

EVALUATION REPORT
LONG BEACH CITY COLLEGE
Long Beach, California

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

This report represents the findings of the evaluation team that
visited Long Beach City College
October 1 – 3, 2002

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ACCREDITATION TEAM VISIT LONG BEACH CITY COLLEGE

October 1– October 3, 2002

INTRODUCTION AND SUMMARY

Long Beach City College is a comprehensive California college located in the southern part of Los Angeles County covering an urban area of approximately 128 square miles, serving approximately 28,000 students at two distinct but highly inter-related campuses, the Liberal Arts Campus and the Pacific Coast Campus, and at numerous satellite locations. To serve its community, Long Beach City College offers a comprehensive set of educational programs and support services in response to student and community needs and plays a key role in transfer preparation, workforce development, basic skills, associate degrees, English as a Second Language instruction, economic development, and lifelong learning.

The last comprehensive visit to Long Beach City College took place in 1996. As part of its report to the College, the Commission made ten recommendations at that time. In particular, the commission recommended that the college:

1. Complete and implement a system for strategic planning and then substantially implement the strategic plan. Emphasis was also placed on integrating and streamlining related processes at the college such as program review, research and budget allocation, the evaluation of institutional effectiveness, and equipment replacement systems.
2. Develop and institutionalize a governance process that clarifies the roles, responsibilities, authority, and accountability for each constituency group and establish, when necessary, governance vehicles to coordinate participation of key groups in decision-making.

Following the 1996 report, the College prepared an interim report and a two-person accrediting team visited the college and validated the progress the college had made. The Midterm Report commended the institution for its progress in responding to the recommendations made by the prior visiting team.

From October 1 to October 3, 2002, an eleven-member accreditation team visited Long Beach City College for the purpose of validating the college's application for reaffirmation of accreditation. In preparation for the visit, team members studied the Commission Handbook for Evaluators and attended orientation/training workshops conducted by the Accrediting Commission. Team members also carefully studied the college's self study report, related documents provided by the college, the previous

team's accreditation report and recommendations, the college's interim report and team visit findings, and the Midterm Report.

Prior to the visit, team members prepared analyses of the self study and directed questions related to the overall study and to the standards for which they had been assigned primary and secondary responsibility. They also submitted lists of people they wished to interview and additional documents they wished to review during the team visit. On September 30, the team met to share findings and initial reactions, participate in a tour of the college, review documents and coordinate logistics for the visit.

During the three-day visit, the team made over 62 classroom visits, conducted over 108 interviews with faculty, staff, and administrators, and visited with 23 different groups, including the Self Study Steering Committee, the Educational Master Plan Committee, the Academic Senate Executive Committee, the Facilities Planning Committee and the Research Advisory Committee. Team members visited day and evening classes and met with staff at both campuses. Open sessions were also held at both campuses to allow all members of the campus community to address issues with team members.

The team reviewed the process the college used to develop the self study. Preparation for the 2002 Accreditation Report commenced in the spring of 2000 with the appointment of co-chairs of the Accreditation Steering Committee, and subsequently co-chairs of subcommittees. Two training workshops were scheduled on campus for members of the Steering Committee and subcommittees in January 2001 and again in August 2001. At different times as the self study process moved forward, two constituent groups withdrew their participation, but overall Long Beach City College went to considerable effort to involve the campus community in the preparation and validation of the study's conclusions.

The team found the self study a very useful document and particularly appreciated the format utilized, which allowed the study to be easily referenced both when preparing for the visit and during the visit itself. Documents were appropriately referenced in the text and listed at the end of each chapter. The documents selected were helpful in validating the self study. The study was well organized, including the Certificate of Compliance with Eligibility Requirements near the beginning of the document and the Planning Summary as the final chapter. The team found that the self study gave a fair assessment of the college.

Although the self study was very helpful to the team, it would have been a better document with more rigorous editing. There was an unevenness among the chapters not only in the quality of the writing but in the use of evidence. Some chapters relied almost entirely on surveys, not mentioning more appropriate evidence the team discovered during the visit. In a few areas, the Descriptive Summary did not address the standard element, and it was occasionally difficult to understand the connection between the Planning Agenda and the narrative preceding it.

However, as mentioned above, the self study gave the team adequate background for the visit and provided sufficient information for the team to determine, after validating the study, that all accreditation standards were met.

Overall the team was impressed by the comprehensive and high quality of the college's programs and services. The team found many reasons why students choose Long Beach City College. The faculty and staff are highly dedicated and both campuses are characterized by exceptional hospitality, pride and openness. The Liberal Arts campus has beautiful architecture and landscaping with lovely buildings and excellent maintenance. The Pacific Coast Campus is equally, though differently, inviting. The students were actively involved in their studies and campus life. The team especially benefited from the help and hospitality of the President's Ambassadors student group and the students in the culinary arts program. Campus life is vibrant with obvious broad participation in both formal and informal activities such as the blood drive that took place during the visit. In the classrooms and service areas students were similarly engaged. The team observed excellent teaching with faculty employing a wide variety of teaching strategies to foster student learning. The atmosphere was warm, open and supportive. The same atmosphere was found in student services areas, with a strong commitment to assisting student to succeed. It is evident that strong planning structures and systems which integrate planning and budget allocation and enable strong participation of all groups have contributed to this success. The college also maintains strong connections to its community. The community clearly treasures the presence of its local college, and the college recognizes the importance of forging strong connections and partnerships within the community.

The Team noted several over-arching themes of this visit:

- Long Beach City College is a "college of choice." Students, faculty and staff are happy to be at this institution and are proud of their college.
- Everyone at the college has strong opinions or great expectations about the conversion to PeopleSoft, the integrated information system the college has selected. Although referred to in several standards, the team did not include a recommendation regarding the conversion. We caution the college not to expect a information systems conversion to automatically solve system issues and also urge staff to take ownership of their part of the conversion to assure that the new system meets their needs.
- In addition to the stress of the information systems conversion mentioned above, the fiscal services area of the college has new people in key positions and has lost considerable institutional memory with the departure of previous staff members. It was, therefore, difficult for the team to get the information needed to provide the desired comfort level with all of the elements of Standard Nine. Two of the recommendations below address this concern.

