Standard II: Student Learning Programs and Services

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

II.B. Student Support Services

The institution recruits and admits diverse students who are able to benefit from its programs, consistent with its mission. Student support services address the identified needs of students and enhance a supportive learning environment. The entire student pathway through the institutional experience is characterized by a concern for student access, progress, learning, and success. The institution systematically assesses student support services using student learning outcomes, faculty and staff input, and other appropriate measures in order to improve the effectiveness of these services.

Descriptive Summary

As an open-admissions institution, Long Beach City College admits a diverse student body in alignment with the state regulations for community colleges and the college’s mission. Admissions policies are published in the college catalog, schedule of classes, and on the college’s website. Residency requirements for in-state and out-of-state students are published and enforced through the Admissions & Records Office and have been recently updated to reflect residency changes for AB540 students. In addition, international students seeking enrollment in credit or noncredit courses must meet TOEFL score requirements; all international students, including those seeking admission to the not-for-credit American Language and Culture Institute (ALCI) are subject to all federal immigration requirements which are monitored by the International Student program. Students with the intent to enroll in specific health programs within the School of Health and Science must meet additional prerequisite course requirements for admission. [http://www.lbcc.edu/Healthsciences/programsinfo.cfm]

In 2008, leaders from the Long Beach Unified School District (LBUSD), Long Beach City College (LBCC) and California State University, Long Beach (CSULB) signed the Long Beach College Promise, committing the three institutions to providing local students with greater opportunities to complete their higher education. The goals of the Long Beach College Promise are to: a) increase the percentage of LBUSD students who are prepared for and attend college directly from high school; b) increase the percentage of LBCC students who earn degrees and/or career and technical certificates; c) increase the percentage of LBCC students who successfully transfer to CSULB or another four-year college or university; and d) increase the percentage of CSULB students who graduate with a bachelor’s degree and/or advanced degrees (2010 LBCP report online). This agreement
emphasizes strong collaboration between the three institutions to prepare LBUSD students to succeed in college, including preferential admission requirements for LBUSD and LBCC transfer students to CSULB and the Long Beach College Promise Scholarship for all LBUSD and Lakewood area high school graduates that covers all tuition fees for the first fall semester of enrollment at LBCC.

Initial results from the Long Beach College Promise were promising. In 2009, over 70% of LBUSD graduates immediately enrolled in college in the fall semester, up from 60% in 2006. First-time LBCC freshmen from LBUSD also assessed higher in math (21% at transfer level compared to 11%) and were more likely to persist than their counterparts from other school districts (67% from fall to fall compared to 34%) (2010 LBCP report online). That same year, LBCC transfer students to CSULB had an acceptance rate of more than 54%, which was more than twice that of transfer applicants from other institutions. In 2010, LBCC fall enrollment of LBUSD graduates increased to 1,674, an increase of 2.6% over 2009 and up from 1,349 in 2007. That year, more than 500 students received the Long Beach College Promise Scholarship through the initial pilot funded by the LBCC Foundation and the Long Beach Rotary (2011 LBCP report online). Despite significant budget reductions in 2011 which forced the college to offer fewer sections than in prior years, LBUSD graduate enrollment at LBCC remained at 1,675 students and all of these students were awarded the Long Beach College Promise Scholarship that year (2012 LBCP report online).

While the Long Beach College Promise had shown progress towards meeting its goals of increasing the percentage of CSULB students attending college directly from high school and increasing the percentage of LBCC students who successfully transfer to CSULB, LBCC was concerned about the limited improvement in certificate and degree completion rates for LBUSD students. In 2011, the college created an initiative planning group composed of administrators and faculty with the goal to develop a first-year program for LBUSD graduates that would increase student preparation and progress to certificate and degree completion. The effort was built as an extension of the Long Beach College Promise, with four initiative workgroups reflecting the Long Beach College Promise Committees (Preparation for College, Counseling Initiative, Expanding Pathways, and Postsecondary Success) and a Coordinating Team composed of the co-chairs of the workgroups and additional faculty and administrators; over 40 faculty and 25 administrators were involved in the planning and development of the program over two years, meeting weekly for 60-90 minutes. From this effort, the Promise Pathways pilot was implemented in the fall of 2012 with a cohort of 966 students. Promise Pathways requires students to attend full-time and frontload their foundational coursework in English/ESL, reading, and math; participate in a student success course, including a career exploration course if they haven’t chosen a major upon admission to the college; and follow a predetermined semester schedule that could include a reading course paired with a general education course or a mentoring component (P2 Welcome Day Presentation). In return, Promise Pathways students are given higher priority registration with a guarantee to secure enrollment in foundational coursework, additional access to counseling services, and inclusion in the alternative placement pilot for English and math placement. The first Promise Pathways cohort brought in a student population reflecting the diverse community of Long Beach and included students at all
levels of college preparation from all six of LBUSD’s comprehensive high schools as well as from multiple LBSUD alternative high schools.

The five-year results from the Long Beach College Promise were staggering. Even with budget reductions and more students applying to CSULB than ever before, LBCC transfer students gained admission to CSULB at a rate 18% higher than applicants from other community colleges. These students continue to persist at a higher rate than non-local California students who are admitted with more rigorous criteria. Over three-quarters of LBSUD students enroll in college directly from high school, and LBCC awarded 4,000 free semesters of college through the Long Beach College Promise Scholarship. In addition, the Promise Pathways program increased the number of LBUSD students completing transfer-level English in the first year of college by 500% over the previous year and 200% over the previous year for transfer-level math (2013 LBCP 5-Year Report).

In Fall 2013, LBCC invited five more local school districts to participate in Promise Pathways and brought on two additional school districts—Paramount Unified School District and Bellflower Unified School District—bringing the total number of students in the second cohort of Promise Pathways to 1,345. Additional school districts are being invited to join Promise Pathways in 2014, and the college is looking for ways to expand the program so that it becomes the common experience for all incoming students.

Serious state budget reductions for community colleges from 2009 to 2013 forced all college divisions, including Student Support Services, to downsize staff and consolidate programs and services. Student Support Services reorganized its areas to streamlines services for students and increase efficiencies between departments. In 2012-13, The Dean of Financial Aid position was eliminated and Admissions and Records, Financial Aid, and Veterans Services were consolidated into Enrollment Services; staff in the Call Center were cross-trained in admissions and records and financial aid to streamline general information services for students and a shared front counter was created at the Liberal Arts Campus in the newly renovated A building. In 2013-2104, the management structure for Enrollment Services was further restructured to create a Director of Enrollment Services and a Deputy Director for each campus. In Spring 2103, all Admissions and Records and Financial Aid staff were grouped into teams to improve communication across areas and Records Technicians in Admissions and Records were cross-trained to evaluate veteran program eligibility in order to batch process veteran documents in a more timely manner.

The Scholarship Office was moved under Student Support Services and combined with the Outreach Office, Upward Bound, GEAR UP, the International Student Program, the American Language and Culture Institute, and the Summer Recreation program—all the student services programs with a recruitment/outreach component. The new area, titled Student Relations, oversees Promise Pathways recruitment, the Long Beach College Promise fourth-grade tours (all LBUSD fourth-graders visit one of the LBCC campuses each year and make a commitment to attend college), and the Latino Student Success community collective impact grant funded by the Lumina Foundation. Since 2012, all outreach activities have focused entirely on LBUSD and strong relationships have been built with counselors at each of the local high schools. As more local school districts are added to Promise Pathways, a
formula has been developed to scale up outreach staffing in proportion to the number of high school sites, with each new high school needing approximately five hours of staffing coverage each week.

The Student Affairs area also saw broad changes in 2012-2013. The Dean, Physical Education and Athletics position was eliminated and the Dean of Student Affairs position was modified to include the newly renamed Kinesiology Department and Athletics. To address faculty and staff concerns regarding the responsiveness of the Student Affairs Office to student discipline and Student Health Center issues, two new director positions were created—the Director of Student Conduct and Student Life and the Director of Student Health Services and Student Life—that also unified student activities and student government at both campuses. New Student Life Coordinator positions were hired for each campus as well and psychological services were coordinated with the Pacific Coast Campus’s Women’s and Men’s Center’s network of local social service agencies. In Spring 2013, a permanent Athletic Director and a new Athletic Coordinator position were hired, and in 2013-2014 the Health Education program was moved under the Kinesiology Department (Student Affairs, Kinesiology, Athletics, and Health Education Organizational Chart).

In 2011-2012, EOPS was moved from Financial Aid into Counseling and Student Support Services to better align the counseling/advising functions. In 2012-2013, the student services categorical programs were consolidated under a new Director of Categorical and Special Programs position and a new counseling assignment model was implemented. In addition, the Career Centers and Transfer Centers at each campus were combined in an effort to better coordinate resources with reduced staffing. These changes are explained in greater detail below.

**Self Evaluation**

The Statewide budget reductions that occurred between 2009-2010 and 2012-2013 forced Student Support Services to dramatically change its structure and be more conscious and deliberate in the programs and services provided to students. In the reorganizations that occurred in the division, direct services to students were protected where possible and initial cuts were made in administration and in non-direct services. For example, between 2009-2010 and 2012-2013 the number of administrators in Student Support Services decreased by 42% from 24 to 14 compared to a 4% decrease of classified staff; there were no reductions made in full-time counseling faculty positions. During this same time period while cuts were being made, funding was intentionally shifted to increase staffing support in the Financial Aid Office, DSPS, and in counseling to meet the core demands of students. These decisions were made based upon State mandates (requirements linked to BFAP and the new SB1456 legislation) as well as significant increases in student demand in these areas. For example, the number of FAFSAs processed by the Financial Aid Office increased from 20,292 in 2007-2008 up to 40,003 (a 97% increase) in 2011-2012 with disbursements growing from $18,842,135 to $74,532,492 (a 296% increase) over the same time period (Financial Aid Doc). Similarly, direct loan applications increased from 632 to 3,538 during this time period (a 459% increase). By increasing financial aid staffing, the college was able to better respond to the growing student need as well as leverage state categorical dollars earmarked for
financial aid programming. During the same time frame, the Counseling Department saw a decrease in students seeking counseling appointments between 2009-2010 and 2012-2013, accounting for a decrease of approximately 15%; however, students were still turned away from the Counseling Department because of a lack of enough counseling appointments. The limitations in counseling were compounded by greater competition in transferring to the CSU and UC systems, reductions in course offerings at the college making it more difficult for students to complete program requirements, and a surge in counseling services provided to students in Promise Pathways.

At the same time, Student Support Services has become more targeted in the services provided to students and more collaborative across departments to better utilize limited resources. Outreach activities were limited to only LBUSD and other school districts participating in Promise Pathways and these activities were coordinated with similar efforts built into the Upward Bound and GEAR UP grants. The Student Life Office was restructured in order to focus resources on activities that promote student leadership, diversity, personal and civic responsibility, and personal development, resulting in the elimination of some longstanding social events. Programs with similar services, such as CalWORKs and CARE, were combined into the same department to increase efficiencies; all counselors across Student Support Services—including DSPS, EOPS, Matriculation, and Financial Aid—were moved into the Counseling Department to improve communication and coordination of services; and effective strategies were expanded where possible, such as the use of MSW interns in providing wellness workshops and resources as part of Psychological Services. The division has been forced to do more with less, and this has been accomplished by making difficult decisions and being mindful as to where the greatest impact on students could be achieved.

