charged with creating the institutional educational master plan, developing the master planning calendar, developing the processes for involving the College community and informing them of the process and plan, analyzing information for short and long term planning, prioritizing annual action items, reviewing progress of goals and objectives and evaluating results (doc. 10.37, 10.39, 10.40, 10.41).

The Superintendent-President presents annual goals and accomplishments at the beginning of each academic year through reports to the Educational Master Planning Committee and through written communication to all faculty, staff and administrators. The Superintendent-President's annual report to the Educational Master Planning Committee and to the LBCC Foundation provides a status update and an opportunity to discuss goals and accomplishments with the planning committee. The written communication to the campus community outlines the specific goals developed and describes tasks accomplished. These communications provide opportunities for the various constituency groups and the entire campus community to learn about the work of the College, annual goals established, and accomplishments.

The Superintendent-President also plays a positive leadership role in a number of areas that benefit the College and community. The seamless Education Partnership in Long Beach, a working partnership between the three CEOs of the Long Beach Unified School District, CSU/Long Beach and LBCCD, ensures that programs and services regarding students in the city and region provide for successful progress through the educational systems. The Superintendent-President provided leadership in the "City Teach" teacher preparation program, a partnership with CSULB, and provided leadership for the establishment of the "Middle College" program that links Long Beach Unified School District students to exploratory LBCC vocational education introductory courses at the PCC. In 1997, the Superintendent-President introduced The Great Teacher Seminar to the College. Once a year, approximately 30 faculty, representing all disciplines, are invited for an off-campus weekend retreat to discuss best practices, teaching, and opportunities for campus-wide networking across disciplines. The President's Ambassadors' Program was established by the current Superintendent-President in 1997.

Comprised of a group of select students, President's Ambassadors meet with students at local high schools, represent the College in the community, and assist in hosting tours, events and special functions at the College. This innovative program increases effective outreach, recruitment and image enhancement for the College

### **Self-Evaluation**

Evidence for effective leadership provided by the institutional chief executive is found in the enhanced development of a number of areas at the College.

In response to the need for the Mid-term Report and Accreditation visit, the current Superintendent-President has led the College into a more effective planning process, and, working closely and collaboratively with the Academic Council, has refined and implemented the new participatory governance planning structure. This has moved the College forward in implementing planning action steps. In the November 1999 Mid-term Report, it was noted that the College's progress "had been impressive. The College had developed sound procedures and implemented those procedures." The report also stated that "planning leadership was well defined for coordinating the development and assessment of the plan...there has been a major shift from 'planning to plan' to a situation in which good planning leads to action." The Mid-term Report stated that "The Long Beach City College community deserves to be commended for the breadth and quality of the response..." (*doc. 10.42*).

The Superintendent-President continues to work closely and collaboratively with the Academic Senate President, the Academic Council, and the participatory governance planning committees to revise and further develop the participatory governance planning structure. Through this process, the structure is refined and further developed to enhance and link planning to instruction and to budget development. An example of refinement occurred in 2000 when Economic Development was formally integrated into the planning process through the creation of the Economic, Grants, and Resource Development Planning Committee (EGRDP Committee). Further, the Grants Advisory Committee became a subset to the EGRDP Committee. This enabled the College to link economic and grants development directly to planning and budget prioritization.

The Superintendent-President has also demonstrated successful leadership in her statewide and national participation in the area of economic development and workforce preparation. She is a member of the American Association of Community College's (AACC) Economic Development Commission, providing input and leadership to workforce preparation policies and issues, and is a member of the AACC Licensure

subcommittee that is working on nursing licensure issues in California. Economic Development programs and services at LBCC have experienced significant growth under the Superintendent-President's leadership and through the Office of Economic Development, with revenue increasing from approximately \$1.8 million in 1997 to close to \$15 million in 2001. This growth has enhanced several instructional programs and increased the College's capacity to meet the career needs of students and individuals in the community and employee training needs of business and industry.

The Association of California Community College Administrators honored the Superintendent-President in 2000 with the Henry Buttimer Award for Outstanding CEO. She received the Leadership Long Beach "Excellence in Leadership Award" in 2000 for her work on behalf of the seamless education effort in Long Beach. She also received an "Excellence in Leadership" award for support of after school programs for at risk students and youth from the non-profit Long Beach BLAST organization. Effective leadership by the chief executive officer is also confirmed through a yearly evaluation by the Board of Trustees based on the Board's annual process. The current Superintendent-President has been at LBCCD for five years and has had her contract extended each year by the Board of Trustees.

### **Planning Agenda**

None

***B2 The institutional chief executive officer efficiently manages resources, implements priorities controlling budget and expenditures, and ensures the implementation of statutes, regulations, and board policies.***

### **Descriptive Summary**

The Superintendent-President is responsible for the administration of the District and delegates authority and transmits direction through the vice presidents and administrative staff. The Superintendent-President also administers the College planning process and is responsible for managing, controlling, and ensuring implementation of resources, budget priorities and regulations and policies.

The Superintendent-President provides a means of keeping the Board advised of the financial condition of the College through regular financial reports to the Board of Trustees, including the Adopted Budget and Quarterly Reports and financial listings of revenue, expenses and contractual obligations (*doc. 10.43*). The Educational Master Planning process at the College is a "plan, do, review" process that allows for

effective input to the management of institutional resources and prioritizing of projects for budget expenditures (*doc. 10.49*). Central to this work is the participatory governance-planning framework, made up of core committees, that establishes and coordinates the means by which shared involvement in the College's planning and budgeting process occurs. The Superintendent-President is responsible for the administration of the planning process and the core planning committees recommend to the Superintendent-President direction for the College, the policy-level means to get there, and the review of progress and results. One of these committees, the Budget Advisory Committee (BAC), ultimately recommends to the Superintendent-President the budget and the budget development process based on priorities established by the Educational Master Planning Committee (*doc. 10.37, 10.40, 10.49*).

In response to Board adopted policy direction, the Superintendent-President oversees the development and operations of the College, administers its policies and delegates the administrative responsibilities of the District. The Superintendent/ President is responsible for monitoring statutes and regulations and recommending Board policy revisions for adoption. She delegates appropriate authority to officers and employees of the College in order to implement statutes, regulations, and policies through administrative regulations. Direct reports to the Superintendent-President include the Vice Presidents of Academic Affairs, Administrative Services, Student Support, Planning and Research, and the Pacific Coast Campus, the Executive Dean of Human Resources, and the director of Community Relations and Marketing. Policies and regulations are initiated from any appropriate group and reviewed in consultation with the President's Advisory Council (*doc. 10.3, 10.5*).

