

**Planning Agendas from
2008 Accreditation Self Study**

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

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

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

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STANDARD II: STUDENT LEARNING PROGRAMS AND SERVICES				
2A1. The institution demonstrates that all instructional programs, regardless of location or means of delivery, address and meet the mission of the institution and uphold its integrity.	The Vice President of Academic Affairs and the Associate Vice President of the Pacific Coast campus, in consultation with constituent groups, will continue to pursue its analysis of its two campuses in terms of program offerings and attendant issues related to resources, equity, diversity, and facilities.	Study of "Golden Four" general education offerings at PCC conducted fall 2010. This study along with recommendations regarding "core" curriculum developed spring 2010, high demand "Foundation" or basic skills courses and top ten highest demand course list, informed Spring 2011 section augmentation. This augmentation resulted in an additional 62 classes, 52 of which were added to the PCC schedule of offerings. In addition, data on access and effectiveness will ultimately provide for each program a breakdown by location. The PCC Education Plan was completed spring 2011 and presented to the BOT. PCC undergoing major renovations; adding Science labs in support of a more comprehensive curricular offering.	Initial study completed in fall 2010. Additional analyses will be ongoing.	VP Academic Affairs, Assoc. VP PCC; Office of IE
2A1. The institution demonstrates that all instructional programs, regardless of location or means of delivery, address and meet the mission of the institution and uphold its integrity.	The Vice President of Academic Affairs will continue to oversee efforts to evaluate the success and relevance of the college's vocational programs.	KH Consultants secured and working with college group of faculty and staff to develop an assessment methodology that enhances the data used by CTE programs as part of their program review. Method is under beta testing as of 9/2011.	Beta test and refinements to method planned for completion by the end of fall 2011.	VP ERD, VP Academic Affairs
2A1a. The institution identifies and seeks to meet the varied educational needs of its students through programs consistent with their educational preparation and the diversity, demographics, and economy of its communities. The institution relies upon research and analysis to identify student learning needs and to assess progress toward achieving stated learning outcomes.	The College Planning Committee, in conjunction with the Student Success Committee, will oversee implementation of the Student Success Plan and find improved ways to communicate with and involve the entire college.	Implementation of the Student Success Plan continues; progress has been reported each year to the CPC. Updates to the plan are underway in order to integrate efforts for Promise Pathways agenda.	Updated Student Success plan should be complete by end of spring 2012; Promise Pathways development progressing quickly with first cohort of students entering fall 2012.	Student Success Committee, CPC, VP of Student Support Services, VP Academic Affairs.

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2A1a. The institution identifies and seeks to meet the varied educational needs of its students through programs consistent with their educational preparation and the diversity, demographics, and economy of its communities. The institution relies upon research and analysis to identify student learning needs and to assess progress toward achieving stated learning outcomes.	The ASLO committee will complete development and assessment of student learning outcomes as called for in the Educational Master Plan by 2010.	Data included in program review addresses the learning needs of student groups. Data is disaggregated by gender and ethnicity for institutional-level reporting in the ARCC report, for the CLASS project, and for Student Success evaluation. Extensive research is underway by a newly reorganized Office of Institutional Effectiveness to better understand the levels of preparedness of incoming high school graduates and to inform the Promise Pathways agenda.	Baseline data for all measurable objectives included in the 2011-2016 EMP was collected early fall 2011. A work group of faculty and researchers will convene in Oct. 2011 to set reasonable stretch targets. Results for the first year will be collected and reported at start of fall 2012.	EMP Oversight Task Force; Office of IE
2A1c. The institution identifies student learning outcomes for courses, programs, certificates, and degrees; assesses student achievement of those outcomes; and uses assessment results to make improvements.	The Academic Council will develop a coordination plan to assure integration of student learning outcomes across all areas. It will also continue to seek ways to achieve broader participation among faculty from all departments in the assessment of SLOs at all levels.	See responses to recommendation #2 for complete progress report. Process is ongoing, but the college is on track for meeting "proficiency" by fall 2012. SLO assessment at all levels is being integrated into existing, ongoing processes.	fall 2012.	Academic Senate, ASLO Subcommittee, Curriculum Committee, Academic Council
2A2. The institution assures the quality and improvement of all instructional courses and programs offered in the name of the institution, including collegiate, developmental, and pre-collegiate courses and programs, continuing and community education, study abroad, short-term training courses and programs, programs for international students, and contract or other special programs, regardless of type of credit awarded, delivery mode, or location.	The Vice President of Economic and Resource Development will institute a process for systematic analysis of contract program and course reviews leading to ongoing improvements in contract education offerings.	Meetings with Assoc. Dean of IE, Chair of ASLO Subcommittee and Director of Institutional Resource Development held in spring 2011 to address approach for establishing SLOs for contract education offerings. A minimum threshold of hours for each offering was considered for conducting SLO reviews. These discussions need to continue with ERD to finalize the approach and include program review of contract ed as part of ERD's planning and review process.	Existing SUO and SLO assessment results will be included in program review for ERD in spring 2012. By fall 2012 a more comprehensive approach for including contract ed in Workforce Development's plan will be completed.	ERD, SLO Coordinator, Assoc. Dean of IE