**Actionable Improvement Plans**

The Student Support Services division continues to evaluate the changes that were made in its organizational structure and makes modifications as needed in support of its student learning and success goals. In 2012, a process was developed by the Academic Council to evaluate reorganizations after one and three years of implementation. In Fall 2013, a taskforce of faculty and staff reviewed the Student Affairs, Kinesiology, and Athletics reorganization that occurred in 2011, which included surveying over 200 faculty and staff, reviewing student and program outcome data, and evaluating budget information linked to the reorganization. Recommendations were made to restructure components of the area and these changes will be implemented in 2014-2015. Similarly, reorganization evaluations of Enrollment Services, Categorical and Special Programs, and the new counseling model will be conducted in Spring 2014 with anticipated recommendations being implemented in 2014-2015.

The International Student Program is currently conducting a full program evaluation, which will result in a new five-year plan for international student programming including the American Culture and Language Institute (ALCI) to be implemented in 2014-2015. This plan will include the development of the infrastructure needed to at least double the program from the current 175 students and to triple student enrollment in ALCI.
Each year, a full evaluation is conducted on Promise Pathways with changes made for the subsequent cohorts based upon the results (P2 results report and meeting minutes). The College Planning Committee is currently evaluating the committee structure of Promise Pathways to determine how this work will be more closely integrated into the larger Student Success Plan with the goal that Promise Pathways components are scaled up to become the common experience for all incoming students.

II.B.1. The institution assures the quality of student support services and demonstrates that these services, regardless of location or means of delivery, support student learning and enhance achievement of the mission of the institution.

Descriptive Summary

In alignment with the mission of the Long Beach City College District, Student Support Services provides support structures and programs for potential and enrolled students that promote equitable student learning and achievement. These support services are provided at both the Liberal Arts and Pacific Coast campuses as well as online through the college’s website, ensuring access for all students to trained, highly qualified staff. The breadth of support services provided is listed in the college catalog (p. 12-17, 20-22) as well as online at www.lbcc.edu/students. In 2012-2013, Student Support Services standardized office hours at each campus to create greater consistency for student accessing services.

Students can access additional information on college programs and policies on the college’s website, www.lbcc.edu. The website also allows students access to their individual records and to complete many matriculation functions, including the ability to apply for admission and financial aid, track financial aid award status, sign up for counseling appointments, complete orientation, access unofficial transcripts, request a degree audit or grade check, and register for classes. Students access many of these functions via the OLE self-service system (http://www.lbcc.edu/ole.cfm?semester=FALL); other services, such as scheduling a counseling appointment, are provided through separate web applications linked to the website.

Student support services are organized into four college areas: enrollment services, counseling services, student affairs, and student relations. In order to meet the needs of the college’s diverse student population, the following support services are provided on campus or online:
### Location of Services at LBCC

<table>
<thead>
<tr>
<th>Student Support Services</th>
<th>LAC</th>
<th>PCC</th>
<th>Online</th>
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</thead>
<tbody>
<tr>
<td><strong>Enrollment Services</strong></td>
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<tr>
<td>Admissions and Records Office</td>
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<tr>
<td>Articulation Office</td>
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<td>Cashier’s Office</td>
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<tr>
<td>Financial Aid Office</td>
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<td>Veteran’s Services &amp; Veteran’s Center</td>
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<td>Cooperative Agencies Resources for Education (CARE)</td>
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<tr>
<td>Disabled Students Programs &amp; Services (DSPS)</td>
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<td>College 2 Career Program (C2C)</td>
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<td>Extended Opportunity Program &amp; Services (EOPS)</td>
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<td>Matriculation: Orientation</td>
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<td>Puente Program</td>
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<td>STAR Program</td>
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<td>Transfer &amp; Career Center</td>
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<td>TRIO Project Launch &amp; Project Go</td>
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<td><strong>Student Affairs, Kinesiology, Athletics and Health Education</strong></td>
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<td>Associated Student Government</td>
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<td>Athletics</td>
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<td>Campus Safety &amp; Security</td>
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<td>Child Development Center</td>
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<td>Student Life</td>
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<td>Student Health Services</td>
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<td>Student Conduct Office</td>
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<td>Viking College Bookstore</td>
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<td><strong>Student Relations</strong></td>
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<td>American Language and Culture Institute</td>
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<td>Outreach Office/Long Beach College Promise</td>
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<td>International Students Office</td>
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<td>GEAR UP</td>
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<td>Promise Pathways</td>
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</table>
Enrollment Services

Students are able to access Enrollment Services at both campuses and online. The Admissions and Records Office and the Financial Aid Office are temporarily located across from each other at the Pacific Coast Campus in MD-135 and MD-146 during the construction of the new student support services building. Both offices have been combined at the Liberal Arts Campus in Building A. Offices are open from 8:00AM – 6:00PM Monday through Thursday and 8:00AM – 12:00PM Friday. In addition, both admissions and records and financial aid services can be accessed by students via the OLE self-service system. For admissions and records, students can apply to the college, view an enrollment appointment, search and register for classes, enter a permission number for late registration, add to a course waitlist, view a schedule and deadline dates, view grades, and view record holds. For financial aid, students can view the status of their financial aid application, missing documents that are needed, award summaries, scheduled disbursements, and loan application information. The Cashier’s Office is open at each campus from 8:00AM – 5:00PM; in addition, students can also use the self-service to check an account balance, make a payment, buy a parking pass, view a 1098-T, and view the system’s To Do List function (http://www.lbcc.edu/PeopleSoft/PeopleSoftHelp/StudentHelp/overview.cfm).

While veterans can receive information through Financial Aid at both campuses, an expanded Veterans Center was opened at the Liberal Arts Campus in Fall 2013 in E-010. Students can apply for VA benefits, access support services, and study or participate in the veteran student community. Information is also provided online at the Financial Aid/Veteran’s TV (http://longbeachcc_financialaidtv.com/), which hosts over a dozen videos. The Articulation Office is also located at the Liberal Arts Campus in A-1058.

Counseling and Student Support Services

A Counseling Office is located at both campuses (MD-129 and A-1111) and each is staffed with full-time faculty counselors. The Counseling Offices are open until 7:00PM one night a week, 8:00AM – 6:00PM the other days from Monday to Thursday, and 8:00AM – 12:00PM on Friday. Both campuses provide career and transfer services, though these services are headquartered at the Liberal Arts Campus in A-1079 until the new student support services building is completed at the Pacific Coast Campus (http://www.lbcc.edu/counseling/). Athletic counseling is housed in the Athletic Department at the Liberal Arts Campus, and online counseling is available through the college’s website (https://onlinecounseling.lbcc.edu/counselinghome/counselinghome.cfm). There is also an Assessment & Orientation Office at each campus: orientation is provided online, and students can access a practice assessment test online and see the assessment test schedule online as well (http://www.lbcc.edu/Assessment/). The assessment schedule was modified in 2011-2012 to eliminate the need for appointments and now allows students to assess on a walk basis during the posted schedule.

Disabled Students Programs and Services (DSPS) has an office at each campus that is open from 8:00AM – 6:00PM Monday through Thursday and 8:00AM – 12:00PM Friday. Students can begin the process of entering the program by either accessing the program website (http://dsps.lbcc.edu/gettingstarted.cfm) or in person. The intake and accommodation process is facilitated in-person. The Extended Opportunity Programs and
Services (EOPS) and Cooperative Agencies Resources for Education (CARE) are also housed at each campus and keeps the same standard student support services operating hours; CalWORKs is co-located with EOPS/CARE at PCC. In addition, the two TRIO programs, Project Launch and Project Go, have been moved into the new Building EE at PCC and are also open the standard student support services operating hours.

Two special population cohort programs are offered through Counseling and Student Support Services. Through a partnership with the Harbor Regional Center, College 2 Career (C2C) (housed in DSPS) serves students with developmental disabilities and students on the Autism spectrum at the Liberal Arts Campus by providing educational coaching support, the development of independent-living skills, and career placement. Puente is a learning community helping more Latino students successfully transfer to a four-year institution and is coordinated by a full-time English faculty and a full-time counselor housed at the Pacific Coast Campus. The Students and Teachers Achieving Results (STAR) program, also housed at PCC, offers two learning communities targeting re-entry students and support student progress through the foundational reading and English sequences.

Student Affairs, Kinesiology, Athletics, and Health Education
There is a strong student affairs infrastructure at both the Liberal Arts Campus and the Pacific Coast Campus. The Associated Student Government has a student leadership body on both campuses and works closely with Student Life to support clubs, educational and leadership events, social activities, intramurals, and student participation in shared governance processes. A Student Health Center is located at each campus and is open from 8:00AM – 6:00PM Monday through Thursday and 8:00AM – 12:00PM on Fridays. Student discipline issues at both campuses are overseen by the Office of Student Conduct at the Liberal Arts Campus. Each campus also houses a child development center and is assigned patrol officers by the Long Beach Police Department. At the Liberal Arts Campus, Building I was remodeled to house the Viking Bookstore; at the Pacific Coast Campus, the Viking Bookstore recently opened in the newly renovated EE Building. Students can also purchase textbooks and other class materials online through the bookstore’s website.

Food services are provided at both campuses by an external vendor, S&B Foods. The Liberal Arts Campus boasts a grill and hot food options, coffee, and grab and go items; until the GG Building is completed at the Pacific Coast Campus, food services are provided by a food truck for both breakfast and lunch and grab and go items are available in the bookstore. In Fall 2013, a student dining room was designated at PCC in the MM Building for students frequenting the food truck. When the GG Building opens, S&B Foods will offer a full complement of food options comparable to those available at LAC. As all of the athletics facilities and outdoor classrooms are located at the Liberal Arts campus, the Athletics Department is housed in Building Q. The department also houses the Student Athlete Success Center, which provides a study area, tutoring, orientations and workshops, and counseling services Monday through Friday from 8:00AM – 5:00PM.
Student Relations
The Outreach Office and Scholarships Office are co-located at the Liberal Arts Campus and are open the standard student support services operating hours. Both of these departments have information accessible online; the common scholarship application can be completed online through the college website. Both campuses also have a scholarship committee that facilitates scholarship awards each year. The Outreach Office coordinates welcome tents at both campuses during the first week of each semester and holds Long Beach College Promise fourth-grade tours at each campus. These offices also serve at the point of contact for students in Promise Pathways, and students can take courses in Promise Pathways at either campus or with special permission online. In addition, the Outreach Office facilitates the GEAR UP grant in partnership with Long Beach Unified School District, and GEAR UP workshops and activities are offered at the local high school and on both campuses.

TRIO Upward Bound was recently moved across campus at LAC to the O Building for better facilitation of high school student and parent events; many of the services are also provided on-site in the local high schools. The American Language and Culture Institute and the International Student Program are housed at the Liberal Arts Campus.

Program Planning & Review
The Division of Student Support Services assesses the quality of its programs and services through the program review process. This process allows student services departments to 1) assess whether its services are effectively linked to evidence in support of student learning; 2) ensure consistency with the educational goals and standards of the institution; and 3) celebrate and expand its successes.

The annual program review is completed by the Counseling Department and includes a description of program goals and objectives, activities, successes, and challenges. The department plan also outlines the internal and external conditions impacting the department, goals and rationale, resources needed, and related Board and Educational Master Plan goals. In addition, each department submits annually an assessment plan that includes the Service Unit Outcomes (SUOs) and/or Student Learning Outcomes (SLOs) (if applicable) linked to each goal, assessment tasks, criteria to be assessed, responsible parties, and the current status level of the goal (http://www.lbcc.edu/ProgramReview/AdminSSPlans10-11.cfm). State funded categorical programs such as EOPS, DSPS, and Matriculation and federal TRIO programs include ongoing assessment and evaluation as required by their funding sources.

