

LONG BEACH CITY COLLEGE
MIDTERM REPORT
SUBMITTED TO
THE ACCREDITING COMMISSION FOR COMMUNITY AND JUNIOR COLLEGES
ON OCTOBER 15, 2005

Long Beach City College
4901 E. Carson St.
Long Beach, CA 90808

LONG BEACH CITY COLLEGE
MIDTERM REPORT

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STATEMENT OF REPORT PREPARATION

In accordance with our governance processes, the Academic Council in Spring 2005 agreed that a small writing team would gather information and draft the report to be circulated through the governance process.

It was agreed that the Academic Senate President-Elect (currently, President) would represent faculty, the accreditation liaison would represent administration, and a classified person would represent the classified service as mutually agreed between the classified union, confidentials, and manager/supervisors.

The team solicited progress updates from all areas of the College identified in the planning agendas. These were reviewed and synthesized.

The team used this information to address the overall Planning Summary which had highlighted key areas of development.

The responses to the visiting team's recommendations and the commission action letter were then formulated from available evidence.

The completed draft was sent to the campus via the usual process of constituency leaders and results discussed and incorporated as appropriate.

The Board reviewed the document we are submitting on October 11, 2005.

Respectfully submitted,

Dr. E. Jan Kehoe
Superintendent-President
Long Beach City College

**RESPONSE TO TEAM RECOMMENDATIONS
AND THE COMMISSION ACTION LETTER**

RESPONSES TO THE RECOMMENDATIONS OF THE VISITING TEAM

Recommendation 1:

Whatever the current issues or state of labor affairs at a college, full and consistent participation in the self study and accreditation process is critical to the integrity and validity of the process. Long Beach City College should preserve its relationship with the commission by assuring it has institutional commitment and involvement in the accreditation process and that the self study and site visit processes not be weakened or delayed due to labor unrest. (2.8, 10B.8, 10B.9)

No issues were raised during negotiations regarding participation in accreditation processes, including the period in which an interim report was being written and negotiations were in process.

Recommendation 2:

In order to strengthen the college's efforts in the area of institutional effectiveness, the team recommends that the college move forward in assessing student learning outcomes in instructional, student services, and information resources areas. In support of this, the college needs to quickly resolve the issues regarding the Coordinator of Student Learning Outcomes position. (3A.3, 3A.4, 3B.2, 3C.1, 3C.2, 4B.3-6, 4D.2-3, 6.7)

The College was in process of resolving the issues regarding the Student Learning Outcomes position during the last visit. Administration and faculty reached agreement on the job description, and a 50% position was in recruitment in Spring 03. Currently, a faculty member in a 60% position, funded as a key priority in the Title V grant, leads an active Assessment of Student Learning Outcomes Committee. That committee, for almost three years, has led the College in developing learning outcomes for instructional, counseling, and library/learning areas along with collaboration with Instructional Planning Committee, Student Development Planning Committee, Faculty Professional Development Committee, and Curriculum Committee. (*More on student learning outcomes can be found in the Overview of Progress on the Planning Summary.*)

Recommendation 3:

The team recommended that the College conduct an actuarial study of retiree medical benefits and consider setting a reserve for the cost of these benefits (9A.2, 9C.1, 9C.3)

The College received an actuarial study of retiree health liabilities, on May 29, 2003 which was prepared by Total Compensation Systems, Inc. The study determined that the additional cost of pre-funding retiree health liabilities was \$1,075,829. Based on this actuarially determined pre-funding amount, the Fiscal Year 2004-2005 budget included reserves for this purpose in the Unrestricted General Fund.

According to the GASB, vesting is not required until 2007. In the meantime, the College is looking at several options for vesting the trust, including the CCLC program and one by Keenan & Assoc. Neither option is fully developed yet.

Recommendation 4:

The team recommended that the College immediately review, clarify, improve, and document its accounting practices, processes and procedures to ensure conformity with good accounting practices (9A.4, 9B.6)

This recommendation was successfully met per interim site visit report and letter, Jan. 05. However an update on the FAQ was requested for this report.

The Director of Fiscal Operations has reviewed the staffing levels of the Fiscal Operations department with assistance from a Human Resources consultant. As a result, a proposed reorganization has been developed.

Accounting procedures have been reviewed internally by a team comprised of the Director of Fiscal Operations, the District Comptroller, and the Internal Auditor. Additionally, the District's independent auditor -- Goodrich, Goodyear and Hinds -- reviewed the internal control structure, application of state rules and regulations and federal compliance requirements. Both of these efforts have resulted in clarifications and improvements, which are being documented in the form of a user friendly FAQ (frequently asked questions) document. It is being written in a format focusing on usability to the general College community.

The FAQ is being added to the College intranet website and will be updated as additional questions, information and new procedures develop.

Recommendation 5:

The team observed a pervasive institutional climate permeated by suspicion and mutual distrust by leaders of all employee constituent groups. To ensure that the climate does not further erode and undermine powerful College-wide initiatives, the team recommended that all groups at Long Beach City College immediately find and use internal and external resources and processes to reestablish the spirit of collaboration and collegiality (10B.5, 10B.8, 10B.9)

While there were additional issues to resolve along the way, relationships among most college constituencies have evolved positively in terms of both perception and practice. In particular, administration and faculty leaders have continued to work toward sustaining a climate of teamwork and mutual respect at the College and that the overall collaborative spirit has improved. Facilitators from the National Council for Community and Justice assisted the Academic Council for over two years to re-establish a spirit of teamwork and develop processes for tackling tough, sensitive issues. Most recent evidence of progress includes inclusion of additional faculty in the selection process of the VP of Academic Affairs through faculty forums, resolution of block scheduling issues through collaborative efforts, increasingly productive work due to openness in Academic Council, the continuance of a collegial process on the development of hiring priorities during difficult fiscal times, the establishment of an advisory group to the classification study (a new approach), the Academic Senate's Registration Task Force co-chaired by the Dean

of Admissions and Records, and work across groups in the Student Support Services collaboration on staff development day and the registration process.

With many new additions to the college community, the welcoming and orientation program for new faculty has expanded its emphasis on a spirit of collegiality and participation in the life of the College. The draft overarching goals for the next five-year Educational Master Plan includes teamwork as a focus. Strategies are being developed for the teamwork goal during the fall semester.

While the Academic Senate cites signs of progress in its relationship with the administration and a sense of improving collaborative environment, the faculty union, CCA, expresses another perspective. CCA perceives problems with communication, collegiality and trust. A specific example of the Union's unresolved issues with the District is a CCA request for cross-training of certificated managers and department heads regarding the provisions of the contract. CCA claims that it has received no response to this request and cites the situation as evidence of continued miscommunication and misunderstanding. The District negotiating team states that this was mentioned once during current negotiations and responded that training of managers takes place routinely. Department heads are full-time faculty members. Both CCA and the District note that past and ongoing negotiations have impacted the working relationship of the two groups.

Perceptions regarding the college climate appear to be divided among the classified staff at this point in time. Classified administrators, managers, supervisors, and confidentials express optimism regarding an improved collegial atmosphere. Examples of progress in this area include a successful classification study with implementation in three phases, and the revitalization of the District's Health and Welfare Benefits Committee to ensure all constituent groups had input to any changes in benefits.