The Vice President of Administrative Services, through his/her delegated authority from the Superintendent-President, recommends the Budget to the Board of Trustees for approval and also provides Quarterly Reports, Financial Status Reports and the annual audit which ensures good financial practice. The Board also approves all financial listings of revenue, expenses and contractual obligations.

The current planning process model, administered under the direction of the Superintendent-President, identifies and defines goals and links budget to planning priorities for the College. This includes the work of the regular planning committees (*doc. 10.49*) as well as various other committees such as the Hiring Priorities Committee for faculty hiring and classified staff hiring priorities determined by the Staff Planning Committee. Instructional programs and support services planning facilitate a systematic implementation of goals and needs that are integrated into the yearly planning committee considerations.

The planning process provides centralized participatory governance input to and from the EMPC. The EMPC reports and recommends action to the Superintendent-President and the Superintendent-President provides input and reacts to the EMPC. This process ensures that short and long term goals are considered in a systematic way and that contingencies are accounted for as funding conditions change.

### **Self-Evaluation**

A good example of the convergence of these Superintendent-President's multiple responsibilities resulting in considerable corrective action is demonstrated in the matter of (classified) Limited Term Employees (LTE). Beginning in the fall semester, 1997, the Superintendent-President outlined the improper/inappropriate use of LTE positions in violation of the merit system rules and regulations to circumvent employment of regular classified staff. Under the direction of area Vice Presidents, the District administration initiated an aggressive program to review and revise department procedures related to the employment/assignment of LTE personnel. The plan mandates adherence to legal criteria, especially related to duration of employment, number of hours worked and continuation of the need for services provided beyond the LTE assignment.

A related benefit of the Superintendent-President's action has been to infuse staff planning into the overall District planning process. Included in the core planning committee structure is the Staff Planning Committee. One of its charges is to annually evaluate department requests for classified staff and make recommendations as to hiring priorities. Thus, in addition to a faculty hiring priority process, the District now has a method and process to address the need for additional or restructured staff positions.

Under the policy setting direction of the Board of Trustees, and through oversight of the Superintendent-President and the planning process, the College meets its requirements for good financial management. The Community College Association commended the College in 1999 for its sound financial management by maintaining, within one percent, the Chancellor's Office recommended budget reserve (*doc. 10.43*).

The planning process and participatory governance structure allow the College to consider short and long term goals in a systematic manner and to address contingencies as necessary while providing input from the College's various constituencies. For example, State budget reserves fell in the last quarter of FY 00-01 forcing a College budget reassessment. Through recommendations developed through the Superintendent-President and by the Vice President of Administrative Services, the Budget Advisory Committee reviewed the recommendations in light of the

changing status of the budget and made recommendations to the EMPC of revised prioritized budgeted projects.

The Superintendent-President oversees the implementation of strategies that enhance programs and service for students while instituting cost saving practices. For example, "Smart Classrooms" allow for both lab and lecture room use. An open access computer lab was established at the Liberal Arts Campus. The Accelerated College Education program was established at the Pacific Coast Campus to enable students to obtain their degrees in an abbreviated timeframe and through a supportive cohort of students and faculty. The STAR Learning Community was funded through a community partnership with the Boeing Company. The Faculty Instructional Media Center sought additional grant funds to provide enhanced support and staff development opportunities for faculty and staff. The Offices of Economic Development and Grants provide enhanced support, resources and equipment to instructional and non-instructional areas of the College. This includes state welfare to work programs, economic development grants and the Federal Title V-Hispanic Serving Institution grant. Such funding has allowed the College to offer programs that enhance opportunities for many students, such as the Latino Studies Institute

### **Planning Agenda**

None

***B3 The institution is administratively organized and staffed to reflect the institution's purpose, size, and complexity. The administration provides effective and efficient leadership and management, which make possible effective teaching and learning.***

### **Descriptive Summary**

At the recommendation of the Superintendent-President, the Board approved a revised administrative organizational structure in July 2000 to reflect the purpose, size and complexity of the College (doc. 10.44). The executive dean position at the Pacific Coast Campus was restructured into a Vice President's position. Economic Development was moved operationally from under Academic Affairs to the oversight of the Vice President of PCC. The Vice President's position of Planning and Governmental Relations was eliminated and academic research and planning were moved to the newly revised position of Vice President of Student Support, Planning and Research (formerly Vice President of Student Services). A new director's position of Government Relations was created reporting to Community Relations and Marketing.



The current administration consists of the Executive Committee comprised of four Vice Presidents, the Executive Dean of Human Resources, the Director of Community Relations and Marketing, and three administrative deans (research/academic services, planning, and economic development), six instructional deans, three student support deans (admissions, students affairs and counseling) and approximately 15-18 directors who administer key areas within the College (doc. 10.45). The Board approves the organizational structure, which is charged with carrying out the institutional mission

The Board recognizes the importance of establishing a Management Team for “the purpose of fulfilling its legal responsibility for the management of public education within its District” (doc. 10.46). The Management Team consists of all non-bargaining unit personnel employed and assigned to classifications that include administrators (classified and educational) managers, confidentials and supervisors. Administrators and managers on participatory governance committees are represented by individuals appointed by the Executive Committee and Management Team representative groups (doc. 10.19). The Management Team is designed to strengthen the administration and educational service programs of the District through participatory administrative regulations, practices and procedures. The Management Team also strengthens the administration by improving communications, decision-making, conflict resolution and other relationships as they relate to the personnel employed within the Management Team (doc. 10.47).

In addition to participation in governance, administration has the legal responsibility to ensure the overall well functioning of the institution including that all operational and legal mandates are adequately addressed. Administrators, by their contracts or job descriptions have designated responsibilities for these areas with consequences and ramifications including the College’s standing as a public community college in the state. In addressing such areas as minimum conditions and various compliance issues, fiscal stability, mandates from Education Code, fiduciary responsibility, and other legal issues, it is the Superintendent-President and her administrators that are held accountable.

### **Self-Evaluation**

The reorganization structure approved by the Board and implemented in July 2000 was designed to reflect more effectively the institution’s purpose, size and complexity.

The Vice President’s position at the Pacific Coast Campus reflects the growing programs and scope of projects at the PCC. It also reflects the additional responsibilities of operational support for Economic

Development. The operational move from its placement under Academic Affairs to its new location under the PCC Vice President placed Economic Development in a direct program report line to the Executive Committee with an operational report to the PCC Vice President. At the same time, and to integrate Economic Development more fully into the institutional planning process, the Economic, Grants and Resource Development Planning Committee was established as a committee reporting to the EMPC.

