

Long Beach Community College District
Follow-Up Report

Submitted by

Long Beach Community College District

4901 East Carson Street

Long Beach, CA 90808

to

Accrediting Commission for Community and Junior Colleges

Western Association of Schools and Colleges

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LBCC Accreditation Follow-Up Report

STATEMENT ON REPORT PREPARATION

A. Process and Participants

Immediately upon receiving the ACCJC action letter in February 2015 (RP.1), the Accreditation Liaison Officer (ALO) created a work plan in consultation with the Academic Senate President and the Vice President of Academic Affairs on the steps needed to address deficiencies identified by the two recommendations made by ACCJC. At the time, the Vice President of Academic Affairs and the Academic Senate President were co-chairs of the College Planning Committee, the body responsible for overseeing the college's planning process and for integrating planning with resource allocations. Since the Academic Senate President at LBCC also serves as the chair of the Department Planning / Program Review subcommittee of Curriculum, she is the faculty who leads efforts designed to integrate SLO assessment with planning and resource requests. This was the rationale for first addressing the action letter with these individuals. The work plan developed includes activities to address the two recommendations, responsible parties, timelines and evidence to collect for inclusion in the report (RP.2). The ALO presented to the LBCCD Board of Trustees at its March 10, 2015 meeting on the ACCJC recommendations and the plans already underway to address the two recommendations (RP.3).

The activities outlined in the work plan guided much of the work that this Follow-Up report describes. Writing of the report began in November 2015 and edits to the first drafts were provided by the Academic Senate President, the Vice President of Academic Affairs, and the Educational Assessment Research Analyst. During the past year, the College Planning Committee, the governance committee with representation from all constituent groups, participated in and provided input on numerous activities designed to address the first recommendation. The college's ALO presented CPC with an update on the contents of the Follow-Up report at its February 18, 2016 meeting (RP.4). The Assessment of Student Learning Outcomes subcommittee of Curriculum discussed the recommendations numerous times during the past year and received an overview of the Follow-Up Report from the Curriculum Chair at its February 23, 2016 meeting where the report was endorsed and the recommendation made that it be sent on to the Academic Senate and other campus stakeholders for review (RP.5). The Senate Executive Committee viewed, reviewed and endorsed the report on behalf of the Academic Senate.

B. Document Format

The report follows the format prescribed by ACCJC. For each recommendation, the report includes a narrative analysis and evidence that demonstrates the institution has responded to the recommendation and resolved the associated deficiencies. The narrative also addresses the Commission's Standards associated with the recommendation and provides a description of additional plans that affirm the college will sustain the improvements made.

All supporting evidence is listed at the end of this report in an Appendix beginning on page 29. The convention used to reference all evidence is as follows. Each exhibit of evidence is identified by a Roman numeral that corresponds to the number of the recommendation provided by the Commission and an Arabic number is used to identify the number of the exhibit. For example, the first exhibit of evidence cited for Recommendation 1 is identified as I.1. Evidence in support of the Report Preparation begins with the letters "RP."

ACCREDITING COMMISSION'S FOLLOW-UP REPORT REQUESTS

In its letter dated February 6, 2015, the Commission directed Long Beach City College to submit a Follow-Up Report by March 15, 2016 demonstrating that the institution has addressed two recommendations and resolved deficiencies in meeting the standards associated with those recommendations.

Recommendation 1: In order to meet the standards, the team recommends that the College address communication problems and increase transparency and trust through timely input processes in decision-making, and better integration of plans with improvement priorities, hiring, and resource allocation (IV.A.1-5; IV.B.2.b).

Recommendation 2: In order to meet the standards, the team strongly recommends the College systematically utilize student learning outcome assessment results to improve the achievement of stated student learning outcomes, and to inform integrated planning decisions, including resource allocation and improvements across the college (I.A; I.B.1; I.B.3; I.B.5; II.A; II.A.1.c; II.A.2.a; I.A.2.f; III.A; III.B; III.C; IV.B.1; IV.B.2.b; IV.B.3.g).

RESPONSES TO COMMISSION RECOMMENDATIONS

Recommendation 1: In order to meet the standards, the team recommends that the College address communication problems and increase transparency and trust through timely input processes in decision-making, and better integration of plans with improvement priorities, hiring, and resource allocation (IV.A.1-5; IV.B.2.b).

Further observations and findings reported in the Evaluation Report submitted by the 2014 External Evaluation Team state the following:

The college allocates resources for instructional programs based on program review and department planning. However . . . the college still needs to complete the process, or close the loop, on planning and resource allocation.

Even though the college has a clear governance system in place for planning and resource allocation, many individual faculty – especially those not participating on planning committees – and some departments, have expressed concerns about why and how certain decisions are made regarding resource requests.

[There is a] continuing need to enhance communication about resource prioritization decisions at the conclusion of each planning year.

[T]he decision-making processes in some key programs could be strengthened with more faculty input.

Standards IV.A.1 and IV.A.3 call for institutional leaders to create an environment for empowerment, innovation, and institutional excellence. Staff, faculty, administrators, and students are to be encouraged to take initiative in improving the practices, programs, and services in which they are involved. When ideas for improvement have policy or significant institution-wide implications, systematic participative processes are to assure effective discussion, planning, and implementation.

