Standard I.A
Mission

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Standard I: Institutional Mission and Effectiveness

The institution demonstrates strong commitment to a mission that emphasizes achievement of student learning and to communicating the mission internally and externally. The institution uses analyses of quantitative and qualitative data and analysis in an ongoing and systematic cycle of evaluation, integrated planning, implementation, and re-evaluation to verify and improve the effectiveness by which the mission is accomplished.

Standard I.A - Mission

The institution has a statement of mission that defines the institution’s broad educational purposes, its intended student population, and its commitment to achieving student learning.

Descriptive Summary

Long Beach City College clearly articulates a mission statement, which, along with its institutional values, defines the educational purposes of the college, identifies the student population it serves, and conveys a strong commitment to advancing student learning and achievement (I.A.1).

Mission Statement

Long Beach City College promotes equitable student learning and achievement, academic excellence, and workforce development by delivering high quality educational programs and support services to our diverse communities.

Values

Student Focus: Students are the focus and purpose for all we do; we serve them best by providing exceptional educational and student support services opportunities to help them succeed.

Excellence: We value innovation and creativity as part of our commitment to the continuous improvement of our educational environment.

Equity and Diversity: We cultivate equity and diversity by embracing all cultures, ideas, and perspectives and by striving for equitable opportunities and outcomes for all.

Integrity: We encourage a civil and ethical campus environment and value the perspectives of all individuals.
Responsibility: We promote social responsibility throughout our campus community and strive to realize an efficient and effective use of our various resources.

Long Beach has recently been described as the most ethnically diverse large city in the United States. The 2010 Census reported that the racial makeup of Long Beach comprised 29.4 percent Non-Hispanic Whites, a proportion down from 86.2 percent in 1970. Its Asian community includes the largest Cambodian community in the United States and the second-largest Cambodian community outside of Asia (after Paris). This racial and ethnic diversity underscores the inclusion of “our diverse communities” in the mission statement.

The environmental scan conducted in 2010 as preparation for development of the 2011-16 LBCC Educational Master Plan revealed that the city of Long Beach had a higher poverty rate (19.3 percent) than that of Los Angeles County (16.1 percent), California (14.2 percent) and the nation as a whole (14.3 percent). The scan also showed that at the depths of the latest recession, Long Beach suffered the highest unemployment rate (13.8 percent) compared to neighboring cities of Signal Hill (10 percent) and Lakewood (8.2 percent). Long Beach had a higher percentage of residents who have less than a high school diploma (21.3 percent) compared to California (19.3 percent) or the country (14.8 percent). Nearly one quarter of the population reported having some college experience but not enough for them to have earned a degree (this rate is higher for Long Beach than Los Angeles County, California, and the nation) (I.A.2, pp. 3-9).

Because of the ethnic diversity and the economic and educational needs of the community it serves, Long Beach City College crafted a mission statement that reflects the college’s primary focus on “equitable student learning and achievement.” Not only is the college vigilant to minimize barriers of access to diverse student groups, it is also deeply committed to monitoring and supporting learning and the equitable attainment of certificates, degrees and transfer. As an institution of higher learning, the college continues to maintain high standards of academic excellence while working hard to significantly increase rates of student completion. In addition, the mission statement underscores the importance of workforce development as a core component of the programs and services that are provided in support of the communities that it serves.

Self Evaluation

Long Beach City College’s mission is clearly defined and is appropriate for an institution of higher learning and the students it serves. The mission focuses the college on high quality academic programs and support services that promote learning and equitable student achievement outcomes.

Actionable Improvement Plans

None
I.A.1. The institution establishes student learning programs and services aligned with its purposes, its character, and its student population.