- Finally, the team felt a strong concern that the progress toward establishing an effective governance process noted during the midterm accreditation visit has eroded since that time. It was disturbing to discover that the skills and attitudes used so successfully in working with students and the community were often lacking in some of the formal encounters between those involved in governance. The team noted that constituent leaders agreed on major initiatives; however, progress on those initiatives was blocked as these same leaders quibbled over control issues. It is imperative that leaders of all constituent groups make every effort to reverse this pattern and continue to build on the progress previously noted. Should this not occur, the contentious spirit will deplete the positive energy that has created the exciting initiatives for which Long Beach City College is known.

As a result of these observations and the review of the self study and related documents, the team offers the following recommendations.

Recommendations:

1. Whatever the current issues or state of labor affairs at a college, full and consistent participation in the self study and accreditation process is critical to the integrity and validity of the process. Long Beach City College should preserve its relationship with the commission by assuring it has institutional commitment and involvement in the accreditation process and that the self study and site visit processes not be weakened or delayed due to labor unrest. (2.8, 10B.8, 10B.9)
2. In order to strengthen the college's efforts in the area of institutional effectiveness, the team recommends that the college move forward in assessing student learning outcomes in instructional, student services and information resources areas. In support of this, the college needs to quickly resolve the issues regarding the Coordinator of Student Learning Outcomes position. (3A.3, 3A.4, 3B.2, 3C.1, 3C.2, 4B.3-6, 4D.2-3, 6.7)
3. The team recommends that the college conduct an actuarial study of retiree medical benefits and consider setting a reserve for the cost of these benefits. (9A2, 9C1, 9C.3)
4. The team recommends that the college immediately review, clarify, improve and document its accounting practices, processes and procedures to ensure conformity with good accounting practices. (9A.4, 9B.6)
5. The team observed a pervasive institutional climate permeated by suspicion, and mutual distrust by leaders of all employee constituent groups. To ensure that the climate does not further erode and undermine the powerful collegewide initiatives, the team recommends that Long Beach City College immediately find internal or external resources and processes to re-establish the spirit of collaboration and collegiality. (10B.5, 10B.8, 10B. 9)

Standard One
Institutional Mission

Response to Recommendations of the Previous Team

There were no recommendations from the previous team regarding this standard.

Observations

Through a participative process, Long Beach City College recently re-evaluated and revised its mission and vision statements. The Board of Trustees approved the new statements in April 2000. A review of a wide range of college documents indicates that the college mission and vision are incorporated in all key public information, planning, curricular, and evaluation documents.

The Long Beach City College Mission Statement defines the institution, its purposes, and the students the college seeks to serve, those "who are able to benefit from the programs the college offers." Additionally, the college's vision describes the changing world students are being prepared to enter and emphasizes the key educational and support values that underlie the college's approach to fulfilling the functions described in the mission statement.

Long Beach City College has also determined the process by which the college's mission and vision will be reviewed in the future. The Educational Master Planning Committee will schedule a review of the Mission Statement with the review of the District Educational Master Plan.

Conclusions

The requirements of Standard 1 are met. Long Beach City College's mission statement is complete and well communicated to the internal and external communities.

Recommendations

There are no recommendations for this standard.

Standard Two
Institutional Integrity

Response to Recommendations of the Previous Team

There were no recommendations from the previous team regarding this standard.

Observations

Long Beach City College makes a strong effort to represent its mission, programs, and services in an honest, complete, and timely fashion. A thorough review of Long Beach City College printed documents such as the catalog, class schedule, and marketing materials shows that the college puts a high priority on communicating in a clear, accurate, and consistent manner. However, a review of the class schedule indicates that students may not be clearly informed about the need for online students to come to campus for orientations and services.

Consolidating outreach, marketing, public relations, and government relations in a new office, Community Relations and Marketing, has helped the college achieve a more consistent, organized approach to communication, although this has resulted in somewhat of a work overload for the department. Notably, the college has developed the President's Ambassadors Program. Each year fourteen to eighteen students are selected and trained to represent and communicate the pride of the institution in a variety of ways. In addition, the President emphasizes clear, complete, and accurate communications about the college to the community and is a member on key boards of local organizations. Her efforts in representing Long Beach City College to the community and the support she has provided for others in the college to interact with the local community have resulted in valuable partnerships that benefit Long Beach City College students. Additionally the Board of Trustees is exceptionally active in representing Long Beach City College in the community and in state and national trustee associations, strengthening the connection of this excellent college with its stakeholders.

At Long Beach City College, as with colleges across the country, the website has emerged as a critically important method of representing the college to its students, community, and internal constituencies. At this point in time, the college website does not receive the same level of continuous scrutiny for accuracy, consistency, and timeliness as its printed counterparts.

Long Beach City College defines its commitment to academic freedom in Board Policy 4012 on Academic Freedom, and there was no evidence that this critical aspect of the faculty role had been abridged. The college relies on peer review of curriculum, faculty development activities, and regular faculty evaluation to make sure that distinctions are made between personal conviction and proven conclusions and to present relevant data fairly and objectively to students and others.

Long Beach City College has developed and published policies about academic honesty and sanctions for violation in its documents, and these are communicated to both students and faculty. There is some question about how aware students are of what constitutes academic dishonesty and the resulting penalties until after an incident occurs.

Long Beach City College clearly places a strong emphasis on diversifying its faculty and staff and has made measurable progress towards this goal since the past accreditation. In addition, the college has a wide variety of strong programs to support the aspirations of

various student groups and college activities and events that reaffirm the value of all students on the campus.

Long Beach City College's athletic program is impressive for its size, commitment to athletes' academic success, and adherence to appropriate rules and regulations. The Athletic Directors also work with others at the college, in particular the President's Ambassadors, to be sure that outreach to potential athletes is guided by approved standard regulations and readily available and easily understood by potential students. The Student-Athlete Handbook is due to be revised by a collaborative effort of the counseling and athletics departments in spring 2003.

The team noted the absence of different campus constituency groups from the self study process over the span of the preparation of this document. While the final product appeared to represent the consensus of campus leadership, the level of continuous, consistent involvement in the critical self study process was questionable.

Conclusions

Long Beach City College meets the requirements of Standard Two. The college clearly places great value on its integrity in its internal and external relationships and public relations communications. In the key area of academic honesty for students, particularly with use of technologies and new media in the intellectual realm, it is suggested that the Academic Senate consider accelerating its consideration of finding the best ways to educate the student body about academic honesty issues.

Developing procedures and standards for college web pages should receive top priority at the institution and overall responsibility for consistent presentation, completeness, and accuracy of information shared with the public should be formally assigned.

All college publications should clearly indicate if there are requirements for distance learning students to come to campus for academic or student support services.