Once department plans are completed, they are consolidated into a prioritized plan by the inter-level planning group (organized into the four primary areas in Student Support Services). The inter-level plans are then forwarded to the vice president-level planning group consisting of the vice president, student services deans, faculty from each counseling area, and a classified representative. The VP-level planning group then reviews all division goals and further prioritizes the goals and related resource requests into a single list. While the departments assess goals each year, every three years the VP-level planning group evaluates the entire division plan and sets new goals for the next three-year cycle.
Self Evaluation

Student Support Services has done a good job of building its department and assessment plans on the foundational work done early on in 2007-2008. The department and assessment plans contain detailed strategies with related assessment metrics and appropriate resource requests. This structure has enabled the departments to begin the more difficult process of collecting and assessing data and then modifying programs and services based upon this information.

The division has also made modest progress in evaluating annual goals and modifying programs and services based upon the results. For example, in 2008 the Scholarships Office piloted the Long Beach College Promise Scholarship with the intent to serve 250 students; however, the Office was barely able to award 50 students. Initially, the college had set the requirement that all students complete the FAFSA when applying for the College Promise Scholarship which became a significant barrier for many students. In 2011, the FAFSA requirement was removed, resulting in 1,675 students receiving the scholarship. The Scholarship Office continues to analyze student recipient data each year to determine if variances exist between high school sites or other student demographics and has been able to increase the number of scholarships awarded each year.

Another example of data-driven progress can be found in the Financial Aid Department. Since 2010-2011, the Financial Aid Office has been tracking the speed and efficiency of financial aid processing in order to reduce student wait times. Using 2008-2009 data as a baseline, the department has analyzed the average completion time of key financial aid documents to see where changes can be made to reduce processing times. The data has also implemented multiple strategies, changing process requirements for students to streamline document collection, increasing communication strategies to encourage students to apply early, and modifying staffing structures to increase the number of staff able to process and package financial aid awards. Data has shown a continued growth in FAFSAs processed by the Financial Aid Office, with a 124% increase in FAFSAs processed. The total review for student requests to reinstate (1,210), student requests to extend their financial aid (925), and mandated verifications of FAFSA information (4,618) totaled 6,753 in 2012-2013. In order to meet the demand of review in a timely manner along with the regular increased processing of new applications, the Financial Aid Office created a priority deadline for students to change the behavior of filing late applications, closed down the office a half day per week (advertised ahead of time) in order for the staff to focus on file review, and moved away from a part-time counselor model to a classified staff model, hiring two additional Financial Aid Advisors to increase the file review for reinstatements, extensions, and verifications. Work processes were also modified, such as holding verification parties where all staff review files together in one room for hours at a time and assigning Federal Work Study students to pull files for staff to reduce transition time between files.

Each Student Support Services department has developed an SUO assessment plan for 2010-2011, 2011-2012, and 2013-2014; in 2012-2013, the departments participated in completing the first program review cycle for the division and is establishing goals for the next three years. These plans reflect assessment and improvements made over time and have been
adjusted to meet new State mandates and institutional priorities. The division feels confident in the assessment and improvement efforts it has institutionalized over the last few years.

**Actionable Improvement Plans**

The recent reorganizations in Student Support Services highlighted two key areas for improvement in the collection and analysis of data across the division. First, while all departments were collecting and assessing data, these data were siloed in individual departments using different collection and assessment tools. To enable the sharing of data, new systems are being implemented that standardize how student and department performance data is measured. For example, the full SARS suite has been adopted by all departments with counseling services, standardizing how student contacts and activities are collected. This allows the Counseling Department to measure student traffic and counseling interactions for general counseling, DSPS, EOPS, and CalWORKs. The new electronic student educational plan (SEP) that was piloted in Fall 2013 will become mandatory for counseling services in 2014-2015, ensuring that SEPs are tracked consistently for all students. The Office of Student Conduct began implementation in Fall 2013 of a new online student discipline tracking software, Advocate, that will be fully implemented in 2014-2015. Advocate will enable the communication of student information between student discipline, Psychological Services, and potentially even early alert systems. The division will continue to work on the collection and analysis of these shared data at the inter-group and vice president planning levels.

Second, with all of the reductions in staffing and restructuring of duties, the division has identified a need to improve systems for collecting and reporting MIS data. Previously, the responsibility for MIS data was assigned to different levels of classified staff and administrators and was completed with varying levels of accuracy and timeliness. To resolve these issues, two Business Systems Analyst II positions were created in Spring 2014 that were tasked with the collection and submission of MIS data for all departments under Counseling and Student Support Services and Enrollment Services, the two areas with the majority of MIS reporting requirements. In Spring 2012, the Athletics Department created a new classified Athletics Coordinator position directly responsible for tracking MIS and compliance data. The Student Support Services Leadership Team will be reviewing the effectiveness of these new models as measured by the timeliness of submission and the number of corrections identified each period by the Chancellor’s Office.

II.B.2. The institution provides a catalog for its constituencies with precise, accurate, and current information concerning the following:

II.B.2.a. General Information
   - Official Name, Address(es), Telephone Number(s), and Web Site
   - Address of the Institution
   - Educational Mission
   - Course, Program, and Degree Offerings
Accreditation Self-Evaluation Report – Standard II.B

- Academic Calendar and Program Length
- Academic Freedom Statement
- Available Student Financial Aid
- Available Learning Resources
- Names and Degrees of Administrators and Faculty
- Names of Governing Board Members

Descriptive Summary

The Office of Academic Services oversees the publication and updating of the annual college catalog, which includes general information, academic requirements, and major policies affecting students. The following information is updated each year based upon input from departments and constituent groups: course, program and degree offerings; the academic calendar and program length; description of available student financial aid; listing of available learning resources; names and degrees of administrators and faculty; and names of governing board members.

The college catalog is accessible to students in the college libraries, Career and Transfer Centers, and in the Counseling Department; the catalog is also used as a required textbook for the Counseling 1 College Orientation course. The annual college catalogs covering the last eight years (from 2006-2007 to 2013-2014) are posted on the college’s website at http://www.lbcc.edu/catalog/. This website also provided quick links to the most frequently visited sections of the catalog, including the academic calendar, the general education outcomes, the general Associate degree and transfer plans, and the current curriculum offerings.

In a recent employee survey, 61% of respondents agreed that the course catalog was easy to understand and use. Comments made by those who felt the catalog was not user-friendly cited general concerns with the accuracy of information but didn’t provide any specific examples. The accreditation catalog workgroup reviewed the information and found minor changes in the locations of services due to current construction and made those changes; the workgroup then reviewed each of the catalog areas listed below.

General information on the college is provided in the college catalog. This general information in the 2013-2014 catalog (http://www.lbcc.edu/Catalog/documents/2013-14%20catalog%20complete.pdf) is found on the following pages:

- **Official college name, institutional addresses, telephone number, and web site:** the official name of the college is found on the catalog’s cover and on page III along with the telephone numbers and addresses for both the Liberal Arts and Pacific Coast campuses and the off-campus location of the Office of Economic and Resource Development. The web site is listed on the catalog’s cover as well as on the bottom corner of the right side of every page.
- **Educational mission:** the college’s mission and values are found on page 1.
- **Course, program, and degree offerings:** Program and degree offerings are found on pages 34-51. Curriculum guides for all programs and degrees offered at the college
are contained on pages 52-102. A list of all courses offered within each instructional program is found on pages 103-261.

- **Academic calendar and program length**: the academic calendar for the 2013-2014 academic year is found on page III. The length of each program offered by the college is found in the curriculum guides for each program on pages 52-102.

- **Academic freedom statement**: the academic freedom statement is found on page 31.

- **Available student financial aid**: all financial aid options available to students is contained on pages 15-16. This includes information on federal aid programs (grants and loans), state programs, important financial aid dates, and contact information for the Financial Aid Office.

- **Available learning resources**: all available learning resources are listed on pages 20-22 under ‘Learning Assistance.” These resources include the libraries, the Learning and Academic Resources department, media materials, tutoring, supplemental instruction, and the many instructional learning centers housed on both campuses.

- **Names and degrees of administrators and faculty**: a list of all administrators by name and title is provided on page 262. All full-time faculty employed by the college are listed by name and degree on pages 263-273. A list of part-time faculty employed by the college by name and instructional program is provided on pages 274-282.

- **Names of governing board members**: the names of the five members of the District’s Board of Trustees are provided on page 262.

### Self Evaluation

The college catalog is made accessible to students and contains the general information required by the accreditation substandard. In reviewing this substandard, we found that while administrators and part-time faculty are listed by name in the college catalog, they are not listed by the degrees they completed. To address this omission, the degree information for administrators and part-time faculty will be added to the online catalog and included in the 2014-2015 college catalog.

### Actionable Improvement Plans

An addendum will be added to the web page containing the link to the online version of the 2013-2014 college catalog (http://www.lbcc.edu/catalog/) that will provide degree information for college administrators and part-time faculty.

### II.B.2.b. Requirements

- Admissions
- Student Fees and Other Financial Obligations
- Degree, Certificates, Graduation and Transfer

### Descriptive Summary
The college catalog includes student information on requirements for admissions, student fees and financial obligations, and degree and certificate programs including those that lead to transfer. This information is found on the following pages of the 2013-2014 catalog:

- **Admissions**: admissions information is found on pages 5-7. This includes information on admissions and registration as well as the matriculation process required for each student. This section also includes specific information on admissions and registration for international students.

- **Student fees and other financial obligations**: information on student enrollment fees and other expenses is found on page 8. This includes information on both resident and nonresident enrollment fees; books, supplies, and course material fees; the College Service Card fee and student health fee (including exemptions); the parking fee and printing fee; and a general statement on student indebtedness.

- **Degrees, certificates, graduation and transfer**: general education course patterns are found on pages 34-51. The general education degree plan and the general education transfer plans for CSU and Intersegmental General Education Transfer Curriculum (IGETC) are found on pages 43-44. Curriculum guides for all programs and degrees offered at the college are contained on pages 52-101.

**Self Evaluation**

The college catalog contains the general information required by the accreditation substandard.

**Actionable Improvement Plans**

No actions need to be taken to meet this substandard.

**II.B.2.c. Major Policies Affecting Students**

- Academic Regulations, including Academic Honesty
- Nondiscrimination
- Acceptance of Transfer Credits
- Grievance and Complaint Procedures
- Sexual Harassment
- Refund of Fees

**Descriptive Summary**

The college catalogs include major policies affecting students. This information is found on the following pages of the 2013-2014 catalog:

- **Academic regulations including academic honesty**: academic policies are listed on pages 23-33 and include grading regulations, course enrollment guidelines, academic program requirements, academic scholarship, and standards of student conduct. The policy on academic honesty is found on page 31.
• **Nondiscrimination:** The nondiscrimination statement is found on page 17 along with the Title IX statement, AB1088 sexual violence prevention statement, and information on the Americans with Disabilities Act of 1990.

• **Acceptance of transfer credits:** information on the transfer of credits from other colleges, universities and institutions is found on page 29. Specific information about the acceptance of transfer credit in the Registered Nursing degree program is found on page 30.