Descriptive Summary

During this accreditation cycle, the college responded to a significant economic downturn, in part, by cutting classes and programs and reducing employees in all employee groups. Changes from the Chancellor’s Office and federal government mark an era of increased accountability and demands on students to achieve academic progress in shorter periods of time, concomitant with tighter restrictions for eligibility to Title IV funds for financial aid. Institutions are, at the same time, experiencing increasing demands for accountability in terms of academic progress and completions for accreditation standards, statewide reporting through the Accountability Reporting for Community Colleges, and federal legislation for gainful employment disclosure and reporting. Long Beach City College is embracing these changes and has demonstrated its commitment to better understanding the needs and levels of academic preparedness of its students, monitoring their progress, and committing significant institutional resources (largely through reallocations given the loss of funds from the state) in order to implement innovative programs and to adjust them based on rigorous evaluative research. While the college lost personnel during this cycle, the Office of Institutional Effectiveness gained a director of Research who oversees two research analysts (one position that had been grant-funded during the previous cycle was institutionalized to a permanent full-time position), an advanced Business Systems Analyst, and an Educational Assessment Analyst dedicated to support faculty with Student Learning Outcomes assessment. The Planning Systems Analyst has assumed additional responsibilities to provide standardized sets of data on access, efficiency and effectiveness to all instructional departments in support of their annual planning and three-year program reviews.

Consistent with its more focused commitment toward evidenced-based planning and decision-making, in 2010, members of the Educational Master Plan (EMP) Oversight Task Force conducted a comprehensive environmental scan, mentioned in IA above, that included study of the demographic, economic, workforce, educational, policy, technology and social trends that impact strategic planning over the period encompassed by the 2011-2016 EMP. Although the college has systematically updated its Educational Master Plan on a six-year cycle, the latest environmental scan is the most comprehensive to date.

As part of the environmental scan, the Superintendent-President and other administrative leaders conducted community listening sessions at both the Liberal Arts Campus and the Pacific Coast Campus. Participants at these sessions included community members, leaders of community organizations, faculty, staff, and students. What emerged from these sessions was a consistent call from all groups, amidst deep concerns about budget cuts emanating from the state, that the college do all it could to offer as many classes as possible and to retain the support services that students asserted were most helpful to their academic success (I.A.2, p. 47). Concerns were also expressed about the need for the college to retain and expand partnerships with the community as the state and nation began to face an unprecedented economic downturn.

The environmental scan also included a community survey, which yielded input from nearly 2200 respondents, including current (47 percent) and former (16 percent) students,
community residents (16 percent), LBCC faculty and staff (12 percent) and K-12 faculty, staff and elected officials (1 percent). For all respondents, the top two educational goals identified were to earn credits for transfer and to enhance job skills. Current students identified the improvement of basic academic skills as their most important educational goal while former students identified the acquisition of skills to change careers as their third most important goal. Community members identified that earning a certificate in a Career and Technology Education program was among their top three goals for the college (1.A.3).

Respondents to the community survey also identified key strategic priorities for the college during its upcoming planning cycle. These included maintenance of fiscal stability and access to courses; support for student success (with overall agreement on four top areas including preparing for transfer, support to attain educational and career goals as quickly as possible, increasing the number of students who are prepared for gainful employment, and increasing the number of students who complete an associate’s degree, or career or technical certificate); and aligning CTE programs with career pathways.

The information from the environmental scan, along with numerous conversations among college leadership, culminated in the 2011-16 LBCC Educational Master Plan which sets student success and equity as its two main goals and, hence, the institution’s primary purpose. Student success is defined by measurable objectives to improve student preparedness for college work, increase student attainment of certificates, degrees and transfer, and to “maintain and enhance [the] quality of academic and support services.” The second major goal is to achieve equitable student success and access (1.A.4).