It is recommended that the Academic Senate commence discussions on ways to communicate the Academic Honesty Policy to students within the next year. Additionally, the Academic Honesty Policy would benefit from more explicit guidance on the appropriate uses of non-print materials.

Recommendations

1. Whatever the current issues or state of labor affairs at a college, full and consistent participation in the self study and accreditation process is critical to the integrity and validity of the process. Long Beach City College should preserve its relationship with the commission by assuring it has institutional commitment and involvement in the accreditation process and that the self study and site visit processes not be weakened or delayed due to labor unrest. (2.8, 10B.8, 10B.9)

Standard Three
Institutional Effectiveness

Response to the previous team's recommendations

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.

As noted in the interim evaluation report, the subsequent enhancement and refinement of planning activities that took place at the college, as will be described in more detail below, shows a timely and comprehensive focus on this previous planning recommendation.

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.

This recommendation has also been addressed with the college developing and implementing program review processes for both instructional and support services areas that are used in planning. Planning priorities are appropriately linked to budget decisions. Administrative responsibility has been outlined in which the Academic Senate's Committee on Curriculum and Instruction oversees program reviews in instructional areas, while program reviews in the support services areas are the responsibility of the appropriate vice president's office as well as the Office of Planning.

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.

Since this initial recommendation six years ago and the subsequent midterm visit, the college has placed a great deal of attention on institutional effectiveness and addressing the question of how well the institution accomplishes its purposes. Once again, the response by the college to this recommendation is adequate, although additional areas of exploration in the areas of institutional effectiveness and institutional outcomes assessment will be discussed below. Additionally, significant changes in the staffing of the Office of Institutional Research and Academic Services have occurred in recent years and will be discussed below.

In summary, the college placed a high priority in addressing these recommendations from the previous accrediting team.

Observations

The college has made significant progress in the area of planning and institutional effectiveness in the last several years. The strong commitment by the college is evidenced by the fact that an Office of Planning was established in 1997 including the hiring of an Administrative Dean of Planning to coordinate and facilitate all planning operations, processes, and procedures. The integration of institutional research and planning efforts was further enhanced by the administrative restructuring at the college that brought each of these areas under the direction of a Vice President of Student Support, Planning, and Research. The co-locating of the two offices within this past year further enhanced interaction and communication to allow institutional research efforts to be truly integrated and supportive of institutional planning and evaluation.

A systematic and comprehensive planning process has evolved at the college over the last few years. The college's previous planning group, the Strategic Planning Advisory Committee, gave way to a newly developed and refined planning process with the Educational Master Planning Committee becoming the entity that provides formal coordination for the planning effort at the college. In addition to this oversight or umbrella committee, there are several other planning-related committees in place including: (1) the Instructional Planning Committee, (2) the Student Development Planning Committee, (3) the Academic Quality, Student Equity, and Student Success Committee, (4) the Economic, Grants and Resource Development Committee, (5) the Staff Planning Committee, (6) the Facilities Planning Committee, (7) the Technology Planning Committee, and (8) the Budget Advisory Committee. Some of these committees were existing committees that were given redefined charges and responsibilities, while others were entirely new committees established to address specific issues and needs. For each of these committees, a specific charge has been developed, as well as membership composition, meeting schedules, products and time lines.

The Educational Master Planning Committee coordinates and oversees the planning activities of the various committees and develops a list of priority projects that it sends to the Budget Advisory Committee for possible funding. It is clear that planning drives the budgeting process at this college.

The college has developed a number of very impressive, comprehensive, and valuable planning resources that serve to guide the planning process and inform planning committees as well as the college at large about the complex, multi-faceted processes and procedures. Resources include the Planning Guidebook. The Planning Guidebook presents the college vision and mission statements as an introduction to the planning process and the planning structure. The plan-do-review cycle is the motto. The program review process is a critical part of the overall planning process at the college with each area (both instructional and support services) undergoing a critical evaluation of itself on a systematic, ongoing basis. On a broader, collegewide level, the Educational Master

Plan with Operational Plan 2000-05 developed in 2001 came about from this integrated planning process.

Institutional research at the college has been conducted for a number of years through the Office of Institutional Research and Academic Services. Institutional research is well integrated with and supportive of institutional planning and evaluation at the college. Research and data needed for planning-related projects are given a very high priority. A comprehensive institutional effectiveness report is produced on an annual basis with regular updates given to the Board and the college community. Data for program review are provided to departments and units. These are among the many important tasks that the office must carry out on an ongoing basis.

There have been some issues or problems related to staffing and support of the institutional research function at the college, as described in the self study and expressed in interviews. The two positions for research analysts have gone unfilled during the past year or two because of hiring issues related to lack of a sufficient pool and a noncompetitive salary caused in large part by the delay in settling of contract negotiations for classified staff.

Institutional outcomes assessment is another area of Standard 3, and it is this area that is becoming increasingly important in the overall emphasis on institutional effectiveness. The college has placed a great deal of attention on developing and supporting this effort as can be seen by setting up and maintaining the appropriate operational areas (e.g., Institutional Research and Planning offices) to help coordinate and support collegewide efforts.

Institutional effectiveness is among the key goals of the Board which include an emphasis on continuing to monitor institutional effectiveness indicators including the California Partnership For Excellence measures, as well as student success, workforce development, and development of learning outcomes. Planning and institutional effectiveness are also among the ongoing priorities of the Superintendent-President. Institutional effectiveness has become a collegewide emphasis as more faculty, staff, and administrators focus on making improvements at the college to better serve students and promote student success.

The college community takes pride in attempting not only to become educated on the issue of institutional effectiveness and outcomes assessment, but also to become leaders in the state on promoting these concepts. Numerous faculty, administrators, and staff have attended conferences and workshops on these topics. The college has gone a step further and takes great pride in sponsoring events such as the California Assessment Institute which provides training and networking opportunities to others throughout the state.

Specific attention has been placed on student learning outcomes. Planning and program review processes have recently asked departments and units to focus on student learning outcomes and how these outcomes might be assessed within their own areas. It has

become of such high priority to the college that an ad hoc assessment committee was formed to address these issues. The Coordinator of Student Learning Outcomes, a 50 percent release time faculty position, was developed. However, the filling of this position is at a standstill because of issues between the Academic Senate and college administration. These issues were summarized by many as a lack of agreement over “reporting” for the coordinator position. This delay in filling the position appears to be an obstacle that stands in the way of the college moving ahead in the student learning outcomes arena.