Both the classified union and the administration acknowledge that communication between their groups has seen less progress. Classified union leadership cites difficulties with the grievance procedure and issues regarding inclusion in the College's governance structure to demonstrate problems with communication and collegiality. The administration cites various efforts at improving communication and inclusion as attempts to resolve these difficulties. Nevertheless, both groups acknowledge recent good faith efforts to address outstanding issues and to ensure that any differences between the union and the administration do not negatively impact the College's focus on serving students.

The above examples demonstrate that while most college constituencies cite overall progress in efforts to improve the college climate, the CCA and AFT unions perceive unresolved issues. Both unions are currently in negotiations with the District. Nevertheless, all areas of the college community remain dedicated to LBCC's mission of educating students.

As reported in the interim report, part of the preceding documented progress included:

Powerful College-Wide Initiatives That Have Advanced Progress

A systematic evaluation of the College-wide initiatives in the Educational Master Plan conducted by all College departments and planning committees was done during the fall, 2003 Semester. The evaluation process documented that the initiatives have not eroded, some progress has continued to be made, and the College is overall on track with the Educational Master Plan.

The annual College Effectiveness Report, presented to the Board of Trustees in the summers of 2003, 2004, and 2005, also indicated significant progress resulting from the College's initiatives in the Educational Master Plan including an increase in degrees and increasing success in student basic skills and vocational courses.

Resources and Processes Used to Build Consensus

Since the visit of October 2002, actions have occurred to attempt to re-establish the spirit of collaboration and collegiality at the College.

The Academic Council (AC). Consisting of the President, the President's Executive Committee and the Academic Senate Executive Committee, the AC agreed to have the National Council for Community and Justice (NCCJ) work with the AC to facilitate a collegial spirit of collaboration. This process has been on-going since March, 2003. Progress has included the establishment of subcommittees to address issues and make recommendations. These subcommittees have helped to create processes for 1) reviewing and solving past issues that continue to need attention, 2) reviewing issues that arise in the course of work, and 3) anticipating issues that may surface as planning committee work moves forward. NCCJ representatives facilitated eleven monthly meetings of the AC and provided training to increase problem-solving skills. Additionally, meetings between the Superintendent-President and Academic Senate President and between the Vice-president of Academic Affairs and the Academic Senate President take place regularly.

Planning and Review. Long Beach City College has a comprehensive on-going planning process that involves all constituent groups, and since accreditation a number of additional efforts have been accomplished. The Educational Master Planning Committee (EMPC) has completed a formal evaluation process of the Educational Master Plan itself and the planning process. This evaluation included departments, committees and a campus-wide survey. The College continues a standard practice of faculty and administrative co-chairs on college-wide taskforces and committees. The Staff Planning Committee (SPC) has been reconstituted and revised to focus on long term planning and development of the classified staff including the review of appropriate staffing skills and resource levels required to support the institution. In addition, the Academic Council has

nearly completed a full review and revision of the charges of all college planning committees and of the planning process overall. The process for this review has involved inclusive consultation and discussion both within Academic Council and through interaction with EMPC and the individual planning committees.

Additional College wide evidence of working together to resolve issues and establish a spirit of collegiality includes a focus on constructive problem solving at the Administrator's year-end retreat in September, 2003; the establishment of a cross constituent based task force to resolve issues related to PeopleSoft implementation; and a cross-constituent task force resolution of issues related to the Middle College at the PCC Campus.

Collaborative meetings have occurred that demonstrate progress towards building consensus and re-establishing collegiality: Examples include presentations and forums to various campus groups on the Facilities Long Range Plan and joint deans and department head meetings to craft school plans, determine capital outlay needs, and establish hiring priorities. The 18-month long celebration of the College's 75th Anniversary was a campus wide effort in which information was distributed to all constituent groups and all were encouraged to participate through communications and requests for participation. The revitalized Classified Employees Recognition Week has promoted joint efforts between the classified union and the District and a new Classified Staff Development Day is now held on a regular basis.

Discussions have taken place in many constituency groups, including Academic Council, regarding the need for better communication to anticipate and prevent disagreements due to lack of adequate and timely communication. There has been an increase in the consistent use of email, phone and presentations. The Pacific Coast Campus (PCC) has established a series of communication strategies to keep faculty, staff and administrators informed about activities and changes at PCC. Various Schools and Divisions have developed routines for working with faculty on school plans and other issues.

In summary, the examples cited in the Interim Progress Report combined with more recent evidence indicate the College's overall progress toward an improved atmosphere of respect and collaboration. The current spirit of collegiality has not yet been fully tested by many major or controversial issues, and certain constituent groups continue to note difficulties in areas of communication and consultation. Nevertheless, the majority of college leadership remains optimistic that the climate of the College is now developing a positive direction.

**RESPONSE TO SELF-IDENTIFIED ISSUES:
A. OVERVIEW OF PROGRESS ON
PLANNING SUMMARY**

A. OVERVIEW OF PROGRESS ON THE PLANNING SUMMARY

Student Success & Access

In order to address issues of student retention, the College formed a basic skills task force in Spring 2002. This task force produced several recommendations which are now in various stages of implementation, among which was the production of a handbook of available services and resources available to basic skills students. A new Hispanic Serving Institution Title V Cooperative grant is targeted to increasing retention and also transfers among disadvantaged students, especially our large Latino population.

The College has focused on the establishment of Transfer Center activities on both campuses, and these efforts have yielded increases in transfer--over 25% in the last five years. In addition intensive interventions for nursing students are in process to help them overcome barriers to graduation.

Better access to information is evident through advances in on-line access, services for disabled students, and efforts to improve consistency and immediacy of information. Much more information has been made available on the web, including application and registration, class schedule, grades, on-line counseling, tutoring, curriculum guides, etc. On-line degree checking and supplemental instruction are under development.

Faculty from the vocational education and trades program areas successfully conducted 20 targeted grant-funded projects with the goal of improving instruction and services to students in order to improve student academic performance, retention, completion rates, transfer rates, and access to industry-standard training and resources. Another eight projects addressed student learning barriers across multiple vocational education programs. Project topics were faculty driven and selected based on identified program review needs.

Additional grant resources (such as the \$800,000 four-year federal Trio grant and a FIPSE grant) have promoted disabled student success and retention via user friendly technology appropriate to the disabled population, targeted counseling, mentoring, strategies for success in the classroom, and case management. Multi-media, interactive learning modules were created to help faculty understand and work with disabled students in the classroom regarding learning challenges and appropriate responses to them. The approved plans for the new library at PCC include a "one-stop shop" more accessible to disabled students.

The Week of Welcome Team cross-trained staff to successfully help students during the first week of class open registration period. The ability of front line workers across district services to help students with face-to-face information needs facilitated the registration experience for many. Expanding the training to more people and building on the findings will be helpful to students. Effective access to information by students in need of various services and cohesiveness of service delivery remains an area for further development.

The Office of Academic Affairs and the Academic Senate have begun consultation to develop a framework for a growth enrollment management task force. The task force is expected to be active before the conclusion of the Fall 2005 semester.