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

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

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

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

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<p>General education has comprehensive learning outcomes for the students who complete it, including the following: 2A3a. An understanding of the basic content and methodology of the major areas of knowledge: areas include the humanities and fine arts, the natural sciences, and the social sciences.</p>	<p>The ASLO will continue to educate both the college community and the constituencies served on the Institutional Core Competencies, assessment of the competencies and use of assessment results.</p>	<p>The college has established general educational learning outcomes which were most recently updated and approved by Curriculum Committee Feb. 18, 2009. The ASLO has established a timeline and operational plan for assessment of all GEOs. The GEO mapping assessment resulted in refinements to the GEO outcomes which were approved by the Curriculum Committee on Feb. 16, 2011. Rubrics have been complete for writing (Communication GEO), cultural diversity and democracy (Civic Engagement GEO) under development for the Reading, Writing, Speaking and Listening components of the General Education Outcome for Communication.</p>	<p>Reading rubric will be finalized fall 2011. Fall 2011 is the scheduled completion deadline for the collection of artifacts for the first interdisciplinary assessment of Communication (writing and reading). Discussion of the results will be the focus for spring 2012. Fall 2011 beta testing for cultural sensitivity and diversity rubric for assessment in 2012-13.</p>	<p>Academic Senate, VP of Academic Affairs, ASLO Subcommittee, Curriculum Committee, departments whose courses map to all GEOs and participate in the interdisciplinary assessment, Office of Institutional Effectiveness to support.</p>
<p>2A5. Students completing vocational and occupational certificates and degrees demonstrate technical and professional competencies that meet employment and other applicable standards and are prepared for external licensure and certification.</p>	<p>The Board of Trustees, the Academic Council and the College Planning Committee will continue to evaluate for improvement or discontinuance of career and technical education programs offered by the college.</p>	<p>The college has engaged consultants to assist with input from faculty, on the development of a methodology that enhances current approaches in the ongoing assessment and improvement of CTE programs. The beta test for the new assessment methodology is currently underway.</p>	<p>Beta testing and a resulting recommended CTE assessment methodology will be complete the end of fall 2011.</p>	<p>VP ERD, VP Academic Affairs, CTE Assessment Leadership Steering Committee</p>
<p>2A6. The institution assures that students and prospective students receive clear and accurate information about educational courses and programs and transfer policies. The institution describes its degrees and certificates in terms of their purpose, content, course requirements, and expected student learning outcomes. In every class section students receive a course syllabus that specifies learning objectives consistent with those in the institution's officially approved course outline.</p>	<p>The Academic Senate will revise the LBCC Faculty Handbook to specifically include student learning outcomes in the design of course syllabi.</p>	<p>The Faculty Handbook was updated in August 2010 to include suggested best practices in the development of the course syllabus. Student learning outcomes are part of the suggested elements of the course syllabus.</p>	<p>Completed August 2010</p>	<p>Academic Services</p>