Conclusions

The college meets the requirements of Standard 3. The team found that the college’s planning processes are well developed, comprehensive, and appear to serve the needs of the college. The Educational Master Planning Committee and other entities at the college recognize that these planning processes are continually evolving and need ongoing refinement. The college recognizes that it must move from the “plan” and “do” part of the process and focus on “review.” We encourage the college to conduct a comprehensive evaluation of all aspects of the planning process including a review of the roles and responsibilities of each of the planning-related committees, the inter-relationships among them, and the overall planning structure. Special attention needs to be placed on strengthening communication and developing the appropriate feedback mechanisms to ensure that all college constituencies are kept well informed and are involved in planning and evaluation activities.

Institutional research is critical to overall planning and institutional effectiveness efforts. The concerns of the team regarding appropriate staffing to support the Office of Institutional Research and Academic Services are alleviated in part after learning that the hiring process for a research analyst is going forward, as the Superintendent-President has approved an exception to the hiring freeze. The team is hopeful that an addition to the research staff is hired soon. This is particularly critical as an essential task for institutional research is not only to provide research, but also to help the college community understand how to appropriately make use of such information for planning and program improvement purposes.

Finally, the college’s ongoing commitment to institutional effectiveness with a particular emphasis on the assessment of student learning outcomes is commendable. The team, however, is concerned that a great deal of time and energy at the college appears to be spent on faculty-management disagreements over issues such as the reporting assignment for the Coordinator of Student Learning Outcomes position. A resolution of this issue (including a basic agreement of the underlying principles in developing this and other faculty coordinator positions, as well as improving communications) will enable the college to capture the enthusiasm of the faculty in making progress toward effective use of student learning outcomes. The college’s planning and institutional effectiveness efforts put the focus on student learning and what students need to be successful. Any

distractions to these efforts take away from the positive changes that have taken place at the college.

Recommendations

2. In order to strengthen the college's efforts in the area of institutional effectiveness, the team recommends that the college move forward in assessing student learning outcomes in instructional, student services and information resources areas. In support of this, the college needs to quickly resolve the issues regarding the Coordinator of Student Learning Outcomes position. (3A.3, 3A.4, 3B.2, 3C.1, 3C.2, 4B.3-6, 4D.2-3, 6.7)

Standard Four **Educational Programs**

Response to Recommendations of the Previous Team

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.

As affirmed by the midterm visit, Long Beach City College has implemented a comprehensive program review process for all academic as well as nonacademic programs. All instructional programs have now concluded a complete cycle of planning and program reviews are utilized in determining college priorities of the Education Master Plan that drives planning and budgeting. Instructional Program Review is the responsibility of the Committee on Curriculum and Instruction, a subcommittee of the Academic Senate.

All program reviews are housed in the library and available to the campus community. Support Service program reviews are also available in the Office of Planning as well as the appropriate vice president's office.

Observations

Long Beach City College is meeting the varied needs of its students through education programs and services consistent with its mission as a comprehensive community college. Data indicates the college is effective in preparing students for transfer to four-year colleges and universities, providing technical education training and career opportunities, providing basic skills and English language acquisition, as well as providing economic development and community service programs. The college makes excellent use of the Fact Book to track internal and external demographic trends.

Program Review has been an effective method for ensuring that courses and programs leading to degrees are offered in a manner that provides students with the opportunity to complete programs as announced. Classes are offered in a variety of formats. The college recognizes the need to take a more strategic approach to enrollment management and historic scheduling practices, and has plans to initiate an Enrollment Management Committee. This committee will seek to improve enrollments, student persistence, student retention, and course availability. Given scarce resources and increased student demand, it is important that the college move forward with its enrollment management initiatives.

The college has little experience with program discontinuance. The Program Discontinuance Committee has been established to draft regulations regarding program discontinuance and the facilitation and redirection of students impacted by program discontinuance.

Long Beach City College has sufficient resources to support its educational programs. There has been a significant growth in the number of full-time faculty; however, as a consequence of budget constraints, there is a hiring freeze that impacts the hiring of additional classified staff. Both the Liberal Arts Campus and the Pacific Coast Campus are well maintained and support instruction. Technical programs are housed in appropriate facilities. The recent passage of a capital outlay bond will result in a significant upgrade of college facilities, including technology. However, new facilities will result in the need for additional staff.

Review of the college catalog, Curriculum and Instruction Committee procedures and practices, and course outlines indicates that the college offers coherent degree and certificate programs that comply with acceptable good practices regarding course, program, certificate, and degree development. The college catalog clearly identifies degree and certificate patterns, course content, knowledge and skill acquisition and the preparation and competencies necessary for success.

The college has embarked upon an effort to clearly identify student learning outcomes for its instructional programs through the departmental planning process. There have been varying degrees of success, with some programs making significant progress. In an effort to make consistent progress throughout the educational programs, an Assessment of Student Learning Outcomes Committee, comprised of faculty and administrators, has been formed and a coordinator position has been allocated on a fifty percent reassigned time basis. A dispute between the Academic Senate and administration regarding reporting responsibilities for the position has prevented progress on this critical initiative.

The Course Evaluation Committee of the Curriculum and Instruction Committee is engaged in a major initiative to revise all course outlines in order to meet guidelines for course documentation, including technology enhanced education. During the regular six-year program review cycle, departments are being asked to convert course outlines to new forms as part of their curricular review protocols. The new documentation will conform to the new guidelines.

All degree programs have appropriate general education breadth requirements as well as 18 units of focused study in the primary area of study or interdisciplinary core. Students completing degree programs must also demonstrate competency in language, computation and information acquisition abilities. Occupational and technical degree recipients must demonstrate mastery of the skills and competencies in their field of study through local examinations, state board certifications and successful course completion. The college makes use of follow-up surveys with their vocational students to assess the benefit of their educational experience after leaving the college. In addition, the college has utilized Noel-Levitz Student Satisfaction Surveys and transfer data to assess student satisfaction and success.

The general education requirements and philosophy are published in the college catalog and include the content and methodology of the major areas of knowledge, providing students the opportunity to develop the social skills and intellectual capacity to function in a culturally diverse world as responsible citizens.

The Committee on Curriculum and Instruction, a subcommittee of the Academic Senate, is responsible for the approval of curriculum and educational programs. The college has a clear set of guidelines and procedures, consistent with good practice, that dictate how the committee does its business. Faculty members are aware of and make good use of the committee. The Committee on Curriculum and Instruction and the various educational departments are responsible for ensuring the delivery of instruction if effective and appropriately rigorous regardless of the location or method of delivery. The college conducts curricular review through the Program Review process on a six-year cycle.