• **Grievance and complaint procedures:** information on the student grievance policy is found on page 6. This information includes the telephone number for the office of Student Conduct and Discipline, which assists students in determining the appropriate process for their grievance.

• **Sexual harassment:** the sexual harassment statement is found on pages 17-18.

• **Refund of fees:** information on refunds is found on pages 8-9.

**Self Evaluation**

The college catalog contains the general information required by the accreditation substandard.

**Actionable Improvement Plans**

No actions need to be taken to meet this substandard.

II.B.2.d. Locations or Publications Where Other Policies May be Found

**Descriptive Summary**

Additional policies are contained in the 2013-2014 college catalog and can be found on pages 2-16. These policies include information on distance learning, the honors program and courses, interdepartmental class transfer rules and refunds, change of address and name information, student rights and responsibilities, student right-to-know and campus security act statement, and available student and community services. In addition, all college policies and administrative regulations are posted on the college’s website under “Policies and Regulations” at [http://www.lbcc.edu/policies/](http://www.lbcc.edu/policies/). A link to the policies web page can be found under the site index.

**Self Evaluation**

The college makes all college policies and regulations available to students either in the college catalog or online on the “Policies and Regulations” web page.

**Actionable Improvement Plans**

No actions need to be taken to meet this substandard.
II.B.3. The institution researches and identifies the learning support needs of its student population and provides appropriate services and programs to address those needs.

Descriptive Summary

The college has a strong tradition of tracking student performance data and providing this information to each department for program planning and review activities. The Office of Institutional Effectiveness provides numerous reports to the college community on student demographics and student success and retention rates. These reports and studies support the college’s strategic planning process, operational activities of the college, the college’s program effectiveness and student learning outcomes process, and departmental planning. Many of these reports can be found on the Institutional Effectiveness webpage (insert reference).

In 2010-2011 the college completed a comprehensive Educational Master Plan with measurable objectives targeting improvements in student performance. Since 2011, the annual VP level goals for Student Support Services have been built upon the primary college goals of student success—namely increases in student persistence, successful course completion, and academic goal completion—and equity in the success rates of different student subpopulations. While student support services might not have a direct impact on student performance within the classroom, the division felt strongly that its programs and services significantly affected student success outcomes.

Self Evaluation

In 2011, Student Support Services led the efforts to implement the Promise Pathways program, using data to modify existing college systems and processes. In review of student persistence and completion data, it became apparent that student need for remediation in English/ESL, reading, and math was strongly correlated with lower persistence and degree or certification completion rates. In 2010-2011, ____% of all new students entering LBCC assessed into at least one remedial course in English/ESL, reading, or math; ____% of all new students assessed into more than one level below college level in multiple disciplines. Based upon these data, the college decided to focus on student placement into foundational courses as a key component of Promise Pathways. This led to significant changes in the assessment and placement processes for incoming students (greater detail on the assessment process is provided in II.B.3.e).

In the summer of 2013, new student workshops were coordinated to provide course selection, registration and financial aid information for new, incoming students. The goal of the workshops were to provide general information to students, as well as, provide a one semester educational plan. The workshops were facilitated by the Enrollment Specialists; Academic Counselors attended the last portion of the workshop to assist with the development of the electronic educational plan.
Promise Pathways also led to a full re-examination of the matriculation process at the college, referred to as the “front door experience.” For example, in 2012, orientation and assessment became mandated services for all students. In 2012-2013, Student Support Services convened a workgroup to align all orientation activities across programs to eliminate barriers and reduce redundancies where appropriate. Changes were made to orientation activities required by EOPS, DSPS, and Athletics in order to move students more seamlessly into these programs (Front Door Meeting Agendas). As for assessment, many students were turned away from assessment testing sessions in 2010-2011 because these sessions floated between available computer labs and resulted in a limited number of available testing appointments. In 2011-2012, a large computer lab at the Liberal Arts Campus was designated as a permanent testing facility, which allowed testing to move from an appointment-only model to a more flexible, drop-in testing format; in 2012-2013, a similar lab was designated at the Pacific Coast Campus. The number of tests administered each year have grown exponentially:

<table>
<thead>
<tr>
<th></th>
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<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>22,273</td>
<td>23,281</td>
<td>30,048</td>
<td>34,911</td>
<td>43,859</td>
<td>42,423</td>
<td></td>
</tr>
</tbody>
</table>

In tracking changes in student demographics, Veterans Services saw an increase in veterans applying for chapter benefits from 298 veterans in Fall 2008 to 594 veterans in Fall 2010. The college designated a room in the Student Union and worked with the veterans student club to create a Veterans Center, which opened in Spring 2011. In 2012-2013, the college assigned two staff to the Center and cross-trained all Records Specialists in Admissions and Records to batch process veteran benefit applications each semester. In Fall 2013, LBCC moved the Veterans Center to a larger facility in the same building and partnered with the U.S. Department of Veterans Affairs to provide the VetSuccess on Campus (VSOC) program. VSOC provides on-campus support to veterans transitioning to student life, including housing a Veterans Affairs counselor on-campus. In addition, the college has aligned its VSOC program with its sister program at California State University Long Beach to improve transfer support for veterans (press release).

Student performance data have continued to show gaps in performance for students of color, particularly Latino and African American students. For example, Latino and African American students in the Fall 2011 Long Beach Unified School District cohort showed an 11% and a 5% behavioral intent to transfer respectively as compared to 22% for white students; these students were also less than half as likely as their white peers to successfully complete transfer-level English and math. By providing a more structured first-year experience, Promise Pathways has dramatically reduced these gaps in student performance:

<table>
<thead>
<tr>
<th></th>
<th>2011 LBUSD White Students (benchmark)</th>
<th>2012 Promise Pathways African American Students</th>
<th>2012 Promise Pathways Latino Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attempted Transfer Math</td>
<td>14%</td>
<td>20%</td>
<td>22%</td>
</tr>
<tr>
<td>Successfully Completed Transfer Level Math</td>
<td>10%</td>
<td>6%</td>
<td>13%</td>
</tr>
<tr>
<td>Attempted Transfer</td>
<td>28%</td>
<td>48%</td>
<td>63%</td>
</tr>
</tbody>
</table>
Historically, the college has also offered learning communities targeting diverse student populations and has recently reviewed these programs in order to increase the impact had on the broader student body. In Fall 2013, a small workgroup led by the Vice President of Student Support Services—including the English and Counseling department heads and representation from the Latino Faculty Association—met to review data from the Puente learning community in order to identify activities and strategies used by Puente that could be integrated into the Student Success Plan to benefit more students. Similar conversations will be held in Spring 2014 with the Sankofa (Umoja) learning community and the Black Faculty Association. Additionally, in 2011-2012 LBCC was awarded lead on the Long Beach Latino Student Success grant, an initiative focused on creating collective community impact around Latino student postsecondary success. In 2013 alone, over 65 community leaders from 19 different local non-profit organizations participated in monthly professional development sessions around cultural competency, developing shared data systems, identifying high-impact practices, and sustaining organizational capacity.

### Actionable Improvement Plans

The Promise Pathways Coordinating Team, composed of more than 20 faculty and administrators, reviews Promise Pathways student performance data each semester and makes recommendations for program modifications or the implementation of new strategies. This evaluation process has already led to changes in the placement model for English as well as changes in how counseling services are provided. There are currently two pilot programs still under initial review: 1) the use of “themed,” contextualized reading courses linked to a general education course and 2) “achievement coaches,” a graduate student appreciative-advising mentoring model. These pilots will be fully evaluated in Spring 2014 with recommendations for the 2014-2015 Promise Pathways cohort. The Coordinating Team is also developing a process map that connects specific early alert and support services to student performance indicators at designated times throughout the semester with the intent to initially implement the process map in Fall 2014.

Under the direction of the College Planning Committee, the college is also evaluating how to best integrate Promise Pathways into the larger Student Success Plan with the goal to make Promise Pathways the common student experience for all new students within the next two years. This work should be completed by the end of Spring 2014.

In addition, the Academic Senate has approved the administration of the Community College Survey of Student Engagement (CCSSE), which will occur in Spring 2015.
II.B.3.a. The institution assures equitable access to all of its students by providing appropriate, comprehensive, and reliable services to students regardless of service location or delivery method.

**Descriptive Summary**

The Long Beach City College Student Support Services Division takes steps to provide access to all its services to students. Student Support Services departments engage in many activities and utilize delivery formats to ensure each student can effectively complete the matriculation and ongoing registration processes, develop a clear plan leading to one or more specific educational goals, and connect with programs and services that will support his or her progress. This is achieved through outreach and recruitment efforts, online student support services, and the standardization of provided services at both campuses.

**Student Relations**

The Student Relations Department oversees all general college outreach efforts, including coordinating the Long Beach College Promise 4th grade tours, in which over 6,000 fourth graders from Long Beach Unified School District visit LBCC each year. Due to limited resources over the past few years, outreach efforts have been built around the Long Beach College Promise and Promise Pathways as a core commitment to serving local students first. Student ambassadors are assigned to each local high school and work in the high school career centers assisting students in completing the matriculation process. Outreach staff also regularly attend “college night” events at other locations and conduct parent and student workshops on campus. College marketing materials are available online ([www.lbcc.edu/outreach](http://www.lbcc.edu/outreach)) or by mail per request.

All scholarship information is available online, including the scholarship application, the faculty/staff recommendation form, how to claim scholarship installments, and outside scholarship opportunities ([http://www.lbcc.edu/scholarship/](http://www.lbcc.edu/scholarship/)). Staff are available to help students in-person navigate the scholarship process and also conduct autobiography workshops to assist students in completing the application. The Scholarship Office also visits specific classes and student clubs, such as the Honors Program, to increase student awareness of scholarship opportunities.

The International Student Office hosts a website that is translated in Spanish and Chinese with links in seven other languages. International students are able to access general program information, application information, F-1 and M-1 requirements, and additional support services ([http://www.lbcc.edu/international/](http://www.lbcc.edu/international/)). Marketing materials are mailed to potential students, and the college partners with an international agency to market the program as well. For students visiting, the office conducts tours and holds orientation sessions.

In 2008, the child Development department was awarded a grant through LAUP to provide support to students majoring in Early Childhood Education and Child Development. Counseling services were provided via individual appointments, classroom presentations and workshops. Through individual appointments students were provided a comprehensive
education plan listing courses needed for graduation and/or transfer. Through these counseling services, Child Development found an increase in graduation rates and transfer.

While Student Relations has taken on the primary outreach role for the college, the Counseling department continues to work closely with Long Beach Unified School District in coordinating student transition into college. The Dean of Counseling and the Department Head meet regularly with the district counseling coordinator at LBUSD as part of the Long Beach College Promise; these meetings also serve to coordinate student participation in Promise Pathway at each high school. In Fall 2013, the Counseling Department adopted the full SARS software suite, which included the functionality of allowing students to schedule counseling appointments online. The Counseling Department offers its orientation course, Counseling 1, in an online and face-to-face format. Counselors and support staff are housed at both campuses for student group and individual appointments. In 2013-2014, counselors have also been assigned to each instructional school to improve counseling visibility and strengthen relationships between counselors and program faculty and staff.

