Standard III – Resources

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Standard III.A – Human Resources

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Standard III: Resources

The institution effectively uses its human, physical, technology, and financial resources to achieve its broad educational purposes, including stated student learning outcomes, and to improve institutional effectiveness.

Standard III.A - Human Resources

The institution employs qualified personnel to support student learning programs and services wherever offered and by whatever means delivered, and to improve institutional effectiveness. Personnel are treated equitably, are evaluated regularly and systematically, and are provided opportunities for professional development. Consistent with its mission, the institution demonstrates its commitment to the significant educational role played by persons of diverse backgrounds by making positive efforts to encourage such diversity. Human resource planning is integrated with institutional planning.

III.A.1. The institution assures the integrity and quality of its programs and services by employing personnel who are qualified by appropriate education, training, and experience to provide and support these programs and services.

Descriptive Summary

The employment process begins with adhering to the hiring policies and regulations of each respective classification: classified, academic administrators, full-time faculty, and part-time faculty. These policies and practices are regularly reviewed and revised to enhance effectiveness and ensure compliance with state and federal laws:

Rules and Regulations of the Classified Service (3.A.1); Administrative Regulation 3003: Administrative Regulations on Academic Administrative Hiring, Chapters 3-8; Administrative Regulation 3012: Administrative Regulations on Hiring Contract Faculty; and Administrative Regulation 3013: Administrative Regulations on Hiring Hourly Part-Time Faculty - Administrative Regulations - 3000 Series (3.A.2).

In addition to the established hiring policies, the college uses rigorous hiring criteria for its faculty, classified support staff and administrative positions. This is accomplished by consistent application of standardized hiring criteria, utilization of trained and diverse hiring committees and comprehensive job descriptions that are designed by the supervisor in collaboration with Human Resources to match contemporary job expectations in alignment with program needs and the goals of the institution.
Classified Employees’ Qualifications and Hiring

Long Beach City College is a merit system district that adheres to extensive testing and hiring procedures as well as Personnel Commission Rules and Regulations to ensure that highly qualified individuals are hired.

To ensure that qualifications for each position match programmatic needs, the College has processes that begin at the department level to ensure that positions requested are clearly defined through accurate and relevant job descriptions. The job descriptions for the classified service are posted on the public website at: Job Classification Specifications - Personnel Commission (3.A.3). The Personnel Commission staff maintains class specifications and descriptions for classified staff on the College’s public Human Resources website to ensure transparency and access to job classification information for all internal and external applicants, (3.A.4, Chapter 3.2.A, Assignment of Duties).

Classified qualifications interview panels consist of three persons and at least two persons to perform screening for technical qualifications. In the event a classified recruitment includes supplemental examination questions, subject matter experts in the field are secured to rate the applicants responses. Where a written test is utilized to rate candidates, test questions are secured from CODESP which is an independent test bank agency that provides class specific questions for classification. CODESP’s test materials allow the College to determine whether or not applicants possess competency levels required for success on the job prior to hiring. This maximizes the ability to hire qualified employees who are capable of performing the essential functions of the job. The recruitment and examination processes are prescribed in the LBCCD Personnel Commission Rules and Regulations, Chapter 5 (3.A.5).

Full and Part-Time Faculty Qualifications and Hiring

Qualifications as a full-time and part-time faculty member are predicated on the minimum standards adopted by the Board of Governors of the California Community Colleges that are outlined in the Minimum Qualifications for Faculty and Administrators in California Community Colleges (3.A.6). The resulting minimum qualifications serve as a statewide benchmark for promoting professionalism and rigor within the academic disciplines and a guideline for day-to-day decisions regarding suitability for employment. However, in consultation with the department head and dean, the department is given the latitude to include “desirable qualifications” in the job announcement. These desirable qualifications go beyond the minimum qualifications as a means to reflect those qualities that are considered necessary and of highest value to the department and institution. Desirable qualifications are commonplace within the job announcements.

LBCC’s Policy on Equivalency 3022 (3.A.2) also states that all applicants for faculty positions who possess "qualifications that are at least equivalent" to the Minimum Qualifications shall be provided an avenue to petition for a determination of equivalency by an Equivalency Committee. If a candidate applies for equivalency and the screening committee selects that candidate for interview, the chair of the screening committee shall ask the Equivalency Committee to review the candidate's application to confirm that the candidate's qualifications are equivalent to the minimum qualifications. The committee includes four faculty from disciplines in which a master's degree is generally expected or
available, four faculty from disciplines in which a master's degree is not generally expected or available, one representative from the Academic Senate who also serves as the Equivalency Committee chair, one nonvoting ex officio faculty representative from the discipline (the department head or his or her designee), two voting instructional administrators and the vice president of Human Resources (or designee) serves as the final nonvoting member. Once a decision has been made regarding a candidate’s qualifications, the Equivalency Committee informs the screening committee, in writing, whether the candidate's qualifications were or were not found to be equivalent to the minimum qualifications. Candidates who are determined by the Equivalency Committee to possess at least the equivalent of the minimum qualifications may then be invited for interview by the screening committee.

Applicants for full-time and part-time positions are required to be recruited, approved and hired through the process as outlined in Administrative Regulation 3012 (3.A.2), entitled Administrative Regulations on Hiring Contract Faculty and Administrative Regulation 3013 (3.A.2), entitled Administrative Regulations on Hiring Part-Time Hourly Faculty. These regulations are administered and complied with by both the district and the Academic Senate. In addition, all full-time faculty hiring committees receive comprehensive Equal Employment Opportunity (EEO) training and education prior to the committee beginning their work.

In an effort to further the interests of hiring qualified individuals, in 2010 the Academic Senate in collaboration with Human Resources developed faculty institutional profiles (3.A.7) for the College. These profiles provide applicants and selection committees an overview of the professional responsibilities and expected competencies of faculty at Long Beach City College. These profiles were specifically designed to assist hiring committees, departments, and area deans in the faculty hiring process. The profiles are also utilized by Human Resources to instruct faculty during screening committee EEO trainings on how to develop effective screening criteria, interview questions and writing exercises that will elicit information from candidates and ascertain whether or not they fit the LBCC Faculty Profile; enabling the College to realize its mission and hire faculty candidates who exhibit an understanding and commitment to the LBCC mission (3.A.8), and who have a passion for and commitment to student success.

In collaboration with the vice president of Academic Affairs and the Academic Senate, Human Resources sponsors a free hiring seminar once per year to attract qualified full-time faculty applicants. The seminar is entitled, Improve Your Marketability (3.A.9), and is specifically designed to educate potential candidates in their understanding of the desired profile of a full-time faculty member at LBCC. That is, the valued teaching qualities and service orientation to students, the institution, and the community. The seminar also instructs applicants about the College’s online application process (NeoGov), about all elements of the internal hiring process, and about how to better prepare themselves for success in obtaining a full-time teaching position, ideally at LBCC. This is the fourth consecutive year that LBCC has offered the hiring seminar to part-time faculty seeking full-time positions and the feedback has been decidedly positive and helpful as evidenced by the data located in the 2010-11 Annual Staff Equity Board Report (3.A.10). The February 2014 seminar resulted in the training of over 130 participants with the goal that a certain percentage of those participants would be successful in the full-time faculty hiring process.
The Faculty Internship Program (3.A.11) that began as a pilot in 2010-11 is intended to help develop greater pools of qualified diverse candidates for possible future adjunct or contract teaching positions. The program provides developmental opportunities for persons interested in pursuing a community college teaching career through a semester long internship which pairs interns with discipline-related full-time faculty mentors. The program provides mentoring in the classroom setting, observing educational methodology where the intern learns to present lectures, team teach, construct classroom instruction or conduct counseling sessions, and perform other academic duties under the direct supervision of the assigned mentor.

The goal of the Faculty Internship Program is to recruit diverse candidates who are qualified by appropriate education, to train and mentor them to provide the highest caliber of support to students in the classroom and through student programs and services, and to provide them opportunities to become part-time faculty who might develop the skills and experience necessary to be competitive candidates for full-time faculty position.

Academic Administrators’ Qualifications and Hiring

The hiring process for academic administrators is set forth in Administrative Regulation 3003 (3.A.2) which was recently updated and revised in November 2012. When an academic administrative vacancy occurs, the Superintendent-President makes a decision as to whether or not to fill the position in consultation with the President’s Leadership Council. Once a decision is made to fill an academic administrative position, a hiring committee is created. In accordance with Administrative Regulation 3003, the hiring committee is composed of twelve voting members representative of all constituent groups and one non-voting EEO representative.

Qualifications as an academic administrator are also predicated on the minimum standards adopted by the Board of Governors of the California Community Colleges that are outlined in the Minimum Qualifications for Faculty and Administrators in California Community Colleges (3.A.6). While the minimum qualifications set the standards, the institution adds their own desirable qualifications for the purpose of attracting and hiring the highest qualified individuals possible. Job descriptions and job announcements are vetted through the Executive Committee to ensure that job descriptions and announcements reflect the desired qualifications necessary in alignment with institutional goals.

Self Evaluation

The district has well established policies, practices and programs in place that provide for not only the training of individuals to attain the skills necessary to become a qualified candidate, but structured hiring processes that result in the hiring of individuals with the appropriate education, training, and experience.

Policies and procedures governing the hiring process ensure that hiring processes are carried out in a uniform and equitable manner with rigorous testing and interview criteria that promote the hiring of a highly qualified and experienced workforce. The College’s hiring regulations and employment practices are regularly reviewed by human resources staff as
well as members of the Staff Equity Committee to support adherence to state and federal law as well as to support compliance with equal employment opportunity principles.

Upon the decision to hire for a position, job descriptions are first vetted through department heads, deans, supervisors, and the Executive Committee to ensure that the job description is comprehensive and reflects the knowledge/education, skills, and abilities needed by the respective department or program and are in alignment with institutional goals. Once applications are received, Human Resources reviews the applications to ensure that candidates meet the respective minimum qualifications before submitting to selection committees. Any applications that do not meet the minimum qualifications are eliminated from the process.