Learning Outcomes

A working multi-year plan, led by established positions and resourced by a grant, is building the momentum again in this area. Formation of the Assessment of Student Learning Outcomes Committee, a subcommittee of the Committee on Curriculum and Instruction, along with the filling of the Student Learning Outcomes Coordinator position, is yielding steady, albeit slow, progress, including increasing clarity about what SLOs are, training (with the assistance of the Faculty Professional Development Committee and devoted flex days), a draft core competencies list, and summer work projects in ten departments on program and key course outcomes.

Much work has been done on identification of SLOs throughout the curriculum. A listing of SLOs is now required on the course outline for all credit courses. The program review process has incorporated the assessment of SLOs.

In addition to program and course level outcomes and their assessment in the departments, the ASLO committee has coordinated with the Instructional Planning Committee and others on college level core competencies. Further work is needed in the implementation of assessment procedures.

Support services program reviews are beginning to incorporate what each area of the College contributes to student learning and the environment for student learning.

Planning & Evaluation

A major development in this area is the completion of the 2000-2005 Educational Master Plan and the initiation of the new five-year Educational Master Plan. There has been a review and revision of all the planning committees to strengthen effectiveness and communication as a result of the survey to evaluate the process. Clearer links between unit planning and college planning are an issue of ongoing discussion. A special planning "Tools" group is currently addressing this issue.

At the end of the 2000-2005 plan, EMPC oversaw an evaluation process to provide evidence of the results of the planned objectives. The Board of Trustees continues to annually review the Collage Effectiveness Report to monitor progress on mission-related results.

Academic Council reviewed the currency and effectiveness of all planning committee charges, made a conscious effort to better align the charges of the Instructional Planning Committee and the Student Development Planning Committee, and created an oversight group to facilitate their work together with the Academic Quality, Student Equity, Student Success Planning Committee.

In Fall 2005, Academic Council organized the various college planning committees into temporary task forces that will develop draft strategies through which the College will pursue the overall goals of the new Educational Master Plan. These draft strategies will then be disseminated for discussion and input to college at large in Spring 2006. Through this consultative process the new Educational Master Plan will be completed by the conclusion of the 2005-2006 academic year.

An on-line newsletter and website has been introduced. The College continues to explore venues for communicating the directions set in the College plan, especially for department heads, classified staff and hourly faculty.

Facilities

The College has developed and disseminated to campus a timeline for sequencing the extensive renovations and new construction projects from the \$176 million bond and additional major state-funded projects. Work has begun on several major construction projects (including a new Child Care Center, new and remodeled Library/Learning Centers, new Technology Buildings, and new classroom/administration buildings).

The Technology Planning Committee assisted with a technology plan for technology infrastructure including smart classrooms. The Facilities Planning Committee addressed the overall campus design of the newest major addition to the College, the “South Quad Complex,” but has struggled with its role in the complex of levels of facilities planning and implementation and oversight bodies. While information on the overall plan and progress is available on the website and through regular alerts and updates, some departments have expressed concern about consultation in developing specific functional plans due in part to timing in the academic year.

Staffing

As personnel costs now take almost 90% of the College expenditure budget, the best deployment of staff remains a concern. Though a formalized staffing study was not performed district-wide, several major studies were completed on various areas of the College: Economic Development (including Marketing, Outreach, and grants), Facilities, Fiscal Affairs, and Human Resources. A pilot project was implemented to increase clerical staff productivity and equalize workload in the Academic Affairs area. It was determined that the pilot was not replicable. A new strategy is under consideration. The Staff Planning Committee is soliciting input on staffing needs and trends from select planning committees and an evaluation of their impact is underway.

The planning priorities process did identify in particular additional need for instructional aids and custodians, but new positions have not been possible since the College has been in a deficit spending mode. Methods to address changing needs with expanded facilities and technology will be incorporated into the next planning cycle.

The Human Resources office presented its diversity report to the Board of Trustees on September 27, 2005. It remains a specific goal of the Board to monitor the impact of college recruitment processes on diversity.

Technology training has focused on the implementation of PeopleSoft (including technical and functional staff in new roles and district-wide staff and faculty in the effective use of the system resource for various on-line functions). It has also focused on training faculty in development of their skills to deliver effective distance education and computer enhanced classes through the Faculty Resource Center (FRC). A collaborative effort of DSP&S and the FRC has assisted in training faculty to understand and use technology to make learning more accessible for disabled students.

Student services staff have had annual staff development days but more district training for classified is a recognized priority under discussion for 05-06.

Technological Innovation, Infrastructure, Support and Maintenance

Long Beach City College implemented and stabilized the third component of PeopleSoft, Student Administration. On-line registration started in 2003 with a beta test and is now the preferred method for a majority of students. Refinements are being made as the new experience is settling down, including improvements in the registration process and myriad campus processes that came to light during this time. Students can now register more quickly anytime/any place during the registration period and see their grades on-line. A data warehousing project has been initiated using Title V funds.

With the shortfall in resources, there are serious gaps in equipment needs, replacement cycles, technical support, etc. The College will address an approach to these issues in the infrastructure and technology overarching goal of the next five years Educational Master Plan being finalized this year.

Work has begun on a process to standardize procedures (seamless experience) for labs and to capture positive attendance from them.

Governance and College Community

See response to Recommendation 5 on page 5.

**RESPONSE TO SELF-IDENTIFIED ISSUES:
B. PROGRESS ON PLANNING AGENDA ITEMS**

B. PROGRESS ON PLANNING AGENDA ITEMS

Planning Agenda	Reference (Standard, Section)	Status
Educational Master Planning Committee (EMPC) will schedule review of the Mission Statement in conjunction with the review of the District Educational Master Plan.	Standard 1, Section 4	The review of the mission statement is scheduled for 2005 in conjunction with the new Educational Master Plan cycle.
Community Relations and Marketing and Academic Computing and Information Technologies will continue to collaborate on best methods and practices to convey the College image and message on the College website; along with Academic Services and Research, and in collaboration with departments, a review of the process for information placement, timeliness, consistency, and accuracy in the catalog, schedule, and website will be developed by fall 2003. Responsibilities of originating offices and how to deal with late submittals will be included.	S2, Sec 1	Progress has been made. Academic Services, the Articulation Office, and the Curriculum Committee Chair have held discussions regarding timelines for the catalog and schedule of classes. Review of college procedures in these areas will pick up speed with the facilitation of the new Exec. Dir, of Public Affairs and Marketing who was hired in Spring 2005.
The Academic Senate will commence discussions on ways to communicate the Academic Honesty Policy to students in a more effective way by 2006.	S2, Sec 5	In September 2005 the Academic Senate approved the creation of a task force to address this issue. The Senate expects this task force to be in operation before the conclusion of the Fall 2005 semester.
The Staff and Faculty Diversity Plan, and the Student Equity Plan will be updated and disseminated by spring 2004. The Student Retention Plan and College Effectiveness Report will incorporate equity goals.	S2, Sec 6	The College is currently awaiting direction from the Chancellor's Office for an approved model diversity plan. Once the College receives the approved model diversity plan, the College will begin developing the plan. The College will have one year from the date of receipt to complete the plan. The Student Equity Plan was prepared in 2003-04, submitted for constituency review in 2004, and approved, including goals, in March 2005. The annual Institutional Effectiveness reports to the Board in July 2004 and 2005 included material on the issue of equity and college effectiveness. The College has not yet developed a Student Retention Plan.
The area of Counseling and Athletics will look into process, procedures and timelines for the production and distribution of the Student-Athlete Handbook by spring 2003.	S2, Sec 7	Completed. A Student-Athlete handbook was developed in 2003 by the Men's and Women's Athletic Directors. The current version is being revised by the athletic counselor to incorporate materials on student success, orientation, and transfer. In addition, Athletics and Counseling hold monthly meetings to coordinate activities of Student Athlete Success Center.