In response to assuring equitable access for students, LBCC has supported the implementation and continuation of online counseling services, which remains a statewide role-model for online counseling development. The fully web-based secured system is 508 compliant, is available 24/7 during the academic year, and is utilized by former, current, and potentially future students who have convenient access directly from the LBCC home page. The online counselor supports student learning by explaining and providing resources for students to review, referrals to campus and community services, and by follow up in-person with the student, if necessary. The website contains information and links that enhance learning opportunities, as well.

https://onlinecounseling.lbcc.edu/counselinghome/counselorlinks.cfm#

DSPS, as a part of its outreach efforts to area high schools and organizations, provides a DSPS orientation, administers college assessment tests, and conducts intake procedures on campus with students at Cabrillo, Long Beach Poly, Wilson, Millikan, Jordan high schools, and the Poly Academy Accelerated Learning (PAAL). DSPS counselors and staff also attend information fairs at the Harbor Regional Center, Long Beach Mental Health, Long Beach Unified School District Special Education, and many other events. Students with disabilities can access all DSPS program information online. The webpage includes a link to the College Online Counseling portal where students can ask DSPS counselors detailed questions. The college works to assure that all student support services online services and applications are Section 508 compliant.

The CalWORKs program regularly interfaces with the County Department of Public Social Services (DPSS) field offices to keep DPSS staff informed of the opportunities for education and training available at LBCC for welfare-to-work participants. CalWORKs coordinates outreach to child care resources with the EOPS CARE program and recruits eligible EOPS students to increase the success of these low-income and first generation students. EOPS focuses on internal outreach during the fall semesters through workshops and newsletters in order to educate faculty, staff, and current students on the purpose of EOPS and its services; in the spring semesters, staff present at local high schools and community organizations.
With the new structure combining categorical programs into one department, CalWORKs and EOPS host bi-annual advisory board meetings with DSPS to share program information with key community partners and to ensure services align with community needs (EOPS/DSPS advisory meeting notes).

Career and Transfer Services works closely with on-campus partners in communicating services and activities to students. Communications such as emails are sent to the following programs, and emails via email distribution lists are sent directly to students in these programs to help insure services to our diverse student populations: EOP&S, TRIO funded Project GO, TRIO funded Project LAUNCH, Honors, PUENTE, SANKOFA Scholars, and Child Development Project RISE. Contact information such as emails are also collected through transfer and career outreach activities (e.g., tabling and classroom presentations) at both campuses to establish transfer and career interest lists. Off-campus outreach efforts also include transfer presentations and workshops for our local area high schools as well as participation in various high school events such as college/university nights. Students, staff and faculty are also educated about transfer and career services through the use of various technologies and marketing mediums such as the transfer center website, the career center website, Long Beach City College Homepage, Facebook, Twitter, Instagram, faculty emails, staff emails, YouTube videos, LBCC IE News Video Interviews, transfer and career center brochures, LBCC Viking Newspaper Articles, and various flyers and posters.

**Enrollment Services**

The Office of Financial Aid conducts extensive outreach throughout the district’s service area. Outreach efforts are coordinated by a designated financial aid advisor who collaborates with other student service entities such as General Counseling and EOPS. Financial Aid conducts off-campus outreach efforts using informational tables at community events such as park festivals and at local shopping areas and malls. Also, Financial Aid representatives present at “Financial Aid” nights within the Long Beach City College Service area to students and parents. Financial Aid also partners with other departments at outreach events such as high school college night events. On-campus outreach efforts include information tables at the annual College Day event, participation on panels for student and parent Promise Pathways forums, and through interactions with staff during registration.

Admissions & Records has reorganized their web pages to assist with navigation of the main page and its subsequent pages. In addition to structural changes, content was changed to include revised and updated information about policies and procedures and services offered. The site also now contains revised, updatable forms for students to complete, print and submit. Providing the forms online allows students to complete, print and submit via mail rather than making a trip to the office just to file a form. The college is investigating the possibility of allowing submission of forms electronically, eliminating the need to print and mail or deliver the form in person.

The Office of School and College Articulation began a phased implementation of the PeopleSoft Academic Advisement (Degree Audit) Module. The degree audit became available to counseling faculty and Records Specialists in November 2012. In addition, the student self-service degree audit was released to students July 1, 2013; students are now able
to access their degree audit online. Currently, the audit is available only for the College’s Degree programs. The College’s Certificate programs are expected to be available in the degree audit in the first half of 2014. The Articulation Office revised its website in 2009 to streamline information and refine navigation. In 2009 the College began utilizing College Source’s Transfer Evaluation System (TES) which is used to route and track equivalency requests and store evaluated equivalencies. LBCC added the TES public view link to their website to allow students and other interested parties access to view all course equivalencies.

The veterans at Long Beach City College have a home within the Veteran Services Office (VSO). The VSO is a 1,000-square-foot office that houses a variety of services ensuring veterans (and veteran dependents) have a supportive environment as they pursue their academic goals. The VSO acts as a liaison between the veteran (or dependent) and the federal Veterans Administration. Within the VSO, students have access to a resident VetSuccess On Campus (VSOC) Counselor, a program that provides outreach and transition services for veterans from military to college life. Long Beach City College is one of only 94 colleges that maintains the VSOC program in the entire country. Additionally, in partnership with USC School of Social Work and U.S. Vets, the VSO participates in the “Outside the Wire” program whose primarily goal is to respond to the growing need to provide preventative and early mental health treatment to veterans returning from Iraq and Afghanistan. Through “Outside the Wire,” veterans may schedule private, in-office counseling sessions. The VSO also provides services including (but not limited to) veteran-dedicated educational counselors; in-office tutoring by fellow veterans; assistance with application for benefits and federal financial assistance; private computer lab and printing; bi-weekly workshops regarding veteran benefits and opportunities within the community; and off-campus college tours.

Veterans can access information regarding the VSO at the Long Beach City College website (http://www.lbcc.edu/veterans/) as well as through social media (http://www.facebook.com/LBCCVSO). The VSO actively engages in communication with its students and compatriots electronically through email lists, social media (Facebook/Twitter) and conducts outreach at campus events. The VSO coordinates with student veteran to participate in the Long Beach Veterans Parade and Festival in November and in April the VSO has a table set up the Long Beach Rock for Vets event.

**Student Affairs, Kinesiology, Athletics and Health Education**

The Associated Student Body provides opportunities for students to become involved in campus governance, activities, and services. To increase student involvement in student groups and clubs, Student Life implemented OrgSync in 2009-2010. OrgSync is a collaborative portal specifically designed to help students groups collaborate and communicate and includes online forms for data collection and program evaluation, a co-curricular transcript for tracking and recognizing student participation, and a website builder that makes it easy for student organizations to create and maintain public websites. Campus clubs use OrgSync to apply for charters, design and maintain club websites, recruit and register members, track budgets and attendance, schedule events, and advertise club news. The Viking Volunteer program, which coordinates and recognizes student volunteering, uses
OrgSync for students to apply to the program, log their service hours, and request transcript notations.

The Office of Student Life has expanded its online presence in its outreach efforts to students. The Student Life website provides information on Student Life policies, ASB, leadership programs, clubs and organizations, intramurals, the Viking Volunteer program, and general events; as of 2010, students are also able to access online voting for all student elections (Student Life web). Student Life staff also provide updates for campus news and events through Facebook, Twitter, and YouTube, and YouTube is used for training tutorials for student groups checking out sound equipment and media carts.

The Office of Student Conduct implemented a new discipline tracking software, Advocate, in Spring 2014. This software will allow campus community members to report conduct violations online and for internal departments to receive information on student conduct cases more quickly. The Advocate software also is being used to track all Student Affairs requests, including background checks and academic record holds.

Self Evaluation

The Educational Master Plan specifically identifies the need to “provide equitable access and support to its diverse students” as a core goal of the institution (Ed Master Plan). This is further broken down under “Equitable Student Access” as the need to “increase support services and courses required for degree and certificate completions and transfer preparedness at the Pacific Coast Campus” (p. 11). In 2013-2014, the Student Support Services VP Level Planning group selected this focus on the Pacific Coast Campus as one of its two primary goals for the 2013-2016 program review cycle. While core student support services are provided at each campus, the division felt it was important to ensure these services were accessible and consistent across the district. This same interest has been reflected in broader campus discussions. For example, approximately half of the respondents to the recent employee survey agreed the college identified and addressed the learning support needs of its students but noted concerns with the accessibility of services at both the Liberal Arts and Pacific Coast campuses and services for evening students. One faculty leader wrote, “Services to faculty, staff and students at PCC are lacking in comparison to those at LAC. However, recent efforts have been made to improve upon this” (Employee Survey Results, Appendix A, p. 143).

To ensure equitable services at both campuses, the operating hours for all student support services departments have been standardized at both campuses from 8:00AM – 6:00PM Monday through Thursday and 8:00AM – 12:00PM Friday. This eliminated the swirling of students between campuses to access open offices and guaranteed similar availability of services. The Counseling Office at both campuses also is open one evening until 7:00PM in order to better serve evening students. In larger departments—such as Financial Aid, Admissions and Records, Counseling, and DSPS—staff are assigned to each campus; in smaller departments, such as Student Life and the Transfer and Career Center, staff schedules include time each week at both LAC and PCC. EOPS, CARE, and CalWORKs were combined into shared offices in order to provide a presence at each campus. Each campus
convenes a scholarship committee every year to review student applications and make awards, and the hosting of the annual Scholarship Reception rotates between campuses every other year. In 2011-2012, intramural activities were also expanded to the Pacific Coast Campus.

In 2009, the District teamed up with ASB to fund a shuttle bus service between campuses in order to increase student access to programs and services. With approximately 204 students riding the shuttle on average three times a week in 2012, the shuttle bus service hours were expanded from one shuttle bus running 7:30AM – 7:00PM to a second shuttle bus running during the peak times of 7:30AM – 10:00AM and 3:00PM – 7:00PM. In 2012-2013, Long Beach Transit approached the college regarding a new pilot bus line that would link the two campuses and LBCC has formed a committee led by ASB to review how a transit partnership might best serve students.

In addition to an analysis of on-campus services, Student Support Services has also reviewed the effectiveness of its online services. For example, the online counseling website consists of two tiers through which people may ask questions of a counselor. Quick Questions is useful for obtaining answers to a wide variety of general questions and it does not require a login to access the system. Detailed Questions, however, requires a login and is reserved for LBCC students (past and present). Services provided through Detailed Questions are comprehensive and include all services offered through traditional counseling with the exception of probation counseling and psychological counseling. Reviewing usage over the past five years, students have submitted on average over 1,500 questions per academic year. It is important to note that the actual number of questions submitted is substantially higher as students continue to ask new and different questions during an open Detailed Questions session that the system does not capture. (Kenna doc) As of June 1, 2013, there were 9,396 student accounts that had been created through the Detailed Questions component of online counseling.

Enrollment Services has also expanded its online presence to streamline services for students at both campuses and for students taking online courses. In 2012-2013, the area created a Business Systems Analyst position to oversee student communications and implemented Blackboard Connect, a comprehensive communication suite that sends phone calls, emails, and text messages to targeted student groups.

Actionable Improvement Plans

As a primary goal of the Student Support Services VP Level Plan, the division will focus on increasing the effectiveness of student support services at the Pacific Coast Campus over the next three-year planning cycle. In Spring 2014, construction will begin on a new Student Support Services building at the Pacific Coast Campus and division-wide planning has gone into the programming and layout of the new building. The division is also currently assessing the effectiveness of programming in Building A, the newly remodeled Student Support Services building at the Liberal Arts Campus, in order to improve the student experience and to apply those learnings to the Building GG, the PCC building under construction.
As part of the Student Support Services Leadership Institute, in Fall 2013 all student services managers began developing a division-wide, coordinated student communication plan. This plan, to be implemented in Fall 2014, is intended to centralize key student communications, appropriately time the communication of information to students to ensure greater relevancy, and improve internal awareness of ongoing department efforts.