Further, in support of the hiring of individuals with the appropriate education, training, and experience, the college conducts two programs that support this goal:

1) *The Faculty Internship Program (3.A.11)*: The mission of the program is to create a pipeline of qualified diverse part-time faculty. To this end, it has mentored 23 interns since its inception in 2010. Of the 23 interns, 42 percent of the interns who have completed the program to date, have been offered part-time faculty positions (3.A.12). The goal is to expand the program to include more participants each year and to extend the internship from one semester to two semesters (3.A.13). However, this goal has been difficult to achieve since staff reductions occurred in Human Resources. Another goal is to increase the number of interns being offered part-time assignments. To that end, the role of the department heads in the selection of the interns must be expanded.

2) *The Improve Your Marketability seminar (3.A.9)*: The seminar was initiated in 2010 and trained 110 individuals on the skills necessary for success as a full-time faculty member; 34 became candidates and applied to LBCC recruitments. Of this group, 50 percent passed to the first level interview, 48 percent passed to the final interview and 38 percent were hired as full-time probationary faculty. In February 2014 over 130 participants attended the Improve Your Marketability seminar. It is too early to assess spring 2014 participants.

Long Beach City College has established processes, protocols, and standards for the purpose of hiring highly qualified individuals. The institution has established programs that support the recruitment and training of individuals to be experienced, well qualified candidates for employment with the district.

**Actionable Improvement Plans**

Work directly with department heads to educate them on the Faculty Internship Program (3.A.11), with the goal of increasing the hiring of qualified faculty interns into part-time faculty positions.

Expand the Faculty Internship Program to a two-semester program, and increase the number of interns as Human Resources staffing is increased.
III.A.1.a. Criteria, qualifications, and procedures for selection of personnel are clearly and publicly stated. Job descriptions are directly related to institutional mission and goals and accurately reflect position duties, responsibilities, and authority. Criteria for selection of faculty include knowledge of the subject matter or service to be performed (as determined by individuals with discipline expertise), effective teaching, scholarly, and potential to contribute to the mission of the institution. Institutional faculty play a significant role in selection of new faculty. Degrees held by faculty and administrators are from institutions accredited by recognized U.S. accrediting agencies. Degrees from non-U.S. institutions are recognized only if equivalence has been established.

Descriptive Summary
Criteria, qualifications, and procedures for the selection of personnel are clearly and publicly stated in a variety of sources accessible to the public via the college’s Human Resources website, the LBCCD Personnel Commission website, the Personnel Commission’s Rules and Regulations of the Classified Service, Chapters 3-6 (3.A.1), employment announcements, Administrative Regulations 3003, 3012, and 3013 (3.A.2), The California Community College Registry (3.A.14), and NeoGov recruitment postings (the district’s online applicant tracking system).

Implementation of NeoGov began in 2007. Today, the NeoGov, applicant tracking system provides for an online application process for all applicants resulting in greater recruitment outreach – due to web-based advertising. This system has also resulted in increased applicant pools. The system also provides for continuous applicant pools for part-time faculty, supports a formalized process for part-time faculty hiring, and provides system support for department heads in the hiring process.

Classified Staff
Consistent with the LBCCD Rules and Regulations of the Classified Service, the Personnel Commission classifies all classified positions, and maintains a classification plan for all positions. In accordance with California Education Code and the LBCCD Rules and Regulations of the Classified Service, the Commission is responsible for the following: allocation of all positions to appropriate classes, arrangement of classes into occupational hierarchies (job families), determination of relationships between the classes, and preparation of written class specifications.

The LBCCD Personnel Commission and its staff consistently review and update job descriptions as vacancies occur to ensure class specifications are related to the institutional mission and goals.

According to Chapter 3 of the Rules and Regulations of the Classified Service (3.A.1), for each classification the Personnel Commission establishes and maintains a class specification which includes: class title, definition of the class, distinguishing characteristics which differentiates the class from other related or similar classes, examples of duties allocated to the class, and a statement of the minimum qualifications for service in the particular class.
When a vacancy occurs and it is approved to be filled, in compliance with the Rules and Regulations of the Classified Service, the director of Human Resources ensures that classified employment opportunity notices contain the class specification as approved by the Personnel Commission.

When there is any substantial change in the duties of existing positions, the LBCCD Rules and Regulations of the Classified Service require this information be promptly reported in writing to the director of Human Resources, who then conducts a review to determine whether the position should be allocated to a new or different class. Should a change in classification be warranted or necessary, the director of Human Resources shall submit recommendations to the Personnel Commission for action.

Full-Time and Part-Time Faculty

This standard has also been addressed in III.A.1., and III.A.6., Hiring Priorities Committee – Faculty Hiring.

For full-time faculty hiring, faculty play a significant role in the hiring as established in Administrative Regulation 3012 (3.A.2):

Selection committees are comprised of at least two (2) faculty members selected through a shared governance process (i.e., majority vote or consensus) by the full-time faculty of the department(s) or subject area and approved by the Academic Senate. Whenever possible, faculty members chosen to serve on the screening committee shall be from the discipline into which the new faculty member will be hired.

For part-time faculty hiring, the Selection Committee comprises the department head and at least one other full-time faculty member from the department.

The Human Resources staff, in consultation with departments and in accordance with Administrative Regulation 3012 (3.A.2), ensures that job announcements are directly related to the institutional mission and goals of the college and accurately reflect the position, minimum qualifications, desired qualifications and responsibilities. Criteria for selection of full and part-time faculty, as evidenced by the Faculty Profiles (3.A.7) developed in 2010-11 in collaboration with the Academic Senate, are provided to selection committees to use as criteria in the job announcement, interview questions and/or writing and teaching exercises for new faculty hires, which includes the teaching competencies, and service responsibilities listed below:

Teaching Competencies

- Ability to create a dynamic learning environment that values instructor/student interaction
- Ability to effectively engage with and facilitate authentic learning for students of diverse backgrounds, cultures, and experiences
- Ability to adapt teaching pedagogy to the knowledge level (developmental through transfer) and personality of each individual and class
• Ability to self-reflect and respond to an evidence-based assessment of student learning
• Ability to use online and interactive technologies to engage students in on-campus and online courses (where academically appropriate); and intrinsic motivation and ability to develop and teach online courses
• Ability to communicate effectively orally and in writing

Service Responsibilities

• Assume leadership roles both within the department and in the institution as a whole
• Demonstrate commitment to serving the needs of the student, department, college, and community
• Collaborate across disciplines and leverage of student support resources
• Participate in department, division, college committees, and participatory governance activities
• Develop curriculum and programs
• Work collegially and collaboratively with colleagues
• Participate in ongoing professional development

In addition, all faculty job announcements require expertise in the discipline as a standard hiring criteria. The minimum qualifications are listed on the job announcements for faculty positions as established in the Minimum Qualifications for Faculty and Administrators in California Community Colleges (3.A.6). The Human Resources staff screens all applicant files to ensure they meet the minimum qualifications or have submitted a request for Supplemental Equivalency Application (3.A.15) which is located on the Human Resources website (3.A.16). Since the college is at liberty to establish local qualifications beyond the minimum standards defined in the disciplines list the Human Resources department forwards these applications to the faculty screening committees to enable the faculty to assess whether the committee would like the Academic Senate’s Equivalency Committee to review the candidates application prior to an interview.

Human Resources staff screen application materials to ensure that degrees completed by faculty are from institutions accredited by recognized U.S. accrediting agencies. Complete transcripts of all lower and upper division, and graduate level college/university course work with the degree conferral date shown are required. Transcripts from countries other than the United States must be evaluated by an agency that is a member of the National Association of Credentials Evaluation Service (NACES).

Once application requirements, minimum qualifications and transcripts are reviewed for degree conferral and accreditation of the degree granting institution, the applicant files are released to the screening committee. As evidenced by Administrative Regulation 3012 and 3013 (3.A.2), faculty play a significant role in the hiring process of faculty as they develop job descriptions and associated criteria, screen applications for interview, and conduct first level interviews.

Upon selection, the Human Resources Department evaluates the candidate's official transcripts to determine that the candidate meets the minimum qualifications and that the candidate's official transcripts are identical to any unofficial transcripts previously submitted.
The candidate's employment by the district is contingent on approval of his or her official transcripts by the vice president of Human Resources.

**Academic Administrators**

*The hiring of Academic Administrators is also addressed in III.A.1.*

The Executive Committee ensures that job announcements are directly related to the institutional mission and goals of the college by reviewing and updating job descriptions prior to each announcement. All job descriptions contain general responsibilities, distinguishing characteristics, representative duties, supervisory relationships, personnel reporting relationships, desired qualifications, knowledge and abilities and any license or certification required to perform the duties of the position.

Application materials are screened by the Human Resources staff to ensure degrees held by applicants are from institutions recognized by U.S. accrediting agencies, appropriate transcripts are submitted, and that transcripts from countries other than the United States are evaluated by an agency that is a member of the National Association of Credentials Evaluation Service (NACES).

Screening committees are composed of all constituents per Administrative Regulation 3003 (3.A.2). The final selection of academic administrators is made by the Superintendent-President in consultation with the Executive Committee.

**Self Evaluation**

The NeoGov Applicant Tracking system has been both a blessing and a curse. It has facilitated an online applicant tracking system for applicants which has led to an ease of application, increased applicant pools, allowed selection committees to screen applications online anywhere/anytime, and it is in compliance with Equal Employment Opportunity principles. On the other hand, the large volume of applicant pools has created an increased workload for the Human Resources staff who must manually screen applicants for minimum qualifications. It has also created an increased workload for department heads who must now manage significantly higher levels of applications for part-time positions. However, this increase in workload was one factor that was considered in the percentage of reassigned time and stipend amount allocated to department head restructure in 2013-14.

**Actionable Improvement Plans**

None
III.A.1.b. The institution assures the effectiveness of its human resources by evaluating all personnel systematically and at stated intervals. The institution establishes written criteria for evaluating all personnel, including performance of assigned duties and participation in institutional responsibilities and other activities appropriate to their expertise. Evaluation processes seek to assess effectiveness of personnel and encourage improvement. Actions taken following evaluations are formal, timely, and documented.