B. PROGRESS ON PLANNING AGENDA ITEMS

Planning Agenda	Reference (Standard, Section)	Status
<p>During 2002-03 the Instructional Planning Committee (IPC), Student Development Planning Committee (SDPC) and Vice President for Administrative Services will evaluate the vertical alignment of unit (department/program, school and support office) plans and the College mission to better assess the contributions units make to overall institutional effectiveness.</p>	<p>S3, Sec A3</p>	<p>In 2002-03 an initial attempt to improve the unit planning documents and timeline was initiated. In 2005, another review found that while some areas have improved alignment, the issue was not yet satisfactorily solved. Another attempt was initiated that will be tried in spring 2006 during the unit planning cycle. The documents will include longer range planning aligned with college-wide plans, immediate needs to maintain core functionality and quality, and contributions to college effectiveness.</p>
<p>During 2003-04 the IPC, SDPC, EMPC and Vice President for Administrative Services will evaluate the horizontal alignment between unit (departmental/program, school, and support office) plans and program reviews to promote more consistent attention to continuous quality improvement and mission accomplishment.</p>	<p>S3, Sec A3</p>	<p>Basically an issue of communication between the various entities, and across the timeline of 6 year instructional program review and 3 year planning cycles, this is an issue that continues to prompt discussion and attempts at improvement. While communication between subcommittee units of EMPC occurs, it tends to be more informational as opposed to linking similar goals or objectives into a united effort. Some corrective measures have been implemented to improve and integrate similar activities and/or to prioritize efforts; more needs to be done in the new Educational Master Plan. After review, several suggestions are being enacted this year, including cross area strategy building, distinguishing between longer term and shorter term needs and where these discussions take place, reinforcing the role of the constituency reps, increasing the role of others in the process, and the use of administrative program reviews to coordinate administrative areas with college planning, continuous improvement efforts, and evaluation of effectiveness.</p> <p>Program plans and program reviews have been used to develop the Student Development Plan which aligns with the Educational Master Plan. Evaluation and new needs are identified annually and coordinated w/staff development plans, technology, Academic Quality, Student Equity, Student Success (AQSESS) Planning Committee, etc.</p>
<p>By the end of 2002-03, the Academic Council will complete a comprehensive assessment of the planning process with attention to the flow of communication, proper structure and function of committees, their inter-relationships and the overall integrity, impact and effectiveness of the process upon the institution.</p>	<p>S3, Sec B1</p>	<p>EMPC did a comprehensive assessment of the planning process through a college-wide survey that focused on effectiveness in addressing objectives, discussions of communication, charges, etc. The Academic Council subsequently reviewed the charges and structure of the planning process in Spring 05. The Council also discussed realistic expectations for the campus at large to be familiar with the planning process. This is a topic that we will continue to monitor.</p>

B. PROGRESS ON PLANNING AGENDA ITEMS

Planning Agenda	Reference (Standard, Section)	Status
<p>During 2002-03 the EMPC will develop a process to evaluate the impact of the priority projects on the objectives they were designed to address and in turn influence the effectiveness of the institution.</p>	<p>S3, Sec C1</p>	<p>EMPC completed a comprehensive evaluation of objectives in the 2000-2005 Educational Master Plan. In 03-04 EMPC developed a form and asked each planning committee to evaluate the Educational Master Plan's objectives from the perspective of their group's involvement using concrete evidence of change in—not just activities contributing to—the objective. Each group did a similar process in gathering data. These were discussed in EMPC to evaluate the extent of progress on the objectives and used, with updates, to develop a major Before/After picture of the College during this time period. This was shared with the planning committees and is being disseminated to the College community.</p>
<p>During 2002-03 the IPC, working with the learning outcomes coordinator, will devise a strategy to incorporate student learning outcomes into the departmental/program planning, assessment and use of results efforts to improve learning.</p>	<p>S3, Sec C1</p>	<p>An Assessment of Student Learning Outcomes committee (ASLO) was established in 2003. The committee includes direct liaisons to coordinate with IPC and SDPC. Through the planning process, individual departments were also surveyed about progress in their work on SLOs. The results were quite disparate. Progress in this area should continue with the 3-year work plan and technical assistance now being available.</p>
<p>Within the next three years the College, through its requisite processing entities, will ensure that the recommendations from program reviews are incorporated into the planning process and resource allocation as appropriate.</p>	<p>S4, Sec A1</p>	<p>Given that instructional program reviews are done in a 6 year cycle, they become outdated for planning purposes over time. This difficulty is being addressed in the next planning cycle with the separation of longer term planning and annual planning formats.</p>
<p>By spring 2003, the Enrollment Management Committee will develop an enrollment management plan to address the outreach, admissions, retention, enrollment and course availability interests of the College. (doc 4.18) By fall 2004, the Vice Presidents of Student Support, Planning and Research and Vice President of Academic Affairs will utilize the enrollment management conclusions and departmental input to determine course scheduling options and modify the schedule as appropriate to optimize offerings at critical course-taking times to meet student needs.</p>	<p>S4, Sec A2</p>	<p>Previous attempts at the creation of an enrollment management committee were unsuccessful. From 2002-2004, an attempted revision of the process for scheduling classes according to specific time blocks met with severe criticism and resistance. The success of the block scheduling process is debatable, and another revision of these guidelines in 2004-2005 led to more flexible scheduling options and far greater cooperation between administration and faculty. The Office of Academic Affairs and the Academic Senate are currently developing a joint proposal for a growth enrollment management task force. This task force is expected to be in full operation before the conclusion of the Fall 2005 semester.</p>

B. PROGRESS ON PLANNING AGENDA ITEMS

Planning Agenda	Reference (Standard, Section)	Status
A task force of faculty and administrators will recommend a process for program discontinuation as part of the enrollment management by 2004	S4, Sec A3	A new college policy on program discontinuance was approved by all constituencies and passed by the Board of Trustees in 2005.
The College planning process will address the major new facility and renovation needs of the College campuses, arising from the projected growth anticipated from "tidal wave II" and needed technology infrastructure additions.	S4, Sec A4	During the 2003 Academic Year, the College President and Academic Senate President agreed to expand the Facilities Planning Committee by adding community members and additional faculty and administration representation in order to create a Bond Implementation Task Force. Its purpose was to work with the college master plan architect in developing the Facilities Master Plan. Several meetings were held, and a master plan was adopted by the Board in 2004. Since then the Facilities Planning Committee has worked to ensure that construction projects adhere to both the educational and facilities master plan, that there is adequate communication on the projects to faculty, staff and students and that the College identify opportunities for additional state funding.
At present the college does not utilize formal Academic Advisors therefore, the Academic Quality Student Equity and Student Success Committee should address the results of the Noel Levitz Survey regarding academic advising as related to the Retention Plan.	S4, Sec A5	No action has been taken on this item.
The Assessment of Student Learning Outcomes Sub-Committee will work on outcomes assessment and plan to have the assessment process implemented for the College within the next six years.	S4, Sec B3	Work has begun in this area. A statement of principles and definition has been worked on by the ASLO committee. The next task is to promulgate them throughout the College. College Flex Day activities have been helpful in this. The Student Learning Outcomes Committee, the Instructional Planning Committee, and individual departments continue discussion and planning regarding this issue.
Faculty and Administrators will consider expanding the offerings for general education courses by offering additional sections of current courses and adding new courses as appropriate.	S4, Sec B4	This is an ongoing project for the College. Some sections and options have been added, particularly at the PCC campus, but budgetary and enrollment concerns have also limited the degree to which the College could proceed in this area.