The College restructured its administrative support for student support, planning, and research in response to the growth in the size and complexity of programs and services. In moving Academic Research and Planning, formerly under the eliminated VP position, to the newly revised Vice President of Student Support, the College was able to link more effectively institutional effectiveness, student success and planning priorities. The new position of Government Relations director provided for more effective legislative advocacy and community outreach. With assistance by this person, the Economic Development Office was able to provide direct targeted input into issues surrounding the temporary reauthorization of the ED>Net program in 2001 and the new reauthorization of ED>net for 2002 (doc. 10.44). These organizational changes provided more effective administrative support to reflect the College's enhanced response to mission and purpose and the growth in the size and complexity of programs and services.

Effective and efficient leadership and management by administration are evident in the key role that deans, directors, and department heads play in the leadership, administration, implementation, and support for current instructional programs as well as new programs and services. The instructional deans in Academic Affairs provide day-to-day administrative support to schools, departments and programs; and consist of six individuals who serve as liaisons to thirty-six department heads who also carry out supervisory responsibilities. Academic deans and department heads meet regularly with the Vice President of Academic Affairs, insuring a line of communication and involvement in the decision making process. The Student Support, Planning and Research deans and directors consist of seven individuals who provide collegewide support in terms of enrollment management; student counseling and course placement recommendations; classroom management; financial aid; conflict resolution; data collection and interpretation; long-term planning; as well as other service related issues. These deans and directors meet regularly with the Vice President of Student Support, Planning and Research to coordinate activities and services which serve students, faculty and staff. Based on an ACCCA comparative benchmark study of college administrators (doc. 10.48) the administrative structure is relatively lean in comparison to other colleges of the same size and enrollment. With the

decentralization of some responsibilities and tasks, and with new electronic methods for accomplishing tasks, it is important to ensure that the future College staffing study includes a careful review of how to accomplish tasks in more efficient and streamlined ways.

With the implementation of PeopleSoft, deans and department heads have raised concerns about the increased responsibilities (payroll, time and attendance reporting) that will be shifted to the instructional offices.

Working with administration, faculty and staff, deans have been involved in the Middle College program developed at PCC in spring 2001 and the current City Teach teacher preparation program. Administrators have worked with faculty and staff to bring grant resources to the instructional and support services areas. Administrators have also taken a leadership role in promoting and developing new technologies and opportunities for learning in areas such as facilities planning for the Science Building, "smart classrooms," and open access computer labs on both campuses. The administrative deans exercise strategic leadership in the areas of planning, research and economic development, responding to increasing institutional research needs, overseeing the increasingly more sophisticated planning process and supporting the growth in economic development.

Administrators also participate on a variety of community boards and community based organizations on behalf of the College. Administrators sit on the boards of the Long Beach Chamber of Commerce, Aquarium of the Pacific, St. Mary Medical Center, International Business Association, Gateway Cities Partnership, the City's Economic Development Commission, the Workforce Investment Board, the Public Corporation for the Arts, Leadership Long Beach and many others. This community outreach effort better positions the College to be able to assess the educational and training needs of individuals and business in the community and establish productive working relationships on behalf of the students and College faculty and staff. It also enables the College to play a proactive role in developing community awareness and, therefore, assists the College in meeting its mission.

### **Planning Agenda**

The staffing survey will consider an assessment of the impact to instructional offices and other areas for taking on increased responsibilities in payroll, time, attendance reporting, scheduling and on-line curriculum development due to the implementation of PeopleSoft.

***B4 Administrative officers are qualified by training and experience to perform their responsibilities and are evaluated***

***systematically and regularly. The duties and responsibilities of institutional administrators are clearly defined and published.***

### **Descriptive Summary**

Employment of academic administrative staff is predicated on the premise that the highest quality personnel are essential to achieving the mission, goals and objectives of LBCCD (doc. 10.29) Duties, responsibilities and training/experience are detailed in job announcements distributed through Human Resources. Job descriptions are revised as new vacancies occur. The job announcements include new or revised position descriptions that list minimum and desirable qualifications and the training and experience necessary to perform the duties and responsibilities of the position. (docs. 10.28) Job descriptions are also included in the packets developed for each administrator's three year comprehensive evaluation.

The hiring process is designed to ensure that only the most qualified people are hired and that the applicant pool reflects to the extent possible the diversity of the community. Administrators not only meet minimum qualifications, but they are also selected competitively based on the desirable qualifications listed in the position announcement. Desirable qualifications are based on current institutional administrative needs and ensure that the recruitment process attracts the best candidates available and encourages the selection of the highest quality people.

Administrative Regulations regarding evaluation of management personnel define a manager, the purpose and frequency of evaluations and the evaluation criteria and procedures used (doc. 10.50).

The College reviewed its evaluation procedures for administrators in fall 1997. A new *Administrator's Performance Evaluation* procedure for all administrators was implemented in fall 1998 and the first cycle of evaluations was completed in spring 1998 (doc. 10.51, 10.51). All employees with administrative appointments are evaluated annually by their immediate supervisor and the evaluation is reviewed by the Superintendent-President. Each administrator also undergoes a comprehensive evaluation every three years. This includes a self-assessment and evaluation by the administrative supervisor and peers, staff, faculty, others as agreed upon by the administrator and his/her supervisor. The administrator evaluation procedure and forms are included in the *Administrator's Performance Evaluation Handbook*. The purpose is to recognize excellence, provide objective data for decisions on retention, non-retention or reassignment, identify areas of performance needing improvement, and identify areas for general professional development training (doc. 10.52).

### **Self-Evaluation**

Administrative Officers are evaluated systematically and regularly. The new evaluation for administrators initiated in 1998 allows for wide input to the job performance of the individual administrator. Under the new comprehensive evaluation process, administrators are required to submit a self-assessment of management skills and leadership style. This self-evaluation addresses management and human relations skill, personal leadership abilities, and adequacy of authority and resources. The evaluation includes a lengthy survey of over twenty peers, subordinates, and others with whom the administrator regularly works. The entire package is then reviewed with the supervisor. The process provides objective documented data for decisions on retention, non-retention or reassignment, identifies areas of performance needing improvement, and identifies areas for general professional development training. The process also recognizes excellence in the performance of duties (*doc. 10.52*).

### **Planning Agenda**

None

### ***B5 Administration has a substantive and clearly defined role in institutional governance.***

#### **Descriptive Summary**

The District defines participation in governance as a “collaborative collegewide process dependent on trust and open communication” (*doc. 10.49, 10.20, 10.21, 10.22*). “Participation is predicated upon the sincere commitment of all participants” (*doc. 10.19*). This gives Administration a substantive and clearly defined role in institutional governance.