Descriptive Summary

Full and part-time faculty, management, and classified support staff are evaluated at regular intervals using standardized evaluation forms. The evaluation process, criteria, and evaluation schedules are contained in the master agreements and respective administrative regulations:

- Article X, Master Agreement: LBCCD and CCA-LBCC (3.A.17)
- Article VI, Master Agreement: LBCCD and CHI/CTA/NEA (3.A.18)
- Article 15, Master Agreement: LBCCD and LBCCE/AFT/AFL-CIO (3.A.19)

Full-Time Faculty Evaluations

Administrative Regulation 3006 (3.A.2) and the CCA Master Agreement, Article X (3.A.17) govern the faculty evaluation process. Faculty evaluations for probationary faculty are distinct from tenured faculty evaluations in that probationary evaluations are specifically designed to assess the professional competence of the faculty member and whether or not they should be granted tenure with the institution. Evaluations for tenured faculty which occur every three years are intended to ensure that the faculty member has remained professionally competent while also ensuring that he or she has engaged in ongoing professional development in an effort to stay current in his or her academic field. The evaluation process for both probationary and tenured faculty, serves as a tool for providing feedback that faculty can now use in the teaching and learning process.

The evaluation procedure for full-time probationary and tenured faculty was revised in March 2012 with the goal of bolstering the integrity of the process, and providing meaningful feedback that encourages improvement in support of effective teaching and learning pedagogy. It also reflects the college’s commitment to institutional ethics. These changes include the following new components:

1) Under the area of Professional Responsibilities, the following criteria were added:

- Develops and utilizes effective pedagogical techniques (as applicable) in order to enhance the communication of ideas and promote optimal learning, critical thinking, and performance skills
- Demonstrates, cultivates, and encourages courtesy, respect, and professionalism in relationships and learning environments with students, colleagues, staff members, and the community; and
• Adherence to ethical standards and principles as per Administrative Regulation 3008 - *Institutional Code of Ethics (3.A.2)*.

2) A component was added to the faculty member’s Self-Evaluation Report: Appendix E-10 (3.A.20) that now requires the faculty member to describe his or her involvement with student success and student learning outcomes assessment.

3) Changes were made to the evaluation rating tool to make it easier for students to understand and complete as well as to assure student confidentiality. In addition, the student evaluation was re-designed to solicit more useful feedback for the faculty member and the evaluation committee members, CCA-LBCC Contract - Appendix E-8.A-F: Student Evaluation Forms (3.A.21).

4) Prior to 2012, the faculty member being evaluated could elect whether or not he or she wanted to be observed in the classroom. Under the revised process, a classroom observation is now required.

5) The revised evaluation promotes greater integrity by ensuring that appointments of area faculty to serve on evaluation committees are now done by CCA–LBCC (faculty union) and the Academic Senate, rather than the valuee.

6) The revised evaluation process is now narrative driven instead of one in which boxes are checked allowing the valuee to receive very specific, comprehensive, and constructive feedback that will assist the faculty member in his or her professional development.

*Department Head Assessments*

With the change in department head structure in 2013, the district implemented a comprehensive Department Head Evaluation procedure (3.A.22). Prior to this, department heads did not receive an evaluation. This process was created with the intention that it will provide department heads with timely and constructive feedback on their performance so that they remain effective in support of institutional goals, departmental goals, and area faculty.

The Department Head Assessment Committee comprises three individuals: the area dean and two faculty members within the department. Should the Committee determine that the department head receive an overall rating of *Needs Improvement*, the dean, in consultation with the other two members of the assessment committee, will prepare an improvement plan for the area(s) of concern.

The department head assessment procedure is to be fully implemented in 2014-15. Once the department head assessment procedure has been fully implemented, the district will need to evaluate the effectiveness of the process.

*Part-Time Faculty Evaluations*

The part-time faculty evaluation process can be found in the CHI-LBCC Contract, Master Agreement, Article VI - Evaluation (3.A.18). Part-time faculty evaluations occur the first semester of employment and at any point thereafter as deemed necessary, but at a minimum of once every three years. Evaluations are intended to assess and support the professional
competence of the part-time faculty and to ensure that every effort is made to assist and support their development as professional educators.

The evaluation procedure for part-time faculty was also revised in August 2013 to incorporate several important changes.

1) Beginning fall 2013, all part-time faculty members are required to participate in student learning outcomes (SLO) assessment by providing SLO assessment data to their department head and/or dean when such information has been requested by the department/program. This change is contained in the CHI-LBCC Master Agreement, Article VIII – Working Conditions (3.A.23).

2) Under the area of Professional Responsibilities, the part-time faculty also incorporates the same changes adopted by the full-time faculty.

3) The area dean is now required to review and sign a part-time faculty evaluation where the overall rating is either Needs to Improve or Unsatisfactory. And, any part-time faculty member who receives a Needs to Improve or Unsatisfactory may now request a meeting with the area dean to discuss any related concerns. The dean’s involvement in the process allows for the dean to be more informed and aware of the part-time faculty issues that may exist in his or her area, and therefore inform future training activities for the part-time faculty.

Classified Support Staff Evaluations

The classified performance evaluation process is contained in the LBCCD–LBCCE/AFT Master Agreement, Article XV Evaluation (3.A.19). It is intended to encourage excellence in the performance of the classified employees duties and to promote continued professional growth.

Classified evaluations are sent to supervisors in a systematic and timely manner by the Human Resources Department. Classified staff receive two-month and five-month evaluations during a probationary period before being recommended for permanent status by their supervisor. Thereafter, an annual evaluation is conducted to enhance employee supervisor communication regarding job expectations and professional growth. Permanent classified employees who have been with the district five or more years may be evaluated once every two years if the last two evaluations have been overall outstanding. Classified staff is evaluated using a set of criteria for various performance areas. Currently the ratings of classified employees are conducted with the use of the following scale; four (4) is outstanding, three (3) is meets expectations, two (2) is needs improvement, and one (1) is unsatisfactory. Ratings of needs improvement or unsatisfactory in any performance area must be accompanied by a written statement of the facts and suggestions for improvements. The classified evaluation process rates performance in the following areas: quality of work, productivity, work relations, attendance, punctuality, dependability, communication teamwork, safety, trade and industrial, analytical/data analysis, information technology, and leading others.

Unsatisfactory performance is formally noted through the evaluation process and the classified employee receives improvement plans and directives for improvement to maximize job performance. If a permanent classified employee receives an overall evaluation rating of needs to improve or unsatisfactory a re-evaluation may be initiated by either the employee or
the supervisor. The re-evaluation process is the opportunity for the employee to improve his or her performance and have the improvement reflected in a re-evaluation and a part of his or her permanent employee file.

Management Team Evaluations

The evaluation process for management team personnel is governed by Administrative Regulation 3007 (3.A.2) and the Management Professional Development/Evaluation Personnel Plan (3.A.24). The Plan was adopted by the Board of Trustees in the fall of 2012 and Administrative Regulation 3007 was also revised in 2012 to reflect those changes and includes the frequency of evaluations.

The management evaluation process was changed in several ways:

1) Merit based salary increases: The new evaluation process establishes a merit pay system based on employee performance.

2) Behavioral Rating survey: The rating survey now provides for evaluative feedback from faculty and staff that work closely with or in direct contact with the management team member being evaluated.

3) Objectives: The process incorporates objectives that are developed in consultation with the supervisor. The objectives are intended to integrate the unit needs with the institutional goals.

4) Professional Development Plan: The management team member must develop a Professional Development Plan in consultation with his or her supervisor. The plan should include goals, objectives, and strategies to achieve the plan.

The purpose of the new management evaluation process is to: 1) encourage higher levels of performance, 2) identify areas requiring improvement in order to increase the overall effectiveness and efficiency of the operation of the college, and 3) to align objectives with the goals adopted by the Board of Trustees.

Self Evaluation

In the last few years the institution has implemented a number of changes to the evaluation processes. These changes have occurred as a means to ensure that the evaluation is useful and effective in measuring employee performance and that the process provides appropriate and constructive feedback for self-improvement and professional development where needed.

Prior to 2009, the institution had the ability to track the receipt of completed evaluations. However, with the conversion to PeopleSoft 9.0, that feature was lost. Therefore, it has not been possible to assess the timeliness and receipt of evaluations at this time.

Since the department head evaluation, the full-time faculty evaluation, and the Management Evaluation Procedures and Plan are new or recently revised, they will need to be evaluated to assess their effectiveness.
Actionable Improvement Plans

Assess the effectiveness of the new department head assessment procedure by surveying deans and department heads in the spring of 2015.

Assess the effectiveness of the changes to the faculty evaluation process.

Assess the effectiveness of the new management evaluation process by surveying the college community in spring of 2015.

Work with Instructional and Information Technology Services (IITS) to reinstitute a PeopleSoft evaluation tracking system that provides for assessment of completed evaluations and timeliness.

III.A.1.c. Faculty and others directly responsible for student progress toward achieving stated student learning outcomes have, as a component of their evaluation, effectiveness in producing those learning outcomes.

This standard was addressed in III.A.1.b.

III.A.1.d. The institution upholds a written code of professional ethics for all of its personnel.

Descriptive Summary

The district’s strong commitment to upholding and fostering ethical behavior throughout the campus community is demonstrated in a number of ways. First, the Mission Statement (3.A.8) of the college includes a commitment to encourage a civil and ethical campus environment and one that values the perspectives of all individuals. Secondly, in June 2009, the college adopted its new Administrative Regulations on Institutional Code of Ethics - Administrative Regulation 3008 (3.A.2). This new regulation has become an important tool for preventing unethical and unprofessional conduct. The entire management team received training on this regulation at the time of its adoption. In an email dated February 11, 2014, Associate Vice President Cindy Vyskocil sent AR 3008 to all employees along with Email Netiquette Guidelines (3.A.25).