B. PROGRESS ON PLANNING AGENDA ITEMS

Planning Agenda	Reference (Standard, Section)	Status
Faculty and Department Heads together with the Academic Senate will study ways to monitor grades carefully and ensure that student grades reflect actual competencies and are not an inflated representation of performance. Emphasis will be placed on language and computation, to ensure that our graduates are capable of excellent communication skills and are competent in basic mathematics.	S4, Sec B5	No concrete action has been taken. At its Spring 2005 retreat, the Academic Senate discussed various issues of academic quality, including grade inflation, and developed specific action steps to address such issues. The Senate will pursue these action steps beginning in Fall 2005.
Faculty will be encouraged to develop or refine strategies that focus on student needs for effective learning.	S4, Sec C3	Spring and Fall flex days in 2005 offered workshops to assist faculty on development and assessment of SLOs. Technical assistance was provided faculty in 10 depts. working on summer projects. Work on SLOs has been standing objective encouraged by IPC for dept. planning.
The Assessment of Student Learning Outcomes Committee will assist program faculty to incorporate learning outcomes and assessment strategies into the curriculum within the next six years.	S4, Sec C4	Work has been done on identification of SLOs throughout the curriculum. A listing of SLOs is now required on the course outline for all credit courses. Program review has incorporated the assessment of SLOs in the process. Ten departments did summer projects on SLOs and shared their work as part of the Fall 05 Flex Day that was devoted to SLOs.
The Committee on Curriculum and Instruction will review the course outline documents as they are submitted for routine course review in order to ensure quality and consistency of documentation	S4, Sec D2	This is an ongoing task of the Committee on Curriculum and Instruction and of its Course Evaluation Sub-Committee.
By spring 2006, the Academic Senate, Committee on Curriculum and Instruction, along with the Director of Distance Learning and Instructional Technology, should investigate the potential and desirability of a liberal arts degree based on distance learning methodologies. If appropriate, the Committee on Curriculum and Instruction will formulate a philosophy and rationale for a liberal arts degree offered through virtual technologies.	S4, Sec D2	The College has not developed a plan for a separate degree based on distance learning methodologies. Such a plan may now be unnecessary, as the College's existing degrees can be completed through virtual technologies. As of Fall 2004, students have the ability to complete all of their coursework under Plan A of the General Education Degree Requirements through distance learning methodologies. Of the courses on Plan B and C, 70% can be accessed online.

B. PROGRESS ON PLANNING AGENDA ITEMS

Planning Agenda	Reference (Standard, Section)	Status
Faculty in individual programs as well as in designated segments of the General Education curriculum should, in consultation with the Faculty Professional Development Committee and the Committee on Curriculum and Instruction, meet and confer about curriculum and evaluation through FLEX activities designed to provide for increased faculty proficiency within the area of student evaluation (doc 4.19)	S4, Sec D3	Flex Day workshops explained the process and format for revising and developing course outlines including evaluation.
Faculty will work with the Articulation Officer seeking to substantially increase the number of articulation agreements between LBCC and California universities.	S4, Sec D4	This is an ongoing project. The Articulation Officer along with LBCC faculty will continue to work closely and diligently to maintain, update, and propose new articulation between LBCC and California colleges and universities.
<i>PeopleSoft Implementation:</i> By fall 2003, the Dean of Admissions and Records will ensure that the implementation of PeopleSoft reflects admissions policies consistent with the mission of the College and is appropriate to its programs.	S5, Sec. 1	All processes were set-up to reflect the admissions policies and mission of Long Beach City College.
<i>Information Accuracy:</i> For spring 2003, the Vice President of Student Support, Planning and Research along with the Student Services area Deans will develop a process that internally reviews the accuracy of information provided for inclusion in the <i>College Catalog, Schedule of Classes</i> and the <i>College Orientation Planners</i> available to prospective and currently enrolled students.	S5, Sec. 2	The process for reviewing the accuracy and consistency of the content of the College Catalog and Schedule of Classes has been restructured for better quality control.
<i>Dissemination of Student Complaint Procedures:</i> By spring 2003, the Dean of Student Affairs will further identify the reasons for the dissatisfaction with the student complaint procedures and provide an appropriate remedy.	S5, Sec. 2	No additional reasons for dissatisfaction with the student complaint procedures were identified. Student grievance procedures have been emphasized in class schedules, indicating that the Office of Student Affairs should be contacted. The elimination of the Dean of Student Affairs has caused decreased emphasis in areas such as these. A revised student complaint policy was distributed in spring 2005, with procedures to be distributed in fall 2005 to students via student e-mail.

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Planning Agenda	Reference (Standard, Section)	Status
<i>Application Scanning:</i> By spring 2003, the Dean of Admissions and Records will develop a web-based on-line application. After implementation of an on-line application process, registration reports can be generated to help various offices and academic departments better meet their enrollment and student retention goals.	S5 Sec. 3, 6, 10	The web-based online application is functioning and reports have been in use since spring 2003.
<i>Automated Degree Checking:</i> By fall 2004, the Dean of Admissions and Records working with the Coordinator of School and College Relations will develop an automated process to check for degree, certificate or transfer curriculum completion for students who have completed all their course work at Long Beach City College. Service area colleges and universities will be added into the Academic Advising module in the following three years to accommodate students with course work from college other than LBCC. Native LBCC students will be able to check their status towards graduation using an on-line Academic Advising module in PeopleSoft.	S5 Sec. 3, 6, 10	This project has been pushed back due to funding constraints.
<i>Transcript Evaluation:</i> By spring 2004, the Dean of Admissions and Records will implement a more efficient, accurate, and faster process for in-coming transcript evaluation.	S5 Sec. 3, 6, 10	The Alpha product is completed and the Beta testing will begin in summer 2005. The final product is scheduled for implementation in spring 2006. This project was delayed due to lack of funding and personnel.
<i>Computerized Assessment Testing:</i> By spring 2003, the Coordinator of Matriculation and Assessment, in collaboration with instructional faculty, and the Dean of Counseling/Student Development and Student Support Services will consider the feasibility of providing computerized student assessment testing.	S5 Sec. 3, 6, 10	A research study with the ACCUPLACER Computerized assessment and the Math Department has been completed. The data are in the process of being analyzed and the cutscores for placement should be identified by October 2005.

