

**Board of Trustees (June 14, 2011)****The Pacific Coast Campus Educational Plan**

The Pacific Coast Campus plan was brainstormed and developed in consultation with the following planning group members:

Co-chairs: Dr. Byron D. Clift Breland, Associate Vice President, Pacific Coast Campus  
Winford Sartin, Professor, Welding/Manufacturing Technologies

Members:  
Lillian Justice, Associate Registrar  
Juan Franc Menjivar, Financial Aid/Veterans Affairs Supervisor  
Diana Ogimachi, Counselor  
Heidi Neu, Instructional Specialist  
Dr. Meena Singhal, Dean, Academic Services  
Fran Cahill, Professor, English as a Second Language  
Cindy Hanks, Deputy Director, Academic Computing & Multimedia  
Sean Carroll, Multimedia Services Supervisor  
Cheryl Williams, Custodial Supervisor

Reviews and comments on the Plan were provided by the College Planning Committee, Department Heads, and the Executive Committee. The final draft of the Plan was approved by the College Planning Committee on April 7, 2011.

**Introduction:**

This document outlines the development of a comprehensive educational plan for the Pacific Coast Campus of the Long Beach Community College District. This is not a Plan that is meant to lead to the creation of a separate college, but rather a Plan that will engage all relevant units of the District in realizing their role in developing a comprehensive educational offering at the Pacific Coast Campus whereby students can complete the necessary coursework to receive an associate's degree, complete transfer level coursework, or receive a career/technical certificate. Furthermore, this is also not a plan that seeks to mimic or 'clone' the course offerings at the Liberal Arts Campus. This is a plan that will further strengthen the curricular and programmatic offerings at the Pacific Coast Campus utilizing resources that are currently available through the Long Beach Community College District as well as resources that are unique to the central and downtown Long Beach area.

As with these completed sections of the Pacific Coast Campus Plan, all such preliminary versions of the Plan were approved by the College Planning Committee. In addition, other interested parties (Deans and Executive Committee members) were provided the opportunity to review and provide feedback on this document. It is essential that the final

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Plan be a true reflection of the College including its programs of instruction and support services and that it assists the College, as well as the surrounding community, in the provision of educational opportunities for future Long Beach City College students. As such, this document should be made available to all appropriate segments of the College community for their input, suggestions or questions as they relate to the progression and on-going development of this critical planning document.

**Background:**

Since opening its doors in the early 1930s, the Pacific Coast Campus (PCC) has mainly been recognized for its trade, industrial, and career technical education programs. The Liberal Arts Campus (LAC) of Long Beach City has historically been more oriented towards providing the bulk of the District's credit courses, delivering a curriculum of general education courses, and in general, being more oriented toward students interested in pursuing an Associate's degree or transfer to a four year institution. While the LAC is only 5 miles from the PCC, there are significant barriers to students who wish to attend the courses that are offered at the LAC.

An analysis of a 5-mile radius surrounding the Pacific Coast Campus shows the demographics of a population that is underserved, especially in the context of educational opportunities, programs, and services. The area directly surrounding the campus consists of a young (average age 26), low income, family-oriented and transitioning community. (Brailsford & Dunlavy Report, 2006).

Furthermore, the population near the PCC has steadily increased. The population residing within a one-mile radius of the PCC increased by 7.6% from 1990 to 2000 and was projected to increase another (6.2%) by the year 2005. In 2008, it was estimated that there were approximately 75,000 people living within a one mile radius of the PCC.

In addition, transportation for residents residing within the community immediately surrounding the Pacific Coast Campus continues to be a challenge. Car ownership is low and 26% of households within a one mile radius of the campus do not own a vehicle. With public transportation not always aligning with work, school, and family commitments, the importance of the Pacific Coast Campus in the provision of educational offerings, accessible academic coursework, and job training is critical to the success of the central and downtown Long Beach community residents and businesses. Moreover, the educational attainment of residents within a one-mile radius of the PCC is low, with 52% of those above the age of 25 having less than a high school diploma, and 11% having a college degree or higher. In the 3 and 5 mile radius the numbers shift with 25% and 20% having less than a high school diploma respectively and 31% with a college degree or higher.