Board Policy 3008 - Institutional Code of Ethics (3.A.33) is a policy that provides the college community with a definition of and expectations for ethical behavior. The Administrative Regulation 3008 was created in partnership with the President’s Leadership Council and the college’s Academic Senate and outlines eleven ethical standards to which all employees are required to adhere. The vice president of Human Resources is responsible for overseeing this regulation. There are multiple avenues for reporting violations of the institutional code of ethics or unprofessional conduct. Written or verbal complaints can be reported to an area supervisor/manager, dean or vice president. Complaints can also be reported directly to the
Human Resources Department. The college has also implemented a confidential fraud hotline where individuals can anonymously report allegations of fraud. Such allegations can be reported directly to the Internal Auditor or to Human Resources. Individuals wanting to remain anonymous can access the LBCC Fraud Hotline where individuals can make complaints by phone to (562) 938-4987 or by using a Submit a Tip form (3.A.26) that can be found on the LBCC website. Any reported violations of the Institutional Code of Ethics or allegations of fraud are immediately and appropriately investigated by the Office of Human Resources and/or Internal Auditor. Violations of the Institutional Code of Ethics and/or acts of fraud may result in mandatory training for the individual and/or the imposition of appropriate discipline.

In addition to the college having a board policy that governs professional ethics for all employees, both the full-time and part-time faculty collective bargaining agreements have been recently revised and updated through the collective bargaining process to include the expectation that all faculty members demonstrate, cultivate, and encourage courtesy, respect, and professionalism in relationships and learning environments with students, colleagues, staff members, and the community and that they adhere to the ethical standards and principles as referenced in the Institutional Code of Ethics.

Self Evaluation

Long Beach City College’s commitment to foster and maintain ethical behavior begins with the college Mission Statement (3.A.8) that includes a commitment to a civil and ethical campus environment. In addition to its Mission Statement and written policies and procedures that provide standards of conduct for all personnel, the college has also adopted a comprehensive code of ethics that governs the entire college community. Administrative Regulation 3008 - Institutional Code of Ethics (3.A.2) was adopted in 2009 and provides expectations as well as guiding principles for standards of behavior for all employees of the college. The Institutional Code of Ethics is intended as a tool to help foster, support, and maintain a culture of collegiality, respect, and integrity throughout the institution. The addition of Administrative Regulation 3008 allows the college to address specific kinds of conduct, both formally and informally, in a manner that was not present before. This regulation also acts as a tool that can be used by managers and supervisors in order to prevent specific kinds of conduct from occurring by educating employees on specific standards of conduct.

Actionable Improvement Plans
None
III.A.2. The institution maintains a sufficient number of qualified faculty with full-time responsibility to the institution. The institution has a sufficient number of staff and administrators with appropriate preparation and experience to provide the administrative services necessary to support the institution’s mission and purposes.

Descriptive Summary

The institution strives to maintain a sufficient number of qualified faculty, staff and administrators to support the institution’s mission and purposes. To that end, there are established processes that support that goal. However, due to the state’s four-year budget crisis and the district’s budget deficit, beginning in 2010 the district was compelled to limit hiring to positions considered essential to the mission and begin a process of layoffs that led to the reduction of management and classified support staff over the course of three years from 2010-11 to 2012-13. Faculty also experienced layoffs in 2013. Since 2009-10 these circumstances have resulted in significant reductions in all classifications as indicated in the chart below (see Table 1).

Table 1: Number of Employees per Fiscal Year

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These reductions were achieved through each vice president’s area working directly with management to assess and determine where efficiencies could be achieved and would allow for the continued support of the mission of the department and institution. These decisions were determined by established Budget Reduction Criteria (3.A.27), which included the extent to which the program, service or activity advances the institutional priorities.

Faculty experienced fifteen layoffs in July 2013. The faculty layoff process that is governed by Administrative Regulation 4024 - Administrative Regulations on Program Establishment, Modification, and Discontinuance (3.A.28) began on August 16, 2012 when the faculty and department heads were notified of program discontinuance. Following a series of meetings held with faculty, department heads, and the Academic Council, on December 20, 2012 the Superintendent-President’s Executive Committee submitted their recommendation to the Superintendent-President. Through this process eleven programs were identified for discontinuance. The outcome resulted in the discontinuance of 19 faculty positions, leading to the layoff/retirement of 15 faculty members. Thus the layoffs coupled with limited faculty hiring, retirements, and resignations have resulted in a significant reduction in faculty.
Nevertheless, following the layoffs in July 2013, in fall 2013 the district began the evaluation of staffing campus wide. A negotiated reorganization of the department head structure led to fewer department heads with more increased reassigned time. Therefore, a Side Letter Agreement signed on May 17, 2013 (3.A.31) between the faculty union and the district requires the deans to meet and confer as to how current clerical support will be redistributed to align equitably across schools and department/department clusters in alignment with the new department head restructure. The Side Letter also establishes that should additional clerical support be needed after resources are realigned, the district will prioritize new classified hires as the budget situation stabilizes and improves.

All other areas will be reviewed (Student Services, Human Resources, Administrative Services, and College Advancement and Economic Development) and priority hiring determined based on program review and program plans, institutional priorities, and budgetary imperatives. The program plans will identify priority hires for each vice president’s area that will then be reviewed by the Executive Committee for final priority hiring based on budget availability.

The district hired fourteen faculty members across various disciplines who began employment in spring 2014. And, aware that the California Community College Board of Governors will lift the freeze on the Full-Time Faculty Obligation Number (FON) and that the district’s FON as required by Title 5 is significantly below the required obligation, the district is in the process of hiring 38 full-time faculty for fall 2014 in order to meet the FON. Additionally, in spite of the layoffs that occurred in 2013, as part of the reorganization in 2013, the district authorized the hire of fifteen classified positions (3.A.32) for the purpose of supporting the Student Success agenda per the district’s Board Goals.

Self Evaluation

Eighty-five percent of the district’s budget is dedicated to personnel costs. This is a significant percentage that compels the district to perpetually evaluate, organize, and hire in a manner that provides for the staffing necessary to support institutional goals balanced with the available budget.

In the last four years due to budget reductions, the priority has been to operate as efficiently as possible. The budget deficit thus compelled the institution to engage in an institution-wide reorganization that resulted in the reduction of staff across all constituencies. This reorganization will be evaluated at the end of the first year (fall 2014) that in part will determine if “The reorganization provides the existing departmental staff and/or services with better support” and if “The reorganization has more effectively aligned services with staff and/or students’ needs.”
Therefore, whether the district has an appropriate level of staffing currently is yet to be determined pending the results of the “Reorganization Evaluation Survey” to be conducted in fall 2014, and also the next cycle of the department planning and program review. The department plans will identify staffing needs that will then be prioritized for hiring based on the availability of the budget.

Actionable Improvement Plans

None

III.A.3. The institution systematically develops personnel policies and procedures that are available for information and review. Such policies and procedures are equitably and consistently administered.

III.A.3.a. The institution establishes and adheres to written policies ensuring fairness in all employment procedures.

Descriptive Summary

Policies and procedures pertaining to personnel are contained in the Administrative Regulations 3000 series (3.A.2) and the Board Policies 3000 series (3.A.33) as well as the Personnel Commission’s Rules and Regulations of the Classified Service (3.A.1). In addition, the faculty and the classified unions' master agreements and the Management Professional Development/Evaluation Personnel Plan (3.A.24) also contain personnel policies and procedures that are governed by these agreements and plan which pertain to, for example, wages, benefits, evaluations, working conditions, and grievances.

The management team is trained yearly on contract administration to support the appropriate and consistent administration of personnel related provisions through Professional Development Trainings (3.A.34).

However, in an effort to address, in a timely manner, constituent concerns related to potential contract or policy infractions, Human Resources meets regularly with the president of the full-time faculty association (CCA), and the president of the part-time faculty association (CHI). These meetings occur regularly or as necessary and provide for open and continuous communication between the unions and the district on matters of importance to the faculty.

To further support fair and appropriate treatment, in 2007 the Employee Employer Relations Council (EERC) was established in an effort to effectively and expeditiously address issues and concerns affecting classified employees. EERC comprises district representatives and the Executive Committee of the classified union (AFT). EERC meetings take place once per month with additional meetings scheduled as needed. The EERC is intended to address issues and concerns affecting classified personnel, such as potential contract or policy infractions as they arise before such matters lead to formal complaints or grievances.
Policies and procedures related to personnel are developed in consultation with the shared governance process so that everyone has opportunity for input. Personnel policies and procedures are reviewed regularly and updated as needed to ensure they are effective, relevant, and in compliance with current law. In addition, the district consistently meets with the collective bargaining units to review and renegotiate contemporary language. Each of these collective bargaining agreements contains provisions for filing informal/formal complaints and grievances should issues or concerns arise.

Self Evaluation

Long Beach City College continues to systematically develop and revise personnel policies and practices that adhere to state and federal law and that promote the principles of equity and fairness. Personnel policies -3000 series (3.A.33) are available to the college community and the public for review on the LBCC website (3.A.16). Regular and consistent efforts are made to evaluate and revise current Board-approved personnel policies and practices to ensure currency with applicable laws and alignment with institutional goals. However, the Rules and Regulations of the Classified Service (3.A.1) require updating in order to remain in alignment with Education Code and Title 5 – including best practices. These established policies and regulations promote the fair and consistent administration of the institution’s rules and regulations.

Actionable Improvement Plans


III.A.3.b. The institution makes provision for the security and confidentiality of personnel records. Each employee has access to his/her personnel records in accordance with law.

Descriptive Summary

Personnel files contain employment applications, performance evaluations, written confirmation of employment actions, personal data, leave and attendance records and any additional information used to determine the employee’s qualification for employment, promotion and compensation. Due to the highly confidential nature of the documents contained within the personnel file the district purchased and installed Laserfiche in 2008, a paperless system, to allow all employee records to be housed electronically and accessed by approved personnel. Personnel records for community college district employees are to be retained indefinitely even after separation and the Laserfiche system allows for retention of all files without the need for space to store and secure paper files. The Education Code requires that all medical files be secured and housed separately from personnel files.