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<p>2A6b. When programs are eliminated or program requirements are significantly changed, the institution makes appropriate arrangements so that enrolled students may complete their education in a timely manner with a minimum of disruption.</p>	<p>The Vice President of Student Support Services and the Dean of Counseling, working collaboratively with the Vice President of Academic Affairs, will review the process by which program discontinuance occurs and work with counseling faculty to find potential ways to improve communications to students about plans for program discontinuance.</p>	<p>Board Policy 4024 addresses Program Establishment, Modification and Discontinuance. Administrative Regulation 4024 requires that any program under consideration for discontinuance must address how the elimination of the program would affect students and must specify the strategies in place that guarantee students' continuous enrollment in the program in order to achieve their academic and vocational goals.</p>	<p>The Department of Counseling will review how communication to students about program discontinuance has recently occurred in order to identify areas for improvement. This review will take place in spring 2012.</p>	<p>Dean of Counseling, Department Head of Counseling</p>
<p>2A6c. The institution represents itself clearly, accurately, and consistently to prospective and current students, the public, and its personnel through its catalogs, statements, and publications, including those presented in electronic formats. It regularly reviews institutional policies, procedures, and publications to assure integrity in all representations about its mission, programs, and services.</p>	<p>The Office of Academic Services will evaluate the design of the schedule of classes in meeting student needs and develop a process to ensure consistency between paper and electronic versions of the schedule to which students are provided.</p>	<p>Focus groups with students of ASB were conducted in 2008 by Dean of Academic Services and Director of Community Relations and Marketing to find ways to make presentation of information to students more user-friendly. These focus groups led to numerous refinements to the navigation and content presented to students online. Since these changes were implemented, further improvements have been made based on ongoing student and faculty input. Feedback was also received by Academic Services from the Associate Vice President which resulted in the creation of a separate web-based tab for PCC that displays, in one place, course offerings at that campus.</p>	<p>Completed</p>	<p>Academic Services</p>

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<p>2B. Student Support Services The institution recruits and admits diverse students who are able to benefit from its programs, consistent with its mission. Student support services address the identified needs of students and enhance a supportive learning environment. The entire student pathway through the institutional experience is characterized by a concern for student access, progress, learning, and success. The institution systematically assesses student support services using student learning outcomes, faculty and staff input, and other appropriate measures in order to improve the effectiveness of these services.</p>	<p>The Student Support Services division will develop a plan that addresses the need to more systematically collect data on student profile, student engagement and student satisfaction as they relate to student services and other departments and programs.</p>	<p>LBCC administrators and staff met with representatives of the Center for Community College Student Engagement (CCCSE) and are considering implementation of the the general student engagement survey and possibly the Survey of Entering Student Engagement. Presentations about the surveys were made to Academic Senate in spring 2011. Discussions with faculty in Promise Pathways to find ways to administer SENSE in Student Success Course.</p>	<p>First administration of a student survey planned for fall 2012.</p>	<p>VP Student Support Services, Academic Senate, Office of Institutional Effectiveness</p>
<p>2B. Student Support Services The institution recruits and admits diverse students who are able to benefit from its programs, consistent with its mission. Student support services address the identified needs of students and enhance a supportive learning environment. The entire student pathway through the institutional experience is characterized by a concern for student access, progress, learning, and success. The institution systematically assesses student support services using student learning outcomes, faculty and staff input, and other appropriate measures in order to improve the effectiveness of these services.</p>	<p>As part of the college's wider agenda to update its board policies and administrative regulations, the Student Support Services division will propose changes to policies and regulations as they pertain to student conduct to ensure clarity, currency and consistency.</p>	<p>Board Policy 5012 on Student Conduct was revised and approved by the Board on 2/17/2009.</p>	<p>Completed</p>	<p>VP Student Support Services, President's Leadership Council, Board of Trustees</p>

