

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

LONG BEACH CITY COLLEGE
MIDTERM REPORT

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STATEMENT OF REPORT

**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.

Recommendation 4:

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,

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

A

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.

Technology training has focused on the implementation of PeopleSoft (including

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

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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.

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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

B. PROGRESS ON PLANNING AGENDA ITEMS

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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

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<p><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.</p>	<p>S5 Sec. 3, 6, 10</p>	<p>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.</p>
<p><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.</p>	<p>S5 Sec. 3, 6, 10</p>	<p>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.</p>
<p><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.</p>	<p>S5 Sec. 3, 6, 10</p>	<p>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.</p>
<p><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.</p>	<p>S5 Sec. 3, 6, 10</p>	<p>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.</p>

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<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.	S5 Sec. 3, 6, 10	<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

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<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>

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<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.

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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		

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<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</p>

B. PROGRESS ON PLANNING AGENDA ITEMS

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<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>

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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

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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.	