Education Code §87031 (3.A.35) gives employees the right, “at reasonable intervals and at reasonable times” to inspect personnel records relating to their work performance or any grievance relating to them. The Education Code also outlines reasonable rules regarding the
inspection of personnel files. The Human Resources department has developed a personnel file review protocol for employee viewing of Laserfiche documents in compliance with the Education Code and the right of employees to access their personnel records. When an employee makes an appointment to view his or her personnel file, Human Resources staff follow the established protocol, which includes specific steps that ensure identity verification, confidentiality and privacy.

Self Evaluation

The district has policies and regulations in place that demonstrate integrity in the placement of documents in personnel files, ensures the security of these files through the Laserfiche protocol outlined above and follows the Education Code for records use and records retention. Personnel files are readily accessible to the employee and secured through the use of the Laserfiche paperless system.

Actionable Improvement Plans

None

III.A.4. The institution demonstrates through policies and practices an appropriate understanding of and concern for issues of equity and diversity.

III.A.4.a. The institution creates and maintains appropriate programs, practices, and services that support its diverse personnel.

Descriptive Summary

Long Beach City College has a firm commitment to understanding and addressing issues of equity and diversity in its programs, policies, and practices. In 2007, the Board of Trustees established diversity as a Board goal. That same year, the Academic Senate created a Senate resolution in support of diversity. In 2008, LBCC created the Staff Equity Committee and a corresponding Staff Equity Plan. The Staff Equity Plan is designed to address issues of equity and diversity within the institution and in its recruitment and hiring practices. The Staff Equity Committee reports directly to the College Planning Committee and is co-chaired by three individuals: the vice president of Human Resources, a faculty representative, and a classified representative. Staff Equity Committee reports, meeting minutes, and all other information pertaining to the Staff Equity Committee is located and available for review by the college community and the public on the Human Resources Staff Equity Committee website (3.A.36). The charge of the Staff Equity Committee is to assist the district in implementing and monitoring its comprehensive Staff Equity Plan (3.A.37) as well as to provide suggestions for plan revisions as appropriate. The Committee actively assists in promoting an understanding of equal employment opportunity and nondiscrimination.
policies and procedures. The Committee has the authority to propose and sponsor events or other activities that promote and support equal employment opportunity, nondiscrimination, retention, and diversity in collaboration with other campus groups.

The LBCC Staff Equity Plan has three areas of focus: 1) Dialogue; 2) Recruitment/Hiring; and 3) Policies and Procedures. The dialogue portion of the plan is intended to create an ongoing and intellectual dialogue on the topic of equity as it relates to students and staff. The purpose of this area of focus is to promote organizational learning while creating a climate of shared commitment and responsibility throughout the college community. The second component of the plan is a focus on recruitment and hiring efforts. The purpose of this component is to increase efforts to recruit, hire, and retain a diverse workforce that meets the needs of students. The third and final component of the Staff Equity Plan is a focus on reviewing and updating, on a regular basis, policies and procedures that relate to hiring and ensuring compliance with legal requirements and adherence to contemporary practices which foster equitable hiring.

Between 2008 and 2014, the Staff Equity Committee developed and implemented a number of diversity and equity initiatives in accordance with the Staff Equity Plan (3.A.37):

1. Implemented NeoGov – a comprehensive applicant tracking system that has increased the college’s ability to recruit, hire, and track each recruitment process more efficiently, which has resulted in the increase in diverse pools of applicants
2. Updated and revised board policies that directly relate to hiring or non-discrimination
3. Created and implemented an Improve Your Marketability (3.A.9) seminar for part-time faculty seeking full-time positions to better assist and support the hiring of faculty from diverse backgrounds
4. Developed Institutional, Student, and Faculty profiles (3.A.7) in conjunction with the Academic Senate for use by hiring committees and as a component of recruitment brochures in an effort to recruit and hire individuals that best align with the needs of the diverse students and the mission of the college
5. Implemented a comprehensive Faculty Internship Program (3.A.11) to increase diversity in part-time faculty hires, with a further goal of leading to diversity in full-time hires
6. Provided EEO/Diversity Training (3.A.38) to the Executive Committee, deans, and department heads
7. Conducted annual Flex Day workshops (3.A.39) for faculty that specifically focused on issues relating to equity and diversity
8. Collaborated with the Theater Arts Department to promote equity- and diversity-themed theater productions each academic year
9. Co-sponsored Into the Fire, a powerful two-person play that explores issues related to returning veterans with disabilities and combat related trauma
10. Co-sponsored (with faculty professional development) the Walking the Talk: Diversity, Equity, and Inclusion Conference – October 9, 2012 (3.A.40)
11. Hosted a campus wide forum with GLIDE – Gays and Lesbians Initiating a Dialogue for Equality to support LGBT faculty, staff, and students (3.A.41)

12. Hosted keynote speaker, Dr. Daryl G. Smith: Diversity’s Promise for Higher Education: Making it Work (3.A.40)


14. Developed and sponsored the Walking the Talk: Diversity, Equity, and Inclusion Certificate Program (3.A.42). The program provides all employees with the knowledge and tools to support diverse students and staff – implemented Flex Day, spring 2014

In addition to the tremendous work performed by the Staff Equity Committee each academic year, Faculty Professional Development also initiates a number of annual Flex Day events and New Faculty Orientation events that help to better support and educate the campus community. Both the Pacific Coast Campus and Liberal Arts Campus have student cultural affairs committees, which often collaborate with the Staff Equity Committee to meet, discuss, and plan campus wide events for students and staff members. Because the city of Long Beach is well known for its LGBT community, the college has implemented a comprehensive Safe Zone (3.A.43) training program to assist faculty and staff in providing better support to LGBT students and staff. In spring 2014, in partnership with the Long Beach Historical Society, created and sponsored a mobile campus exhibit titled Coming Out in Long Beach (3.A.44). The exhibit chronicles the story of the LGBT community in Long Beach.

Self Evaluation

Long Beach City College’s commitment to equity and diversity in policy and practice is interwoven into all aspects of institutional and campus life; from Board policies and hiring practices to ASB student sponsored events, to faculty sponsored Flex Day activities, to campus wide forums, to the Diversity, Equity, and Inclusion Conference and Certificate Program, LBCC demonstrates a strong and sustained commitment to examining, discussing, and celebrating topics and events related to diversity and equity.

The Staff Equity Committee is specifically designed to provide oversight, guidance and regular monitoring of policies, procedures, practices, education and training that advance the college mission with respect to diversity and equity and ensure compliance with district policy, state and federal law. The Staff Equity Committee is also tasked with recommending and sponsoring campus events that support a more educated and inclusive campus community. When the Staff Equity Committee sponsors campus events, participants are provided with an evaluation form in order to provide important feedback related to the value and effectiveness of the information, speaker, and event. The evaluation forms that are used to evaluate events are consistently assessed and revised to improve the usefulness of the feedback collected. As an example, evaluation forms being used by Faculty Professional Development were recently improved to include questions such as: what the participant knew before attending the event and what they gained as a direct result of attending the event. This
allows the Staff Equity Committee and Faculty Professional Development to gain a greater and more meaningful perspective about the value and effectiveness of each specific event.

In addition, the Human Resources Department provides oversight and support of the college’s diverse faculty and staff through regular assessment of policies and practices to ensure that they comply with state and federal law and equal employment opportunity principles. The district has policies and practices to provide an appropriate understanding of and concern for issues of equity and diversity. In fall 2013, a campus-wide survey was conducted by the Office of Institutional Effectiveness that assessed the college commitment to issues of diversity in relation to LBCC’s institutional mission and values. The survey affirmed, for example, that a large majority (a mean of 4.26 on a scale of 5) of employees believe that “a diverse community of learners enriches the educational environment at LBCC.” Faculty and staff professional development also consistently create and sponsor diversity and equity events intended to support and educate the campus community. Since the creation of the Staff Equity Committee in 2008, the college has dedicated both resources and time specifically focused on the area of staff diversity and equity. Such efforts are substantial and ongoing. In spring 2014, the college implemented a comprehensive campus climate survey (Community College Survey of Student Engagement). It is expected that information and feedback collected from this survey will alert the college to existing concerns or areas in need of improvement, and that such information will be used by Faculty Professional Development, the Staff Equity Committee, and college administration when making decisions related to future events, training, and professional development.

Actionable Improvement Plans
None

III.A.4.b. The institution regularly assesses that its record in employment equity and diversity is consistent with its mission.

Descriptive Summary
The mission of the college is to cultivate equity and diversity by embracing all cultures, ideas, and perspectives and by striving for equitable opportunities and outcomes for all. While the institutional policies and procedures clearly promote diversity, the Human Resources Department is responsible for recruiting, hiring, retaining and cultivating equity and diversity through regular assessment of its progress. The vice president of Human Resources is responsible for ensuring that all aspects of Title 5, §53023 (3.A.46), are adhered to and monitored effectively.

Each position description is reviewed for language and qualifications that respect and promote equity and diversity and to ensure that job announcements are written without barriers and are designed to be sensitive to ethnically diverse individuals. The Human Resources Department ensures that job announcements include both Equal Employment
Opportunity and diversity statements that are designed to encourage diverse individuals to apply. Comprehensive recruitment is conducted to reach diverse groups and attract and recruit a highly qualified and diverse pool of applicants. Recruitment practices and advertising is reviewed annually to determine the effectiveness of each publication.