**Board of Trustees (June 14, 2011)****Plan development activities:**

To date, the following activities have occurred toward the realization of creating a comprehensive educational plan for the Pacific Coast Campus:

- On September 3, 2009, the composition and charge of the PCC inter-level planning group were approved by the College Planning Committee – the 12 member group was co-chaired by Byron Clift Breland and Phyllis Arias and is composed of faculty, administrative and classified staff.
- The planning group met on three occasions in the Fall of 2009 and twice during the Spring 2010 and has worked to compile a list of academic, student service, and facility related priorities utilizing department plans as prescribed by the newly reformatted program planning process. These tasks were submitted to the Vice President of Academic Affairs in February 2010.
- During the Fall of 2009, the Associate Vice President (AVP) of PCC, in partnership with the Academic Deans, compiled an estimate of the 2007-2008 expenditures for the Pacific Coast Campus. Those expenditures included costs for course offerings, staff salaries, and costs for supplies and equipment. The expenses worked out to be approximately 1/3 of the District's general fund budget.
- On February 11, 2010 updates to the plan were presented to the College Planning Committee for review and feedback.
- On February 23, 2010 an update on the progress of the development of the educational plan for the Pacific Coast Campus was presented to the LBCCD Board of Trustees.
- In January 2011, an analysis reviewing the general education class offerings at LAC, PCC and the Internet was conducted by the Office of Institutional Effectiveness. The time period for the analysis was Fall 2009 to Spring 2011 (primary terms only).
- In January 2011, general education courses were added to the Spring 2011 schedule at the Pacific Coast Campus. Courses were chosen based on the number of students on the waitlist from the previous term (Fall 2010). Approximately 90% of the Spring 2011 courses added were filled.
- On April 7, 2011, an updated Interim Draft of the PCC Plan was further reviewed and approved by the College Planning Committee.

**Board of Trustees (June 14, 2011)****Composition of the PCC Planning Group:**

1. The group is organized and co-chaired by the AVP of PCC and by a faculty member appointed by the Academic Senate.
2. Five additional PCC faculty members, including a Counselor, a Librarian, an instructor who works in the Student Success Center, and an instructor from the School of Trades and Industrial Technology.
3. One representative from Facilities.
4. One representative from Instructional and Information Technology Services.
5. The Dean of Academic Services.
6. One representative from PCC Admissions and Records.
7. One representative from PCC Financial Aid
8. Dean of Industrial Trades and Career Technologies

The following members have been appointed to the PCC Inter-Level Planning Group by the College Planning Committee:

Co-chairs: Byron Clift Breland and Winford Sartin

Members: Lillian Justice; Juan Franc Menjivar; Diana Ogimachi; Heidi Neu; Meena Singhal; Fran Cahill; Cindy Hanks; Sean Carroll; Cheryl Williams

*\* The PCC Inter-level Group addressed the VP Level Prompts and submitted its report to the VP of Academic Affairs.*

The Pacific Coast Campus Plan provides general direction and a framework to assist in the increase of 'credit' course offerings at the PCC. This increase in course offerings should lead to an expansion of the breadth and depth of academic courses leading to an associate's degree or career technical certificate. The Pacific Coast Campus Plan is a reflection of the following essential planning guides of the College:

1)The Educational Master Plan (2005-2010) as it relates to 'Equity': Effective access to and equity in educational outcomes for our diverse community will be assured by sufficient and cohesive pathways for access, retention, excellence, institutional receptivity, and transfer readiness.”;

2) The President's agenda (2009 – 2010) as it relates to student success, and recognition of the critical role that the Pacific Coast Campus plays in educating many of the most underserved residents in the city of Long Beach, calls for the following:

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*“ the development and implementation of a plan for the Pacific Coast Campus to increase the breadth and scope of course offerings leading to an associate’s degree or career, technical certificate. The plan will increase the responsiveness of the District in providing a complete and comprehensive academic program.”; and*

3) The Board of Trustees goal (2009-2011) as it relates to improving organizational function, creating a greater sense of community and continuing to strengthen community outreach efforts. That goal is worded as:

*“By February 2011, review and assess an educational plan for the Pacific Coast Campus to enhance its responsiveness to students and community needs. Such a plan is to provide students with a complete/comprehensive academic program that will further opportunities for basic skills achievement, Associate Degree attainment, and transfer to four-year higher education institutions. The implementation of this plan shall be reviewed annually.”*

The Pacific Coast Campus Plan also takes into account the objectives, goals and strategies of other Long Beach Community College District Planning documents such as the Educational Master Plan, Student Success Plan, Staff Equity Plan, Distance Learning Plan, and Technology Plan.