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

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

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

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<p>2C. Library and Learning Support Services Library and other learning support services for students are sufficient to support the institution's instructional programs and intellectual, aesthetic, and cultural activities in whatever format and wherever they are offered. Such services include library services and collections, tutoring, learning centers, computer laboratories, and learning technology development and training. The institution provides access and training to students so that library and other learning support services may be used effectively and efficiently. The institution systematically assesses these services using student learning outcomes, faculty input, and other appropriate measures in order to improve the effectiveness of the services.</p>	<p>As part of the college's broader efforts to integrate program planning with budgeting priorities, the library will submit to the Budget Advisory Committee an acquisition plan that supports educational program planning and that provides recommendations on how it intends to balance print and electronic resource acquisitions.</p>	<p>The Library figured prominently in the 2009-10 Academic Services plan. Instructional Equipment funds were dedicated to the library for 2011-12. augmentations included \$21,500 for magazines/periodicals, \$9000 for microfiche.</p>	<p>Complete and ongoing as part of Academic Services program planning and review.</p>	<p>Academic Services and VP Academic Affairs planning group.</p>
<p>2C. Library and Learning Support Services Library and other learning support services for students are sufficient to support the institution's instructional programs and intellectual, aesthetic, and cultural activities in whatever format and wherever they are offered. Such services include library services and collections, tutoring, learning centers, computer laboratories, and learning technology development and training. The institution provides access and training to students so that library and other learning support services may be used effectively and efficiently. The institution systematically assesses these services using student learning outcomes, faculty input, and other appropriate measures in order to improve the effectiveness of the services.</p>	<p>LRTT will increase the availability of tutoring services both on campus and on-line, and improve tutor training through College Reading and Learning Association.</p>	<p>The 2009-10 plan for the Library included a goal to develop the functionality and interactivity of the Library Web site as a means of promoting student success and supporting the growing community of distant learners. Stated in the plan is the strategy to implement LibGuides, a Web 2.0 content management and library knowledge-sharing system. In addition the LRTT was reorganized so that LAR and BAE (changed to ASD or Academic Support and Development) reported to the new dean of Student Success, which has overseen the modification of student tutoring support centers into four Student Success Centers which feature the implementation of supplemental learning activities, designed to support student success in specific courses.</p>	<p>Complete and ongoing as part of the Student Success agenda and all those instructional departments whose courses are supported by SLAs.</p>	<p>VP Academic Affairs, instructional departments with courses that require SLAs in Success Centers.</p>

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

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2C1c. The institution provides students and personnel responsible for student learning programs and services adequate access to the library and other learning support services, regardless of their location or means of delivery.	The Librarians will undertake a study of the evolving technologies that connect students to librarians and library resources and make recommendations that meet the needs of students .	Ongoing library resource usage analyses show that there had been limited student use of ebooks and high usage of online periodicals. This led to discontinuance of ebooks and expanded periodical subscriptions.	Complete	Library Department
2C2. The institution evaluates library and other learning support services to assure their adequacy in meeting identified student needs. Evaluation of these services provides evidence that they contribute to the achievement of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.	The Basic Adult Education and Learning Resources departments should implement the recommendations of the Student Success Plan, including increase collaboration with other departments to provide alternatives to traditional classroom instruction for the development of basic skills proficiencies.	As part of the 2008 reorganization, the Basic Adult Education department was renamed as the Academic Support and Development department. Both this department and the Learning & Academic Resources department now report to the Dean of Student Success. Both departments contribute to the implementation and evaluation of the Student Success Plan.	Complete and ongoing with program planning and review for each department.	Departments of Academic Support and Dvelopment and Learning and Academic Resources; Dean of Student Success
2C2. The institution evaluates library and other learning support services to assure their adequacy in meeting identified student needs. Evaluation of these services provides evidence that they contribute to the achievement of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.	The Library department should prepare student learning outcomes, including quantifiable rubrics that can be applied to all library services by fall 2010.	Rubrics have been developed for information competency and assessment results collected.	Complete	Library Department

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<p>2C2. The institution evaluates library and other learning support services to assure their adequacy in meeting identified student needs. Evaluation of these services provides evidence that they contribute to the achievement of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.</p>	<p>The College Planning Committee, as part of its monitoring of the implementation of the Student Success Plan, will ensure that the Success Centers be evaluated in terms of their effectiveness in improving student success.</p>	<p>The CPC requests annual updates from the Student Success Committee, which includes data on student performance in courses for which SLAs in the Success Centers are completed. Each of the Student Success Centers are responsible for the development of plans and Service Unit Outcomes which address the effectiveness of the centers. In addition, as part of the evaluation of the overall Student Success Plan, the Office of Institutional Effectiveness has provided annual reports on student participation in SLAs at the Success Centers, on successful course completion rates and progress through successive courses of basic skills sequences. The data contained in these reports is presented to the Student Success Committee.</p>	<p>A comprehensive review of Multidisciplinary Success Center goals and SUOs will take place as part of program reviews for the departments of LAR and ASD, scheduled for 2013-14. The Success Centers that support English and Math will conduct their program reviews in the 2012-13, according to the program review schedule. These reviews include outcomes on the effectiveness of the Success Center as measured in terms of Service Unit Outcomes.</p>	<p>CPC, Student Success Committee, departments of LAR and ASD, Office of Institutional Effectiveness</p>