Each year, recruitment and hiring data is monitored and evaluated for each employee group. The data provides a longitudinal view of the ethnicity of applicant pools, hires, and current employee groups. This report is presented annually to the Board of Trustees as a means to provide an overview of the progress being made to diversify staff at LBCC (3.A.47).
### Standard III.A  Human Resources

#### Full Time Faculty Diversity Applicant Pools/Hires

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#### Classified Diversity Applicant Pools/Hires

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**Total Diversity**

- Full Time Faculty: 50%
- Part Time Faculty: 45%
- Management: 58%
- Classified: 64%
Self Evaluation

The district has policies and regulations in place that subscribe to, advocate for and demonstrate integrity in the hiring of its administration, faculty and staff to ensure the mission of the college is met. The district provides an annual recruitment analysis to the Chancellor’s Office of the California Community Colleges through the District Expenditure Report for the Equal Employment Opportunity Fund. This report serves as the District’s performance report on activities conducted to promote diversity. The AB 1725 funds and other expenditures are reflected by the performance indicators for both academic and classified recruitments. The staff diversity data reflects the increase in diversity as a result of the Staff Equity Committee, Academic Senate, Human Resources department and the Board of Trustees’ efforts over the past seven years.

Actionable Improvement Plans

None

III.A.4.c. The institution subscribes to, advocates, and demonstrates integrity in the treatment of its administration, faculty, staff and students.

Descriptive Summary

The district has policies and regulations that support integrity in the treatment of personnel and students. The district ensures that its personnel and students are treated fairly through policies, regulations and practices that guarantee student rights are recognized and observed, and that employee rights are recognized and respected.

The college’s Institutional Code of Ethics - Administrative Regulation 3008 (3.A.2) clearly delineates the standard by which management, classified staff and faculty are to be treated and how they are to conduct themselves during the course and scope of the performance of their responsibilities. The policy and regulations define the spirit in which the district intends employees to conduct business and should guide daily conduct.

The Institutional Code of Ethics requires district employees to adhere to ethical standards such as: exercise due diligence in the ethical performance of duties, model the highest standard of ethically responsible behavior, facilitate a climate of trust, mutual support, and courteous consideration through actions that demonstrate respect for reason, freedom of expression, and the right to dissent, avoid knowingly making false or malicious statements about other employees or students, use care and integrity in sharing information, guard privacy rights of all individuals, and avoid disclosing information about selection processes, colleagues or students obtained in the course of professional service unless disclosure serves a valid business purpose, or is required by law, exhibit mutual respect, cooperation, and promote a team environment, and confront issues and people without prejudice.

The Student Code of Conduct (3.A.48) also addresses the treatment of staff and students and general expectations of student conduct. The Student Code of Conduct prohibits students
from willful disobedience to directions of college officials (including faculty) acting in the performance of their duties and prohibits students from committing violations of college rules and regulations such as Administrative Regulation 3008 discussed above.

The district relies on board policies to further guide and support its actions. Such policies include: 3001 Affirmative Action, 3002 Allegations of Unlawful Discrimination, 3031 Sexual Harassment, and 3034 Gender Equity (3.A.33).

Finally, collegiality and respect are important tenets that guide personal and professional interactions between members of the Long Beach City College campus community. However, going through a fiscal crisis that has resulted in employee, faculty, and management reductions in force tends to create a culture of frustration and mistrust among and between employee groups. To begin to address this issue, the Superintendent-President initiated a working group that would examine and recommend ways to improve campus collegiality and morale. In the fall of 2013, the college Collegiality and Morale Advisory Group (3.A.49) was created as a working group of committed faculty and staff whose goal is to impact positive change at Long Beach City College and to continue to create a culture of trustworthiness and respect between and among constituent groups. This working group is intended to meet three to four times per year. The recommendations of this advisory group will be presented to the Superintendent-President for further consideration and action by the Superintendent-President’s Executive Committee. The college Collegiality and Morale Advisory Group is a good example of the college’s continuing commitment and ongoing efforts to improve the campus climate and provide for a more respectful and collegial working environment for all employees.

Self Evaluation

The district has policies and regulations in place that subscribe to, advocate for and demonstrate integrity in the treatment of its administration, faculty, staff and students. These policies and regulations are evaluated, updated, and revised on a consistent basis to respond to changes in state or federal law or to address specific campus concerns. In addition to policies and regulations, the Superintendent-President has recently created the college Collegiality and Morale Advisory Group in an ongoing effort to support a more positive and cohesive campus climate for both students and staff members. It is too soon to tell whether or not the recommendations of the new advisory group will result in any measurable or meaningful outcomes for improving the college climate for faculty, staff and students. However, the feedback received by the Superintendent-President regarding his decision to create the college Collegiality and Morale Advisory Group has been overwhelmingly positive.

Actionable Improvement Plans

None
III.A.5. The institution provides all personnel with appropriate opportunities for continued professional development, consistent with the institutional mission and based on identified teaching and learning needs.

III.A.5.a. The institution plans professional development activities to meet the needs of its personnel.

Descriptive Summary
The district supports college-wide professional development for all employee groups, which include management, classified support staff, and full and part-time faculty. In July 2012, the classified and management professional development program was restructured to be administered and coordinated through each area vice president includes: Academic Affairs, Administrative Services, College Advancement and Economic Development, Human Resources, and Student Support Services. As a consequence, each vice president working through his or her deans and directors is responsible for coordinating professional development activities with his or her program goals in alignment with the institutional mission.

A synopsis of the professional development activities through the various vice president areas include the following:

Academic Affairs
Academic Affairs provides professional development opportunities on a regular and consistent basis to faculty, department heads, and deans.

The Faculty Professional Development Coordinator reports to the vice president of Academic Affairs and to the Academic Senate. The Faculty Professional Development Program (FPD) is a multifaceted professional development program for full-time and part-time faculty. Its purpose has been to provide professional development, which leads to better teaching utilizing best classroom practices, classroom management techniques, as well as through the orientation and mentoring of faculty members.

The Faculty Professional Development Office oversees seven committees:

1) Flex Subcommittee
2) New Faculty Mentoring Subcommittee
3) Faculty Professional Development Resources and Opportunities Subcommittee
4) New Faculty Orientation Subcommittee
5) Faculty Advertisement and Communication of Excellence Subcommittee
6) Faculty Teaching and Learning Center Subcommittee
7) Faculty Professional Development Steering Committee

The mission and programs of each committee can be seen on the FPD website (3.A.50).
Administrative Services

Administrative Services managers actively participate in industry specific organizations such as the Community College Facility Coalition (CCFC), Public Agency Risk Managers Association (PARMA), directors of Education Technology/California Higher Education (DEUTCHE), and the Association of Chief Business Officials (ACBO). Management and classified staff are also funded to attend industry specific conferences, webinars and trainings. For college-related processes, Fiscal Services offers trainings on how to use PeopleSoft for all district employees. The internal auditor conducts fraud prevention training twice a year based on generally accepted auditing standards found in the Statement on Auditing Standard 99. Based on an analysis of workers compensation claims, Business Support Services provides safety and emergency response trainings for all district employees, specialized trainings on district contracting and procurement processes, and ergonomic evaluations. In 2013, Instruction and Information Technology Services (IITS) subscribed to Lynda.com, an online training tool, available to all district employees, that has over 1,000 modules available on myriad topics. They also provide trainings on technology within the Instructional Technology Development Center and have conducted since January 2013, two intensive week-long sessions for faculty on Moodle, the newly implemented open source learning management system used for online education. These sessions were evaluated through the flex evaluation form which was converted to an online format in Moodle (Flex Evaluation for Moodle Core Fitness Courses) (3.A.51)

College Advancement and Economic Development (CAED)

CAED’s staff professional development program includes a number of components. Directors overseeing each program area are responsible for implementation of staff professional development in each of their areas. Professional development activities are intended to support the achievement of the college’s mission and programs’ strategic objectives, including the enhancement of workforce knowledge, skills, and leadership capabilities that contribute to high performance.

CAED staff professional development includes ongoing professional development activities identified either by the supervisor or staff member related to job functions. A professional development plan for each staff member is discussed during the annual performance evaluation process. A structured training/orientation program and onboarding process is conducted for new staff members. Ongoing professional development opportunities are provided to staff. Monthly CAED management team meetings provide a venue for professional development and training on relevant and timely topics. The CAED leadership team conducts two annual planning sessions.

In addition, the two programs listed below have heightened staff professional development requirements as mandated by either federal funding or private funder standards:

1) The Los Angeles Regional Small Business Development Center (SBDC) Network, funded by the U.S. Small Business Administration requires specific staff professional development per federal program accreditation standards, and for the SBDC to maintain accreditation status. Additional staff professional development includes attendance at the annual national Association of SBDC (ASBDC) conference, and the annual network wide staff training and
development activities. The trainings are targeted to all SBDC staff and business advisors in the network.

2) The Goldman Sachs 10,000 Small Businesses program requires program staff and business advisors to participate in an annual national training session delivered by Babson College, a program partner.

Human Resources

The Human Resources Department provides district personnel with a multitude of professional development opportunities that support enhancement of workplace knowledge, skills, and leadership capabilities that will lead to student success. For example, based upon the part-time faculty union’s expressed interest in negotiations for a part-time faculty orientation, in fall 2013 a Part-Time Faculty Employee Orientation Program was initiated. The topics presented included: student learning outcomes, education accommodations for students with disabilities, management of student discipline issues, and payroll matters. Other efforts include a Department Head Academy (3.A.52) and mandated department head training. This professional development effort began in 2008 as a one-day summer workshop targeting a multitude of topics; however, it has been changed into a once-a-month training targeting a single topic. Department heads have been surveyed as to their greatest need to determine which workshops to offer. Incorporated into the CCA Agreement in August 2013, Article XIII, Department Head Assignments (3.A.22), the Department Head Academy was established, planned and administered through Faculty Professional Development. The FPD coordinator works closely with Human Resources to monitor attendance and other contractual agreements. The district also conducts new employee orientations for full-time faculty and classified support staff.

The district also sponsors a number of management professional development programs, which includes a Human Resources sponsored series of workshops on topics such as: Classified and Management Team Evaluation Training, Basics of How to Conduct an Investigation, and Unlawful Discrimination and Sexual Harassment Prevention. The district also supports participation in management development programs such as Admin 101 and 201, the Community College Leadership Development Institute (CCLDI), and Leadership Long Beach.