While the self study, Standard 4.D.3, did not seem to respond to the standard, a review of the college catalog, course outlines and syllabi reveal that the evaluation of student learning and the awarding of credit are clearly published and meet acceptable norms. Policies on transfer of credits and the fulfillment of degree requirements and credits accepted for and by four-year colleges and universities are published in the college catalog. In recent years, the number of articulation agreements has diminished as a consequence of a lack of staffing. However, an articulation officer was hired spring 2002 and a committee was formed to address that problem.

In addition to traditional methods of delivering instruction, the college continues to explore new ways to enhance instruction and construct its schedule of classes. The increase of technology enhanced classes, block scheduling, and modular courses are a few examples of the efforts being made to improve pedagogy and student access. In addition, the Pacific Coast Campus now has sufficient liberal arts classes offered on their site to provide the opportunity for students to complete associate degrees without having to take classes at the Liberal Arts Campus. The Committee on Curriculum and Instruction and the various departments, through curricular review, are responsible for ensuring compliance with required standards. The committee and the departments maintain and make public their activities regarding quality assurance for all courses and programs regardless of the method of instruction or location of instruction, including economic development program classes.

Conclusions

Long Beach City College meets the requirements of Standard 4. The faculty, administration and staff are committed to providing quality educational programs that meet the requirements of laws, regulations, guidelines and principles of good practice. The college catalog is a complete, reliable and comprehensive source of information for individuals who seek to know about the college and its various programs and services. The college has sufficient resources to ensure that students receive a quality educational experience.

Long Beach City College has established an appropriate Planning Agenda for further developing conformity with Standard 4. Among the plans, three major initiatives have been suggested. Enrollment management has been determined to be important to the college's ability to continue to serve students efficiently and effectively; course and curriculum evaluation is a major undertaking that will require collaboration throughout the college. Faculty and administration should view this as a major priority for completion prior to the next accreditation self study. Finally, the assessment of student learning outcomes must be a primary objective of Long Beach City College. The college is urged to pursue these agendas and make every effort to bring them to successful fruition.

Recommendations

See recommendation for Standard 3.

Standard Five **Student Support and Development**

Response to Recommendations of the Previous Team:

There were no recommendations from the previous team regarding this standard.

Observations

Long Beach City College offers a comprehensive set of services to students. Major services include admissions and records, financial aid/veterans, assessment, orientation, counseling, career and job placement, transfer, student health, bookstore, student life/activities, and tutoring. Other specialized programs and services, such as Educational Opportunities Programs and Services, Disabled Students Programs and Services, CalWorks, and the Women's Center, serve the needs of special groups of students.

The self study evaluation of each component within Standard 5 was based in large part on the gathering and utilization of data from informal and formal surveys and program reviews. The formal survey, the Noel-Levitz Student Satisfaction Inventory, provided data that were consistently applied throughout the evaluation of student services. A significant number of student support services staff, however, did not agree with the use

of the instrument. It was frequently expressed that the inventory used terminology that applied to 4-year colleges (e.g. the use of “advising” rather than “counseling”). Even though the college’s data were compared to ten other California community colleges and findings were similar, the use of the survey was still regarded with some apprehension.

Over the course of the site visit, the team found that student support services at the college are well developed and comprehensive, much more so than was evident from the self study. Some student dissatisfaction with the advising/counseling function was indicated by the Noel-Levitz inventory. Counselors are concerned about student dissatisfaction and believe it is due to the lack of understanding about the terminology used in the survey questions. Staff members have indicated that they will do follow-up surveys to determine the accuracy of student satisfaction with advising/counseling services. The over-reliance on the use of findings from the Noel-Levitz inventory in the self study did not appear to present a total picture of the services.

Students interviewed by the team generally indicated high levels of satisfaction with counseling and other student support services, including health, financial aid, student life and CalWorks. Students also indicated that the students support services were available on both campuses to address their needs.

Long Beach City College has the largest financial aid program in California community colleges; approximately 50 percent of the students receive some type of financial aid. Staff is proud of its ability to serve students in a quick, efficient and effective manner. Student financial aid forms are processed online with a one-week turnaround time. This student centered approach was noted by the Noel-Levitz consultant.

With the addition of a transfer center at the Pacific Coast Center, student support services will be more comparable to those offered at the Liberal Arts Campus and be more equitable for students at the Pacific Coast Campus. Although the same set of services does not exist at both campuses, it appears that students’ needs are being met. Veterans’ services and CalWorks are located at the Pacific Coast Campus only. However, students can access these services at either site as counselors move between sites.

The implementation of the student administration system for PeopleSoft is a major endeavor. There is a tremendous amount of support and optimism that its implementation will allow greater use of technology to provide more convenient access to services to students and staff, including online applications and registration, automated degree checking, online orientation, transcript evaluation, computerized assessment testing and online curriculum guides. The new system will allow for greater security of individual student records, which has been expressed as a concern of the college.

Conclusions

The college meets the requirements of Standard 5. The student support services areas of the college are continually addressing student access, student satisfaction with various services, and overall student success. Some of the planning agendas outlined in the self

study are comprehensive, but many of the timelines for completion of these agendas appear to be too far in the future. The team encourages more timely progress in these areas. The use of technology to better serve students includes online applications and registration, automated degree checking, online orientation, transcript evaluation, computerized assessment testing and online curriculum guides. The college provides an integrated, comprehensive set of student support services that are critical and integral to the overall college goals of student access and student success.

Recommendations

There are no recommendations for this standard.

Standard Six Information and Learning Resources

Response to Recommendations of the Previous Team

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.

The interim visiting team found that the library and learning support services had been evaluated since the 1996 accreditation visit and that program review had been completed for the Library and Basic Adult Education. Program review of the Center for Learning Assistance Services was underway, and two projects (wiring of the Library and development of learning support services) had been included in the college's Operational Plan and in the budget/allocation process. Lastly, each of the three areas of the School of Learning Resources, Teaching and Technology had developed three-year instructional plans.

Since the interim visit, the School of Learning Resources, Teaching and Technology has also undergone program review. The two projects which had been included in the Operational Plan have been completed and new projects have been included in the current Educational Master Plan.