Finally, by working with the department of Economic and Resource Development at LBCC, the Educational Plan for the Pacific Coast Campus takes into account the ever changing needs of business and industry in order to remain responsive to job and workforce training needs.

**Critical needs and challenges of the Pacific Coast Campus as they relate to developing and implementing a comprehensive educational curriculum:**

- 1) Curricular pattern that supports a comprehensive educational plan as well as one that supports growth. (avoid random scheduling of courses as the primary means to offering credit or transfer level work at the PCC);
- 2) Renovated facilities that support academic course offerings, science lab instruction, faculty offices and student support programs;
- 3) Continued efforts to move forward with the implementation of a comprehensive curricular pattern during on-going campus facilities renovation projects;

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- 4) Designated, or assigned, classrooms to support efficient course scheduling as well as provide a consistent and functional work environment for full-time and part-time faculty;
- 5) Recruitment of committed instructors who will teach all or the majority of their load at the PCC. (provide parking and comfortable work space for instructors);
- 6) New or current programs that serve as “flagship”, or premiere, programs for the District and can only be accessed at the PCC site;
- 7) Greater visibility and recognition in the City of Long Beach and across the country as a premiere urban educational center.

**Goal: (Curriculum Development)****Develop a curricular pattern for the Pacific Coast Campus:**Suggested Strategies:

- i. Develop a cost effective, cost efficient, educationally viable and deliverable pattern of course offerings, the scheduling of which should include mornings, evenings, and weekends; thereby ensuring accessibility to transfer pathways, degree attainment, and certificate completion. Offer courses in different time frames than those offered at LAC in order to build the program at the PCC. (i.e. Saturdays and Sundays; or, 12 week class sessions);
- ii. Meet the scheduling needs of populations not adequately served at present;
- iii. Support current and create new flagship programs (e.g. Vocational/CTE Honors; Pre – Engineering; etc.);
- iv. Promote transfer pathways through Pathways Agreement with CSU Dominguez Hills and College Promise with Long Beach Unified and CSU Long Beach;
- v. Develop additional pathway agreements such as, but not limited to, UC Irvine and USC;
- vi. Identify a team of contract faculty with primary teaching responsibility at the Pacific Coast Campus (should include office space, convenient parking, and designated classroom assignments);
- vii. Support enrollment growth while providing AA/AS degree opportunities and transfer level course work;
- viii. Host a student roundtable to advise campus and community leaders about issues/barriers that impact the enrollment, i.e., community issues, financial issues,

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- and class offering locations and times. Use input from student advisory councils and surveys of current and prospective students to plan course offerings;
- ix. Designate courses that will carry non-cancellation guarantees for faculty as programmatic offerings are built at the PCC.

**Goal: (Data and Information)**

**Increase the data and information available for decision making to program managers including deans, directors, faculty, and their administrative assistants. The data needs for the creation of a plan that supports the development of a comprehensive educational offering at the Pacific Coast Campus includes but is not limited to the following strategies:**

Suggested Strategies:

- i. Survey potential and existing students and faculty about scheduling and delivery options;
- ii. Create a fiscal budget for PCC that accounts for supplies and equipment, salaries and benefits for classified, academic (contract, part-time, overload), and administrators;
- iii. Organizational chart for PCC (including titles, responsibilities, reporting lines, inclusive of management at LAC);
- iv. In maintaining equity in workload distribution and instructional opportunities for students, conduct a faculty analysis that includes:
  - a. Percent of faculty assignment at each site by full-time and part-time (aggregate and by discipline)
  - b. Faculty reassigned time (% at LAC and PCC)
  - c. Percentage of all courses offered at PCC taught by contract, overload and part-time instructors?
  - d. Type of instructor by discipline (potentially create a core of contract faculty teaching across disciplines);
- v. In order to monitor equity in scheduling, conduct on-going enrollment analyses that include:
  - a. Unduplicated headcount, seat count and FTES (aggregate and by site)
  - b. Listing of under enrolled classes at PCC (by discipline and by time of day)
  - c. Programs that generate FTES at PCC (by pay type)
  - d. Listing of credit and non-credit offerings at PCC

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- e. Comparison of following offerings at PCC and LAC
  - i. Vocational courses
  - ii. Honors courses
  - iii. Physical Educational courses
  - iv. Transfer-Directed classes
- vi. Review fiscal budget for the PCC
  - a. Percent of each department's budget that is spent on PCC.
  - b. Develop coding that will track expenditures made at the PCC.