B. PROGRESS ON PLANNING AGENDA ITEMS

Planning Agenda	Reference (Standard, Section)	Status
<i>Alternative Orientation Delivery:</i> By fall 2003, the Coordinator of Matriculation and Assessment and the Dean of Counseling/Student Development and Student Support Services will offer alternative methods of completing the orientation, including an on-line orientation as well as additional targeted orientations for specific populations.	S5 Sec. 3, 6, 10	Over 6,300 students have completed the online orientation. There are now several methods for completing the orientation requirement. These methods include ESL orientations, 1 ½ hour in-person orientations, online orientations, all day high school student orientations, and Counseling 1.
<i>Counseling and Student Development Services:</i> By fall 2004, the Department Heads of Counseling and the Dean of Counseling/Student Development and Student Support Services will evaluate and restructure the delivery of counseling services as well as develop a consistent process for administering surveys and collecting data on student satisfaction with services.	S5 Sec. 3, 6, 10	A bolt-on to PeopleSoft will help to collect data. Surveys were not administered in 04-05, but the process for administering student surveys is being re-evaluated with plans to re-start in 05-06.
<i>Transfer Services Utilization:</i> By spring 2003, the Transfer Services Coordinator and the Dean of Counseling/Student Development and Student Support Services will assess the limited use of Transfer Services and determine the services needed and methods to encourage use of the services provided.	S5 Sec. 3, 6, 10	Transfer Coordinators from both campuses have met continually with the Dean of Counseling/Student Development since spring 2003 to discuss and evaluate the usage and marketing of transfer services. Targeted activities have been implemented to encourage use of services, including information workshops, transfer fairs, classroom presentations, university appointments, information tables, college tours, application assistance, and internet resources.
<i>Curriculum Guides Delivery:</i> By fall 2003, the Dean of Admissions and Records, Coordinator of School and College Relations, Dean of Counseling/Student Development and Student Support Services, and Transfer Services Coordinator will determine alternative methods of delivering Curriculum Guides (e.g., on-line) to students and interested individuals.	S5 Sec. 3, 6, 10	All curriculum guides are now accessible on the Office of School/College Articulation website. Hard copies are no longer provided by the Counseling Office due to funding constraints; however, students can access the guides from any college computer lab, the Student Success/Transfer Services Center, or from any other internet-connected website 24/7.

B. PROGRESS ON PLANNING AGENDA ITEMS

Planning Agenda	Reference (Standard, Section)	Status
<p><i>Student Internships:</i> By fall 2004, the Vice President of Student Support, Planning and Research and the Dean of Counseling/Student Development and Student Support Services will work with the School Deans and the Vice President of Academic Affairs to increase the coordination between Career and Job Placement Services and academic/instructional programs to increase the number of student internships.</p>	<p>S5 Sec. 3, 6, 10</p>	<p><u>Increase in coordination:</u> No formalized plan has been developed to increase coordination between the career and job placement services and the academic/instructional programs, though faculty do meet with academic and career counselors periodically to keep them updated about their academic programs. During the fall 2004 semester the Career Center and Job Placement offices were combined to create the Career and Job Services Center. Center staff is developing internship workshops and an internship website, as well as promoting faculty involvement in internships for both academic and vocational programs with the assistance from federal grant monies.</p> <p><u>Increase the number of student internships:</u> No formalized method has been developed to track increases in student internships, though there have been some new internship opportunities developed. The nursing program has arranged a new set of internships for pre-nursing students with COPE (Community Outreach for Prevention and Education Making Communities Healthier Initiative). The Computer Business Information Systems program has formed a partnership with Instructional Technology Development Center to use student interns to staff the Distance Learning Student Helpdesk. Expansion is planned for additional internships over the next five years with the help of federal grant monies.</p>
<p><i>EOP&S/CARE Operational Program Review Recommendations:</i> By spring 2003, the Director, EOP&S/CARE and the EOP&S/CARE faculty and staff will review the final report of the OPR visiting team to determine approaches to implementing the team's recommendations. By fall 2002, the Director, EOP&S/CARE will form an advisory committee and convene its first meeting.</p>		<p>All of the OPR team's recommendations were addressed by fall 2002, implementing all nine of the revisions to policies, processes, and documents. The EOPS/CARE Advisory Committee was formed in the summer of 2002 and met on October 22, 2002. The EOPS/CARE Advisory Committee continues to meet at least once a year, as required by EOPS Title 5 regulations.</p>

B. PROGRESS ON PLANNING AGENDA ITEMS

Planning Agenda	Reference (Standard, Section)	Status
<p><i>DSP&S Services at the Pacific Coast Campus:</i> By fall 2003, the DSP&S Coordinator, the Vice President of the Pacific Coast Campus, the Vice President of Student Support, Planning and Research, and the Dean of Counseling/Student Development and Student Support Services will, as recommended in the DSP&S program review report, examine closely the needs at the PCC, develop both short-term, and long term plans to address the growth and expansion of services. Two areas that do need to be addressed immediately are improved communication between LAC and PCC and better coordination of services." Much of the current problems are related to the lack of facilities. With the passage of the College's \$176 million bond, the College will be able to expand and renovate much needed facilities.</p>	<p>S5 Sec. 3, 6, 10</p>	<p>Though no formalized plans have been developed to address the growth and expansion of disabled student services, several activities have been initiated to better accommodate the DSP&S program. Remodel plans for the library at the Liberal Arts Campus will include a student services "one-stop" center that is much larger and more accessible to disabled students. The reassignment of the full-time DSP&S Support Services Assistant to the Pacific Coast Campus has helped to expand test-taking and other support services. DSP&S counselors and learning disabilities specialists are scheduled from one to two days/week at the Pacific Coast Campus. These changes have improved communication and service delivery issues. The recent hiring of a new full-time DSP&S counselor for the Pacific Coast Campus will restore stability of staffing to disabled student counseling services. In 2005-2006 the DSP&S program will initiate additional student success and retention efforts with the assistance of a four-year federal grant.</p>
<p><i>Alternate Media:</i> By spring 2003, the DSP&S Coordinator, the Dean of Counseling/Student Development and Student Support Services will develop and recommend a college policy regarding alternate formats, to be prepared and distributed in a timely fashion, so that faculty and staff are aware of their responsibilities in this area. It is also important that the College website follow these same guidelines to ensure accessibility for all.</p>	<p>S5 Sec. 3, 6, 10</p>	<p>No formalized policy regarding alternate formats has been developed.</p>
<p><i>Student Participation:</i> By spring 2003, the student services and school deans will work in collaboration with the Associated Student Body to determine the most effective means ensure student participation on committees.</p>	<p>S5, Sec. 4</p>	<p>The Vice-President of the ASB recommends students for various committees to the Cabinet and relays the significance of their participation. In 04-05, the ASB VP wrote a procedure for this function for subsequent cabinets. Student participation is considered part of the student leadership experience. Students are appointed to serve on many college committees, including hiring, curriculum, and planning. More work is needed to ensure full participation of student appointees.</p>