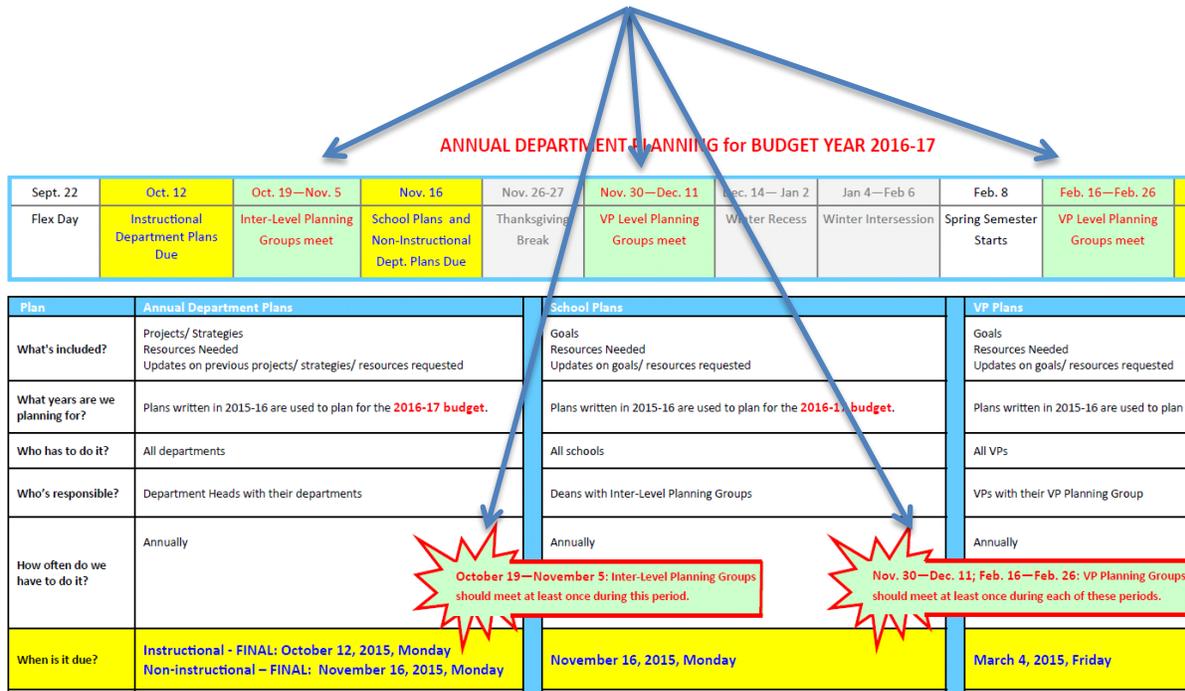
Resolution

Efforts to improve processes for faculty and staff to exercise “a substantial voice in institutional policies, planning, and budget that relate to their areas of responsibility and expertise” (IV.A.2).

The annual planning process provides for faculty and staff input at all levels. Beginning with departments, the department plans are developed by faculty and staff with input from deans as requested. Faculty and administrative leadership encourage broad participation in plan development at Department Planning / Program Review (DPPR) subcommittee meetings. School plans are developed by “inter-level planning groups” with a prescribed membership that calls for faculty and staff input by department heads and/or their representatives. School plans themselves are largely developed through review and synthesis of the plans submitted by those departments that comprise each school. Similarly, Vice President-level plans, are significantly informed by school and other “inter-level” plans and are generated and agreed upon through discussion at VP-level planning meetings. The composition of these division-level planning groups was also carefully constructed to include faculty and staff participants. TracDat, the database that the college has used since 2009, has built-in affordances that prompt departments, schools, and divisions to document the names and positions of all those who participate in the development of each plan.

During the past year and in response to the Commission’s recommendation, LBCC has focused increased attention to ensure faculty and staff give input into the request prioritizations that ensue from the plans that are developed. First, changes were made to the planning process diagram that is shared each year to departments at Department Planning / Program Review subcommittee meetings. The diagram now includes timeframes when school and Vice President plan faculty and administrative co-chairs are expected to set, in advance, meeting times with their planning groups to ensure that open discussions take place in time for input to be incorporated into the plans (I.1). This diagram is posted on the college’s planning website ([Planning Process diagram](#)).

Notations on planning diagram to facilitate broad input to planning discussions



The college's Hiring Priorities Committee (HPC) is a special-purpose body co-chaired by the Academic Senate President and the Vice President of Academic Affairs and comprised of faculty and academic deans. Only departments that have completed all components of their department plans and program reviews are considered for new full-time faculty requests. Applications are required for all requests and members of the HPC score the requests using an agreed-upon rubric that addresses the requesting departments' student demand, number of full-time and part-time faculty teaching in the department, progress conducting SLO assessments, course success, and certificate and degree completion, among other criteria. After the HPC has generated a prioritized list of requests, the list is reviewed and approved by the Academic Senate before it is sent to the administrative Executive Committee and the Superintendent-President for final review and approval (I.2). The final list is then shared with the deans who distribute it to their faculty and by the Vice President of Academic Affairs who presents it directly to faculty at Department Head meetings (I.3).

Restructuring of planning committees to enhance faculty and staff input and strengthen integration of major college plans

The membership of the College Planning Committee (CPC), the highest level planning committee at the college and charged with overseeing the integration of all college plans, changed so that the Superintendent-President instead of a designated Vice President now serves as the administrative co-chair along with the Academic Senate President. This change was made to facilitate more direct college-wide communication about planning and decision-making from the highest level.

In previous years, LBCC had developed an educational master plan for its Pacific Coast Campus (PCC) under the leadership of an Associate Vice President of the Pacific Coast Campus. This position was eliminated in fall 2015, and many efforts have been taken to ensure that the ongoing needs of the Pacific Coast Campus are fully met. One of these efforts is to better integrate PCC planning at the Vice President level of planning. In spring 2016, a planning meeting was held at the Pacific Coast Campus where the Vice Presidents of Academic Affairs and Student Support Services, and an Administrative Services representative asked for input regarding the specific needs for that campus. The intention is that these needs will be included in each of the final annual VP-level plans as applicable (I.4). The Vice President of Academic Affairs has also scheduled her VP-level planning group meetings at both the Liberal Arts Campus and Pacific Coast Campus to further allow for input about the specific needs of each campus (I.5).

After considerable discussion among members of the College Planning Committee, the Student Success Committee was asked to review its charge and purpose to provide improved communication and integration for all plans that relate to the college's student success efforts. The new charge and member composition were approved at the December 3, 2015 meeting of CPC. The Student Success Committee now includes faculty and administrative co-chairs that oversee the college's Student Equity plan, Student Success and Support Program (SSSP) plan, Basic Skills Initiative plan, Adult Education Block Grant plan, and the Promise Pathways plan. The Student Success Committee will be responsible to oversee effective input processes for the

ongoing updates for each of these plans and the alignment of student success efforts with existing funding sources (I.6).

Even prior to the restructuring of the Student Success Committee, processes were put in place to support broad input into the development of the major plans that are now under the oversight of the new committee. For example, a Student Equity Plan Writing Group was formed in spring 2015 to collect broad input into the writing of the plan and development of the budget categories established for the 2014-15 plan (I.7). The draft plan was vetted by the Student Success Committee, the Academic Senate and the College Planning Committee. Specific projects in support of the plan were next developed through the establishment of a Student Equity Project Proposal process where faculty and staff were encouraged to submit project proposals that address specific goals and disproportionately impacted student groups as identified in the plan. The Student Success and Student Support Program plan was developed through faculty and staff input from those departments that provide the specific supports required under the plan, and a similar vetting process was provided for the draft SSSP as was for the Student Equity Plan (I.8). The current Promise Pathways plan was updated with input from each of the four initiative groups that operationalize the key components of the plan (i.e., Preparation for College Success, Counseling, Expanding Pathways, and Post-Secondary Success), and each of these groups have representation from faculty, classified staff and administration.