During the current accreditation cycle, the college has made a concerted effort to use evidence to understand and address the needs of its students. Among the various sources of information utilized at multiple levels of the institution include the College Facts posted on the Institutional Effectiveness website which provide a snapshot of key demographics of the student population for the fall and spring terms (1.A.5); special analyses of students and offerings at the Pacific Coast Campus (1.A.6, 1.A.7, 1.A.8) and a variety of extensive evaluative projects. These include the CLASS Initiative, a study that was widely publicized and initiated key community dialogue sessions on disturbingly low student progress and achievement rates especially in foundational skills areas of math and English (1.A.9); Title V grant evaluation analysis which revealed some progress in student achievement among Latino students (1.A.10); a joint presentation at the 2012 LBCC Diversity Conference by demographer Jack Humphrey and LBCC research staff entitled “Persisting Equity Gaps and the Potential for Closing Them” (1.A.11); Long Beach Promise annual reports which track the comparative access and progress of graduates from Long Beach Unified School District to LBCC and CSULB (1.A.12); Promise Pathways program evaluation which includes a variety of progress and achievement measures for students exposed to different aspects of the first-year experience program (1.A.13, 1.A.14, 1.A.15); the Student Success Plan Evaluation which measures the effectiveness of supplemental learning assistance delivered by staff in the Student Success Centers and required by students in select courses (1.A.16); the Career and Technical Education Beta Assessment project which includes the student perspective as a key dimension of the scorecard developed to inform Career and Technical Education program review (1.A.17); and the EDUCAUSE Center for Analysis and Research’s (ECAR’s) student survey, which LBCC participated in as part of a national study of undergraduate student use and perceptions of technology and education (1.A.18). All of this
work demonstrates an ongoing commitment to use evidence to understand student need and to use research to evaluate the effectiveness of the variety of programs and interventions the college has underway to better serve students and stay focused on its central commitment to the equitable achievement of learning and student success.

Self Evaluation

LBCC faculty and staff engaged in a deliberate and extensive process to first understand the needs of its community and the internal and external factors that shape the educational landscape in which it operates, and to develop its mission and goals in alignment with those needs and trends. This is evident from the environmental scan that it prepared as part of its overall development of the 2011-16 Educational Master Plan. Community listening sessions and a community survey were key components of the environmental scan and ensured broad-based input regarding the needs of the community (1.A.2, p. 47). Student need and evidence of progress is increasingly becoming a part of the campus culture as special studies and project evaluative data are presented and discussed in a variety of forums (1.A.19, 1.A.20).

The LBCC Employee Survey administered in spring 2013 includes two statements that inform the college's evaluation of the extent to which the institution establishes student learning programs and services that align with its purposes, character, and its student population (1.A.21, 1.A.22). One of these states that “LBCC provides its students with high-quality instructional programs.” On a scale from 1 to 5, with a 1 indicating strong disagreement and a 5 indicating strong agreement, responses from college groups are shown in the graph below.
This statement received one of the highest overall ratings in the survey, with three groups (part-time faculty, full-time faculty, and administration) asserting agreement with average scores exceeding 4.0.

The other item from the employee survey relevant to this self-evaluation states, “LBCC’s programs and services fit the stated mission.” The overall college score and averages by employee group are shown in the graph below.

These responses suggest that there is room for improvement in aligning perceptions of mission and programs and services, as full-time faculty on average do not agree with this statement. It can be demonstrated, however, that there was broad participation in the establishment of the mission and goals and that this work took into serious account an evidenced-based view of community and student need.

**Actionable Improvement Plans**

None
I.A.2. The mission statement is approved by the governing board and published.

Descriptive Summary
The college’s current mission statement was approved at the August 23, 2011 meeting of the Board of Trustees (1.A.23). The mission statement is projected at the front of the meeting room at all trustee meetings and has been frequently referenced during conversations at those meetings.

The mission statement is prominent on the college’s website at the Superintendent-President's "About" page. The mission statement and values are included as part of the 2011-16 Educational Master Plan. When departments began writing plans in 2009 using the revamped process and entering them into TracDat, many used the institutional mission as a guide when writing their department missions.

The mission statement is also posted in highly public locations at both the Liberal Arts and Pacific Coast campuses. At LAC, it is located in the lobby of the T Building, in the E Building (College Center) and the Library. At PCC, it is located in the EE (College Center), and the LL (Library) Buildings. These are all new or newly renovated buildings from the current accreditation cycle.