B. PROGRESS ON PLANNING AGENDA ITEMS

Planning Agenda	Reference (Standard, Section)	Status
<p><i>Student Affairs Program Review:</i> By May 2003 the results of the Student Affairs program review will be shared with the Executive Committee and evaluated to determine if additional support can be provided to students through the programs and services provided by the area of Student Affairs.</p>	S5, Sec. 8	Evaluation of the organization and staffing of the student affairs area was begun in 2004 and will be completed this academic year.
<p><i>File Folders:</i> By spring 2003, The Dean of Admissions and Records will assess the need for the creation of file folders for all currently enrolled students.</p>	S5, Sec. 9	The focus has shifted from hard copy files to electronic folders. The institution is in the process of procuring a full imaging system to accommodate this system.
<p><i>Security and Confidentiality:</i> By spring 2003, the Dean of Admissions and Records will reauthorize access to the permanent student records after a required training is provided to those who request access.</p>	S5, Sec. 9	Access has been reauthorized after training was conducted.
<p><i>Off-site Permanent Storage of Records:</i> By spring 2003, the Dean of Admissions and Records and the Registrar will complete their review of the manner in which records are updated and stored. Files will be created in a new format and sent to a new off-site location for storage.</p>	S5, Sec. 9	The review has been completed and documentation has been sent for off-site storage.
<p>By spring 2003, the Dean of Admissions and Records along with ACIT, will initiate online registration to accommodate the needs of distance learning students.</p>	S6 Sec. 1, 3	Completed fall 2004. Online registration started in spring 2003 with beta testing during walk-in registration and is now the majority method for registration.
<p>By spring 2003, the Technology Planning Committee (TPC), along with the Director of ACIT and the Instructional Deans and appropriate Department Heads, will develop a plan for standardizing operational procedures in labs on campus for the purposes of usage tracking, capturing positive attendance and providing a seamless environment for students in the computing facilities across campus.</p>	S6 Sec. 1, 3	Work is in progress to develop a standardized means of tracking usage and capturing positive attendance.

B. PROGRESS ON PLANNING AGENDA ITEMS

Planning Agenda	Reference (Standard, Section)	Status
By spring 2003, the Technology Planning committee, the Director of ACIT, Instructional Dean and appropriate Department Heads will review the use of labs to determine potential for open accessibility.	S6 Sec. 1, 3	The Technology Planning Committee is addressing this issue. It remains an area of concern due to the resources required on campus to have so many completely decentralized labs. This past year, the ESL and English departments came to a formal agreement to share the ESL computer lab at PCC. The open lab at LAC receives very heavy usage.
By spring 2003, the College will develop a plan to expand online services to distance learning students, including the expansion of the HelpDesk services, and the development of online tutoring services, online reference services, student e-mail, and remote access to student services including registration, matriculation, orientation, counseling, course information and certificate or degree progress/status.	S6, Sec. 2	<p>No formal comprehensive plan exists, but some steps have been taken in order to address this issue:</p> <ul style="list-style-type: none"> -The Department of Counseling and Student Support Services has implemented online counseling, assessment (math), job postings, forms, orientation; updated websites Student Success/Transfer Services Center, Disabled Student Program & Services, Career & Job Services. -The School of Learning Resources, Teaching & Technology has expanded services for online distance learning students: it added hours of operation for the DL Helpdesk, Library online reference services, and development of online tutoring services continues to be explored along with a comprehensive distance education website. -With the implementation of People Soft, registration services are now on-line along with access to grades, etc. -Student e-mail has been implemented and is in process of improving.
By spring 2003 the College will take steps to that District job descriptions and qualifications standards as well as salaries, reflect the increasing need for technologically skilled and qualified employees.	S6, Sec. 4	<p>The comprehensive classification study completed in 2002, adopted by the Personnel Commission on March 25, 2002, and implemented by collective bargaining between the District and LBCCE/AFT updated salaries and class specifications (job descriptions) to reflect the need for technologically skilled, qualified employees.</p> <p>The District and the Personnel Commission have since taken steps to attract and retain employees with the advanced technological skills needed to support it today. Also, as part of the PeopleSoft implementation, the District created technology user groups to foster advancement of employee technology skills. These groups meet regularly and share information that advanced the overall college knowledge and employee abilities in technology.</p> <p>A new reclassification study is underway to keep us current with today's market and skills expectations.</p>

B. PROGRESS ON PLANNING AGENDA ITEMS

Planning Agenda	Reference (Standard, Section)	Status
<p>By spring 2003 the College, will develop a plan for district base budgets for technology including maintenance of instructional hardware and software, accommodating cost increases, increased access, maintaining currency as well as replacement policies for software and hardware for instructional technology.</p>	<p>S6, Sec. 7</p>	<p>Plans for replacement/update cycles for instructional computer hardware and software have been set aside in recent years due to severe budget constraints. This remains a concern for the College as technology has played a growing role in its programs.</p>
<p>By fall 2004 the Office of Administrative Services and Human Resources and Staff Planning Committee will complete a comprehensive study investigating the overall staffing needs of the institution and how best to meet them.</p>	<p>S7, Sec. A1</p>	<p>Though a formalized staffing study was not performed district-wide, several major studies were completed on various areas of the College: Economic Development (including Marketing, Outreach, and grants), Facilities, Fiscal Affairs, and Human Resources. A comprehensive staffing study of the Academic Affairs secretarial and clerical support functions was completed and its recommendations piloted in 2003. The intention of the study was to identify staffing needs in the academic schools and organize positions and resources to meet these needs. Several aspects of the pilot were not deemed desirable for further implementation.</p>
<p>The College will submit a revised Faculty and Staff Diversity Plan to the Chancellor's Office by November 2002 due to changes in Title 5 regulations and College's commitment to diversity.</p>	<p>S7, Sec. D2</p>	<p>The College is currently awaiting direction from the Chancellor's Office for an approved model diversity plan. Once the College receives the approved model diversity plan, the College will begin developing the plan. The College will have one year from the date of receipt to complete the plan.</p>
<p>Human Resources will develop a records retention system to integrate modern technological advances (CD ROM and other storage media) to safeguard permanent personnel records in accordance with legal mandates by the end of 2003-2004 academic year.</p>	<p>S7, Sec. D4</p>	<p>Work has started on preparation for scanning existing documents in laserfiche in preparation for the move to the new administrative building. The responsibility for this records retention system is being assumed by the Academic Computing and Information Technology (ACIT) Department in conjunction with a college-wide emphasis on transitioning from paper records to electronic records storage.</p>