Development of the Long Beach City College 2017-2022 Strategic Plan began spring 2015. Input into the plan will come from the ongoing planning process which begins with departments and culminates in Vice President-level plans and Institutional Priorities. A series of two well-attended Strategic Planning retreats were held in fall 2015 and spring 2016 (I.9 and I.10). Faculty and staff from the entire college were invited to the first retreat which included institutional visioning and analyses of the college's Strengths, Weaknesses, Opportunities and Threats (SWOT). The second retreat continued the work carried forward from the first retreat to develop institutional strategic issues from which the goals and high-level strategies of the new plan will be developed. The second retreat added participants from the Academic Affairs and Student Support Services administrative support group, who also engaged in their own four-hour

visioning and SWOT analyses session and whose input was incorporated into the development of institutional strategic directions. Input into the Strategic Plan was also solicited through administration of a college-wide self-assessment on development of key student success initiatives (I.11). A Moodle-supported discussion group was also established so that all college employees and students can engage in guided discussion on key strategic issues and weigh in on the goals and objectives of the Strategic Plan (I.12).

Efforts to improve communication about decision-making processes and resource allocations

Faculty and staff leadership has been more deliberate in communicating the decisions that ultimately result in resource allocations based on priorities established through the planning process. Again, these efforts are taking place at all levels. Department heads or their designees were informed at Department Planning / Program Review subcommittee meetings to seek input from department faculty in the development of plans and resource requests (I.13). The Vice President of Academic Affairs has repeatedly emphasized in regular meetings with academic deans and staff the importance of seeking input in the development of plans and resource priorities. She has also directly sought input from faculty and staff at Department Head meetings and at Division Administrative Assistant meetings to validate that this input process is taking place. The chair of the Department Planning / Program Review subcommittee has also sought input from department heads and input from them and their department faculty is being incorporated into school prioritizations and that those priorities are being communicated back to the departments (I.14). School meeting minutes and email exchanges between school deans and department faculty also show that participation in planning is being reinforced at the deans' level (I.15 and I.16).

With regard to resource prioritizations, the college has made important strides to improve communication about how decisions are being made and what the results of those decisions are in terms of actual resource allocations. This has been especially important in the last two years as increased funding has been made available from the State for instructional equipment and capital redevelopment. All instructional prioritizations are based on requests submitted by

faculty and staff in their department plans. Departments prioritize their lists and those lists are discussed and prioritized at school meetings. The deans bring the prioritized lists to the Vice President / Deans meetings where the lists are further discussed and prioritized (I.17 and I.18). Once these lists have been further prioritized by the Vice President of Academic Affairs planning group, the lists are distributed to faculty at department head meetings (I.3). These prioritized lists are also included in the Vice President-level plans and presented to the joint meeting of the College Planning Committee (CPC) and the Budget Advisory Committee (BAC) (I.19). Vice Presidents of the college's five major divisions work together as members of the Superintendent-President's administrative Executive Committee to make final resource prioritizations. These priority lists are communicated back to the Vice Presidents' units at lower levels. As mentioned, the Vice President of Academic Affairs closes the loop of communication on resource requests through her academic deans who then share with the faculty in their schools. She also reports back resource priorities directly to department heads (I.20). The Vice President of Administrative Services includes these lists in the Quarterly Reports she shares with her entire division (I.21).

At the final stages of the annual planning process, after each of the Vice Presidents have presented their VP-level plans to the College Planning Committee and Budget Advisory Committee, annual Institutional Priorities are established by the CPC and sent to the BAC for inclusion in the budget assumptions for the next fiscal year's Budget. Budget proposals are presented and discussed at Budget Advisory Committee meetings where all constituent groups are represented. These discussions have included proposed use of mandated costs' one-time funding allocations (I.22). In October 2015, the CPC discussed funded projects from the previous year's priorities in an attempt to close the loop of planning and resource allocation at the highest level of the institution. Many members of the CPC were already aware of the allocations, which demonstrated that the communications at the lower levels were already improving transparency in the processes (I.23). In an effort to communicate the resource decisions more broadly, on November 25, 2015 the Superintendent-President sent a college-wide email that summarized the resource allocations that were determined based on the annual planning process from the previous year (I.24).

As departments work with facilities and purchasing departments to collect bids and process requisitions, faculty and staff are gaining increased understanding of how the processes from planning and prioritization to receipt of goods can take considerable time and, therefore, make the communication of “final” decisions challenging. Still, faculty and staff now report feeling far better informed about the decisions being made and can trace how their input is contributing to those decisions (I.14).

Alignment of Institutional Priorities and resulting resource allocations

The annual planning process the college followed during 2014-15 resulted in the following Institutional Priorities set for the current year (I.25).

The top priority of the College is to enhance the infrastructure of the learning environment to directly improve the rates of student success as evidenced by the attainment of academic credentials.

In order to accomplish this top priority, the College will strive to:

- *Maintain fiscal stability*
 - *Acquire and manage funding to support student success initiatives*
 - *Acquire and manage funding to support equitable outcomes to close achievement gaps*
- *Analyze and dedicate resources that build effective organizational structures college-wide*
 - *Evaluate need for reinstatements, reorganizations, filling vacancies, and/or hiring personnel*
- *Support implementation of the Pacific Coast Campus Educational Master Plan*
- *Support effective integration of technology in the learning and work environment*
- *Support professional development in alignment with the Educational Master Plan*

As summarized in the Superintendent-President’s college-wide email mentioned above, prioritizations aligned with the established Institutional Priorities.

Last year, as a direct result of planning, the college restored and hired dozens of classified positions that most directly support students; continued to hire new faculty; allocated one-time funds to support instructional equipment; and refreshed classroom, lab, and employee computers.

Some of these allocations occurred at the level of the five major divisions of the college with the VP-level plans. For example, the first goal of the Academic Affairs VP-level plan was to “strengthen and expand foundational resources to support students, faculty and staff.” Actual resource allocations as reported to the College Planning Committee showed that of the nearly \$3 million in requests prioritized for Academic Affairs, over 65% of the slightly more than \$3 million of resources allocated went to new full-time faculty hires, and 23% went to the restoration of classified contracts from 10 to 11 or from 10 to 12-month contracts to support instructional areas. Restoration of classified staff contract levels was also reflected in the resource allocations from the other Vice Presidents’ areas (I.19).