Observations

The School of Learning Resources, Teaching and Technology has made considerable progress toward evaluation of materials, services, and program review and those processes are closely tied to budget allocation for both materials and staffing. However, the data presented for evaluative purposes is relatively superficial and inadequate for in-depth analysis of the effectiveness of the area's programs, services, and student learning outcomes.

Team interviews and review of cited documents validated that the School of Learning Resources, Teaching and Technology has made a sustained effort to ensure that its information and learning resources and associated equipment are sufficient to support the needs of the institution's programs and are readily accessible to its constituents.

As an outgrowth of an institutional plan that began in 1995 to bring technology to the campus, the reach and impact of the School of Learning Resources, Teaching and Technology has increased considerably. The school has become the focus of nearly all academic technology efforts. Faculty and staff are supported through instructional technology training, development of distance learning tools and courses, video project development, individual course-specific web-based enhancements, and televised or teleweb course development. Students are offered a wide range of technology services which support their classroom activities, including online and Web-delivery of the library's catalog, and databases, open access computer labs where they can receive assistance and assessment, and access to a digital editing lab where they may produce graphics, text, video, or sound presentations.

Information and learning resources are also made available to students through the School of Learning Resources, Teaching and Technology's Center for Learning Assistance Services and Basic Adult Education. The former provides tutoring (including online) and supplemental instruction services, an open access lab (on the Liberal Arts Campus), and learning skills classes. Basic Adult Education offers basic skills training to underprepared students in the areas of reading, math, grammar and written language and operates an open access computer lab on the Pacific Coast campus.

At present nearly every segment of the School of Learning Resources, Teaching and Technology has a technology component and, in collaboration with the Academic Computing and Information Systems, is responsible for nearly all purchasing, installation and maintenance of academic technology across the campus.

The team also validated the college's commitment to provide sufficient support for the maintenance, security and improvement of learning resources as well as the presence of a well qualified staff that supports the academic technology efforts. Examples include district funding of the purchase of new and replacement equipment and software and library holdings as well as the hiring of a Systems Librarian, five Library Assistants, and the establishment of a Faculty Professional Development Office which offers technology training throughout the year in addition to the support services mentioned above. Funding for these activities has been augmented by a wide variety of state, federal, and private grants. It was pointed out in the self study and substantiated through interviews that the technology and learning resources needs of the School of Learning Resources, Teaching and Technology exceed current funding, especially in light of the recent state funding declines.

Documents referenced in the self study and interviews conducted by the team members indicate that the learning resource materials and equipment which are selected and maintained are appropriate to fulfill the college's mission and support its programs.

Although there is faculty involvement in the selection of these resources there is no formalized policy or procedure which would ensure faculty participation. A draft policy is currently under consideration.

The team validated that the college plans for and regularly evaluates the adequacy and effectiveness of its information and learning resources and services. However, evaluations were most often based on usage statistics data which are of limited value in assessing the adequacy and effectiveness of resources.

Conclusions

The team agreed that the college is in compliance with this standard but that there were specific areas which needed improvement. The School of Learning Resources, Teaching and Technology has made a concerted and admirable effort to provide technology to all of the college's constituents, yet there are certain areas which deserve attention. The college needs to provide students involved in distance learning the opportunity to achieve their goals without the necessity to appear on campus to receive library and learning resources services or the college needs to clarify that these services are not provided in a distance learning mode. The second area which requires careful attention is that of evaluation of the adequacy and effectiveness of resource materials, services, and equipment in meeting the needs of faculty and students. To fully meet the standard it will be necessary to assess the impact of learning resources on student outcomes. This will require the School of Learning Resources, Teaching and Technology to implement additional, more in-depth evaluative tools which will provide more meaningful data on which to make decisions regarding of the adequacy and effectiveness of its resources and services.

The college has made a strong commitment to integrate and support technology collegewide. The School of Learning Resources, Teaching and Technology has a highly qualified, enthusiastic, caring, and especially creative staff who have successfully provided technological access to information and learning resources in spite of dated facilities and limited resources..

Recommendations

See Standard 3.

Standard Seven **Faculty and Staff**

Response to Recommendations of the Previous Team

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.

Examination of the college's four collective bargaining agreements, the Rules and Regulations of the Classified Service, and the Board Policies/Administrative Regulations plus interviews with leadership from the faculty, classified, and administration constituencies validate that the college has satisfactorily responded to the recommendation.

Observations

The faculty and staff are well qualified by education, experience, and training to accomplish the mission of Long Beach City College. The college has hired more than three hundred additional staff from 1996 to 2002 and yet, the college reports staffing needs in nearly every functional area. Additionally, interviews and climate surveys of students and staff indicated dissatisfaction with the number of security and custodial personnel. Interviews with representatives from the Human Resources Department, collective bargaining representatives, and the Personnel Commission confirm that a collegewide classified staffing study will be conducted by an outside firm for the purpose of determining appropriate staffing levels for instructional areas and bringing about equity among the service functions of the college.

At Long Beach City College, the Personnel Commission is responsible for the criteria, qualifications and procedures for selecting classified staff while faculty and administrative positions are filled in accordance with Board Policies and Administrative Regulations. The objectives of the institution are met by utilization of college prioritization processes for classified, faculty, and administrative positions.

The minimum qualifications for all faculty are determined at the state level. Prior to applications being sent to the hiring committees, Human Resources personnel verify that all degrees held by faculty applicants are from accredited institutions. These degrees are published in the college catalog. The described and documented local processes for position prioritization, recruitment, screening, interview, and selection combine to provide a knowledgeable faculty who are excellent teachers who contribute to the Long Beach City College mission.

Examination of the college's four collective bargaining agreements, the Rules and Regulations of the Classified Service, and the Board Policies/Administrative Regulations plus interviews with leadership from the faculty, classified, and administration constituencies validate that the college has evaluation procedures in place for all staff. The classified staff review cycle has shifted from a hire-date based cycle to an annual cycle resulting in a more manageable workflow and significant reductions in delinquent evaluations. Faculty evaluations are described as normative in that they review performance against pre-defined criteria including teaching effectiveness, professional development, and institutional service. More importantly, they are designed to be formative by encouraging performance improvement of the faculty member by providing clear directions for improvement in those areas where needed. The process used for

evaluation of faculty department heads as department heads was being discussed at the time of the prior accreditation visit and remains unresolved as of this visit.

Evidence exists to validate that the college has provided opportunities for all staff to participate in continued professional development. New faculty orientation and mentoring programs that have been instituted in recent years are widely praised. Responding to fiscal uncertainties in state funding generally and for staff development specifically, the college has had to shift a significantly diminished level of funds from other sources to provide staff development for the current year.