The Executive Committee—consisting of the Superintendent-President, the four Vice Presidents and the executive dean of Human Resources—serves as the President’s Cabinet. This group also includes, as appropriate, the three administrative deans. The President’s Executive Committee and the Executive Committee of the Board of the Academic Senate make up the Academic Council, which is also responsible for monitoring and tracking the participatory governance process at the College as an academic and professional matter.

Administrators and managers are involved in participatory governance planning committees and are represented by the individuals appointed from the Executive Committee and Management Team. The Management Team consists of all non-bargaining units which include administrative, management and supervisory, and confidential employees (*doc. 10.19*). Administrators co-chair all participatory governance planning committees, which include accreditation, educational master planning committees, and

other select committees determined by participatory governance agreements.

Administrators participate in search committees, chairing those committees that recommend administrative hires, and provide input regarding administrative concerns related to instructional needs. Administrators provide input on behalf of administration and work closely with faculty and staff on participatory governance committees to ensure that administrative concerns are included in the development of College goals and strategic priorities. Through participation in the Superintendent-President's Advisory Council, administrators provide input into policy development and revision.

### **Self-Evaluation**

The participatory governance process in place at the College ensures that administrators play an active role in all participatory governance committees including planning and accreditation. Administrators co-chair with faculty all ten accreditation committees and nine planning committees. Administrators also chair, in some cases, search committees such as the current search for vice presidents of administrative services and academic affairs.

The integration of the Economic Grants and Resource Development Planning Committee into the planning process in 2002 resulted in direct input from the administrative dean of economic development to issues related to staffing. This has encouraged a more thorough discussion of staffing obligations through institutionalization of grant-funded efforts on behalf of the College. Direct input from Economic Development to various planning committees ensures that this issue will be addressed more thoroughly and collegially, it will be communicated systematically and greater input will be given to solve this issue and related concerns.

Concerns over the effectiveness of shared communication is found in Section B6 and provides a rationale for the Planning Agenda below.

### **Planning Agenda**

In the interest of good practice, administrators and faculty will develop a more effective and systematic sharing of communication through the planning process regarding goals and objectives that are related to program and school plans.

***B6 Faculty have a substantive and clearly defined role in institutional governance, exercise a substantial voice in matters of educational program and faculty personnel, and***

***other institutional policies which relate to their areas of responsibility and expertise.***

**Descriptive Summary**

Long Beach City College recognizes the role of participatory governance in ensuring institutional integrity and well-being. The Board of Trustees recognizes the Academic Senate as the official body that represents the faculty in participatory governance relating to academic and professional matters. Long Beach City College policy and regulations state that the Board of Trustees will rely primarily on the recommendations of the Academic Senate in matters of curriculum, degree and certificate requirements, grading policies, standards or policies regarding student preparation and success, and policies for faculty professional development activities (*doc. 10.20*). Further, LBCCD regulations state that the Board of Trustees or its designee shall reach mutual agreement with the Academic Senate in matters regarding processes for program review, educational program development, District and College governance structures and accreditation as related to faculty roles, involvement in accreditation processes, and processes for institutional planning and budget development (*doc. 10.20*). If any issues regarding academic and professional matters should arise and are not covered by these guidelines, the Board agrees to rely primarily on the Advice of or to reach mutual agreement with the Academic Senate to resolve the issues (*doc. 10.20*).

To address all other academic and professional issues not dealt with through these routine committee and department processes, the Superintendent-President and the Academic Senate President formed an Academic Council in 1997, made up of the College executive committee and the senate executive committee. Each year a schedule of meetings is set out. The Superintendent-President and Vice Presidents have an open door policy with the Academic Senate President to handle issues as they arise.

According to Administrative Regulation 2009.6 (*doc. 10.20*), the Academic Senate appoints all faculty to all collegewide committees, self-study committees, ad hoc committees, councils, or task forces that deal with academic and professional matters. Through these appointments and subsequent participation in campus committees, the faculty exercises its voice in matters concerning the educational program, faculty personnel, and other institutional policies that relate to their areas of concern and expertise. Faculty participation is extensive, and includes many chair and co-chair positions. These areas of participation include curriculum and instruction, faculty professional development, equivalency, hiring priorities, hiring and tenure review, vocational education, program review, institutional educational master planning and other planning committees,

accreditation, academic senate, and special topic task forces (doc. 10.53). The basic structure of each committee, with respect to the ratio of faculty to administrators, students, etc., and the designation of the chair, co-chair, and other key positions, is determined through consultation with the Academic Senate and the administration. Other relevant groups, such as the Certified Hourly Instructors (CHI), or Community College Association (CCA) negotiate committee membership on those bodies dealing with work rules or tenure as determined by faculty contracts.

Another way in which the faculty voice is exercised is through departmental meetings and informal contacts with faculty department heads or division deans. At department meetings faculty are consulted on issues such as staff development, setting departmental budget and hiring priorities, and curriculum development and review. Faculty department heads (administrators are school deans) meet with administrators on a regular basis to provide faculty input at both the school and College levels.

### **Self-Evaluation**

The faculty role in participatory governance is currently clearly defined in Board policies 2006 and 2009 (doc. 10.54, 10.8). These policies and their accompanying regulations give a substantial role to faculty in all matters related to the educational program. In addition, the necessary committee structures to support these policies have been successfully established. Faculty members are currently taking part in the decision processes in virtually all areas of the College that pertain to their responsibility and expertise. The groundwork for Policy 2009 on the faculty role in participatory governance began during the tenure of the previous superintendent-president, but the realization of participatory governance at LBCC occurred largely during this accreditation cycle. The most significant issue for analysis is the extent to which the faculty voice, as exercised through the committee structure and within each academic department, is a meaningful and recognized voice whose legally acknowledged expertise in academic and professional matters is heeded. To move positively forward, the use of existing channels--especially the Academic Council--needs to be utilized more effectively for work on resolving issues of difference in interpretation on governance matters.