One of the goals of the College Advancement and Economic Development VP-level plan was to develop a comprehensive communication plan to address both internal and external communication needs. \$200,000 was allocated to support this effort, some of which was to engage a consultant to conduct research to identify the key communication needs of the college and to prioritize implementation of strategies to address these needs (I.26). This research allowed for broad college and community input, and many of the findings from the research reinforced the findings reported by the 2014 External Accreditation Evaluation Team. Two goals of the Strategic Communications Plan that resulted from the research align with ACCJC’s recommendation concerning communication and the planning and resource allocation processes (I.27):

- *Help achieve organizational effectiveness through a cohesive internal communications program that fosters employee understanding of College goals and programs and engagement in the decision-making process; and*
- *Increase transparency of the organizational decision-making process.*

Also in support of addressing this recommendation from ACCJC, the Board of Trustees included in its 2015-17 goals to “support programs to build a more collegial campus community by creating better relationships and communication among all campus stakeholders by: Supporting the establishment of a leadership development program for LBCC faculty and staff” (I.28). As a direct response to this goal, a LEAD Academy was developed and the first cohort of 31 college faculty and staff (nine faculty and 22 staff) participated in a series of 10 sessions over the fall

2015 semester. The Academy is designed to provide Long Beach City College employees with the tools and knowledge to gain a deeper understanding of: the history and contemporary issues facing Long Beach City College; institutional goals, dynamics and culture; organizational structures, governance and decision making processes; student success initiatives; resource management; communication strategies; and team building and collaboration.

Other resource allocations made at the institutional level based on recommendations made to the Superintendent-President from the administrative Executive Committee included professional services to lead a comprehensive business process review with a primary focus on cross-departmental use of PeopleSoft, the college's Enterprise Management System. Each of the main divisions of the college identified significant aspects of numerous business processes that are impacting departments' ability to achieve the effectiveness goals articulated in their department plans and program reviews, and it was deemed necessary to engage external experts to assess the technical capacities of the system and make recommendations for improvements. Coupled with the comprehensive business process review, the college also decided to inform its institutional improvement efforts through application of Design Thinking methods that involve direct research of the student experience. The first project identified to use Design Thinking was focused on improving the financial preparedness of students. The research was carried out during the fall of 2015, and design principles and prototyped solutions are under development in spring 2016.

Evaluation of governance and decision-making structures and use of results to improve effectiveness (IV.A.5)

As part of its ongoing quality improvement efforts, LBCC has systematically evaluated its governance and decision-making structures throughout the previous institutional self-evaluation cycle. Many of these efforts are documented in the LBCC 2014 Institutional Self-Evaluation report. With regard to this specific recommendation to address communication problems and increase transparency and trust through timely input processes in decision-making and better integration of plans with improvement priorities and resource allocation, the college has engaged in three primary evaluative efforts. The first was to build into established meetings of the planning groups at the department, school and VP levels opportunities for faculty and staff to

provide feedback on the extent to which their input was sought and used in the development of plans. Minutes from the December 3, 2015 meeting of the Department Planning / Program Review Subcommittee state:

Transparency, resource requests, resource request timing and the understanding of such was discussed. For the first time, in several years, all present expressed positive feelings and gave positive input regarding the planning process at the Department and Dean level. All felt included and informed. The group also expressed that they felt they understood planning and the resource allocation process and had been communicated with regarding requests. It was expressed that it still seems to take too long between the writing of the Department Plan in October, and resource requests granted in April – October of the following year! (I.14)

Second, the College Planning Committee dedicated a part of its May 2015 meeting to evaluate the current state of the planning process. The discussion focused on three questions especially relevant to members of the CPC:

- 1. Has there been broad and appropriate input into the development of VP plans?*
- 2. Do we think the agreed upon plans are informing resource prioritization?*
- 3. Have decisions been broadly communicated?*

Although improvements were noted for the latest planning cycle in responses to each of these questions, areas needing further improvements were identified along with suggestions for how to make those improvements. For example, those faculty who reported broad and appropriate input into the development of their VP-level plan noted that meetings to have these discussions were not scheduled well in advance of the due date for the plans. This led to the change in the annual planning process diagram which added the period of time when the planning meetings needed to be scheduled. Although there was agreement that plans were becoming better aligned with resource prioritizations, it was also noted that sometimes it takes so long to “close the loop” on a resource request due to the requisition and purchasing processes that it is often difficult to remember what was originally requested and when. The Committee recommended that to address this challenge, spreadsheets be created for each Vice President’s division showing the disposition of each request that was prioritized in their plans. Even with these spreadsheets shared at the CPC and the BAC meeting, it was noted that many classified staff still do not fully understand the process or receive enough information to know the status of a request. Hearing

this, each Vice President (who is also a member of the CPC along with the Executive Committee of the Academic Senate) committed to reinforcing communication of their plans back through their departments. Feedback received at this CPC meeting also cultivated the idea to have the Superintendent-President send a college-wide email about resource allocations that resulted from the previous year's planning process (I.29).

The third way in which the college evaluated the effectiveness of its planning and resource allocation processes was through administration of a college-wide survey. The same planning survey that was first administered in 2010 and again in 2012 was re-administered at the end of fall 2015. Responses from the 2015 survey compared to those from 2012 showed a higher percentage of respondents felt that the *department* planning process provided "to a great extent" the following items:

- *Opportunity for broader input*
- *Increased communication within the department*
- *Agreement/focus on department priorities*
- *Ability to get resources needed*
- *Ability to make program improvements or develop/implement program innovations*

The same positive pattern showed up in the 2015 survey responses related to school and VP-level planning. When asked about the planning process in general, however, lower percentages of respondents "agreed and strongly agreed" that planning "informed the decision-reaching processes of the college (49% in 2012 and 35% in 2015). Also, lower percentages of respondents felt that the process "communicated information about the process and deadlines adequately and clearly (56% in 2012 and 40% in 2015). So while improvements have been made in recent years, efforts must continue to focus on ensuring broad and redundant communication about planning and the decisions that result from that planning (I.30).

Additional plans for continued improvement

The Strategic Communications Plan includes a strategy that calls for the college to "redesign and create a communications infrastructure that can greatly facilitate transparency about the planning and decision-making processes." Tactics for this strategy include:

1. *Make consistent use of video messages by the president and vice presidents/deans to all employees;*
2. *Distribute special bulletins regarding major initiatives (Messages from the Superintendent-President about resource allocations as well as updates on progress of the*

comprehensive business process review and design thinking research are examples of how this tactic has begun to be used.)