**Goal: (Improve Facilities and Learning Environment)**

**Improve facilities to support the teaching and learning environment with updated classrooms and labs as well as faculty office space and student support space.**

Suggested Strategies:

- i. Continue to support the facilities master plan throughout the renovation and construction of classroom, student service, parking and landscaping projects;
- ii. Strengthen and develop the requisite student service units that will be necessary to support changes in the curricular pattern;
- iii. Continue to create opportunities to partner with the Salvation Army/KROC Community Center in an effort to improve educational offerings for Long Beach City College students and community members. (KROC Center construction was halted in Fall 2010);
- iv. Work with LBCC academic departments to identify opportunities for faculty to provide subject matter expertise in the form of academic instruction or workshop presentation at the KROC Center. (KROC Center construction was halted in Fall 2010);
- v. Create more pronounced study areas for students;
- vi. Expand library and duplicating center hours.

**Board of Trustees (June 14, 2011)****Goal: (Staffing)**

**Develop a staffing structure that is more responsive to student academic needs and includes a consistent presence of Department Heads and Administrators at the PCC.**

Suggested Strategies:

- i. Designate administrative assignments at the PCC – relocate several of the instructional dean offices so as to increase the administrative presence at PCC;
- ii. Increase department head presence at the PCC by relocating several department head offices to the PCC.

**Goal: (Vocational/Work Force Development)**

**Become the vehicle of choice for training the present and future workforce for the City of Long Beach.**

Suggested Strategies:

- i. Support the Economic and Resource Development unit in their efforts to reach out to businesses in the City of Long Beach to train their employees and to provide technical assistance to developing businesses;
- ii. Utilize grant monies obtained through the office of Economic and Resource Development to support program development on the PCC in key areas of industry and training – specifically, “green” development in Advanced Transportation, Energy, and Horticulture;
- iii. Align planning strategies and course offerings at PCC with CTE programs as appropriate and based on the College CTE agenda item: “Support the review of the CTE program and develop a plan to identify and strengthen viable career pathways for our students.”;
- iv. Consider more service industry training options that support the restaurants/hotels/entertainment industries in downtown Long Beach (ie. basic accounting, hospitality, concierge service etc.).

**Board of Trustees (June 14, 2011)****Goal: (Marketing)**

**Increase marketing resources to promote the development and promotion of the PCC.**

**Suggested Strategies:**

- i. On-going and strategic promotion of success stories of students that have used course offerings at the PCC as their primary source of educational attainment;
- ii. Pursue promotional avenues to grow the Honors Program as a vehicle to elevate overall academic excellence and global awareness activities at the College and more specifically at the PCC;
- iii. Work toward increasing private fundraising, through the Long Beach City College Foundation, to support scholarship and programmatic efforts at the PCC;
- iv. Create an on-line mechanism that will allow faculty, staff, and community members the opportunity to provide feedback, offer suggestions, or ask questions related to the development (and/or implementation) of a plan for the PCC that supports a more comprehensive curricular offering.

**Goal: (Improve Access)**

In an effort to support student success and access to classes, continue to develop more consistent and convenient transportation between the PCC and LAC campuses.

- i. Expand the days, hours, and number of shuttle buses that travel between the LAC and PCC. Currently, one shuttle operates from 7:30am to 4:30pm (Monday thru Thursday) and only when classes are in session. (there are no Friday or summer session shuttle services provided);
- ii. Continue working with Long Beach Transit to explore the possibility of establishing a direct bus route that would travel between the campuses as part of its' regular route. Currently students would need to transfer buses to travel from one campus to another, thereby significantly increasing commute time.