The Academic Senate conducted a faculty survey in fall 2000 on participatory governance (doc. 10.55). The Senate found important differences among faculty perceptions of how well collegial consultation operated in relationship to curriculum, programs, instruction, and student learning. Generally, the Senate perceived that faculty voice was heard and heeded less frequently as consultation proceeded up the administrative ladder, indicating a general sense of comfort and satisfaction with the decision-making process at the department level. At the department level, issues are very specific. The complexity increases



at the School level where the responses are subsumed into more general issues. This leaves the impression that the departments' particular issues are not heard and heeded. At the school level, they perceived that faculty were less satisfied with the same issues, though responses were far from entirely negative. The greatest perceived dissatisfaction in all areas occurred at the College level. A second faculty survey conducted by the Academic Senate in spring 2002, to which 41 percent of full-time faculty responded, provided similar responses to the first three questions which were similar to the fall 2000 survey. In addition, in the spring 2002 survey responses from faculty at PCC showed greater dissatisfaction at all levels of the planning and decision-making process (*doc 10.55*). Administrators question whether direct and possibly desired individual involvement at the school and college level (in contrast to representation) was an issue since there appears to be a correlation between involvement and satisfaction. The generality of the statements leave an impression that there may be persistent misunderstandings about the scope and definition of collegial consultation.

In response to the fall 2000 survey, faculty identified concerns with the relative newness of participatory governance to managers at the Dean and Vice Presidential levels. Administrators identified concerns with lack of concurrence on the particulars between governance and operational issues. In consultation Academic Senate and senior administration agreed to take two actions. First, Administration and the Academic Senate jointly sponsored a tutorial for faculty and administrators on participatory governance. This tutorial took place in November 2001 and in attendance were Executive Committee members of the Academic Senate as well as administrators. Second, to address those situations where resolution of an issue eluded faculty and administration, the Academic Senate and administration agreed to investigate the establishment of an ombudsman committee made up of faculty and administrators devoted to conflict resolution. The process for establishing the ombudsman's position has begun, with the Academic Senate having sent out a formal request for faculty members to serve on the committee that will consult with administration on this issue (*doc. 10.56*).

The College has not yet had sufficient opportunity to identify and analyze the specific concerns raised by the spring 2002 survey. Discussion and consultation between the Academic Senate and the administration will be necessary to address some concerns regarding the voice of the faculty in the decision making process, while an internal analysis of the avenues of communication between the Senate and the faculty as a whole regarding opportunities to participate in decision-making process may also increase the level of faulty involvement.

At present one may fairly conclude that participatory governance has become a reality at LBCC, especially in terms of the extensiveness of the faculty voice through the Academic Senate and in curriculum, faculty and professional development, vocational education, equivalency, department and institutional planning, accreditation, and hiring. Issues remain with regard to the best and most effective strategies for collaboration. The fall 2000 Academic Senate surveys indicates that although the LBCC participatory governance structure has much to recommend it, issues regarding consultation, decision-making, and planning and the extent to which the voice of the faculty is heeded still exist in the assessment of many faculty members. The Academic Senate and the senior administration, through the legally outlined consultation processes of LBCCD's administrative regulations, must continue to strive to reconcile these outstanding issues while preserving the many admirable aspects of the College's participatory governance structure in order to further improve the level of involvement and sense of recognition felt by the LBCC faculty. Yet one must acknowledge that compared to the manner in which the institution was operated a single accreditation cycle ago, progress has been significant.

### **Planning Agenda**

The Academic Council will address differing interpretations of Policy and Regulations 2009 and address the perception of some faculty members that their voice is not recognized in academic and professional matters.

The Academic Senate, in conjunction with other appropriate college constituencies, will review and revise as necessary its processes for informing faculty of opportunities to become involved in the decision-making process and will explore methods of encouraging all faculty who serve on college planning bodies to participate fully in the planning process.

***B7 Faculty have established an academic senate or other appropriate organization for providing input regarding institutional governance. In the case of private college, the institution has a formal process for providing input regarding institutional governance.***

### **Descriptive Summary**

The faculty of Long Beach City College has an established, integrated, and active Academic Senate. This institution celebrated its thirty-seventh year of existence in 2002. The constitution and by-laws clearly define the purpose, organization and operational procedures of the Senate (doc. 10.57).

The Academic Senate has an office located on the Liberal Arts Campus and receives clerical and budget support. Senate members are elected on a proportional basis from the Liberal Arts Campus and the Pacific Coast Campus. Earlier in this accreditation cycle, the Academic Senate met once monthly during the school year. In 1996, in recognition of the increasingly active role the body played in participatory governance, the Academic Senate began to meet twice monthly. This practice has continued to the present day. In addition, because many important decisions affecting faculty have occurred during summer break, the Academic Senate Executive Committee arranged regular meetings with compensation for its participants beginning in 2002.

The Academic Senate provides input regarding institutional governance in several ways. The Academic Senate President has a seat at the Board Table and is a non-voting member and may participate in the Board Prep meeting, which sets Board agenda and prepares material for the Board. The Academic Senate President also participates on the following committees: Educational Master Planning Committee as co-chair; Academic Council as co-chair; the Instructional Planning Committee and Hiring Priorities Committee as co-chair of both; the Committee on Curriculum and Instruction as an ex officio member; and serves on numerous task force committees. The Academic Senate appoints faculty representatives to collegewide committees. The Assistant President conducts elections for department heads, Committee on Curriculum and Instruction members, and Senate seats. The Academic Senate communicates the governance role, rights, and responsibilities of the Senate to faculty, staff, and administration through Flex Day workshops, sponsored tutorials, the Faculty Handbook, new faculty orientation, and via direct communications from the Academic Senate President to all faculty.

### **Self-Evaluation**

As faculty responsibilities for participatory governance have grown, the Academic Senate at LBCC has moved decisively to meet the challenge. The Academic Senate distributes the agenda prior to each meeting and publishes and distributes the minutes, resolutions, and motions of each meeting. Beginning this year, the agenda and minutes are sent to each faculty member through the school's email. The agenda and minutes are posted in the mailrooms and the library on both campuses. The Academic Senate maintains a web page with postings of the Constitution and Bylaws, minutes, resolutions, agendas, committees, meeting schedules, and links to the Academic Senate Listserv, the State Academic Senate, and CCA web pages.

The three Academic Senate Presidents to occupy the office during this accreditation cycle have played a decisive role in ensuring that the

institutional governance processes were changed to recognize and provide the means for faculty input. Their leadership was critical in the formulation and implementation of an institutional planning structure and allied policy changes discussed elsewhere in this report.

The previously discussed Academic Senate Faculty Shared Governance Surveys in fall of 2000 and the spring of 2002 are the most recent examples of the faculty's role in working to improve institutional governance at the College. The results of the surveys were discussed with the Vice President of Academic Affairs and with the Superintendent-President, and the results and measures that the Senate took were distributed to the faculty.