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STANDARD III: RESOURCES				
<p>3A1a. Criteria, qualifications, and procedures for selection of personnel are clearly and publicly stated. Job descriptions are directly related to institutional mission and goals and accurately reflect position duties, responsibilities, and authority. Criteria for selection of faculty include knowledge of the subject matter or service to be performed (as determined by individuals with discipline expertise), effective teaching, scholarly activities, and potential to contribute to the mission of the institution. Institutional faculty play a significant role in selection of new faculty. Degrees held by faculty and administrators are from institutions accredited by recognized U.S. accrediting agencies. Degrees from non-U.S. institutions are recognized only if equivalence has been established.</p>	<p>The Academic Senate and the Office of Human Resources will review Administrative Regulation 3003 to reflect current practices by 2011.</p>	<p>Suggested revisions to Administrative Regulation 3003 on Academic Administrative received first reading at President's Leadership Council on October 7, 2011.</p>	<p>Regulation 3003 is expected to go to the December 13, 2011 meeting of the Board of Trustees.</p>	<p>Academic Senate, VP of Human Resources, President's Leadership Council, Board of Trustees</p>
<p>3A1c. Faculty and others directly responsible for student progress toward achieving stated student learning outcomes have, as a component of their evaluation, effectiveness in producing those learning outcomes.</p>	<p>The Vice President of Human Resources will review and recommend revisions to Administrative Regulation 3007. Revision to this regulation will take place as part of a more comprehensive review and revision of all Board Policies and Administrative Regulations that will be completed during the first half of the upcoming evaluation period.</p>	<p>Management evaluations include a component that requires managers to be evaluated in terms of their contribution to student learning outcomes. Administrative Regulation 3007 on Evaluation of Management Personnel was brought to the President's Leadership Council for first reading on October 7, 2011.</p>	<p>Regulation 3007 is expected to go to the November 8, 2011 meeting of the Board of Trustees.</p>	<p>VP Human Resources, President's Leadership Council, Board of Trustees</p>

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

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

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

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

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STANDARD IV: LEADERSHIP AND GOVERNANCE				
<p>4A1. Institutional leaders create an environment for empowerment, innovation, and institutional excellence. They encourage staff, faculty, administrators, and students, no matter what their official titles, to take initiative in improving the practices, programs, and services in which they are involved. When ideas for improvement have policy of significant institution-wide implications, systematic participative processes are used to assure effective discussion, planning, and implementation.</p>	<p>Ensure that the newly created Professional Development Program includes an adequate allocation of budget to meet the increased and varied needs of all constituent groups.</p>	<p>Reductions in force due to the fiscal crisis included lay-off of the Staff Professional Development Coordinator effective July 1, 2011. Human Resources continues to provide mandatory training on illegal discrimination as well as other workshops such as evaluation of employees and discipline for managers, district processes and procedures and new employee orientations for classified staff. The specific training needs of each department are now being addressed by the departments themselves. Oversight for faculty professional development is provided by the Faculty Professional Development committee. Based on the Educational Master Plan 2011-2016, the college recognizes the need to reconceive its approach to professional development. The Academic Council created a work group to develop a statement of collegewide commitment to professional development that supports college goals and that leads to student success.</p>	<p>The Academic Council will review the work group's statement of commitment to professional development for adoption in fall 2011, Professional development efforts in support of the Promise Pathways agenda, a component of the EMP, requires first-phase implementation for fall 2012.</p>	<p>Faculty Professional Development Chair, Academic Senate, VP Human Resources, Promise Pathways Coordinating Team.</p>
<p>4A1. Institutional leaders create an environment for empowerment, innovation, and institutional excellence. They encourage staff, faculty, administrators, and students, no matter what their official titles, to take initiative in improving the practices, programs, and services in which they are involved. When ideas for improvement have policy of significant institution-wide implications, systematic participative processes are used to assure effective discussion, planning, and implementation.</p>	<p>Review the voting rights of members serving on hiring committees based on the institutional values of inclusion and shared governance.</p>	<p>Proposed revisions to Regulation 3003 on Academic Administrative Hiring was brought to President's Leadership Council on October 7, 2011.</p>	<p>Regulation 3003 is expected to be brought to the December 13, 2011 meeting of the Board of Trustees.</p>	<p>President's Leadership Council, Board of Trustees</p>