Self Evaluation
The mission statement was officially approved at an August 2011 Board of Trustees meeting. The statement is published in a variety of ways, including on the college website, at public locations on campus, and in key college planning documents. As revealed from the spring 2013 focus groups on college governance, because the planning process requires reference to high-level college goals, there is broad awareness of the mission statement especially for those who participate in the planning process (1.A.24).

Actionable Improvement Plans
None

I.A.3. Using the institution’s governance and decision-making processes, the institution reviews its mission statement on a regular basis and revises it as necessary.

Descriptive Summary
Board Policy 1002 establishes Long Beach City College as a comprehensive community college that provides open and affordable access to quality associate degree and certificate programs, workforce preparation as well as opportunities for personal development and enrichment (1.A.25). In May 2010, the College Planning Committee established an
Educational Master Plan Oversight Task Force that was charged, in addition to developing the new Master plan, to “conduct a college-wide review of the LBCC Mission Statement and make recommendations to CPC regarding any revisions” (1.A.26). At the September 10, 2010 meeting of the EMP Oversight Task Force, the group set the criteria for the mission statement and reviewed the accreditation standards in order to assure that the new mission met or exceeded these (1.A.27). A subgroup of the Task Force met to develop a draft of the new mission statement, which the group agreed needed to be more concise and focused than the previous one in order to promote broader awareness and comprehension of the college’s mission.

In order to receive broad college input into the development of the final mission statement, a survey was administered to the entire college where respondents were asked to describe LBCC’s educational purposes, its intended student population and how the college demonstrates its commitment to enhancing student learning. Overall input showed that LBCC was perceived as a college that provides students with basic skills preparation, certificate, degree and transfer preparation, and economic and workforce development. Survey respondents reflected the philosophy of open access in response to the question about the college’s intended student population, but many focused on the diversity of the local communities that “surround the college and those in the nearby communities who expect their educational needs to best be met at LBCC.” A rich array of examples showing how LBCC is committed to achieving student learning was provided through open-ended responses. Some of these included mention of the Student Success Centers, the Long Beach Promise, a 16-week calendar for class offerings, comprehensive student support services, a vibrant curriculum, excellent instructional staff, a commitment to facilities upgrade, a commitment to the Pacific Coast Campus, and planning and evaluation processes. With regard to the draft mission statement developed by the work group of the EMP Oversight Task Force, 79 percent of the survey respondents agreed that the mission statement reflects the broad educational purposes of the college, its intended student population and its commitment to achieving student learning (1.A.28).

The previous mission statement had, as a supporting addendum, a set of core institutional values, and the EMP Oversight Task Force agreed that it was important to continue to include values as part of the mission review process. For this reason, the college-wide survey also included an open-ended question inviting respondents to describe the values that make LBCC unique. Responses revealed a strong commitment to a diverse population, a focus on student success, a long-standing history of community involvement and support, a strong cadre of highly qualified instructors, an attention to fiscal integrity and viability, and support for innovation (1.A.28, pp. 14-16).

Based on input to the survey, the EMP Oversight Task Force deemed that no revisions to the draft mission statement were necessary. The values were developed, in part, based on input received from the survey. The final mission statement and institutional values were submitted to and approved by the College Planning Committee on January 13, 2011 (1.A.29).

Self Evaluation

Under the oversight of the College Planning Committee, the college has reviewed and revised its mission statement and values concomitantly with the regular review of the
college’s Educational Master Plan. This has worked well for the college to engage broad-based input and has grounded the work in a comprehensive study of the internal and external factors that should be considered when setting the strategic direction for the college.

Deliberate efforts were made to note the simultaneous revision of the mission statement along with revising the Educational Master Plan, and these efforts are documented in the charge of the planning group tasked with overseeing the development of the new statement and plan. There has been general consensus that a six-year cycle of review for the mission statement is appropriate and that more frequent revisions have been unnecessary and, in fact, not wanted as the mission statement should be broad and relatively stable as a guiding statement of the college’s purposes and its student population.