II.B.3.b. The institution provides an environment that encourages personal and civic responsibility, as well as intellectual, aesthetic, and personal development for all of its students.

Descriptive Summary

Through the Associated Student Body and Student Life Programs, the college offers co-curricular programs that provide opportunities for students to participate in a variety of leadership, service learning, cultural, and athletic activities.

The Office of Student Life also creates a co-curricular environment that supports intellectual, athletic and personal development, and civic responsibility. Student activity and leadership programs are designed to support a co-curricular educational experience for students. Associated Student Body (ASB) bylaws exist to provide parameters for the operation of these programs. Students elected and appointed to the ASB Cabinet represent the official voice of the student body. Through the LAC and PCC Club Senates, over 60 student clubs are organized with weekly meetings held on each campus. The college club system provides numerous events that represent a wide variety of interests supporting ethical and personal development and civic responsibility. Civic responsibility is also emphasized through the Viking Volunteer Program with community and college service learning opportunities for students, faculty and staff (Associated Student Body of Long Beach City College Bylaws).

The college further fosters personal development through intercollegiate athletics. Twenty-one (18) different sports allow participation for men and women. An intramural sports program offered recreational competitive opportunities for students, sponsoring over 80 events throughout the year through 2012-2013; in 2013, the intramurals program was restructured and reduced due to statewide budget reductions.

The Associated Student Body provides opportunities for students to become involved in campus governance and development of activities and services for the student body. Opportunities for civic involvement include student participation on campus and on district committees. The LBCC Board of Trustees includes a student member. Through the various programs of the LAC Club Senate and PCC Club Senate, the ASB sponsors leadership training with weekly meetings, speakers, seminars, and workshops. The ASB Cabinet supports its co-curricular programs with revenue from the sale of ASB College Services cards. With an annual operating budget of slightly under a million dollars, the ASB supports campus programs such as athletics, theater, dance, visual arts, music, and journalism.
The LAC Club Senate and PCC Club Senate represent over 60 student organizations. The Senates provide entry-level leadership training and experience for students. Student clubs offer students opportunities to organize activities that support a common interest or purpose. Each club selects a representative to Club Senates at LAC or PCC, both senates meets weekly to approve activities and fundraisers. These student government organizations also provide input and recommendations to the ASB Cabinet. From 2008 to 2013, students participated in numerous activities that support personal and civic responsibility, as well as intellectual, aesthetic and personal development including an annual Student Leadership Conference, Leadership trainings, and service learning projects in the community.

The Viking Volunteer Program coordinator networks with the campus community and the community at large to provide service learning opportunities for Long Beach City College students, staff, faculty, and administrators. Between 2008-2013 the program has had an average of 200 students per semester participate and students recorded approximately 80,000 service hours. The program continues to work with a variety of community organizations to engage students as volunteers. The Student Life Viking Volunteer program teaches students personal and civic responsibilities through various service projects and donation drives made available to them. Students learn through service that they are a part of a larger community and that in order for that community to thrive, people need to get involved.

The Recreation Program at Long Beach City College is composed of two separate entities, the Intramural-Recreation (IM-REC) Program and the Summer Youth Recreation Program. The IM-REC Program is open to all students, faculty, and staff at Long Beach City College and provides them an opportunity to participate in competitive or recreational activities per school year. The Summer Youth Recreation Program serves the youth of the Long Beach community. The program teaches children ages 4-14 the fundamentals of various sports while building up their confidence and self-esteem. The program also serves as a mentor program allowing LBCC’s current and former athletes to show the children their passion and love for the sport. The activities offered every summer by trained professionals are baseball, football, soccer, tennis, golf, basketball, cheerleading, swim lessons and diving classes.

Self Evaluation

Long Beach City College offers students a variety of programs and activities that support development of student personal and civic responsibility. In addition to student learning outcomes built into instructional courses and programs, the Office of Student Life and ASB offer a variety of programs that encourage intellectual, aesthetic, and personal student development. Over the last few years, Student Life has focused on increasing student leadership programming by creating the annual Beverly O’Neil Student Leadership Conference. The conference includes keynote speakers, workshops, and a community “Mentor Mixer” for students to network with community leaders. In 2012, 60 students participated; in 2013, this number increased to 87. Student Life does an evaluation of each conference and continues to make adjustments in order to increase student participation and participation satisfaction.
Student Life has also revamped the process of appointing students on to college committees in order to increase meaningful student involvement. In 2012, Student Life identified an issue with student participation on shared governance committees; in review student involvement, the office found that few students applied to committee openings and fewer still attended those meetings regularly. It was also found that students placed onto hiring screening committees were dropping off these committees due to class schedule conflicts with the hiring committee’s preparation and interview sessions. In response, a plan was developed in 2012-2013 to increase student awareness and participation by creating a master document of all committees available to students, developing “talking points” for how participation would benefit students, matching committee opportunities to related educational majors, placing committee requests on every LAC ASB and PCC Student Council agenda, and placing students on hiring screening committees before meeting schedules are created so class conflicts are avoided. A benchmark for previous student participation was identified and the plan has been implemented and is being monitored each semester.

Over the last few years, the number of student discipline cases related to student wellness issues has increased substantially, with more incidents being of a more serious nature. In 2012-2013 alone, 199 student conduct cases were processed with resulting in 275 sanctions issued. To assist students in gaining the skills and knowledge needed to uphold the Student Code of Conduct, the Office of Student Discipline partnered with Psychological services to provide students on discipline with free workshops on topics such as anger management, conflict resolution, and substance recovery. These workshops are provided by Master of Social Work (MSW) graduate student interns on a flexible schedule; typically, students are required to complete a certain number of workshop sessions to meet reinstatement requirements.

**Actionable Improvement Plans**

During the program discontinuance process in 2012-2013, some students participating in student government expressed concerns about the level of involvement of students on shared governance committees. A review of student involvement found that some policies did not specifically outline the participation of students and that students had not been actively attending many of the shared governance committee meetings. In response, the Office of Student Life has taken a proactive approach to increasing student participation on college committees (as listed above) in order to ensure student voice on these committees. Similarly, college policies such as those related to program modification and discontinuance are being reviewed through the President’s Leadership Council process to determine how best to engage students in the related college-wide decisions.

In the Spring 2014 semester, Student Life will also implement a student leadership institute composed of a series of smaller sessions with local leaders to prepare students to serve in prominent ASB positions, on a college committee, or as a student trustee. If successful, this institute will be offered each year during the spring semester to increase the number of students applying for student leadership positions.
II.B.3.c. The institution designs, maintains, and evaluates counseling and/or academic advising programs to support student development and success and prepares faculty and other personnel responsible for the advising function.

Descriptive Summary

The Counseling Department consists of twenty-eight full-time counselors and 21 part-time counselors including one department head, eighteen general academic counselors, one international student counselor, three DSPS counselors, three EOPS counselors, and two faculty coordinators for Matriculation and the Transfer and Career Center. For the last two years, one full-time counselor has been on extended leave and recently resigned from her position; another counselor is on a one year sabbatical this year, another counselor stepped into an interim administrative role, reducing the total number of full-time counselors to twenty-six.

The Counseling Department provides one-on-one counseling sessions, group sessions, workshops, online counseling, and counseling courses. With the limited counseling staff, the Counseling Department has been very strategic in identifying ways to provide counseling services to the largest number of students. For example, the first cohort of Promise Pathways (960 students) were required to take the Counseling 1: College Orientation course during their first year in which is embedded the development of a student educational plan (SEP). In analyzing student progress from this first cohort, the counselors realized the majority of these students had not declared a major and were not prepared to complete an SEP; to address this issue, students in the second cohort of Promise Pathways were required to take both the Counseling 1 and the Counseling 48: Career Exploration class if they had not selected a major upon admission to the college. The Promise Pathways Coordinating Team is currently monitoring the effectiveness of this intervention to determine if taking Counseling 48 increases the number of students who declare a major by the end of their first year in college and, if successful, will look to expand this service to all incoming students. In the summer of 2013, the Counseling Department implemented a mandatory group counseling model for new students to reduce redundancies in the dissemination of general college information and maximize the one-on-one counseling student interaction. Within this two-month period, over 780 students were seen in this group counseling format, significantly reducing the lines and wait-times to see counselors in the Counseling Offices at both campuses.

Specialized counseling for students participating in the International program, Athletics, and Honors programs is provided in order to monitor and guide students through the education pipeline and leading to graduation and/or transfer. These programs require specific eligibility requirements in order to participate. The counselors assigned to these programs play a critical role in making sure students take appropriate classes and monitor their progress semester to semester.

Self Evaluation

In Fall 2013, the Counseling Department also implemented a new organizational structure in which counselors are assigned to work with specific instructional schools in order to improve
the integration of counseling services into academic programs. This change reflects a need for greater integration between academic programs and student services, which was echoed in many of the comments made in the recent employee survey. A little more than half of all survey respondents agreed that the college provided adequate counseling and academic advising programs with an average response mean of 3.57 (with 1 being strongly disagree and 5 being strongly agree). Survey respondents noted a need for more counselors as well as better communication between counselors and classroom faculty. One respondent stated, “Faculty are underinformed, on the whole, of how to either be more effective in advising students how to seek counseling or on the new counseling system” (Employee Survey Results, Appendix A, p.153). The new structure assigns general academic counselors to instructional schools and provides time for these counselors to interact with program faculty, provide input in the development of program pathways, and specialize in specific instructional areas. This model has been effective in the past in providing counseling to specific instructional programs such as athletics, nursing, and the early childhood development’s Project Rise program. The Counseling Department has been developing the implementation and evaluation plan and will officially deploy counselors into instructional schools in the spring 2014 semester.

There is a concern that the Counseling Department does not have enough full-time counselors to meet the student counseling demand. This year, the department included new faculty positions in its program plan and submitted hiring requests to the college’s Faculty Hiring Priorities Committee. The data provided in the department’s program plan was strong and four new counseling positions were approved to be hired for Fall 2014: two general academic counselors, one DSPS counselor, and one EOPS/CalWORKs counselor. In addition, a para-professional classified position, Enrollment Specialist, was created in the spring of 2013 to provide additional support to the Counseling Department. Three enrollment specialists were hired in 2013 and report to the faculty coordinator for the Transfer and Career Center. The Enrollment Specialists supplement the work of counselors by assisting students with general registration questions, reviewing basic college information about degrees, certificates, and transfer as well as college terminology.

Significant changes have also occurred in counseling-related categorical programs over the last few years. In 2013, the new Student Success and Support Program (SSSP) was created, officially replacing the Matriculation program and mandating four key services for all students: orientation, assessment, student educational planning, and counseling follow-up services. The college was well-positioned to respond to these new requirements. In Spring 2012, the college implemented mandatory orientation and assessment for all students. This led to an increase in the number of assessment tests administered, jumping from 34,911 in 2010-2011 to 43,859 in 2011-2012. To accommodate the increase in the number of students completing orientation, the new student orientation was provided in an online format and the number of face-to-face orientation sessions was dramatically decreased. Orientation numbers jumped as well, with 28% more students completing orientation before registering in 2011-2012 than in the previous year.