### **Planning Agenda**

None

***B8 The institution has written policy, which identifies appropriate institutional support for faculty participation in governance and delineates the participation of faculty on appropriate policy, planning, and special purpose bodies.***

### **Descriptive Summary**

Board Policy 2006 on Participation in Governance (*doc. 10.54*) and Board Policy 2009 on the Role of the Academic Senate in Shared Governance (*doc. 10.8*) define institutional support for faculty participation in governance. The corresponding administrative regulations, 2006 and 2009, offer specific details of the policies (*docs. 10.19, 10.20*). The President's Advisory Council coordinates policy development. This council includes defined membership from the faculty on the President's Council Membership List.

Faculty appointments to particular governance committees or task forces are made by the Academic Senate, or, in cases involving contract issues, by Certificated Hourly Instructors (CHI), or the Community College Association (CCA) depending on the nature of the committee's work.

Every College planning committee is co-chaired by faculty and administration, allowing for faculty participation in the planning process. Finally, faculty participates in all special purpose bodies such as the 16 Task Force, the Two-College Study, the Building D Task Force, and Alternative Calendar Task Force.

There are particular and significant assignments at the College that illustrate faculty participation in governance. Many faculty assignments receive support from the institution in terms of release time, as outlined in

the Master Agreement between CCA and Long Beach City College, or financial stipends.

Examples of faculty participation included the following: The Academic Senate President is seated and participates as part of the agenda during all Board of Trustee meetings. The Senate President and Assistant President receive release time, 60 percent and 20 percent respectively. Stipends are provided to the faculty chair of the committee on Curriculum and Instruction and three of four subcommittee chairs. The fourth committee chair, for the Course Evaluation Subcommittee, receives release time. The CCA President receives 60 percent release time. The Senate Executive Committee members will receive a stipend for their summer break duties beginning in 2002. Financial stipends are provided for the following faculty members participating in the governance process: Academic Standards and Policies Subcommittee Chair, Associate Degree and General Education Subcommittee Chair, Committee on Curriculum and Instruction Chair, Department Heads, Matriculation Coordinator, Course Evaluation Subcommittee Chair, the Accreditation Steering Committee Co-Chair, and Program Review Subcommittee Chair. Faculty members chair the Committee on Curriculum and Instruction and all four of its subcommittees, which include, Academic Standards, ADGE, Course Evaluations, and Program Review.

In addition to these leadership roles, there is a long-standing collective bargaining provision that faculty are paid for and expected to perform five hours of college service time each week to participate in professional responsibilities on committees and in the governance structure of the College.

### **Self-Evaluation**

The old LBCCD Policy 2001 (*doc. 10.58*), which was approved by the Board of Trustees in 1996 and which supports faculty participation in governance, was updated as Policy 2009 (*doc. 10.8*) during this accreditation cycle. This revision of the governance process was made by the college community working together. Moreover, the college community has carried that spirit of collective participation over into other policy areas. For example, during this accreditation cycle a revised policy regarding the property rights of faculty was adopted with substantial faculty participation (*10.59*).

The faculty fully participates in planning committees, accreditation standards committees, and special purpose body committees. This participation is delineated in the composition of the committees as decided between the appropriate bodies. According to Administrative Regulation 2009.6, and in compliance with Title 5 section 53203, the Academic Senate appoints all faculty to all collegewide committees, self-study

committees, ad hoc committees, councils, or task forces that deal with academic and professional matters (*doc. 10.20*). However, controversy has arisen regarding certain campus bodies which may not carry the official designation of "committee" yet which faculty may interpret as functioning as a part of the planning and consultative process and in which faculty are included without Senate appointment.

### **Planning Agenda**

The Academic Council will examine questions that have arisen regarding appointments to college committees and other bodies.

### ***B9 The institution clearly states and publicizes the role of staff in institutional Governance.***

Board Policy 2006, regarding participation in governance, along with its accompanying administrative regulations, defines the District's philosophy on institutional governance for all constituent groups including staff (*doc. 10.54*). Board policy 2012, regarding the role of classified staff in shared governance, further defines the specific role of staff in the governance process (*doc. 10.24*).

The Classified Senate is the participatory governance body that represents all classified staff. The Classified Senate was formed in the spring of 1998 by a resolution voted upon by all classified staff. The Board of Trustees approved the resolution on November 10, 1998.

The Constitution and By-Laws of the Classified Senate state that its purpose is to "provide the classified staff with a formal, representative voice in determining institutional policies, procedures, and regulations of the college" (*doc. 10.60*).

The Classified Senate meets on a regular basis to conduct constituent business and discuss issues relevant to institutional governance. It makes appointments to all collegewide committees, and is represented on all planning committees as well as on the President's Council. In addition, the President of the Classified Senate is seated on, and participates in all Board of Trustees meetings.

The role and activities of the classified staff concerning institutional governance are publicized in several ways. After each Classified Senate meeting minutes are prepared and sent out to all staff members to publicize the actions taken. When particularly urgent issues arise, e-mail or telephone messages may be sent out as well. Also, staff participation in institutional governance is published on the collegewide Intranet. Further, the Constitution and By-Laws of the Classified Senate state that all

senators have the responsibility to share information and concerns about institutional governance with their constituents.

### **Self-Evaluation**

At the end of the last cycle, the College recognized the need for a policy on the role of staff in institutional governance and developed a policy and administrative regulation on it, which was subsequently implemented.

In January 2002, the state legislature designated local classified collective bargaining units as the representatives of the classified staff in governance on issues affecting bargaining. In response to this mandate, the College initiated a discussion between administration and the classified unions (AFT and POA) to interpret and determine how the law would be implemented.

### **Planning Agenda**

None.

## ***B10 The institution clearly states and publicizes the role of students in institutional governance.***

### **Descriptive Summary**

The institution clearly states the role of students in institutional governance in Board policy 2010, Policy on Role of Students in Shared Governance (*doc. 10.61*) and the accompanying Administrative Regulations 2010.1-2010.4 (*doc. 10.21*). Policy 2010 identifies the Associated Student Body Cabinet as the “official body that represents the students in shared governance relating to student matters.” The ASB Cabinet is made up of students from various student leadership boards, councils and committees, which represent all segments of the student body. Appointments to all institutional committees are made by the ASB Cabinet. In addition, the President’s Council exists for all constituencies, including students, to provide input regarding the development and revision of all District policies.

The role of students is further defined in Board policy 2005, Student Member of the Board of Trustees (*doc. 10.62*) and the accompanying Administrative Regulations 2010.1-2010.4 (*doc. 10.21*). The student trustee serves as a “voice for students” during the Board of Trustee meetings after gathering input from students to assist the student member with independent decision making. On January 15, 2002 changes were made to the Policy on the student member of the Board of Trustees. The student member may cast an advisory vote on all matters before the Board and “shall not attend closed sessions of the Board or receive closed session materials.” The student member of the Board of Trustees has the

rights and privileges provided by Section 72023.5 of the Education Code and receives compensation in an amount equal to twenty-five percent of the compensation of the publicly elected Board of Trustees.