In response to the “dialogue” goal in the Staff Equity Plan to provide opportunities for dialogue on the issues of diversity and equity, the Staff Equity Committee designed the Walking the Talk: Diversity, Equity and Inclusion Certificate Program (3.A.42) for faculty and staff focused on topics of diversity, equity and inclusion that was implemented in spring 2014. Among the workshops in the spring 2014 program were: Responding to a Student in Crisis, White Privilege Revisited, and LGBTQ – Safe Zone. For a detailed overview of professional development opportunities provided by the district, see college sponsored Professional Development Opportunities (3.A.53).

Student Support Services

The division of Student Support Services has provided opportunities for staff to participate in trainings, conferences and webinars through committees and professional groups. This has
Standard III.A Human Resources

included: the Student Support Services Leadership Institute (3SLI); monthly development sessions for all managers focused on strength-based leadership; Student Support Services Leadership Institute Mondays (3SLIM); California Association of Community College Registrars and Admissions Officers (CACCRAO); new Financial Aid director training; Region 8 Financial Aid Directors Conferences; state-level task forces (SB 1440, Priority Registration, SB1456 matriculation); Veterans Services; new categorical directors; Student Success and Support Summit; Region 8 Counseling Group; TRIO; Mental Health Trainer; Student Mental Wellness; California Community College Athletic Association (CCCAA); Upward Bound; Lumina Foundation; Regional Transfer Student Consortia; and CSU/UC transfer workshops.

Self Evaluation

The institution is engaged in a multitude of professional development opportunities for all personnel. These professional development opportunities are established based on identified needs. For example, in fall 2013, a Task Force on Classified Professional Development began meeting with the purpose of evaluating classified staff development needs. As a result, a Classified Professional Development Survey (3.A.54) was conducted in fall 2013. The Classified Professional Development Survey indicated, for example, that 74 percent of the classified staff who responded ranked “skills development” as extremely important and 62 percent ranked “career advancement” as extremely important. In response to this survey, workshops for the spring 2014 Flex Day included: Effective Workplace Communication, Time and Attendance Reporting System (TARS) training, Delivering Excellent Customer Service.

In addition, a survey of management was also conducted in fall 2013. Those results indicated that the topics of managing personnel and LBCC business processes were their top priorities for professional development. This assessment will inform future professional development scheduled for management (3.A.55). And, the Walking the Talk: Diversity, Equity and Inclusion Certificate Program (3.A.42) was developed in response to the “dialogue” goal in the Staff Equity Plan established by the Staff Equity Committee.

However, at this point professional development is not clearly organized around institutional goals. Therefore, a plan that evaluates and identifies professional development needs of all employee groups, in alignment with institutional goals, will allow the institution to establish priorities and thus fund activities as resources are available.

The task for Long Beach City College is to evaluate the professional development needs of personnel and develop an institution-wide Professional Development Plan that aligns the professional development of all constituents with institutional goals.

Actionable Improvement Plans

Establish a Professional Development Task Force comprising faculty, classified support staff, and management whose charge will be to develop a Professional Development Plan.
Develop and implement a Professional Development Plan that further supports the integration of faculty, classified staff, and management professional development in alignment with institutional goals.

**III.A.5.b. With the assistance of the participants, the institution systematically evaluates professional development programs and uses the results of these evaluations as the basis for improvement.**

Professional development activities are routinely evaluated using a standardized workshop evaluation form. The evaluation feedback provides valuable information that helps determine if the topic and training content met the needs of the participants and if the presenter of the training delivered the training in a meaningful, skillful, and relevant fashion. It further informs as to the need and focus of future professional development activities.

Other methodologies used to evaluate the professional development needs of personnel include the following:

1) In fall 2013, a Classified Staff Professional Development Survey and a Management Assessment Survey were conducted. The surveys served to inform priority interests and needs of the classified staff and management for professional development activities that align with institutional goals. As a result of the survey, professional development planned for spring 2014 aligned with the expressed needs as indicated in the surveys.

2) Responses to regulation changes as they occur to maintain legal compliance have resulted in, for example, *Affordable Care Act Employment Guidelines* training for deans and department heads.

3) Student matriculation and service usage data is reviewed to identify student success gaps, which warrant appropriate staff training to close the gaps.

4) Concerns identified at the classified Employee Employer Relations Council (EERC) meeting (a monthly joint meeting between the district and Classified Union) which inform professional development needs. For example, a 2012 joint LBCCD and AFT training for management staff focused on contract administration was scheduled as a result of discussions at EERC.

5) Grievances are also reviewed by the vice president of Human Resources to identify particular professional development needs.

For faculty professional development, evaluations are collected and reviewed in a multitude of ways. The faculty-driven Flex Subcommittee considers the input based on flex day workshop evaluations (3.A.39) in which faculty are asked if they would like a follow-up on the workshop they just completed. Faculty are also encouraged to suggest future workshops or flex day activities. Suggestions are also taken from faculty at large. These ideas are shared with faculty who serve on FPD Subcommittees prior to planning new workshops or programs. The standard evaluation form used for these workshops was determined to be inadequate since it lacked rigor and did not provide both qualitative and quantitative data. This form was changed for the 2012-13 fall and spring flex day workshops. Each evaluation
was compiled into one report to provide FPD with a synthesized report for archiving purposes, as well as to quickly share these data with the presenters and committee members (3.A.56).

The annual Faculty Professional Development report to the Senate has become the accountability measure this program uses to report to the college its annual effort. In the past, this report has shown how many workshops FPD held and the number of participants. In 2013, Faculty Professional Development completed a longitudinal study that was shared with the FPD Steering Committee to identify areas of growth and areas where achievement gaps exist. As informative as this report has been to analyze FPD’s efforts on a deeper level, there is not sufficient evaluation data attached to each effort chronicled. One reason for this is that FPD is a Senate committee, and not a part of the formal college planning process. It is not held to the same standard of annual review and improvement in completing student learning outcomes (SLOs) or service unit outcomes (SUOs). This has been brought to the attention of the Academic Council and the Academic Senate. It will be a top issue to address in the near future. For a detailed overview of faculty evaluation methodologies, see “Faculty Evaluation Methodologies for Professional Development Activities” (3.A.57).

Self Evaluation

While, the college utilizes a multitude of methods for evaluating professional development and utilizes this data to inform future professional development, a couple of areas require strengthening. The Faculty Teaching and Learning Institute evaluation has been inconsistent due to the fact that the evaluation was not used at all workshops, and the subcommittee did not consistently receive results from the facilitators. The subcommittee transferred the evaluation to an online survey system to ensure more consistent reporting. In an effort to gather additional data from institute participants, the subcommittee created and administered a follow-up survey for past institute participants. The challenge cited for collecting data on webinars has proven to be an ongoing challenge for the subcommittee for all Faculty Teaching and Learning Center activities. Receiving feedback directly after faculty participate in an activity is sometimes easier than attempting to gather it later; however, the subcommittee strongly believes that only after the faculty have had a chance to reflect on the information learned and apply it to their work with students can they evaluate the activity’s true effectiveness.

Actionable Improvement Plans

The Academic Council will evaluate the organizational structuring of Faculty Professional Development and whether its planning efforts should be reported to the College Planning Committee.

A faculty committee will evaluate the use of a standard evaluation form for each workshop and also develop custom evaluations to garner data from unique training opportunities.

The Faculty Teaching and Learning Center Subcommittee will undertake and complete long-term evaluation for other activities including the Innovation Grants implemented in fall 2013. The subcommittee will then use longitudinal data from all of its events to further refine the activities to better suit the teaching and learning needs of faculty.
III.A.6. Human resource planning is integrated with institutional planning. The institution systematically assesses the effective use of human resources and uses the results of the evaluation as the basis for improvement.

Descriptive Summary

The institution engages in a variety of processes that result in the integration of human resource planning with institutional planning as well as assessments of the effective use of human resources, which lead to improvement, including the following:

Institutional Planning and Program Review Process

The district’s department planning process (3.A.58) allows departments to identify and propose for funding new classified, faculty and management personnel needs that align with Educational Master Plan goals. At the department level, annual instructional and non-instructional program reviews evaluate the effectiveness of each department’s programs that in turn allows departments to evaluate and also to identify human resource needs in support of Educational Master Plan goals.

Hiring Priorities Committee – Faculty Hiring

Administrative Regulation 3012 (3.A.2) provides for a faculty Hiring Priorities Committee (comprising Academic Senate and Executive Committee representatives and deans), which convenes each year to prepare a ranked list of recommended positions for hire during the fall of each academic year. This ranked list of proposed new faculty hires is driven by departmental planning and program review as new hires are only considered if departments have engaged in the process of department planning and program review, and applications for new faculty hires require department heads to identify the institutional goal(s) the new hires will serve. Hiring Priorities Committee members then engage in discussion regarding institutional priorities and utilize these discussions in the decision of their faculty hiring rankings (3.A.59).

Program Establishment, Modification, and Discontinuance – Board Policy and Administrative Regulation 4024 (AR 4024).

AR 4024 (3.A.28) sets forth the process for establishing new programs, modifying existing programs, and discontinuing programs. Through these processes, AR4024 provides for an assessment of existing or newly identified human resources needs specific to instructional faculty with potential indirect effects on staff and management.

Reorganizations

The institution also utilizes the reorganization process as a means to improve operations. Reorganizations, however, are preceded by an evaluation of operational effectiveness and efficiency. Following such an evaluation, should a reorganization of personnel be deemed
appropriate, the reorganization is submitted through a vetting process, which begins with the area vice president, then the Superintendent-President’s Executive Committee before presentation to the Academic Council when academic or student support services areas are involved.

Institutional Plans

The college has developed institutional plans, which have identified strategies that involve human resource planning. These plans include, for example, the Student Success Plan, the Staff Equity Plan, and the Educational Master Plan.

Employee Evaluations

As discussed in Standard III.A.1.b., evaluations are conducted of all employee groups. Consequently, the evaluation is utilized to support the effective use of human resources by providing, where necessary, plans for improvement that help identify subsequent professional development activities that will support the improvement necessary.