Although the initial survey sent out to the college that solicited input on the draft mission statement yielded support of the mission and agreement that it meets general requirements, the response rate was very low (only 46 faculty and staff responded). The college might consider other methods of collecting broad-based input with the next cycle of review. On the other hand, focus groups conducted in spring 2013 indicated a high degree of awareness of the mission statement among faculty, classified staff and administrators. Focus group input also revealed that the mission statement is general enough to satisfy most community colleges; this input suggests that the next mission review might consider developing a statement that establishes a mission that is distinct among other community colleges in the state or local area.

Responses to the LBCC Employee Survey, which had a 49 percent response rate, showed strong agreement with the following statements,

- My values are similar to the values and mission of LBCC. (The overall rating score was 4.23 out 5 for the strongest level of agreement.)
- I understand my role in helping LBCC achieve its goals. (4.26)
- A diverse community of learners enriches the educational environment at LBCC. (4.26)

These responses seem to suggest that employees live by the stated mission of the college (I.A.21, I.A.22).

**Actionable Improvement Plans**

None

**I.A.4. The institution’s mission is central to institutional planning and decision making.**

**Descriptive Summary**

Long Beach City College has significantly strengthened its institutional planning and decision-making processes and practices during this accreditation cycle. The mission statement serves as the foundation to LBCC’s 2011-16 Educational Master Plan and serves
The four primary goals of the Educational Master Plan all support the college’s mission:

**Student Success:** Long Beach City College will improve the rates at which students gain the foundational skills necessary to complete college level work and to achieve their educational and career goals.

**Equity:** Long Beach City College will provide equitable access and support to its diverse students and will improve the educational progress and achievement especially for students underrepresented in those outcomes.

**Community:** The college will strengthen its internal and external community relations to promote efficient student pathways to academic and career success and to strengthen local economic and workforce development.

**Resources:** Long Beach City College will develop and focus its human, fiscal, facilities, technical, and information resources in support of institutional goals.

Every department and program must align plans with the institutional mission and higher-level goals and objectives. Department and program missions reflect this alignment, as do the projects and strategy priorities that inform the annual resource allocation process. For example, “The mission of the Public Services Department is to equip a diverse group of students, through a variety of academic disciplines and in a manner consistent with the mission of the college, with the knowledge and skills needed to attain certificates of completion and accomplishment, associates degrees, transfer to a baccalaureate degree granting institution, to enter the work force, to update workplace skills or to achieve personal enrichment in a lifelong learning environment” (1.A.30).

Throughout the current accreditation cycle, the goals of the Board of Trustees have been aligned with the mission statement, especially with its consistent focus on student success. The 2011-2013 and the 2013-2014 Board of Trustees’ Goals explicitly identify implementation of the Educational Master Plan, which emanates from the mission, as a means by which the Board seeks to support the college’s Student Success agenda. In addition, the trustees’ goals have included the goal to “support the Career Technical Education Workforce Development and Economic Development agendas” (1.A.31).

Likewise, the Agendas of the Superintendent-President for the current accreditation cycle have also supported the mission statement with their focus on student success as well as equitable student outcomes. Furthermore, these agendas have consistently included goals for economic and workforce development (1.A.32).