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<p>4A2. The institution establishes and implements a written policy providing for faculty, staff, administrator, and student participation in decision-making processes. The policy specifies the manner in which individuals bring forward ideas from their constituencies and work together on appropriate policy, planning, and special-purpose bodies.</p>	<p>Update the Administrative Regulation 2012 to reflect the re-instatement of the AFT Classified Union to serve the role in participatory governance that the Classified Senate had previously filled.</p>	<p>Regulation 2012 is in the process of being updated and consolidated into Regulation 2006 which includes regulations for all governance groups. The proposed deletion of Regulation 2012 was brought to President's Leadership Council on October 7, 2011.</p>	<p>Deletion of Policy and Regulation 2012 is expected to be brought to the December 13, 2011 meeting of the Board of Trustees.</p>	<p>President's Leadership Council, Board of Trustees</p>
<p>4A2. The institution establishes and implements a written policy providing for faculty, staff, administrator, and student participation in decision-making processes. The policy specifies the manner in which individuals bring forward ideas from their constituencies and work together on appropriate policy, planning, and special-purpose bodies.</p>	<p>The College will evaluate the effectiveness of the new College Planning Committee structure, as revised by the Academic Council.</p>	<p>The Academic Council established a workgroup to evaluate collegewide leadership in institutional governance. This evaluation will address the effectiveness of the new planning structure.</p>	<p>The evaluation is scheduled for completion fall 2011 with recommendations for improvements to be determined in spring 2012.</p>	<p>Academic Council</p>
<p>4A3. Through established governance structures, processes, and practices, the governing board, administrators, faculty, staff, and students work together for the good of the institution. These processes facilitate discussion of ideas and effective communication among the institution's constituencies.</p>	<p>Board Policy 2006 on Participation in Governance and Board Policy 2012 - Role of the Classified Senate in Shared Governance need revising to reflect the changes to the governance structure. Policy 2006 should reference faculty and classified union representation in order to align with the new planning process. Updating these policies will help clarify the new paradigm that expands representation in the planning process to include all college constituencies.</p>	<p>Regulations 2006 (Participation in Governance), 2009 (Role of the Academic Senate in Shared Governance), 2010 (Role of Students in Shared Governance) and 2012 (Role of Classified Senate in Shared Governance) are currently under review. The intent is to consolidate policies and regulations 2009, 2010 and 2012 into 2006. First reading of Policy and Regulation 2006 on Participation in Governance took place at the October 7, 2011 President's Leadership Council.</p>	<p>Policy and Regulation 2006 are expected to be brought to the December 13, 2011 Board of Trustees meeting.</p>	<p>President's Leadership Council, Academic Senate, Board of Trustees</p>

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

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Standards	Planning Agendas	Progress to Date	Timeline for Completion	Responsible Parties
4B1e. The governing board acts in a manner consistent with its policies and bylaws. The board regularly evaluates its policies and practices and revises them as necessary.	The institution will continue to develop a process for regularly reviewing and updating college policies.	A process for the systematic evaluation of policies and procedures was put in place in 2008. Since then, 79 policies and administrative regulations have been either revised or new policies and regulations have been adopted.	Completed	Office of Business Support Services (formally Risk Services), President's Leadership Council
4B1h. The governing board has a code of ethics that includes a clearly defined policy for dealing with behavior that violates its code.	The board will develop and adopt a clearly defined policy for dealing with behavior that violates its code of ethics.	Board Policy 2014 on Board of Trustees' Code of Ethics/Standards of Practice and its associated Administrative Regulation 2014 were adopted 7/08/2008.	Completed	LBCCD Board of Trustees
4B1j. The governing board has the responsibility for selecting and evaluating the district/system chief administrator (most often known as the chancellor) in a multi-college district/system or the college chief administrator (most often known as the Superintendent-President) in the case of a single college. The governing board delegates full responsibility and authority to him/her to implement and administer board policies without board interference and holds him/her accountable for the operation of the district/system or college, respectively. In multi-college districts/ systems, the governing board establishes a clearly defined policy for selecting and evaluating the Superintendent-Presidents of the colleges.	The Board shall establish a formal written process by which the search and selection process of a Superintendent-President is initiated and will decide by what performance measures the Superintendent-President will be evaluated.	Policy 2020 on Superintendent/President Selection and policy 2021 on Evaluation of Superintendent-President were adopted February 17, 2009. Policy 2021 specifies that the evaluation of the Superintendent-President follow requirements set forth in the Superintendent-President's contract of employment.	Completed	LBCCD Board of Trustees

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

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