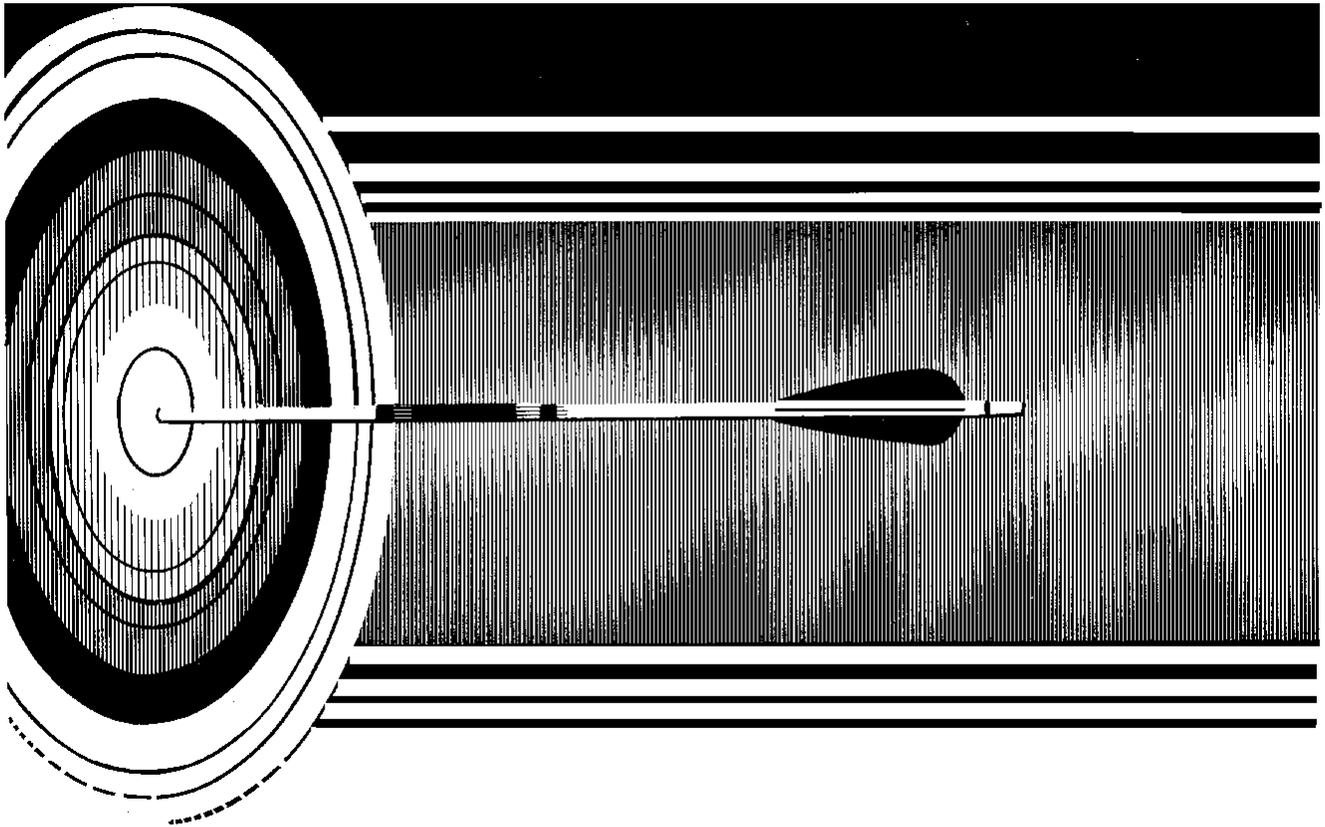# *Institutional Effectiveness: Annual Report*

Long Beach City College

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Office of Institutional Research/Academic Services
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An appropriate framework is essential for monitoring institutional effectiveness. The initial baseline report of institutional effectiveness was largely built around the framework of the accountability model that emerged from the AB 1725 effort. Subsequent to that report the Partnership for Excellence (PFE) initiative was launched and the American Association of Community Colleges (AACC) published its second edition of the booklet entitled *Core Measures of Institutional Effectiveness for Community Colleges*. In 1996 the Accrediting Commission for Community and Junior Colleges (ACCJC) issued new standards, which called for greater use of evidence and a heavy emphasis upon results or outcomes as measures of performance, rather than processes in which the colleges engaged or resources they had at their disposal. The spirit of these initiatives and publications is to encourage community colleges to match their performances to established purposes. The effort seeks to inspect outcomes or results as the ultimate measure of whether or not the institution can be deemed effective.