The annual institutional priorities that are presented to the Budget Advisory Committee and that inform the annual budget assumptions are also highly reflective of the mission statement. For example, institutional priorities for the 2010-11 fiscal year included: continued fiscal stability; student success; basic skills; development and expansion of the curriculum and support services at PCC to meet the unique needs of the campus and local community; and to improve career technical education programs in terms of their relevance and viability in the economy and flexibility to adapt to changes and needs of the local workforce and industry. For the last two annual budget years, the institutional priorities developed by the College Planning Committee focused on student success, namely to “improve rates of student success
Self Evaluation

Planning and decision-making at all levels of the institution support the mission of the college. The Educational Master Plan goals, Board of Trustees’ goals, agendas of the Superintendent-President as well as the missions and priorities of departments and programs are reflective of the mission statement. As the results from the LBCC Employee survey indicate, there is general agreement that “everyone works together towards achieving the LBCC mission.” Responses also show support for the statement that “LBCC makes changes to improve student learning” and that the college “provides its students with high quality instructional programs.” Most groups indicated agreement that the Superintendent-President makes decisions that are consistent with the LBCC mission.” The full-time faculty, however, indicated some disagreement with this statement; this group’s average rating was 2.45 on a scale where 5 indicates strong agreement. Program discontinuance and recent faculty layoffs may have contributed to this sentiment. In general, and as illuminated by the focus groups on college governance, there may be opportunities for the college to do a better job at highlighting work of faculty in the classrooms that demonstrates how the mission and values are supported and lived every day at the college. This may go a long way to further enhance engaged participation in the planning and decision-making processes as connections between the classroom and aspirations at the highest level of the institution are made more explicit.

Actionable Improvement Plans

The Department Planning/ Program Review Subcommittee will work with Institutional Effectiveness, department heads and academic deans to develop ways to reinforce the college mission at the start of each annual planning process.
### Standard 1.A Evidence List

1.A.1 LBCC Mission Statement  
1.A.2 LBCC Educational Master Plan 2011-2016, Environmental Scan 2010  
1.A.3 LBCC Educational Master Plan Community Survey Presentation to College Planning Committee, December 10, 2010  
1.A.4 LBCC 2011-2016 Educational Master Plan  
1.A.5 College Facts, Fall 2013  
1.A.6 Golden Four Class Offerings at Primary LBCC Locations from Spring 2009 to Spring 2011  
1.A.7 LBCC Fall 2011 Enrollment by ZIP Code and Campus  
1.A.8 Student Profile by Location, Fall 2012  
1.A.9 California Leadership Alliance for Student Success (CLASS) Project Overview and Summary of Findings, October 10, 2010  
1.A.10 Title V Grant, Support and Knowledge Improves Latino Learning Success, Final Results Summary  
1.A.11 *Persisting Equity Gaps and the Potential for Closing Them*, FLEX Day Presentation, October 9, 2012  
1.A.12 Long Beach College Promise Annual Reports 2010 to 2013  
1.A.13 Preliminary Overview of the Effects of the Promise Pathways on Key Educational Milestones Achieved in First Year of Program, June 26, 2013  
1.A.14 Overview of Results for the Fall 2013 Promise Pathways, February 10, 2014  
1.A.15 Promise Pathways First Semester Student Survey, April 29, 2013  
1.A.16 Board Presentation on Student Success Evaluation, April 27, 2010  
1.A.18 Student Technology Survey, Educause Center for Analysis and Research, Spring 2013  
1.A.19 Baseline Data for 2011-2016 Educational Master Plan  
1.A.20 LBCC Educational Master Plan Presentation to Board of Trustees, December 13, 2011  
1.A.21 LBCC Employee Survey Results, Executive Summary  
1.A.22 LBCC Employee Survey Results by Employee Group, November 2013  
1.A.23 Board of Trustees Meeting Minutes, August 23, 2011
| 1.A.25 | Board Policy 1002 - District Mission |
| 1.A.26 | 2011-16 Educational Master Plan Oversight Task Force, Charge and Membership |
| 1.A.27 | Educational Master Plan Oversight Task Force Meeting Agenda, September 10, 2010 |
| 1.A.29 | College Planning Committee Meeting Summary Notes, January 13, 2011 |
| 1.A.30 | Department Plan Public Services |
| 1.A.32 | President’s Agendas for Advancement of Student Success and Community Development, 2008 – 2014 |
| 1.A.33 | Institutional Priorities, Annual Priorities 2009 - 2014 |