B. PROGRESS ON PLANNING AGENDA ITEMS

Planning Agenda	Reference (Standard, Section)	Status
<p>The Master Implementation Plan of the Bond Funds will be coordinated with the College's planning process to include the Facilities Planning Committee, the Educational Master Planning Committee, the Executive Committee, the Senates through representation on other committees, the Citizen's Oversight Committee, the Board of Trustees and the community.</p>	<p>S8, Sec 5</p>	<p>In 2003-2004, the Superintendent-President and Academic Senate President agreed to expand the Facilities Planning Committee by adding community members and additional faculty and administration representation in order to create a temporary Bond Implementation Task Force. The task force was chaired by Administrator Eloy Oakley and Instructor Patrick McKean, and its purpose was to provide feedback on the college master plan during the Facilities Master Plan development process. Several meetings were held, and a master plan was adopted by the Board in 2004. Since then the Facilities Planning Committee has worked to ensure that construction projects adhere to both the educational and facilities master plan and that there is adequate communication on the projects to faculty, staff and students. The committee also works to provide input to the College in identifying opportunities for additional state funding. Further improvements may be needed regarding some aspects of coordination and communication within the committee itself and between the committee and other college constituencies.</p>
<p>A staffing study will be implemented to better connect planning and resource allocation. The enrollment management process should be refined to ensure that course offerings meet student need and demand on both campuses while providing a level of enrollment that is sufficient to maintain growth and that maximize FTES generated per dollar expended.</p>	<p>S9, Sec A2</p>	<p>Though a formalized staffing study was not performed district-wide, several major studies were completed on various areas of the college: Economic Development (including Marketing, Outreach, and grants), Facilities, Fiscal Affairs, and Human Resources. In addition a pilot project was implemented to increase clerical staff productivity and equalize workload in the Academic Affairs area. It was determined that the pilot was not replicable. A new strategy is under consideration. The Staff Planning Committee is soliciting input on staffing needs and trends from select planning committees and an evaluation of their impact is underway.</p>
<p>ACIT will move to a web-based version of People Soft to improve data access and help alleviate the MAC network compatibility issue. The College will add additional computer capability so that all activity managers have immediate network access to financial information in their offices.</p>	<p>S9, Sec A4</p>	<p>This activity is in process with the Fiscal, Purchasing, and Administrative Services working with RMUG. RMUG is a users group of responsible managers who coordinate staff training and communications with other managers regarding business processes while interfacing with relevant Information Technology staff.</p>
<p>Once the PeopleSoft system is fully implemented, Fiscal, Purchasing, and Administrative Services will develop a new guidebook and flow chart for budgeting routines and planning.</p>	<p>S9, Sec A4</p>	<p>Business process flow charts and documentation are in process of development.</p>

B. PROGRESS ON PLANNING AGENDA ITEMS

Planning Agenda	Reference (Standard, Section)	Status
Fiscal Affairs will complete the support training on use of the People Soft system for budget planning and purchasing at the department level.	S9, Sec A4	Budget planning support training has been completed. The Director of Fiscal Operations conducted training sessions with the Executive Committee, Budget Advisory Committee, Deans, Directors, Dept. Heads, and classified support staff. The curriculum for purchasing training has been completed and training will begin in August 2005.
The college will continue to explore alternative insurance sources and procedures in an effort to accommodate escalating costs.	S9, Sec C2	The College joined two new programs for worker's compensation for increased savings. The College addressed the need to support rising costs for Retiree Health Benefits by including those costs in all future grant applications when applicable. This cost will be computed into the fringe benefit rate and the amounts will be determined by actuarial.
The College will consider setting up a reserve to partially or fully fund the cost of post-retirement medical benefits.	S9, Sec C3	The reserve to fund the cost of post-retirement medical benefits has been established.
The Board will receive a report on the option to broadcast board meetings in July or August 2002. The Board will then consider whether a regulation is necessary and feasible regarding videotaping and broadcasting of Board meetings.	S10, Sec. A1	Completed and approved by the Board of Trustees on February 18, 2003. The first Board Meeting broadcast was the meeting of May 13, 2003.
The college will complete its revision of Administrative Regulations 4005 in order to ensure that they reflect accurately the agreed upon procedure for curriculum adoption.	S10, Sec. A2	The revision of Administrative Regulations 4005 was completed in spring 2003.
Each constituency group should review the process regarding newly proposed or revised policies and regulations to ensure that the process allows for constituency liaisons to effectively and systematically disseminate draft changes and receive input for consideration and that such information is properly disseminated.	S10, Sec. A3	Some constituency groups have completed this review, while others have not. Among those groups that have completed the review, no serious concerns have surfaced. The procedure appears to function effectively.
Administrative Regulations 3003 should be revised to reflect current procedures in Academic Administrative Hiring.	S10, Sec. A4	Work is in progress on Administrative Regulations 3003.

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Planning Agenda	Reference (Standard, Section)	Status
The Board will revisit the "Code of Ethics" statement and communicate the results through regular means to the public.	S10, Sec. A5	Completed and approved by the Board of Trustees on April 22, 2003.
The Board is currently reviewing its process for orientation of new members and updating current members.	S10, Sec. A6	An outline of subjects to cover in an orientation of newly elected Board Members was presented at the March 21, 2003 Board Meeting.
The staffing survey will consider an assessment of the impact to instructional offices and other areas for taking on increased responsibilities in payroll, time, attendance reporting, scheduling and on-line curriculum development due to the implementation of PeopleSoft.	S10, Sec. B3	A pilot staffing study in 2003 attempted to assess the impact to instructional offices and other areas for taking on increased responsibilities in payroll, time, attendance reporting, and scheduling due to the implementation of PeopleSoft. Results from this pilot study were not conclusive in terms of producing useful future recommendations. The assessment of impact to on-line curriculum development was omitted from the study, as it was determined that the on-line curriculum (Distance Learning) portion of Academic Affairs would not be part of the study. Further study is needed in this area.
In the interest of good practice, administrators and faculty will develop a more effective and systematic sharing of communication through the planning process regarding goals and objectives that are related to program and school plans.	S10, Sec.B5	This issue is a matter of ongoing discussion. The work of EMPC and the planning committees, including planning retreats in the past three years, has attempted to help define common goals and objectives. Academic Council has also discussed methods of developing better systems of communication. A task group is working on improving information between these higher-level planning groups and the individual programs, departments, and schools.
The Academic Council will address differing interpretations of District Policy and Regulations 2009 and address the perception of some faculty members that their voice is not recognized in academic and professional matters.	S10, Sec. B6	With the help of outside facilitators, Academic Council has worked toward improving communication and providing a forum to resolve outstanding issues. The Council has made progress in improving general communication, in resolving issues collegially, and in the overall relationship between the leadership of faculty and administration. However, a clear and shared interpretation of Policy and Regulations 2009 has not as yet been reached.

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Planning Agenda	Reference (Standard, Section)	Status
The Academic Senate, in conjunction with other appropriate college constituencies, will review and revise as necessary its processes for informing faculty of opportunities to become involved in the decision-making process and will explore methods of encouraging all faculty who serve on college planning bodies to participate fully in the planning process.	S10, Sec. B6	The Academic Senate has held numerous discussions of ways to encourage faculty participation in the decision-making process. The Senate has made successful efforts to advertise opportunities and to fill committee vacancies. Further work is needed to encourage and ensure the full participation of committee members once appointed and in some cases to clarify the roles and responsibilities of committee members.
The Academic Council will examine questions that have arisen regarding appointments to college committees and other bodies and ensure that all appointments are made in compliance with Title 5 and with District Policy.	S10, Sec. B8	The Academic Council has discussed and explored outstanding issues in the area of faculty committee appointments. A process is in place to deal with such matters, and at present the College has no unresolved issues regarding Title 5 compliance in this area.
The Associated Student Body (ASB) Cabinet should establish a new system by which student representation and attendance on District committees is improved.	S10, Sec. B10	The Vice-President of the ASB recommends students for various committees to the Cabinet and relays the significance of their participation. In 04-05, the ASB VP wrote a procedure for this function for subsequent cabinets. Student participation is considered part of the student leadership experience. Students are appointed to serve on many college committees, including hiring, curriculum, and planning. More work is needed to ensure full participation of student appointees.