We have cast the framework in the format of a matrix. Horizontally, we have employed the AACC model with six dimensions or mission areas. The six AACC outcome dimensions are: student progress, transfer preparation, developmental skills (basic skills), general education, workforce development, and outreach. Clearly, institutional performance along any of these dimensions must be produced efficiently and within the constraints of available resources.

Vertically, we have employed the assessment model proposed by Dr. Alexander Astin, the Senior Scholar and Founding Director of the Higher Education Research Institute at UCLA. Dr. Astin maintains that no assessment model will be complete if it misses any one of the three integral components: student inputs, educational environment/experience, and outcomes. This provides important context to our understanding of the outcomes, expectations about them and realistic appraisals.

In the fall of 1999 the Board of Trustees adopted this framework to monitor institutional effectiveness. The Board also requested an annual presentation on this topic as part of their overall monitoring function. The information cut-off date for data in this annual report is the 2002-03 academic year.

Our framework is still in the formative stage and its construction will be evolving. The following matrix describes our conceptual framework. The cells that coordinate the dimensions specified by the two models pinpoint the measures or core indicators that have been developed to allow a comparison of results with purposes. Most of these core indicators are the PFE measures used by the California community colleges as specified by legislation. In addition to the clarification of the framework, a special effort has been made to include some historical data and our measurable goals in most of the report segments.

The Purposes and Goals We Pursue

During the spring of 1999 and fall of 2000 a task force, including community members, met to articulate the Vision Statement that might guide the college toward the year 2020. In the fall the Education Master Planning Committee was charged with recommending revisions to the Mission Statement and restated the ways in which the college will assist students. The Board of Trustees adopted our Vision and Mission statements in that academic year.

2020 Vision

Long Beach City College prepares students to be successful in the world of the 21st century. Sitting at a global crossroads, the college constantly crafts its educational programs to meet the needs of students living in a world of increased complexity and speed; a world both global and remarkably accessible and a world technologically advanced but intensely interdependent. A culturally diverse college nurtures a vibrant environment that cultivates a passion for learning, which continues for life.

Mission

Long Beach City College is an institution of higher education within the California Community College system. As a comprehensive college, Long Beach City College provides quality, affordable educational programs and related student services to those who can benefit from the programs the college offers. Through a collegiate experience and with an open door admissions policy, the college fosters the development of individual potential and is responsive to the diverse educational needs of the community it serves. The primary purposes of the education program are to prepare students for transfer to baccalaureate-granting institutions, entry into work or career development and to support business and industry in economic development. Long Beach City College offers general education and vocational education at the lower division level and transitional instruction and those support services that promote student success, remedial education, English as a Second Language instruction, adult noncredit courses and student support services. College programs and services educate citizens to enrich the quality of life in the community.

In 1997-98 the state launched the PFE initiative and thereby set system-wide performance goals. For planning purposes the college adopted a proportional share of the system goals as targets toward which we would work. Although not all colleges are expected to contribute equally to each of the five PFE performance areas, these performance targets create milestones by which the public community colleges may measure their performance outcomes.

The Educational Master Plan contains eight long-range goals and related objectives for 2000-2005 (see Appendix A). An initial Strategic Plan was formulated through a series of public forums to represent a consensus statement of our initiatives and objectives. Those initiatives were more process or facilitating statements than results or outcome goals. The related objectives listed with each of the strategic initiatives represent activities we conducted to advance those process goals. Our progress in advancing these strategic initiatives and accomplishing the objectives was captured in the *Long Beach City College Operational Plan* for 1997-2000 and in annual update reports. The 1997-2000 documents were replaced by the

Educational Master Plan 2000-2005, which incorporates and continues work toward the outcomes measured here. Both of those documents were separately published and have not been incorporated into this Institutional Effectiveness report.