Board policy 2005, Student Member of the Board of Trustees (*doc. 10.62*) and the accompanying administrative regulations were originally adopted July 19, 1978 with minor revisions made to the administrative regulations June 28, 1994. Previously the fall Associated Student Body President served as the student representative to the Board of Trustees as part of the duties of the president. Both roles were overwhelming given the extensive nature of the ASB programs as well as the maturing of student participation in institutional governance. Students voted to change the ASB Constitution that separated these duties during the spring 2000 semester in order to provide more focused student participation. This major revision was introduced during the fall 2001 semester and approved by the Board of Trustees on November 13, 2001.

Student participation in institutional governance is publicized by both the District and the Associated Student Body. The District publicizes opportunities through departments and schools for participation on internal committees such as faculty hiring. The District and Academic Senate request student participation through the ASB Cabinet for all participatory governance committees, which include students. The ASB publicizes participation opportunities as an on-going activity through articles in the student newspaper, the *Viking*; the ASB Cabinet publication, the *Nordic Newsletter*; the ASB web site; and flyers and posters when specific opportunities for participation exist. Students serve as members of various institutional committees including the Educational Master Planning Committee, the Budget Advisory Committee, the Committee on Curriculum and Instruction, and all District planning committees.

### **Self-Evaluation**

Students are fully integrated into the institutional governance process. The Associated Student Body has developed an extensive governance system that provides ample opportunity for students to participate. The ASB Cabinet, as well as various boards, councils, and committees meet on a regular basis to not only conduct student business, but to provide student input on issues relative to institutional governance. Students serve on institutional committees that affect students and have the opportunity for input. Students also elect the student representative to the Board of Trustees and have the opportunity to address issues of concern. The Superintendent-President and the Board of Trustees fully encourage and support student involvement in the institutional governance process. The Superintendent-President regularly attends student government meetings and participates in a semi-annual leadership retreat conducted by students. Additional institutional support for student participation exists



through the Office of Student Affairs. Managers of Student Life, as well as other personnel, are assigned to both campuses to assist and guide students as they participate. The Associated Student Body also employs individuals to assist with student programs and activities, which support the governance structure for students.

Student leaders are re-elected each semester and consistent publicity regarding opportunities for participation does not always take place. While these tasks are imbedded in officer responsibilities, the quality of effort changes from semester to semester. Student participation on institutional committees also varies from semester to semester based on availability, class load, personal obligations, and commitment.

### **Planning Agenda**

The Associated Student Body Cabinet should establish a new system by which student representation and attendance on District committees is improved.

**Documents List:**

- 10.1 Board Policy and Administrative Regulation 2000
- 10.2 Board Goals and Evaluations
- 10.3 Board Policy and Administrative Regulation 1001
- 10.4 Board Policy 1000
- 10.5 Board Policy 1001
- 10.6 Board Policy and Administrative Regulation 2004
- 10.7 Minutes of the Board of Trustees Study Session, February 5, 2002
- 10.8 Board Policy 2009
- 10.9 Minutes of the Board of Trustees Meeting, February 27, 2001
- 10.10 Minutes of the Board of Trustees Meeting, June 9, 1998
- 10.11 Minutes of the Board of Trustees Meeting, December 12, 2000
- 10.12 Minutes of the Board of Trustees Meeting, November 14, 2000
- 10.13 Minutes of the Board of Trustees Meeting, July 6, 1999
- 10.14 Minutes of the Board of Trustees Meeting, October 26, 1999
- 10.15 Minutes of the Board of Trustees Meeting, October 10, 2000
- 10.16 Minutes of the Board of Trustees Meeting, November 13, 2001
- 10.17 Minutes of the Board of Trustees Meeting, December 11, 2001
- 10.18 Board Policy and Administrative Regulation 4005
- 10.19 Board Policy and Administrative Regulation 2006
- 10.20 Board Policy and Administrative Regulation 2009
- 10.21 Board Policy and Administrative Regulation 2010
- 10.22 Board Policy and Administrative Regulation 2012
- 10.23 Board of Trustees Study Sessions List
- 10.24 Board Policy 2012
- 10.25 Board Policy 6007
- 10.26 Board Policy 4004
- 10.27 Board Policy 4008
- 10.28 Board Policy and Administrative Regulation 3003
- 10.29 Board Policy 3003
- 10.30 Community College League Handbook for Trustees
- 10.31 Minutes of the Board of Trustees, June 26, 2001
- 10.32 Code of Ethics and Conduct, June 1999
- 10.33 Self Evaluation Draft from Minutes of the Board of Trustees Meeting, December 11, 2001

- 10.34 Minutes of the Board of Trustees Meeting, September 2000
- 10.35 Report of the Visiting Team, 1997
- 10.36 Midterm Report, June 8, 1999
- 10.37 LBCC Educational Master Plan with Operational Plan 2000-2005
- 10.38 EMPC Planning Committee Diagram
- 10.39 Annual Scan
- 10.40 Annual Priorities Projects
- 10.41 Annual Reports
- 10.42 Evaluation Report: A Confidential Report Prepared for the Accrediting Commission for Community and Junior Colleges, November 23, 1999
- 10.43 Examples of Quarterly Reports- Board Budget Workshop Study Sessions
- 10.44 Minutes of the Board of Trustees Meeting, July 2000
- 10.45 Institutional Organizational Chart, January 1, 2002
- 10.46 Minutes of the Board of Trustees Meeting, June 23, 1998
- 10.47 Personnel Procedures for Management Team Employees, approved by Board in September 1999
- 10.48 ACCCA: Annual Benchmark Compensation Survey Results, 2000-2001
- 10.49 Planning Guidebook
- 10.50 Board Policy and Administrative Regulation 3007
- 10.51 Board Policy 3007
- 10.52 Management Team Performance Evaluation Plan
- 10.53 List of Committees by Type
- 10.54 Board Policy 2006
- 10.55 Academic Senate Surveys, Fall 2000 and Spring 2002
- 10.56 Academic Senate Minutes, March 22, 2002
- 10.57 Academic Senate Constitution and By-Laws
- 10.58 Board Policy 2001
- 10.59 Board Policy and Administrative Regulation 4008
- 10.60 Classified Senate, Constitution and By-Laws
- 10.61 Board Policy 2010
- 10.62 Board Policy 2005
- 10.63 List of Board Actions and Information Items Regarding Policy and Administrative Regulations

## **PLANNING SUMMARY**

The purpose of this section of the self-study is to direct our major work efforts in the next accreditation cycle on those findings that will help the College address the standards in an even more exemplary way. The self-study team anticipates that these planning directives will be readily incorporated into the curriculum and planning processes of the College since they are already in alignment with priorities established by the planning process, or will be incorporated into department and program plans. The following topics are the result of the reflection of the Steering Committee in its review of themes across all standards.