3. *Create a college intranet;*
4. *Create [more] informal meeting opportunities; and*
5. *Create formal opportunities for two-way flow of information between executive management, deans, department heads, and faculty/staff*

Other plans for improvement include:

1. Continue regular meetings of the Academic Affairs' and Student Support Services' administrative assistants to provide a venue for input and also a means of communication.
2. Continue sharing information with department heads via email and at meetings with the Vice President of Academic Affairs regarding prioritization of resources requests and approved funding of those requests.
3. The administrative Executive Committee will provide regular communication to the campus regarding discussion and decisions made at its meetings.

Recommendation 2: In order to meet the standards, the team strongly recommends the College systematically utilize student learning outcome assessment results to improve the achievement of stated student learning outcomes, and to inform integrated planning decisions, including resource allocation and improvements across the college (I.A; I.B.1; I.B.3; I.B.5; II.A; II.A.1.c; II.A.2.a; II.A.2.f; III.A; III.B; III.C; IV.B.1; IV.B.2.b; IV.B.3.g)

Observations and findings reported in the Evaluation Report submitted by the 2014 External Evaluation Team state the following:

[T]he college lacks sufficient dialogue and communication throughout the organization to ensure that it is offering high-quality instructional programs and demonstrating the assessment of student learning outcomes to improve student learning. The apparent lack of communication has resulted in members of the institution not participating in those activities necessary for continued improvement of student learning.

Planning has been restructured to make resource requests and decisions about request prioritizations dependent upon evidence-based plans. It is, however, less clear how SLO results are being used to drive program review and planning. During the past four years, the college has had three different vice presidents of Academic Affairs, each with a different directive about SLO assessment. SLO reports also reflect some confusion among the various SLO officers who have been entering data about what assessment has been required and how it should be recorded. The college is making efforts to continue improving these processes to make SLOs meaningful for participants and for improving student learning outcomes.

Although the team believes that the analysis of SLO assessment is happening, the institution failed to capture essential evidence of changes or improvements made based on these results on an institutional-wide basis.

Resolution

During the 2014-15 year, the Assessment of Student Learning Outcomes (ASLO) subcommittee continued to address ways to better communicate to faculty about SLO processes, effective assessment methodologies, and expectations on closing the loop of assessment. A renewed sense of urgency was prompted in August 2015 when the college received a “Request for Additional Information and Notice of Enhanced Monitoring” letter from ACCJC giving notice that it was on enhanced monitoring due, in part, to its need to conduct ongoing assessment for all course, program and general education outcomes. Thus, at the Department Head Academy on August 18, 2015, just prior to the start of the new academic year, the Dean of Institutional Effectiveness shared the content of ACCJC’s notice with faculty leaders (II.1). Following the Academy, the

Educational Assessment Research Analyst sent course and program SLO status reports to department heads, tying them to the college's established cycle of program review (II.2).

The Educational Assessment Research Analyst prepared and sent additional reports in accordance with the recommendations made in the August 2015 ACCJC Request for Additional Information and Notice of Enhanced Monitoring letter. These reports focus on programs without ongoing assessment for 40% or more courses that comprise those programs. The reports include enrollment counts, success rates and other information (e.g., courses required for a degree, prerequisite, general education, elective) to be used by faculty to make decisions about frequency and prioritization of assessment (II.3). Of the 37 *programs* "without ongoing assessment" (which means that although assessment data may have been collected and analyzed, actions taken in response to the assessment results had not yet occurred and been documented), 14 (38%) had 40% or more *courses* without ongoing assessment. These 14 programs had, on average, 9 courses without ongoing assessment. These documents were shared at the November 2015 ASLO subcommittee meeting (II.4). In winter 2016, the Educational Assessment Research Analyst created these documents for all programs at the college and followed a methodology to prioritize courses to be assessed. The SLO Facilitators, who receive a stipend for their work assisting departments to plan the courses and programs that are assessed and to facilitate discussion of results and actions taken, use these reports to communicate to faculty ongoing progress. The reports are also intended to help departments and SLO Facilitators focus assessment efforts on courses identified as priorities based on low course success rates, high enrollment, and upcoming course review deadlines.

Enhanced communication about SLO assessment results

Dialogue about General Education Outcomes (GEOs) has continued in the meetings of the Assessment of Student Learning Outcomes (ASLO) subcommittee. Faculty of the ASLO subcommittee, along with the Educational Assessment Research Analyst, developed special supplemental questions for each of the college's five General Education student learning outcomes, and these were added to the national Community College Survey of Student

Engagement (CCSSE) that the college administered in spring 2014. Highlights of the results from the survey for each of the college's GEOs are shown below (II.5 and II.6).

Aesthetics & Creativity

Students' highest ratings were for coursework that emphasized the synthesis and organization of new ideas, information or experience in new ways. The lowest ratings were on how the college experience has contributed to student appreciation of cultural expression (art, music, dance, theater, literature, and film).

Civic Engagement – Democracy

Students' self-reported learning and development were relatively low on all items related to this subcomponent of the Civic Engagement GEO. The lowest ratings were for student participation in a community-based project as part of regular coursework. Low ratings were also given on the college's contribution to students' knowledge and personal development toward contributing to the welfare of the community.

Civic Engagement – Sensitivity and Diversity

The highest ratings were for the college promoting engagement in positive interactions with students of different races, genders, religions, sexual orientations, or disability statuses. Relatively few students reported having had, as part of the college experience, serious conversations with students who differ from them in terms of religious beliefs, political opinions, or personal views.

Communication Skills – Teamwork & Collaboration

High ratings were given on college experiences that promoted working effectively with others, while relatively lower ratings were seen on students working collaboratively with others on projects.

Communication Skills – Information Competency

A very high percentage of students reported that they used computers in their academic work.

Critical Thinking – Science Literacy

Relatively high scores were given on using scientific methods to solve problems and make informed decisions, while relatively lower scores were given for skill acquisition in conducting scientific investigations.

Critical Thinking – Numeric Literacy

Students gave high scores for their experience at the college in helping them to solve numerical problems but relatively low scores in using mathematical skills to solve problems outside of school.

Wellness

The lowest ratings were given for the extent to which the college experience has contributed to knowledge and personal development in recognizing what is necessary to stay physically healthy. Low ratings were also given on development in recognizing what is necessary to stay mentally healthy.

These survey findings on GEOs were first discussed among members of the ASLO subcommittee (II.7). The Educational Assessment Research Analyst also discussed the findings with members of the Student Success Committee (II.8) and the Curriculum Committee (II.9).