Self Evaluation

The district is in perpetual motion in regards to assessing the effective use of human resources and taking action to reorganize in response to the assessment. For example, in August 2012, the college began the process of Program Discontinuance. Based on criteria established in Administrative Regulation 4024 (3.A.28), on November 15, 2012, twenty programs were initially reviewed under the program discontinuance regulation by the Academic Council. Of the twenty programs reviewed under the criteria contained in AR 4024, eleven Career and Technical Education (CTE) programs were ultimately discontinued on July 1, 2013. This resulted in the layoff of fifteen faculty members and six classified support staff (3.A.29). The cost savings attributed to the reductions will be realigned to support current student needs such as high demand courses leading to certificates, degrees and transfer, and strengthening CTE offerings. These discussions and decisions will involve determining human resource needs in appropriate programs and services.

In 2011, Student Support Services implemented a reorganization that had dual goals in mind. The primary goal was to increase student success through the integration of systems and processes leading to increased student engagement in programs and services, as well as increasing student success through persistence, successful course completion, and program completion. The reorganization led to a realignment of personnel and processes to remove artificial barriers between departments and programs. For example, the Sports Information Specialist has been reorganized to the Communications and College Advancement department as a result of expanded responsibilities in that department. Also, to improve communication with students the student communication systems used by athletics to increase student engagement in the Student Athlete Success Center were integrated into the student life online student portal, OrgSync. Cross-department programming was developed, such as the Coaches Against Cancer (3.A.60) basketball event, which was co-sponsored by ASB, Athletics, and Student Health Services. The objective was to make it easier for students
to interact with programs and services which would in turn lead to increased student engagement in, for example, student government and/or athletic events. The reorganization also led to greater coordination of resources between departments, such as the Athletic Trainer’s Office with Student Health Services as well as the consolidation of the Women’s and Men’s Center with Psychological Services in order to meet more of the wellness needs of students.

The secondary goal was to reduce budget expenditures through creating efficiencies in expenditures between programs and services. Thus, through this reorganization, Student Services consolidated two academic dean positions, the dean of Student Services, and the dean of Physical Education into one position titled, dean of Student Services, Kinesiology and Athletics.

The reorganization was vetted through the college's planning process, which included the Superintendent-President’s Executive Committee and the Academic Council prior to implementation. The effectiveness of the reorganization structure is yet to be determined, as the reorganization is currently undergoing the evaluation process.

During academic year 2012-13, the district continued the assessment of all of the vice president areas relative to management, support staff as well as faculty and department heads. This assessment was triggered by the budget deficit and the need to reduce costs. Consequently, it resulted in a comprehensive reorganization of the institution with the goal of creating efficient operations focused on institutional goals, and redeploying resources based on primary student need. The reorganization was vetted through the Executive Committee, the Academic Council, the Classified Union (LBCCE/AFT), and the Board of Trustees. Through this reorganization the institution achieved a $3.1 million reduction in costs. At the end of year one (fall 2014) and year three (fall 2016) the reorganization will undergo a “Reorganization Evaluation Process” to assess the impact and effectiveness of the reorganization (3.A.29).

**Institutional Plans**

In alignment with program review and department planning, the Hiring Priorities Committee priority ranked and supported the hiring of 15 new full-time faculty for spring 2014 and 38 for fall 2014.

The 2007/2008 *Student Success Plan* contained strategies (II.A and II.B) which supported the enhancement and development of existing centers to support supplemental learning assistance requirements in the following areas: math, multidisciplinary, reading and writing, as well as associated staffing. The Student Success Plan strategies thus led to the hiring in July 2008 of three instructional specialists for the Multidisciplinary, Math, and Writing and Reading Success Centers in support of student success (3.A.61).

The *Staff Equity Plan* (3.A.37) also contained the objective of implementing a Faculty Internship Program. As a result this Program began in 2010 and has since led to an increase in diverse part-time faculty.

Additionally, the 2011-2016 Educational Master Plan established the student success goal of improving the rates at which students gain the foundational skills necessary to complete college level work and to achieve their educational and career goals. In alignment with this
goal, an objective was established to double the number of first time students who complete transfer level English, math and reading in their first year of attendance at LBCC.

In response to this objective and in recognition of high student demand based on large enrollment wait lists for math and English courses, since 2010-11 the Hiring Priorities Committee has supported the hiring of five English and four math instructors. In this regard increasing the course offerings with new full-time faculty in the math and English disciplines has been recognized as a top priority in support of the curriculum needs of the students.

Lastly, the Administrative Services vice president-level plan identified the need for sufficient custodial staffing due to newly constructed facilities and "total cost of ownership" considerations. In response to this need, in 2013 a decision was made to increase the custodial staff by five full-time equivalent employees.

**Actionable Improvement Plans**

None
Standard III.A Evidence List

3.A.1 Rules and Regulations of the Classified Service
3.A.2 Administrative Regulation - 3000 Series
3.A.3 Job Classification Specifications - Personnel Commission
3.A.4 Personnel Commission Rules and Regulations, 3.2.A
3.A.5 Personnel Commission Rules and Regulations, Chapter 5
3.A.6 Minimum Qualifications for Faculty and Administrators in California Community Colleges
3.A.7 Institutional Profiles: Faculty and Student
3.A.8 LBCC Mission Statement
3.A.9 Improve Your Marketability Seminar
3.A.10 2010-11 Annual Staff Equity Board Report
3.A.11 Faculty Internship Program
3.A.12 History of Faculty Internship Program
3.A.13 Mentoring Agreement
3.A.14 California Community College Registry
3.A.15 Supplemental Equivalency Application
3.A.16 Human Resources Website
3.A.17 Master Agreement: LBCCD and CCA, Article X
3.A.18 Master Agreement: LBCCD and CHI/CTA/NEA, Article VI
3.A.19 Master Agreement: LBCCD and LBCCE/AFT/AFL-CIO, Article 15,
3.A.20 Self Evaluation Report: Tenured Faculty, Appendix E-10
3.A.22 Department Head Evaluation
3.A.23 CHI-LBCC Master Agreement, Article VIII - Working Conditions
<table>
<thead>
<tr>
<th>3.A.26</th>
<th>Submit a Tip Form</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.A.27</td>
<td>Budget Reduction Criteria 2012-13</td>
</tr>
<tr>
<td>3.A.28</td>
<td>Administrative Regulation 4024 – Program Establishment, Modification and Discontinuance</td>
</tr>
<tr>
<td>3.A.29</td>
<td>Presentation to the Board of Trustees, “Reorganization and Program Discontinuance,” March 12, 2013</td>
</tr>
<tr>
<td>3.A.30</td>
<td>Resolution of the Board of Trustees Regarding Reduction or Discontinuance of Particular Kinds of Service, February 26, 2013</td>
</tr>
<tr>
<td>3.A.32</td>
<td>List of 15 Classified Hires to Support Student Success Agenda, Spring 2014</td>
</tr>
<tr>
<td>3.A.33</td>
<td>Board Policies - 3000 Series</td>
</tr>
<tr>
<td>3.A.34</td>
<td>Professional Development Trainings</td>
</tr>
<tr>
<td>3.A.35</td>
<td>Education Code §87031</td>
</tr>
<tr>
<td>3.A.36</td>
<td>Staff Equity Committee Website</td>
</tr>
<tr>
<td>3.A.37</td>
<td>Staff Equity Plan</td>
</tr>
<tr>
<td>3.A.38</td>
<td>EEO/Diversity Training</td>
</tr>
<tr>
<td>3.A.39</td>
<td>Flex Day Workshops Evaluations</td>
</tr>
<tr>
<td>3.A.40</td>
<td>Walking the Talk: Diversity, Equity, and Inclusion Conference, October 9, 2012</td>
</tr>
<tr>
<td>3.A.41</td>
<td>GLIDE Campus-wide Forum</td>
</tr>
<tr>
<td>3.A.42</td>
<td>Walking the Talk: Diversity, Equity, and Inclusion Certificate Program</td>
</tr>
<tr>
<td>3.A.43</td>
<td>Safe Zone Training</td>
</tr>
<tr>
<td>3.A.44</td>
<td>Coming Out in Long Beach</td>
</tr>
<tr>
<td>3.A.45</td>
<td>Employee Survey Summary Results, October 2013</td>
</tr>
<tr>
<td>3.A.46</td>
<td>Title 5, §53023</td>
</tr>
<tr>
<td>3.A.47</td>
<td>Annual Staff Equity Report to the Board</td>
</tr>
<tr>
<td>3.A.48</td>
<td>Student Code of Conduct</td>
</tr>
<tr>
<td>3.A.49</td>
<td>Collegiality and Morale Advisory Group</td>
</tr>
<tr>
<td>3.A.50</td>
<td>Faculty Professional Development Committees and Programs</td>
</tr>
<tr>
<td>3.A.51</td>
<td>Evaluation for Moodle Core Fitness Courses</td>
</tr>
<tr>
<td>3.A.52</td>
<td>Part-Time Faculty Orientation and Department Head Academy</td>
</tr>
<tr>
<td>3.A.53</td>
<td>College Sponsored Professional Development Opportunities</td>
</tr>
<tr>
<td>3.A.54</td>
<td>Classified Professional Development Survey / Needs Assessment</td>
</tr>
<tr>
<td>3.A.55</td>
<td>Manager’s Assessment Survey</td>
</tr>
<tr>
<td>3.A.56</td>
<td>Faculty Professional Development - Evaluation Form (Revised)</td>
</tr>
<tr>
<td>3.A.57</td>
<td>Faculty Evaluation Methodologies for Professional Development Activities</td>
</tr>
<tr>
<td>3.A.58</td>
<td>Example of Request to Hire Faculty as Requested in Department Plan</td>
</tr>
<tr>
<td>3.A.59</td>
<td>Hiring Priorities Committee Documentation for Hiring Processes 2013-14</td>
</tr>
<tr>
<td>3.A.60</td>
<td>Coaches Against Cancer</td>
</tr>
<tr>
<td>3.A.61</td>
<td>LBCC Student Success Plan 2007</td>
</tr>
</tbody>
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