### **Student Success and Access**

The College has learned that it needs to achieve greater coherence both in its approach to retaining students in the classroom and meeting their needs with an integrated set of services.

The College intends to proceed through creation of a coherent, systematic process called enrollment management to address the outreach, admissions, retention, enrollment and course availability interests of the College. Besides this college wide process, the College has identified several specific cross-department or interdepartmental coordination issues.

The College also identified the need to focus more specifically on transfer, through increased articulation efforts and transfer center services, and through the restructuring of counseling and student development services.

Better access to information is needed for all students and must include opportunities using alternative formats, such as web-based and formats for the disabled. These efforts are part of a greater number of initiatives related to achieving student success using technologies, which are discussed below in the technology section. To increase access for disabled students, the College will examine the need for expansion of services at the Pacific Coast Campus.

### **Learning Outcomes**

Having studied how learning outcome and assessment have been undertaken at other institutions and having identified the infrastructure the College will need to implement learning outcomes and assessment at LBCC, the College is committed to establish general education outcomes, area of concentration outcomes, and program outcomes and a means of assessing their effectiveness. The College considers assessment the means to discover what makes students successful, what they actually learn, and what the College contributes to that learning.

The College predicts that within six years it will have implemented learning outcomes and assessment throughout its curriculum. LBCC has identified the task of the Assessment of Student Learning Outcomes Committee and funded a Learning Outcomes Coordinator. The next tasks are to implement a multi-year strategy for establishing and assessing learning outcomes and to develop or refine strategies that focus on student needs for more effective learning. The College envisions this task as a coordinated effort that links the curriculum committee, professional development committee, and instructional planning committee activities with departmental and program planning and review, and the classroom efforts of individual instructors.

### **Planning and Evaluation**

The planning process at LBCC has enabled the College to focus many activities upon student success to date. The self-study may be read as a record of our accomplishments in this regard. The College continues to review and analyze its current planning and review process in an effort to better coordinate efforts and to use evaluation to make improvements in the instructional program. The College recognizes the need for an ongoing, comprehensive study of communication and coordination within the planning process. To this end, the Academic Council, which established the planning structure, will complete a comprehensive assessment of the planning process. This assessment will focus on the flow of communication, proper structure and protocol of committees, committee inter-relationships overall integrity, impact and effectiveness of the process upon the institution.

Several alignment issues among organizational entities will be evaluated and addressed in this study to better assess the contributions units make to overall institutional effectiveness and to promote more consistent attention to continuous quality improvement and mission accomplishment. Another alignment consideration, given the major new facilities and renovation projects now authorized by the passage of the bond, is how more precisely facilities planning will be tied to the planning process. This relationship will undergo greater definition as the College moves ahead.

Finally having put into place several years of priority projects generated from the Education Master Plan, a clearer understanding of the impact of these projects on the articulated objectives of the plan will be developed further.

### **Facilities**

As a result of the passage of a \$176 million dollar bond and the approval of several major facilities by the Chancellor's Office, the College will plan and coordinate the implementation of major facilities projects on both campuses over the next 10-15 years. As noted above, this major facilities

expansion will be integrated into the planning process and be driven by identified instructional and services needs. The College intends to preserve its distinctive architectural past, which has evolved as part of the character of the institution, while at the same time putting into place the structures needed to accommodate our future vision of learning.

As the project proceeds, special attention will be devoted to making facilities more accessible for disabled students as well as to health and safety issues across the College.

Antiquated existing structures that pose obstacles to modernization and technological capabilities will be addressed by facilities planning on this scale.

### **Staffing and Training**

The College faces major challenges in terms of deployment and expansion of staff in order to carry out its mission. The College anticipates diminishing resources and expanding needs to serve the “Tidal Wave II” population, one that is highly diverse and service needy. While the staff has grown considerably over the last six years to meet these needs, the College recognizes that it must assess the best use of its personnel in relation to its evolving work environment and the skills and training that present and future staff will require.

A staffing study will map core staffing needs and staffing deployment decisions based on criteria for an organization of this size and complexity. The implementation of the study should result in a more effective connection between planning and resource allocation.

The enrollment management process will ensure that course offerings meet student needs and demand on both campuses while providing a level of enrollment that is sufficient to maintain growth and that maximize FTES generated per dollar expended.

The focus of the College’s training and professional development efforts will be driven by innovations that faculty and staff are adopting and by the technology skills that mediated instruction and services require.

An update to the staff diversity plan will monitor the College’s continued commitment to diversity.

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

In order to increase student success and to provide them with a seamless educational environment defined by access by whatever means students select, the College has undertaken initiatives in technology-mediated instruction, student services, communications, and management. In order

to keep current with student needs and to ensure the best use of this investment, the College will employ hardware and software life-cycle budgeting, networking, staffing, and training, and continue to develop the applications that enable the effective use of technology.

The College will implement a number of technology related initiatives targeted for fostering student success. These include application scanning, automated degree checking, , alternative on-line orientation, on-line curriculum guides, on-line registration, and an array of other on-line services. The College anticipates that it will have in place multiple access and readily available information, services, and processes as a consequence of these initiatives. Standardized operational procedures for labs will provide a more seamless environment for students in the computing facilities across campus.

The completed implementation of PeopleSoft will provide the platform for the on-line services cited above. The first two phases of the PeopleSoft implementation, involving the fiscal and human resources components, are complete. Phase three implementation of student administration will also enable the College to streamline processes and increase accessibility by both web-enabling and data warehousing capabilities.

### **Governance and College Community**

In implementing major changes in the processes of participation for planning and governance, the college community has experienced unanticipated ambiguities in the policies and regulations defining day to day decision making. Second guessing, questioning, and challenging of day to day decisions have encumbered the planning process. The result has been a dissipation of energies and focus as the college community has contested over process about planning and governance.

The College plans to address these challenges by formulating strategies to take the College to the next level of collegial cooperation. These include clarifying and mutually agreeing on the interpretation of policies and regulations, developing a shared understanding of the applied meaning of governance and accountability language, and getting constituencies to participate more fully and responsibly in the various governance processes.

The College has identified several major and minor areas in which better communication would strengthen relations between the constituencies making up the college community. The most important areas involve improved communication processes affecting planning, and policy and regulations.