Department faculties are having focused discussions about SLO results and teaching strategies designed to close performance gaps. One example is from the math department. Math faculty created a series of discussion sessions focused on sharing best practices in teaching that address specific student learning outcomes. The project, called “Mathing Over Lunch,” was started during fall 2015 with a group of 8 math faculty (full and part-time) who met over a series of workshops for faculty development and collaboration on topics that pertain to improving student equity in the math classroom. Faculty were assigned to task forces that looked at the math SLO results and chose topics for each task force to focus on for improvement during the semester. Faculty collaboratively created new lesson plans and teaching techniques utilizing information gained from the workshops. Each task force created a presentation applying their new knowledge and presented to the entire group. During the following winter, participants in the project held a Math Team Day to share what they learned with adjunct instructors (II.10). A spring 2016 schedule of “Mathing Over Lunch” topics was developed, with four sessions mapped out for discussion on specific topics that are especially challenging for students to learn (II.11). As described in the project report, “Mathing Over Lunch are professional development activities for full-time and adjunct math instructors . . . to collaborate, discuss, and learn from

each other regarding best teaching practices as we look at SLO results and student equity. Furthermore, this fall semester, it was an opportunity for us to work in task forces to create a tangible product at the end of the semester so that we may use it in our classrooms.”

The “Mathing Over Lunch” project also demonstrates how LBCC is using SLO assessment results to direct planning (a formal project proposal was developed and submitted to the Student Success Committee, one of the college’s planning committees) and student equity funding was allocated based on the committee’s approval of the project based on its alignment with the college’s Student Equity Plan and evidence showing disproportionate impact in progress through math basic skills.

Efforts to create clearer and more consistent expectations about the use of SLO assessment and to strengthened the integration with planning and review processes

As noted by the External Evaluation Team, there had been four Vice Presidents of Academic Affairs at LBCC during the previous accreditation cycle, each with different perspectives and directives concerning SLOs. The new Vice President of Academic Affairs has taken steps to demonstrate increased support for faculty with ongoing SLO assessment. First, she supported the recommendations made by the ASLO subcommittee to increase the total reassigned time to the SLO Coordinator from 40% to 80% and to allow for two Coordinators (40% reassigned time each), one responsible to support General Education courses, programs and degrees, and the other to support CTE courses, programs and degrees. Recruitments for these positions happened in fall 2015 after the term of the previous SLO Coordinator had expired. The Vice President of Academic Affairs also conveyed at department head meetings the expectation that all departments continue to work on closing the loop with SLO assessments. As mentioned, she led the academic deans to develop a goal to improve their support of faculty conducting SLO assessment (II.12). The deans identified several strategies to achieve this goal including: identify SLO assessment as a tool to inform meaningful curricular and instructional decision-making that leads to student success; focus on changes in pedagogy using assessment results; highlight departments that are authentically “closing the loop” in terms of assessment – share best practices; advocate for resources to support improvements recommended as a result of assessment; place SLO assessment as a topic on each department meeting agenda; and make

assessment a part of professional development. The deans have included SLO assessment as one of their five major goals for the 2016-17 academic year as well.

The work of the department SLO Facilitators was also reviewed in order to find ways to communicate more clearly expectations about recording SLO assessment results and to facilitate meaningful dialogue among faculty about the results and how to address them. The contract for SLO Facilitators (stipends provided for completed work) was revised to increase accountability for closing the loop of assessment and documenting actual improvements in student learning (II.13). The SLO Facilitators, now working under a revised contract and set of expectations, were trained during winter 2016 by the Curriculum Chair, the new SLO Coordinators, and the Educational Assessment Research Analyst (EARA) (II.14). The facilitators were paid a stipend for participating in the training. They were also provided prioritized lists of courses developed by the EARA per recommendations from the ACCJC letter received in August 2015. Many of the facilitators who had served in this role in previous terms commented that they appreciated the focus and structure that these lists provided, as the work has been previously experienced as overwhelming (II.15 and II.16).

The Department Planning / Program Review (DPPR) subcommittee that includes department heads or their designees and school deans also made changes to the peer review process of program reviews when members better understood that there were deficiencies in meaningful use of SLO assessment data. Increased focus was placed on how to collect data for program SLOs and how to analyze the results. The Educational Assessment Research Analyst was invited as a regular participant to DPPR meetings to provide assessment expertise to the discussions about ways to strengthen program reviews through discussion of SLO assessment results (II.17).

The Educational Assessment Research Analyst has been invited to numerous department meetings to provide direct support to program faculty in developing assessment tools and analyzing data as part of their program reviews. For example, she helped the History Department develop an online tool to collect “test” responses that require students to place key historical events in the correct chronological order. Based on the first semester’s results, the History faculty discovered that when students placed major historical events in chronological order they struggled on placing a few specific events in the correct places. They also noticed that

when results were disaggregated by students in face-to-face courses vs. online, students did not do as well in the online sections. Since then, History faculty have met to discuss how they are teaching these events to see if there are similarities and differences in the way the same events are taught in each of the classes. The EARA also disaggregated results for these tests by ethnicity and gender, but no statistically significant differences were found (II.18 and II.19).

Because of these efforts, the college can point to increasing evidence that SLO assessment is central to the process of program review and continuous improvements in learning and student achievement.

Some programs at the college have worked with the Learning and Academic Resources Department to create Supplemental Learning Activities (SLAs) to improve student learning in their programs and courses. For instance, the Dietetics program SLO results indicated that students experienced difficulty in completing assignments for their capstone project that required math skills. Based on these results, the program developed an SLA for their Food Management Production course to improve students' math skill sets in regard to recipe modification, reviewing measures needed in the food service industry, and forecasting the costs of recipes (II.20).

In analyzing results for their program SLOs, the Medical Assistant program created multiple SLAs to improve students' understanding of course materials (II.21).

Faculty teaching the Introduction to Sociology course in the Department of Social Sciences also created an SLA based on the results of their SLO assessments in an effort to improve students' application of the sociological imagination to social phenomena.

Other programs are working with the Reading and Writing Success Center in an effort to improve student learning in their courses and programs. For example, the Geography program's faculty found that students who did not meet the expected level of achievement for the SLO assessments in their Elements of Cultural Geography course struggled on rubric categories pertaining to writing skills. As a result, the faculty has encouraged these students to utilize the Reading and Writing Success Center.