As expressed in the *Educational Master Plan 2000-2005*, the College's long-range goals that have guided the formulation of our objectives, activities and resource allocations are:

Students:
> 1. Ensure student success while maintaining academic quality.
> 2. Provide a student-centered enrollment management strategy that supports quality, promotes growth, and allows for flexibility.

Technology:
> 3. Implement an evolving college technology plan that addresses the current and future technological needs of students and the college.

Facilities:
> 4. Implement an evolving college facilities plan that addresses the current and future facility needs of the college.

Outreach/Marketing and Economic/Community Development:
> 5. Implement and refine a comprehensive, integrated plan for outreach, marketing to the community and to business.

Participatory Planning and Decision Making:
> 6. Strengthen the participatory planning and decision-making process of the college.

Staffing:
> 7. Continue a process for comprehensive staffing including recruitment, hiring and a faculty/staff professional development plan.

Accountability:
> 8. Achieve institutional effectiveness through research, planning, goal setting and evaluation.

Of these, the first goal evoked facilitation activities that permeated most of the outcome dimensions of the AACC model. The fifth goal, associated with outreach/marketing and economic/community development, influenced and supported the activities associated with the outreach dimension of the AACC institutional effectiveness model. The sixth process goal, associated with participatory planning and decision-making supported our work in goal setting while the goal associated with accountability promoted evaluation, including the monitoring of institutional effectiveness. A detailed listing of our objectives for each goal and the most recent report on progress are found in Appendix A of this report. A brief discussion of the process goals listed above is found under the Other Goals portion of this report.

The Framework: A Matrix of Institutional Effectiveness Indicators

| AACC Outcome Dimensions	Astin's Complete Assessment Model		
	Student Input	Educational Experience/Environment	Outcomes
Student Progress	Reading/Composition/ Math placement of first-time students Fall term interest in a degree or certificate	Programs supporting retention Average semesters to earn an associate degree/certificate Financial Aid Student parents' education	Degree award counts Certificate award counts Persistence Rates
Transfer Preparation	Fall semester, under 20, first-time students with a transfer goal Fall semester, all students with a transfer goal	New UC/CSU Transfer Policies Immigration status Transfer services/club participation	UC/CSU transfer student counts Transfer prepared student counts
Developmental Skills	Reading /Composition/ Math placement of first-time students	Graduates who used Basic Skills Enrollments in basic skills	Basic skills improvement Basic skills course success rate
General Education	Reading/Composition/ Math placement of first-time students Fall term interest in a degree or transfer	Enrollments in general education	Transfer course success rate Performance (GPA) one year after transfer
Workforce Development	First-time students with New Career and Update Skills Goals	Enrollments in non-transfer vocational courses	Count of non-transfer voc. course successful completions Non-transfer vocational course success rate Count of employees completing contract education Count of businesses with contract education
Outreach	Unemployment Rates		Community participation rates High school graduates participation rates Participation in fee-based services Economic Dev grants

Our purposes are to promote success for those students who need a platform for college work, seek to complete the General Education Development (GED) certificate, or acquire basic education for "survival". Expressed as a goal we seek to ensure student success while maintaining academic quality. By enhancing and reinforcing the skills of under-prepared students, developmental education supports the College's ability to achieve its mission.

In this functional area, our proportional share of the system–wide PFE basic skills goals provides a focus to our effort. Two indicators have been selected for this dimension of our effectiveness model: (1) improvement or migration through the basic skills course sequence, and (2) the success rate for basic skills courses.

Student Inputs

The First-time Students' Reading Placement Levels chart for the time period 1999-2003 (see Figure A1) shows that about 52% of the first-time students who took reading placement tests were placed into classes within the READ 800 series of courses (not college ready level courses). Instruction in these courses seeks to develop reading talent that normally is fostered in grade school through the middle school years. These students have difficulty with phonics, word attack skills, and poor dictionary use skills. They commonly read at a slow pace, are unable to draw inferences from a reading passage and have difficulty making meaning from materials they read. About 14% of the students were placed into the READ 82 course (an associate degree graduation requirement course, college-ready level). The goal of this course is to develop reading ability at the 9th or 10th grade level. The rest, 34% of the students, demonstrated proficient reading levels, which means they have met the associate degree requirement.