Board policies and administrative regulations help ensure fairness in all employment procedures. The Director of Human Resources and Staff Diversity oversees enforcement of nondiscrimination policies. Concern was expressed about the process used to select part-time faculty. The college provides mandatory training to all members of college hiring committees and advanced training for those members responsible for process equity. The college has made impressive gains from 1996-2002 in the employment of a more diverse staff.

The college aggressively pursues an anti-discrimination hiring policy and is in the process of compiling a revised faculty and staff diversity plan. The college has a public and collaborative process for developing personnel policies and procedures. Concomitantly, the college through its collective bargaining agreements, board policies, and administrative regulations provides for the security and confidentiality of personnel records.

Conclusions

The college meets the requirements of Standard 7. The college's staffing prioritization process works particularly well for faculty positions. The prioritization process for administrative and classified positions does not work as well because of a combination of factors including the absence of classified or administrative staffing formulas, the current budget limitations, and the variety of classified positions. This is particularly true for campus security and campus custodial staff. The process for recruitment and hiring part-time faculty at the Department level is inconsistent. It is, therefore, recommended that the college consider developing more rigorous and consistent collegewide policies and practices for the recruiting and hiring of part-time faculty.

Recommendations

There are no recommendations for this standard.

Standard Eight
Physical Resources

Response to the Recommendation of the Previous Team

It is recommended that the college maintain its recently established inventory mechanism and utilize it to systematically develop a plan for equipment replacement.

The college's response to the previous team's recommendation has been somewhat inconsistent. Despite the fact that a successful equipment inventory has been implemented, there is no evidence of its utilization to systematically develop a plan for equipment replacement.

Observations

The college has done an outstanding job of providing adequate resources to support its educational programs and services given the age of its buildings and growth in its student enrollments and support services. There was collegewide and broad-based community support for improving the physical facilities using state and local funds. The passage of a \$176 million Proposition 39 Bond Measure will provide an opportunity for the district to renovate, replace and expand the physical facilities at both campuses.

A joint meeting held between the Facilities Planning Committee and the Bond Task Force was observed and the agenda reviewed. Discussion centered on the joint committee's charge, membership, and scope of the taskforce. A detailed bond planning timeline was presented as well as the 2002-03 meeting calendar. The bond projects list was organized to include 35 buildings and an outdoor instructional facility.

In interviews conducted with students, faculty, staff and administrators, most expressed excitement and enthusiasm regarding the future facilities. Attendance at the Facilities Planning Committee meeting further verified that this committee was carrying out its responsibilities and tasks as listed in the Planning Guidebook 2001. Specifically, the committee's charges were to: synthesize information related to the facilities needs and interrelate these needs with Long Beach City College's current and projected budgetary resources, develop the Long Beach City College Facilities Master Plan, plan for new facilities and facility renovation projects, develop initial project proposals and final project proposals, and recommend priority items to the Budget Advisory Committee.

Although the management, maintenance and operation of the facilities has presented a number of challenges to the institution, resources were earmarked to ensure effective utilization and continuing quality of services to support educational programs. The use of computerized management software programs has allowed automation, monitoring and tracking of most resources. A facilities program review process was completed in three major areas: (1) custodial services, (2) maintenance services and (3) construction services. This assessment document served as a major source to validate that the

institution meets this standard element. The physical appearance of the facilities provided evidence of the commitment of the facilities staff to high standards.

To ensure access, safety, and a healthful environment, physical facilities are constructed, remodeled and maintained using a variety of strategies. However, survey results regarding student as well as staff perceptions regarding safety and security ranked the lowest of the 10 critical areas. The college has installed security camera equipment but it has never worked. Correction to this problem is pending.

The selection, maintenance, inventory and replacement of equipment are conducted systematically to support the educational programs and services of the institution standards were validated through interviews and meetings. Even though the self study did not respond to this standard element, direct observation and examination of written evidence confirmed the college meets the standard.

The college has done an excellent job in more fully implementing its facilities planning process within the adopted college planning structure.

Conclusions

The team concluded the college meets the requirements of Standard 8 but needs to ensure that all standard elements are addressed in subsequent self studies.

The college recognizes that its physical resources are adequate but need to be improved to meet its mission and vision for the 21st Century. Moreover, the college recognizes the need for additional physical resources, including classrooms, personnel, and funds to support student learning programs.

The facilities program review process currently in place has internal and external evaluation components of the major services. The college should continue to ensure that physical resources related to safety and security is integrated into the evaluation processes.

The planning agendas are appropriate and should assist the college to improve.

Recommendations

There are no recommendations for this standard.

Standard Nine **Financial Resources**

Response to recommendations from the Previous Team

There were no recommendations from the Previous Team.

Observations

Overall, the self study did not consistently address each of the standard elements of Standard 9. Gaps were filled in by reviewing additional documents and interviews with the new Vice President, Administrative Services; Interim Director, Fiscal Operations; Executive Director, Academic Computing & Information Technology, Director, Purchasing; and Vice President, Economic and Resource Development.

There are two overarching factors that have an impact on Standard 9. The first involves staffing. There is a new Vice President, Administrative Services and an Interim Director, Fiscal Operations who together will address the issues in Standard 9. The other factor is the PeopleSoft implementation of the financial system. This is the third year of implementation, and there are still outstanding issues, e.g., technical support, user support, training, and implementation of the fixed asset module.

Conceptually, the planning processes linking planning and budget are in place. The Educational Master Plan provides the basic framework and uses subcommittees to address staffing, instructional planning, facilities, technology, student development, and economic grants. The subcommittees make recommendations back to the Educational Master Planning Committee. The Budget Advisory Committee then identifies funding to support the priorities established by the Educational Master Planning Committee. The Budget Advisory Committee has full representation from all constituent groups, except for the classified staff.

The team could not verify that annual and long-range planning reflects realistic assessments of resource availability and expenditure requirements. In 2001-02, the Board adopted a budget with a deficit of \$6,992,885. Similarly, in the current budget year (2002-03), the Board again adopted a budget with a \$9,494,582 deficit. The district's adopted budget assumptions for both years include: "Deficit spending should be avoided." One source of income that is not addressed in the self study is the amount of indirect funds available from grants. Last fiscal year, \$220,000 of indirect funds was made available to the general fund. From anticipated grant funding, a similar amount may be available this fiscal year. Also not mentioned is the amount of additional funds the Long Beach City College Foundation provides to support various projects related to the district. Last year, the Foundation provided \$35,000 in grants and \$750,000 (over three years) to fund the planetarium, nursing center, and senior center.