Faculty in the Department of Business Administration and Economics began working with the Reading and Writing Success Center after assessing their Macro-Economic Analysis course. Based on SLO results they developed workshops in the Success Center that are tailored to the course. The faculty teaching the course has since seen improvement in their SLO assessment results.

Discussions in planning and review sessions for Student Support Services faculty and staff are establishing clearer connections between the results of the student learning and service unit outcomes assessments and plans for course and programmatic improvements (II.22).

Evidence of resource allocations and other improvement efforts made based on SLO assessment results

The college's Educational Assessment Research Analyst has recently extracted information from course assessment plans documented in TracDat to summarize the types of "actions taken" by faculty in response to analysis of SLO assessment results over the past several years. The most common types of action taken at the course level have been to collect more data (973 instances) and to revise the SLO assessment methodology (472 instances). As the college has moved toward sustainable continuous quality improvement, we see that faculty has frequently relied on SLO assessment results to change teaching methods or course curriculum (415 instances). At the program level, the most common types of actions taken were also to collect more data (38 instances), to revise the SLO assessment methodology (34 instances), and to modify teaching strategies or assignments (14 instances) (II.23).

While the college continues to use TracDat as the software tool and database implemented to collect SLO assessment plans and results, the External Evaluation Team observed that there was insufficient evidence of the use of SLOs to improve student learning. As the college worked to address this deficiency, discussions among the ASLO subcommittee members and informal conversations with faculty in numerous departments revealed that more analysis of SLO data and planning which resulted in resource augmentations was happening in departments than had been documented in TracDat. In order to capture this information, efforts were undertaken to get a more complete picture of how SLO assessment results are actually being utilized to improve the

achievement of stated student learning outcomes, and to inform integrated planning decisions, including resource allocation and improvements across the college.

These efforts included reaching out to program faculty asking them to explain how resource requests documented in their department plans were informed by their course or program SLO assessment results. In December 2015, a survey was sent to all faculty to collect information about department SLO efforts that might not have been captured in TracDat (collection of data, dialogue about assessment results, actions taken to improve learning, and resource requests/allocations based on department SLO assessments). Highlights of the information collected from this survey and from reaching out to program faculty in departments across the college are highlighted below (II.24).

In the Department of Anthropology, faculty determined from assessment results on multiple SLOs for the Archaeological Field and Survey Methods course that additional resources were needed in order for students to successfully complete the course and master the use of each field instrument in terms of precision and accuracy. A number of electronic mapping tools and a camera for kite aerial photography were requested in the department's plan in order to address this need. Faculty teaching the Introduction to Archaeology course also discovered from analysis of assessment results on the SLO concerning the legal, operational and ethical framework of cultural resource management and heritage preservation that they needed to re-activate their Underwater Archaeology & Exploration Program. This program allows LBCC to prepare students for employment in submerged cultural resource management as well as terrestrial cultural resource management. Numerous requests for equipment needed to run this program were made as part of the department's plan for improvement. Further, analysis of multiple SLOs for the Physical Anthropology course led the faculty to develop a Physical Anthropology Laboratory course. This course will allow LBCC to become one of the leading community colleges in anthropology, specifically in physical anthropology. Many resources were requested for this course, including sets of skeletons that enable comparison of modern humans with nonhuman primates and early species of Homo. Nearly \$20,000 was allocated for laboratory equipment to support this new laboratory course.

The Department of Math indicated that analysis of SLO data and course success and sequence progression rates led to the development of math workshops. These workshops use a flipped classroom approach that utilizes ALEKS software, a web-based artificially intelligent assessment and learning system. ALEKS uses adaptive questioning to quickly and accurately determine exactly what a student knows and does not know in a course. The math workshops have proven to be one of the most successful models LBCC has used to date to address low completion rates in math and low throughput from basic skills to college-level math. The college has reprioritized the use of large lab spaces to accommodate as many students as possible using the flipped class method and ALEKS software. The college continues to consider facilities usage in order to expand use of this approach.

The Department of Communications Studies reported that they used SLO results from the Sign Language courses to request a Sign Language Coordinator. The Department of Kinesiology explained that they requested equipment needed to conduct SLO assessments for several Kinesiology courses. The Department of Learning and Academic Resources noted that results from their SLO assessments for the Learning and Academic Strategies course led to a request for software needed to deliver Directed Learning Activities that support those SLOs. The Department of Physical Sciences also reported that based on the SLO results from their courses they requested classroom equipment to be used by students and for faculty demonstration (e.g., GPS, digital thermometers, maps, models, and rock samples).

In the Department of Visual and Media Arts, SLO results indicated that some students were not succeeding due to lack of access to tools and equipment in their Applied Design and Crafts course and Intermediate Sculpture course. The department requested an instructional assistant to increase student access to this equipment. The Visual and Media Arts Department also requested that their budget for models be increased for their Figure Painting course, as SLO results indicated that students did not have enough time with the models.

Key findings from the Student Learning Outcomes Survey revealed other important information about SLO assessment at LBCC:

- For those departments that reported using course or program SLO assessment results to make a change, nearly half indicated that the change involved adjusting the teaching strategies for the course or increasing emphasis on certain course concepts.
- About one fourth created or modified an assignment, exam or quiz. Just over 10% of the actions taken in response to SLO assessment results involved some curricular modification, e.g., creating a course or prerequisite or creating a Directed Learning Activity as a requirement to a course.
- Nearly one third (27%) of the survey respondents indicated they had included resource requests in their department plans that were supported by SLO results. The most common type of resource request was for equipment.

Conversations with deans and department faculty also revealed that SLOs are informing resource prioritizations in other ways as well. As faculty develop new courses, which now involves the articulation and documentation of the SLOs that faculty intend for students to achieve, some resource requests are identified even before the course has been offered and assessment results collected. This has been observed especially for some CTE courses where faculty anticipates the need for certain equipment in order for students to practice specific skills that are part of a course's stated SLOs. In some instances, faculty recognizes that the instructional delivery models need to be changed in order to see improvement in multiple SLOs. For example the Visual and Media Arts Department requested an upgrade to the chairs and desks in some rooms to accommodate more group projects and in-class discussions and debates. Faculty from the Life Sciences Department have requested that the Science Learning Center, which was closed due to previous budget cuts, be reopened and re-staffed as the Center is a resource to help students in multiple courses achieve better mastery of multiple SLOs. On Jan 7th Life Sciences Department faculty discussed the possibility of including resource requests made by faculty so that they can meet their SLOs. Especially for CTE programs, students may not be able to meet a specific SLO in a course or program successfully without specific classroom resources.