An additional review of the orientation model has also occurred over the last year. In Fall 2012, the Dean of Counseling convened a taskforce across Student Support Services to
review the “front door experience” for students as they matriculate into the college. This taskforce mapped all of the touch points for new students, gaps in information, and redundancies or overlaps in orientation-like activities held by individual programs such as DSPS, EOPS, and Athletics. As a result, the sequence of the steps has been revised leading to a more effective and efficient process for students.

In order to address the new SSSP requirement mandating student educational plans for all students linked to priority registration, the Counseling Department has implemented a new electronic student educational plan tool in the PeopleSoft Student Information System. As of the end of Fall 2013, 1,779 official SEPs had been captured in the electronic tool.

In addition to general academic counseling, the Disabled Student Programs & Services (DSPS) Office provides additional support each year to over 1,500 students with disabilities. Due to state budget reductions to categorical programs in 2009-2010, DSPS was forced to reduce staffing that year by almost 50%. This led to serious challenges in meeting student accommodation needs and in maintaining student files; in 2011-2012 and 2012-2013 the DSPS Office had audit findings related to missing documentation in student files. In response, during additional layoffs in 2012-2013 the Student Support Services division reallocated funding from other areas to increase staffing in DSPS at both campuses by 2.5 FTEs. In addition, the DSPS faculty coordinator position went vacant in 2011-2012 and was covered by interim assignments as a full review of the DSPS program was conducted by the administration with the assistance of the Galvin Group. With the results of a full program review, a new Director of Categorical and Special Programs with a strong background in DSPS was hired in the summer of 2013. Since the new director has come on, a primary focus has been placed on the processing of student files through improved use of staff and technological resources. The new director has also led a taskforce of student services, academic affairs, and information technology staff in the development of processes for ensuring closed captioning for instructional materials.

In strengthening the student services categorical programs, DSPS, EOPS, and CalWORKs were organized under the new Director of Categorical and Special programs in the summer of 2013. To meet Title 5 requirements, a certificated Assistant EOPS Director position is being developed. This will continue to support the work of EOPS, which continues to successfully serve over 1,100 students each year. EOPS has seen progress in decreasing the time to determine eligibility for student participation in the program.

CalWORKs, the newest member of Student Support Services, continues to serve ________ students. Efficiencies have been created in the program by sharing an office presence at the Pacific Coast Campus with EOPS and by coordinating similar services provided by CalWORKs and CARE. Inclusion of the program in Student Support Services will allow for continued collaboration with other like programs and allow the college to leverage limited resources.

Actionable Improvement Plans
The Counseling Department fully implemented the use of electronic Student Education Plans in Spring 2014 and a “Counseling Technology” committee made up of the dean and a small group of counselors will evaluate the effectiveness of the tool and needed modifications through Fall 2014. At the same time, the next phases in the build-out of the online degree audit tool will rolled out in 2014-2015 and will also be reviewed by the Counseling Technology committee.

Similarly, the new counseling model with counselors assigned to instructional schools will be fully implemented by the end of Spring 2014 and will be evaluated each semester in 2014-2015 by the dean and counselors representing each instructional school. This new model included the hiring of Enrollment Specialists to support counseling functions, and the effectiveness of these positions will also be reviewed during this evaluation process.

II.B.3.d. The institution designs and maintains appropriate programs, practices, and services that support and enhance student understanding and appreciation of diversity.

Descriptive Summary

The ASB has established a Cultural Affairs Council (CAC) at both campuses, which provide workshops, guest speakers, forums, activities, and events dedicated to the celebration and exploration of cultural and ethnic diversity. The CAC is open to any student, faculty, or staff member at the college. The ASB government provides an annual budget for the CAC to fund various activities and events; weekly meetings are held at each campus. In collaboration with the CAC, college faculty and staff coordinate celebrations such as Black History Month, Women’s History Month and National Coming Out Day.

Many student clubs exist within Student Life that promote student appreciation of diversity. These clubs include the PCC Cambodian Student Association, Coalition for Latino Advancement, LAC SANKOFA Scholars, LAC French Club, Development of Afro-American Professionals, Spanish Club, Pacific Islanders Pursuing Academic Student Success, LBCC Puente Club, The Doors Are Open, LBCC Gay Straight Alliance, Filipino Kalayaan Club, The Society of Mexican American Engineers and Scientists, Chinese Club, Latin Dance Club, LAC Muslim Student Association, German Club, Alpha Ladies of Color, and Model United Nations.

The Women’s and Men’s Resource Center has teamed up with Student Life to provide diverse programs and activities. Women’s History Month events have included an essay contest coordinated with LBCC’s English department, a Women’s History Month reception, and Women in History displays as part of the month long celebration by the Women’s and Men’s Resource Center and the Office of Student Life. Other events include the Youth Conference for 14 – 24 year olds and LBCC students as a day –long conference to increase dialogue and respect for diversity and decrease the incidence of violence and bullying. In 2010, participants learned how to convey this message through the use of art, music, dance and spoken word.
Self Evaluation

Over half (57%) of the respondents to the recent employee survey agreed that the college has created structures to encourage student understanding and appreciation of diversity. One faculty leader stated that “the College tries and keeps trying to improve and support diversity” (Employee Survey Results, Appendix A, p. 148); another faculty added, “I haven’t seen churches provide the commitment to equality and neutrality that LBCC provides” (p. 149).

Cultural Affairs Council (CAC) events have been held regularly, including in 2013 an Afro-American artifacts display, a Cinco de Mayo event, Museum of Tolerance trips, the Lunar New Year, Mardi Grass, OctoberFest, and participation in the Long Beach Pride Parade. Both CACs at each campus have maintained an active presence over the last six years and have continued to offer diverse programming engaging the broader student community. Long Beach is a very diverse city, and this prominent commitment to diverse student programming is reflective of local community’s culture.

In 2000, The Women’s and Men’s Resource Center implemented the Safe Zone program across both campuses. The goals of the Safe Zone program include establishing a campus-wide network of easily visible allies who can provide support, information and assistance to lesbian, gay, bisexual and transgendered students that fosters academic and professional success and reduces discrimination and harassment based on perceived or self-reported sexual orientation. Each year, Safe Zone trainings are held on campus and currently there are over 50 trained staff members spread across 26 different departments. In addition to inviting all staff to participate in annual trainings, students are also invited to participate, and a handful have participated over the years.

Actionable Improvement Plans

Student Services continues to identify ways to support diverse groups of students and enhance overall student awareness and appreciation of diversity. LBCC’s recent partnership with the U.S. Department of Veterans Affairs’ VetSuccess on Campus (VSOC) program is in initial implementation and will be evaluated each year to increase the visibility and support for student veterans on campus. Recent changes in State registration regulations has also increased visibility for foster youth, and Student Services is working closely to align current services for foster youth offered by the Office of Student Life with those provided through the Foster and Kinship Care program. Finally, a new international student program plan will be completed by the end of Spring 2014 with the intent to increase the size and visibility of the international student program in the next five years as well.

II.B.3.e. The institution regularly evaluates admissions and placement instruments and practices to validate their effectiveness while minimizing biases.

Descriptive Summary
In 2010-2011, the college partnered with California State University in accepting the CSU Early Admissions Placement (EAP) for student placement into foundational courses at LBCC. Historically, Long Beach Unified School District (CSULB) had offered an Expository Writing, Rhetoric and Composition (EWRC) course developed by CSU faculty for students who did not successfully pass the EAP in English, and this model had proven to be successful. As the course had been developed by CSU faculty, LBUSD requested that LBCC consider performance in the course as a substitute for student placement into English using the Accuplacer test. In response, the Office of Institutional Effectiveness conducted a study of 6,000 LBUSD students over a five-year period who had enrolled at LBCC after graduation. The results of the study were surprising: contrary to the widely-accepted belief that the majority of high school students are appropriately placed into remedial coursework, the study showed that many students being placed into remedial English courses could be successful in a transfer-level English course if given the chance (IE P2 Study). The statistical predictive power of a set of high school performance indicators were shown to be as effective in placing students into the appropriate level of English coursework as the standardized Accuplacer test. Based upon these preliminary results, the Office of Institutional Effectiveness conducted a similar study for math and found comparable results.

Using these data, the college modified its placement requirements to allow students in Promise Pathways to use either the Accuplacer results or the alternative assessment predictors in determining placement into English and math courses. The Matriculation Office created a special information session at all Early Bird enrollment events in 2011 for incoming LBUSD students to learn about the alternative assessment option and worked closely with LBUSD counselors at each high school site.

Self Evaluation

In 2013, the college used the Promise Pathways program to pilot an alternative placement model using high school performance data in placing incoming students into English and math courses. The English and Math departments were provided five years of data representing over 6,000 students who attended high schools in Long Beach Unified School District and then used these data to determine which high school performance metrics were the strongest predictors of successful college performance. For the first year, the English Department determined that any student who earned a “B” or better in the second semester senior year English class would be allowed to place into transfer level English; the Math Department developed a multivariable formula that weighted a student’s high school GPA in math, overall GPA, last math course taken, and the student’s eleventh grade California Standards Test (CST) score. The results were dramatic. For math, 26.6% of the incoming Long Beach Unified School District cohort attempted transfer-level math and 15% successfully completed the course, compared to 10.5% attempting and 5.1% completing the previous year. For English, the number of students attempting transfer-level English in the first year went up from 17% to 63.2% and completion rates increased from 11.9% to 41.4%. In reviewing the effectiveness of the alternative placement model, the use of high school performance data in placing students proved to be as effective as placing students using the Accuplacer standardized test based upon overall student course performance. As a side note,
all students were required to take the Accuplacer test in addition to receiving an alternative placement option so that the college could fully evaluate the pilot.

After the results were collected from the first Promise Pathways cohort, data on the pilot were provided back to the English and Math departments for review. The Math Department chose to keep the same formula for placement for the second cohort, while the English department developed a more comprehensive formula that included last grade in English, overall GPA, and a student’s eleventh-grade CST score. In addition, the English Department developed a P-ENGL course—a placeholder course that allows faculty to assess student preparation during the first week of the term and then determine the appropriate course-level placement. Initial placements for the Fall 2013 semester show higher student placements in English similar to the previous year with English faculty feeling more confident in student placements.

Actionable Improvement Plans

By the end of Spring 2014, the English Department will review the results of the pilot P-ENGL course and determine whether the model was successful in increasing the appropriate placement of students into English courses. Based upon this review, the P-ENGL course model may be expanded starting in fall of 2014. In addition, student performance data in reading is currently being reviewed by the faculty in the Reading Department to determine if an alternative placement model for reading can be piloted as well in Fall 2014.

II.B.3.f. The institution maintains student records permanently, securely, and confidentially, with provision for secure backup of all files, regardless of the form in which those files are maintained. The institution publishes and follows established policies for release of student records.

Descriptive Summary

Long Beach City College adheres to strict regulations and procedures concerning student records. Administrative Regulations 2007 and 5010 outline responsibility, definitions, and rights of students and release of records. Family Education Rights and Privacy Act (FERPA) regulations are published in the faculty handbook, college catalog, and the class schedule.

In Admission and Records, staff members are required to sign a “Student Administration Confidentiality/Security Agreement.” Student records are secured in locked cabinets at both campuses. Sensitive records are protected off-site in secure storage. Release of record information is outlined on the student web page, faculty handbook and college catalog. Transcript requests require student signature; transcripts are not faxed. All counter transactions require college identification or a state/federal issued identification.