Due to the long timeline involved in the PeopleSoft implementation of the financial system and key staffing losses and changes, it is not clear whether institutional guidelines and processes are clearly defined and followed for financial planning, budget development, and financial management. A recent program review in November 2001 identified fiscal processes and procedures as needing review.

The team could not verify that the district practices effective oversight of finances. The self study identifies an internal auditor who reviews financial records and accounts. However, interviews with Administrative Services suggest otherwise. There are no

internal audit reports, and there is no fiscal staff person responsible for internal auditing. Additionally, online budget information is not available to all budget managers. This was validated through interviews with users.

The self study addressed the requirement to maintain a minimum ending balance of 4 percent. However, the adopted budget for 2002-03, required a minimum ending balance of 6% and an unrestricted reserve for contingencies of 4.5 percent. Also, no reserve has been established for medical benefits for retirees. In the last fiscal year the cost for retiree medical benefits was \$952,000. An actuarial study has not been done. Hence, future cost projections are not available.

Conclusions

The district minimally meets the requirements of Standard 9, but the team has significant concerns about the loss of institutional memory resulting from staffing changes, the lack of sufficient documentation for procedures and the apparent lack of data. The planning agenda to develop a new guidebook and flow chart is appropriate.

The recently hired Vice President, Administrative Services, has started to address the concerns raised in this standard, beginning with the deficit in the adopted budget. The rollover of purchase orders accounts for \$3 million of this deficit. Essentially, these purchase orders should have been deleted at the end of this fiscal year, negating a carryover. It is a fiscal problem that should be resolved quickly. Vacant positions account for another \$4 million of this deficit. All but \$1.5 million has been approved to fill the vacant positions. The other positions have been frozen, thereby decreasing the deficit by another \$2.5 million. Operating budgets are also being reviewed, with the goal of decreasing the total deficit (in the current year budget) to \$1.5 million.

The new Vice President, Administrative Services is also addressing the reserves issue, cost of medical benefits for retirees, and full implementation of PeopleSoft's financial system. He has authorized the hiring of one full time programmer/analyst dedicated fully to the financial system and provided funds for training fiscal personnel in the financial system. However, the college needs to conduct an actuarial study of retiree medical benefits to determine future costs and provide realistic projections of budget requirements for retiree medical benefits. The planning agenda to consider setting a reserve to fund the cost of retiree medical benefits is appropriate.

In the matter of the internal auditor, the new Vice President, Administrative Services is planning to reclassify an existing position to include the internal auditing function.

Recommendations

3. The team recommends that the college conduct an actuarial study of retiree medical benefits and consider setting a reserve for the cost of these benefits. (9A2, 9C1, 9C.3)

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

Standard Ten Governance and Administration

Response to Recommendations of the Previous Team:

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 constituent group and, as appropriate, establish a governance vehicle to coordinate participation of these key groups in decision-making.

The Midterm Report recognized that Long Beach City College made considerable progress in this area. Administrative Regulation 2006 clarified faculty and administrative roles in the planning and budgeting process. In 2001, Administrative Regulation 2012 recognized the Classified Senate as the representative voice of all classified staff in issues of college governance. Classified staff roles and representation have been complicated by recent California legislation calling for a representational agreement between classified senates and classified bargaining representatives. Long Beach City College has recently reached an agreement and established a formula for representation. It is now incumbent upon the responsible organizations to appoint classified staff to their open seats on governance committees.

Observations

The Board of Trustees is comprised of a committed, dedicated and collegial five members who clearly comprehend their role as policy makers for Long Beach City College.

Interviews with student government leaders and students at large made the team aware that student participation in institutional governance is minimal.

The college has made significant progress in institutionalizing a governance process that clarifies roles, responsibilities, authority and accountability for each constituent group. The Long Beach Community College District Organizational Charts delineate areas of responsibility for the President, The Executive Committee, and the Board of Trustees. Administrative Services, Academic Affairs, the Pacific Coast Campus, the Student Support, Planning and Research unit and the Human Resources/Personnel Commission. The comprehensive Planning Guidebook endeavors to define the processes of participation for planning and governance. Planning workshops (held in the early stages of implementation of the planning process and again in fall, 2002) and the Planning

Guidebook 2001 (Updated July, 2002) attempt to empower all the constituencies to understand and participate in the planning process.

The level of faculty and staff participation in the planning and governance processes at Long Beach City College has greatly increased since the current planning process was initiated. That increase is also due in part to the settlement of a faculty contract. Each employee group interviewed—management/confidential, classified staff, full-time and part-time faculty—reports that that participation has increased.

Conclusions

The team can validate that the college meets the requirements of Standard 10.A has been met. The team lauds the Long Beach City College governing board for integrating and coordinating their goals and the implementation calendar with those of the college president and the institutional goals. Additionally, the Board seems to be modeling the institutional motto “plan, do and review” with their mid-year up-date along with their end of the year review of goals.

As the self study candidly acknowledges, the college community has experienced “unanticipated ambiguities in the policies and regulations defining day to day decision-making as they have moved forward in implementing their planning process. The second-guessing, questioning, and challenging of day-to-day decisions has definitely encumbered the planning process and dissipated energies and focus as the various constituencies have contested over process about planning and governance.” The Team has observed that the institutional climate is eroding the effectiveness of some of the outstanding institutional initiatives. The collegewide commitment to outcomes is stalled. For one-and-a-half years the approval process for the Learning Assessment Coordinator position has been mired in an argument between the Academic Senate and administration on the reporting structure. As a consequence the team is concerned that the positive energy and forward motion of this important outcomes initiative seems to be slipping away.

In our many interviews, formal and informal meetings, the team observed a prevailing climate of suspicion, mutual distrust and personalizing of issues that permeate the perceptions of all the employee constituent leaders. Struggle over control and power seemed to be the focus, rather than an emphasis on students. Only at the open meeting on the Pacific Coast Campus did the team hear concern about students and their success as the prevailing theme.

Recommendations

5. The team observed a pervasive institutional climate permeated by suspicion and mutual distrust by leaders of all employee constituent groups. To ensure that the climate does not further erode and undermine the powerful collegewide initiatives, the team recommends that Long Beach City College immediately find internal or external

resources and processes to re-establish the spirit of collaboration and collegiality.
(10B.8, 10B. 9, 10B.5)