Additional plans for continued improvement

1. Although faculty are increasingly discussing matters of quality assurance about instructional programs, and program reviews are discussed in Department Planning / Program Review to provide constructive peer feedback and to inform faculty and administrative leaders of

program progress in meeting stated learning outcomes and student progress and completion outcomes, faculty leadership is working to integrate the systematic presentation of program reviews to the broader Curriculum Committee.

2. The additional resources provided to the SLO Facilitators and increased expectations for delivery of results will be evaluated for their effectiveness in having ongoing assessment for all courses and programs. Specifically, the course and program SLO assessment reports (revised based on ACCJC recommendations to include enrollments, success rates, and course review years) have been provided to the SLO Facilitators, and their contracts of service have been modified.
3. More detailed training will be provided to department heads, SLO Facilitators and other department faculty on how to utilize TracDat to better capture the SLO assessment process, plans for improvement to teaching, and also justification for resource requests.
4. The SLO Survey that was administered in fall 2015 will continue to be administered on an annual basis.
5. The ASLO subcommittee will prioritize implementation of additional and improved ways to communicate best practices for SLO assessment and closing the loop. (A newsletter had been published monthly. This method of communication may be resumed, highlighting improvement to student learning based on assessment results.)

APPENDIX A - LIST OF SUPPORTING EVIDENCE

Statement on Report Preparation

- RP.1 ACCJC Action Letter to LBCC, February 6, 2015
- RP.2 LBCC Work Plan to Address ACCJC 2015 Recommendations
- RP.3 Accreditation Update: Presentation to LBCCD Board of Trustees, March 10, 2015
- RP.4 College Planning Committee Meeting Agenda, February 18, 2016, Item 5
- RP.5 Assessment of Student Learning Outcomes Subcommittee Meeting Minutes, February 23, 2016, Item 7

Recommendation I

- I.1 Diagram: Annual Department Planning for Budget Year 2016-17
- I.2 Academic Senate Meeting Minutes, November 20, 2015, Item VIII.D
- I.3 Department Head Meeting minutes, December 10, 2015 and February 10, 2016, Item I.D.4 with list of Faculty Hires for Fall 2016
- I.4 Pacific Coast Campus Planning Meeting Notes, February 19, 2016
- I.5 Vice President of Academic Affairs (VP AA) Planning Meeting Agenda, February 23, 2016
- I.6 Student Success Committee Charge and Membership
- I.7 Long Beach Community College District 2014-15 Student Equity Plan, page 8
- I.8 Long Beach Community College District Student Services and Support Program Plan, 2015-16, page 5
- I.9 Strategic Planning Retreat Sign-In, December 4, 2015
- I.10 Strategic Planning Retreat Sign-In, February 26, 2016
- I.11 LBCC Self-Assessment Survey, Fall 2015
- I.12 Moodle Site for College-Wide Strategic Planning Discussion (screen shot)
- I.13 Reading Department Meeting Minutes, September 11, 2015, Item 4
- I.14 Department Planning / Program Review Meeting Minutes, December 3, 2015

- I.15 Language Arts and Communication Resource Requests, Email Exchange Between Dean and Department Faculty, Fall 2015
- I.16 Timeline and Evidence for School Plan and resource Prioritization, School of Social Sciences and Arts, Academic Affairs, Fall 2015
- I.17 Instructional Equipment Deans Prioritization List 2016
- I.18 Redevelopment Funds Project List 2015-16
- I.19 Vice President Plans with Resource Priorities from 2014-15 (Academic Affairs, Administrative Services, College Advancement and Economic Development, Human Resources, and Student Support Services)
- I.20 Vice President of Academic Affairs Plan and Resource Priorities for 2016-17
- I.21 Administrative Services Quarterly Update as of December 31, 2015, page 14
- I.22 Budget Advisory Committee Meeting Minutes with Mandate Claims – One-Time Funding Proposal, March 23, 2015
- I.23 College Planning Committee Meeting Summary Notes, October 1, 2015
- I.24 College-wide Email from Superintendent-President re: Update on College Planning for LBCC, November 25, 2015
- I.25 Long Beach City College Institutional Priority for 2015-16
- I.26 Community Perception Survey, Baseline Study – Summary Report, Prepared for Long Beach City College, December 6, 2016
- I.27 Long Beach City College Strategic Communications Plan, 2015
- I.28 LBCCD Board of Trustees Goals, 2015-2017
- I.29 College Planning Committee Meeting Summary Notes, May 21, 2015, Item 6
- I.30 Long Beach City College Planning Survey, Fall 2015

Recommendation II

- II.1 Department Head Academy Agenda, August 18, 2015
- II.2 Sample Email from Educational Assessment Research Analyst to Department Chair Regarding Program and Course SLO Assessment Progress

- II.3 Course SLOs by Program with Additional Information Requested by ACCJC
- II.4 Assessment of Student Learning Outcomes Subcommittee Meeting Minutes, November 3, 2015, Item 7.a
- II.5 Community College Survey of Student Engagement, Preliminary Results of the General Education Outcomes Assessment, September 4, 2014
- II.6 CCSSE: General Education Outcomes, Research Brief: Preliminary Results of Assessment, September 9, 2014
- II.7 Assessment of Student Learning Outcomes Subcommittee Meeting Minutes, December 9, 2014, Item VI.a.ii.2
- II.8 Student Success Committee Meeting Summary Notes, February 23, 2015, Item V.
- II.9 Curriculum Committee Meeting Minutes, March 18, 2015, Item X.E.
- II.10 Student Equity Project Report, *Mathing Over Lunch*, January 15, 2016
- II.11 Spring 2016 *Mathing Over Lunch* Schedule
- II.12 2014-2015 Dean's Team Goals, Item 2
- II.13 SLO Facilitator Position Agreement
- II.14 LBCC SLO Facilitators Training, February 3, 2016
- II.15 Methodology Used to Create Course and Program, Methodology Document
- II.16 Sample Course SLO Assessment Lists for Facilitators
- II.17 Department Plan / Program Review Subcommittee Meeting Minutes, March 5, 2015
- II.18 History 10 Spring 2015 SLO1 Assessment Results Report
- II.19 History 11 Spring 2015 SLO1 Assessment Results Report
- II.20 Dietetics Program Review 2015-16
- II.21 Medical Assistant Program Review 2015-16
- II.22 2015-2016 Student Support Services VP Level Plan Project Strategy Metrics
- II.23 Course SLO Report, Data from TracDat Course SLO Reports, 2015
- II.24 Student Learning Outcomes Survey, Fall 2015