A confidentiality policy established July 1, 2005, outlines procedures for release of student information in Financial Aid. Confidential information regarding awards, checks, addresses, etc., are given only in person to the student and only by Financial Aid staff. Similar to
Admissions and Records, all transactions done in person require a Long Beach City College identification or state or federally issued identification. Financial aid awards concerning individual amounts are not provided over the phone or at the reception area of an office. Student files are secured in locked file cabinets at both campuses. Student loan files are secured in fire-safe cabinets. After five years, files are sealed, transported to campus warehouses, and destroyed off campus by a bonded company.

The Veterans Services files are kept in locked file cabinets. All files and any paperwork containing and IDN, SSN and/or student name being reviewed by staff and kept in locked office desk cabinets while under review. Consistent with all Enrollment Services areas, ID verification occurs any time a student requires information from a veteran file. Similarly, the International Student Office has hard copy files that are kept in a double-lock filing cabinet and uses Atlas security software for all sensitive information provided online.

Beginning with the 2008-2009 application process, students are able to apply online for all scholarships instead of using hard copy applications. Those applications were kept on file until the awarded process had been completed and then the files were destroyed. The office ensures security by purchasing additional SSL Certificates to protect information stored online.

Student test scores are secured electronically in the Assessment Office with access limited to employees of the college with the appropriate PeopleSoft access. Student files in CalWORKs, EOPS, and DSPS are kept in a locked file cabinet. Student information is held for two years. Files are then transported to a warehouse for destruction by a bonded company. Student information is not released to off-site agencies, with the exception of GAIN eligibility workers for CalWORKs students.

Student conduct files include confidential incident reports, meeting notes, case findings and any correspondence related to a student conduct case which is submitted for investigation. Student Conduct (paper) files are currently stored in locked filing cabinets. Over the last several months, we have been scanning paper files and converting them into electronic files via Laserfiche. The electronic files are stored in a shared “S” drive, which is only accessible by authorized personnel. Processes have been established for the request of all disciplinary records, including agencies conducting background checks for government employment, common applications for universities, and subpoenaed records; background check and common application requests are only released with written authorization from the student in question.

All athletic training records for student intercollegiate athletics programs are stored in locked cabinets and meet all HIPPA requirements. A software program, SportsWare, serves as an electronic sports injury track and documentation program and is password protected.

Student health records maintained by Student Health Services are used to document student/patient contact, diagnosis and interventions. Past paper records are kept in locked cabinets and behind locked doors. For two years, electronic records using the Point n Click system document contact, diagnosis, and interventions. Point n Click is attached to an LBCC
user name and once the program is accessed all records are password protected. Student mental health records are kept in locked cabinets behind locked doors as well, with online student appointment information user name and password protected.

Self Evaluation

In the last few years a concerted effort has been made to store more student information electronically and the college has made efforts to ensure the security of this information. All online student information is secured publicly by username and password set up by the student; all self-service tools are password protected. Transcript requests have been moved primarily to an online system offered through Credentials Solutions, who has a secured web service with an encrypted online page for payment and personal information submission and review.

All staff members in Enrollment Services are trained annually on the Family Educational Rights and Privacy Act (FERPA). Standardized training on FERPA is also provided to all new staff on initial employment. Privacy protocol is also followed for in-person and telephone interactions to validate student identity. For example, a form of photo identification is required for all in-person transactions; similarly, the Call Center has established a question procedure to confirm identity before releasing student information.

Actionable Improvement Plans

The college will continue to review department regulations and procedures related to the safety and storage of student information.

II.B.4. The institution evaluates student support services to assure their adequacy in meeting identified student needs. Evaluation of these services provides evidence that they contribute to the achievement of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.

Descriptive Summary

Long Beach City College regularly assesses and evaluates programs and departments in the Division of Student Support Services. Program reviews are conducted on a regularly scheduled cycle that occurs at least every three years, and department goals are linked to division-wide priorities pulled from the measurable objectives outlined in the Educational Master Plan. In addition, assessment of department-level programs and services occurs routinely as state and federal guidelines change.

All departments have developed Service Unit Outcomes (SUOs) with assessment plans, assessment results, and follow-up actions that are updated annually. The Counseling Department also develops an annual school plan, including the development and assessment of Student Learning Outcomes (SLOs) in instructional counseling courses.
Self Evaluation

Student Support Services are in a constant evolution to more effectively meet the needs of its diverse student population. The annual Service Unit Outcome evaluation has been useful in analyzing the current efforts of individual departments to better meet student needs. For example, the Financial Aid Office has worked hard to increase the speed at which students are awarded aid packages in order to equip students early in the term with the resources needed to pay for books and student fees. It set a service unit outcome to award all students by the first week of the fall semester who submit a FAFSA by the May 15th priority deadline and successfully achieved this goal in 2012-2013. In 2013, these same efficiencies in the Financial Aid Office led to a reduction in the number of days to award from application completion, awarding students that year on average in 42.6 days instead of 58.8 days (Progress on Goals of the 2011-2016 EMP).

Over the last few years, Admissions and Records has focused on increasing online student access to key processes. For example, in Fall 2012 the department launched an online Degree Audit tool representing 22,000 articulation agreements with over 500 educational institutions. The Degree Audit addresses the need of students to track progress towards a specific academic certificate or degree. This product was originally rolled out to counselors as an internal tool for student advising; within a semester, Degree Audit was then launched externally for direct student use. Functionality in the Degree Audit also allows the college to link student program progress and course scheduling needs. For example, the Degree Audit was used in reviewing course needs of students recently impacted by program discontinuance, and this information informed the teach-out courses offered in the summer and fall of 2013. With this ability, LBCC can monitor student progress towards stated goals, guide students to meet outstanding requirements, and identify where barriers in course-taking patterns exist.

As early as 2008-2009, The Transfer and Career Center began to track how students were using the centers with the hope to substantiate primary usage being for transfer and career services. However, data revealed a different story, with only 7% of students utilizing the centers for direct transfer and/or career services and the majority of students visiting the centers to complete general course registration activities in 2011-2012. During 2012-2013, student computer kiosks were expanded in Admissions and Records and the Transfer and Career Center was relocated into a new facility at the Liberal Arts Campus, redirecting student course registration to more appropriate resources and freeing up the Transfer and Career Center to designate resources specifically to transfer and career functions. Transfer and Career activities were further expanded with the assignment of Enrollment Specialists to the Centers. Last year, the Centers saw significant increases in the number of students accessing the resources for transfer and career purposes and is currently tracking student usage with the goal to see the majority of student usage related to the Center’s core services in 2013-2014.

In 2010-2011, the EOPS Department did an extensive analysis of the processing time of new applications to the program with the goal of reducing the processing time from 3-4 weeks down to 1-2 weeks. In this analysis, EOPS found disparate processing periods based upon the
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campus location where the application was submitted. This led to an evaluation of the staffing structures at each campus and ultimately the consolidation of staff at the Liberal Arts Campus, centralizing all application processing and standardizing response times to students. In the most recent year, the processing time for new applications has decreased to _____. and the department continues to monitor and adjust its processes to meet its 1-2 week goal.

Due to budget cuts in 2011-2012, the Outreach Office was eliminated and the outreach functions were reorganized. This caused a gap in the planning process for outreach service unit outcomes set in 2010 and required to department to re-evaluate how it would measure effectiveness with significant resource limitations. With insufficient staff to administer pre- and post-tests on incoming students, Student Relations (where outreach functions are now housed) accessed a temporary recruitment student-information database to track the use of services by students who had attended an outreach activity in which those services were presented. Student information in the recruitment database was linked to service indicators in the PeopleSoft system, identifying which students had accessed orientation, assessment, resources in the student success center, and financial aid services. In Fall 2012, 65% of the students participating in outreach activities utilized at least one of the listed services prior to the first semester; in Fall 2013, this number increased to 70%. These data were used to determine the efficiency of outreach activities, i.e. the number of students attending outreach activities that ultimately enrolled at the college. By focusing primary outreach efforts on school districts participating in Promise Pathways, outreach activities have become more efficient in targeting and assisting students transitioning into the institution. Student Relations continues to monitor student enrollment in relation to its efforts with a hope to further increase the return rate on its efforts.

In 2012, the Office of Student Life identified there was an issue with student participation in the shared governance process. In reviewing student committee representation, the office found that few students applied for student positions and those that did attended infrequently. One issue was identified with the timing of meetings: for example, students placed onto hiring screening committees were dropping off because the preparation meetings and interview dates conflicted with student class schedules.

The successful implementation of Promise Pathways has been a primary goal of Student Support Services at the VP level of the planning process. Metrics used to assess the effectiveness of the program include student performance in foundational coursework, the number of units students attempt each semester, student course completion ratios, student persistence, and program completion. Baseline data from LBUSD students enrolling for the first time at the college in 2011 is used to measure gains for students participating in Promise Pathways cohorts. In addition to gains in successful completion of foundational coursework (including transfer-level coursework), 72% of students demonstrate behavioral intent to complete (as compared to 58% in the baseline cohort) and 36% demonstrate behavioral intent to transfer (as compared to 13% previously), both as defined by the California Community Colleges Chancellor’s Office. Full-time attendance also increased from 50% to 85% for the Promise Pathways Fall 2012 cohort and has remained at this level while maintaining high persistence rates.
At the end of the fall 2012 semester, student participants in Promise Pathways were surveyed regarding various aspects of the program as well as their general first-semester experience at LBCC. There was a 22.7% response rate for the survey, with 200 respondents reporting participation in Promise Pathways from enrollment to the end of the fall semester. The results from the student survey identified two areas of concern with recommendations for change. First, students requested that changes be made to the course registration process. In order to ensure Promise Pathways students were able to enroll in a full load of prescribed classes in the fall 2012 semester, the Admissions and Records Office manually enrolled these students into courses based upon their first semester education plans. However, this meant that student schedules often reflected courses at many different times during the day and at both campuses. As a result, many students struggled with managing their full-time loads as prepared for them. In response to student input, the registration process was modified in the spring 2013 semester to allow students to self-register for courses by holding required open lab workshops in which students were assisted through the online registration process. This change all but eliminated all student complaints about the registration process and has been used each semester since.

Second, students responding to the survey recommended that Promise Pathways participants receive more structured time with counselors in the initial advising process. In preparation for the fall 2012 semester, the Counseling Department attempted to provide initial counseling to Promise Pathways students in “quick and dirty” group sessions (the Counseling Department Head often referred to the model as “speed dating”) both on campus and at high school sites in an effort to ensure all participating students received the initial advising needed. In response to student concerns about this model (and counselors’ supporting input), counseling for Promise Pathways students was provided in subsequent semesters in first-come-first-serve traditional individual counseling appointments. While this ensured more quality interaction between counselor and student, the sheer number of students participating in the program could not be served with this model. The Counseling Department once again reviewed the effectiveness of counseling services for these students and will be implementing a longer, more structured workshop model for the third Promise Pathways cohort in Fall 2014.

Actionable Improvement Plans

In Spring 2013, Student Support Services completed the first full prioritization of department SUOs and related resource allocation requests at the vice president planning level. The division will track how closely resources allocations in the department are aligned with this prioritized list and will continue to monitor annually where priorities should be adjusted in order to best serve student needs. The division will also continue to identify and assess service unit outcomes and student learning outcomes on an annual basis.

The Community College Survey of Student Engagement (CCSSE) will also be administered in 2014-2105 in order to better understand the overall experience of students at the college.