Figure A1
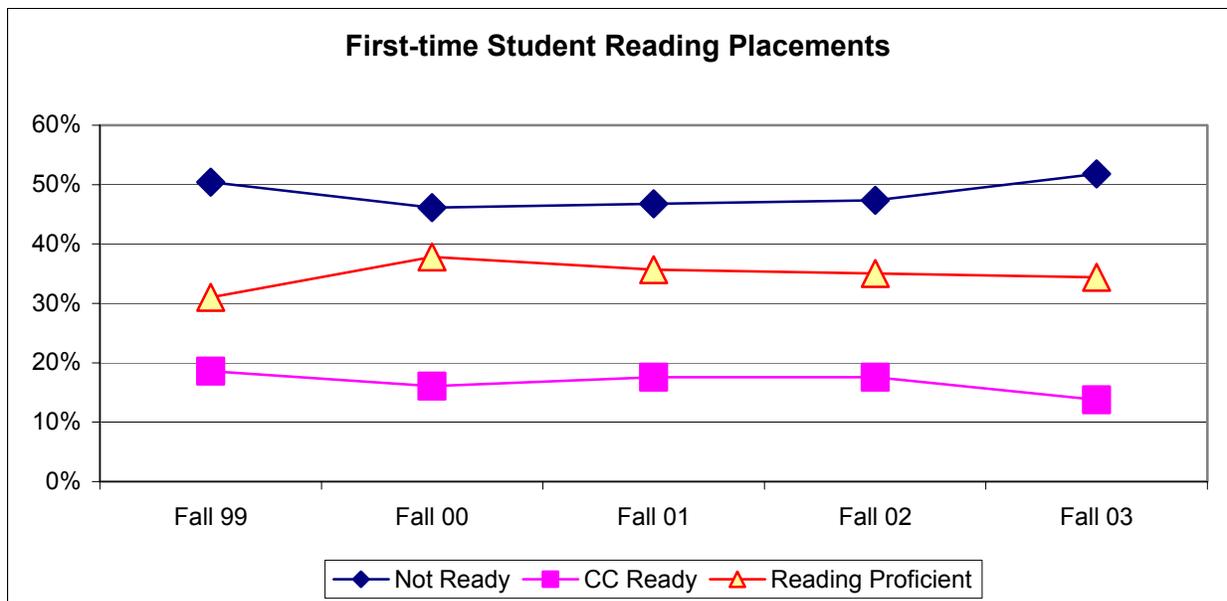
The not-transfer ready student percentage was calculated by combining the number of students who were placed in the not-college ready basic skills reading courses or into READ 82. This group, 66% of the students, is not ready to transfer; they will have to attempt to move through at least one reading course in order to meet the requirements for transfer to a 4-year college or university. Thirty-four percent of first-time students were assessed as "proficient in reading" and is not required to take any reading course before transferring (See Figure A2 below).
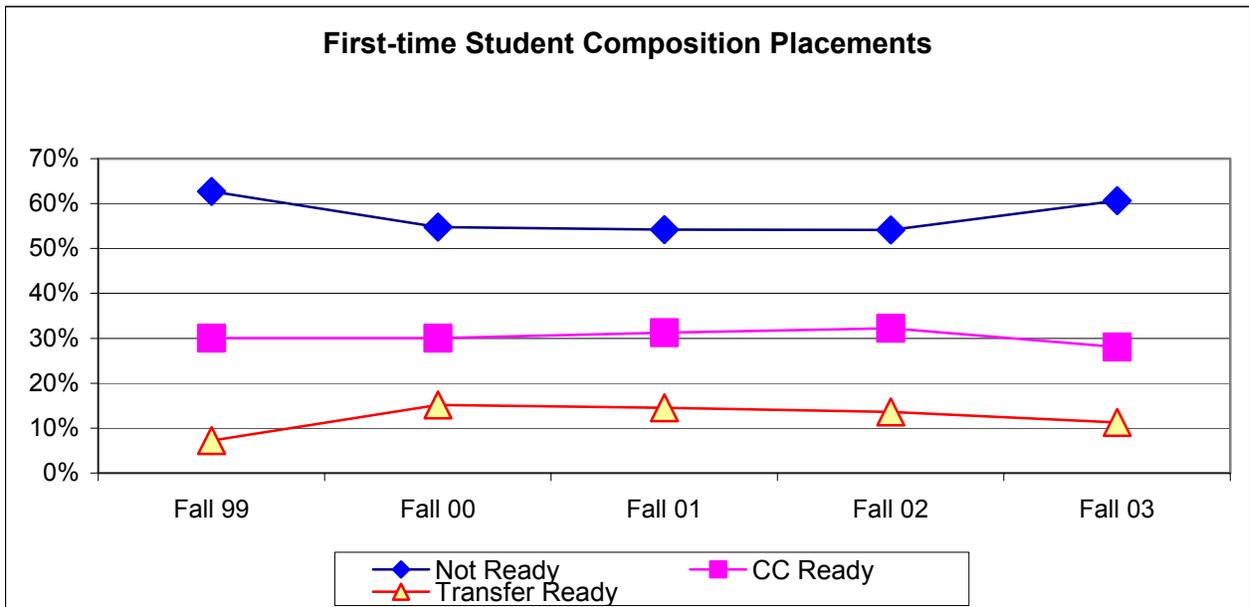
Figure A2
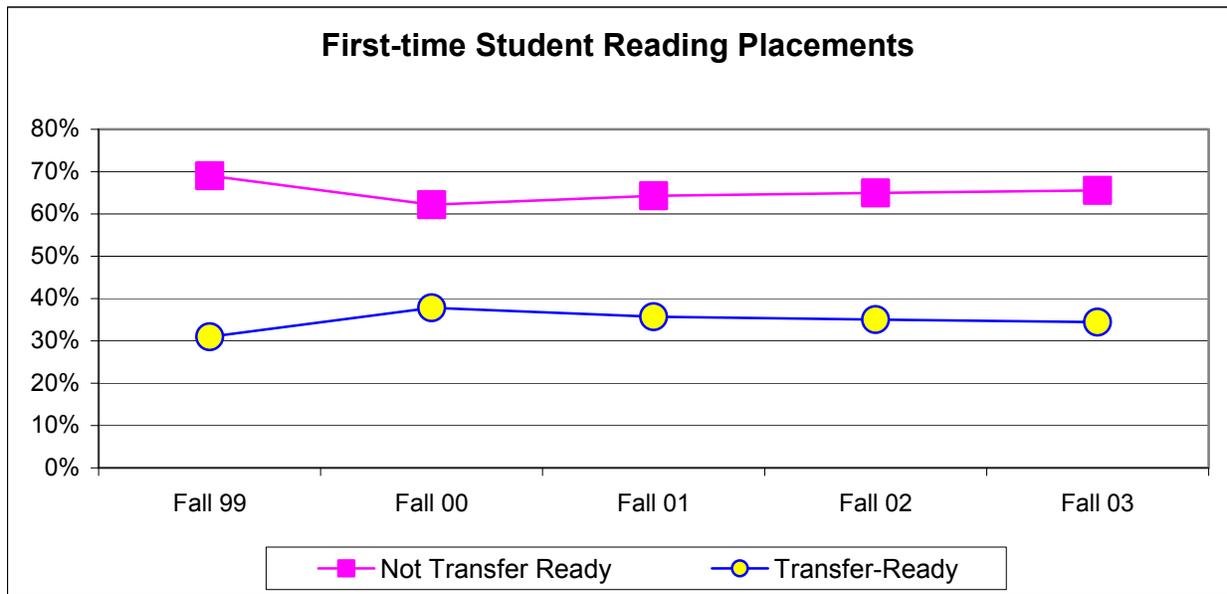
The First-Time Students' Composition Placement Level chart (See Figure A3 below) illustrates that about 61% first-time students who took composition placement tests were placed into courses within the ENGL 800 series courses (not college-ready level courses). The goal of instruction in this series of courses is to produce paragraphs and a one-page essay. English as a Second Language students are not among these placements.

About 28% of the students were placed into either ENGL 105 or ESL 33 (an associate degree graduation requirement, college-ready level courses). These courses seek to develop talent to write short essays of approximately two-pages in length.

The rest, 11% students, were placed into the ENGL 1 course, which is transferable to UC and CSU and also fulfills the Associate graduation degree requirements (transfer-ready level course). Students in this course write a variety of longer essays and learn how to prepare a term research paper.

Figure A3

First-time Student Composition Placements

The not-transfer ready student percentage was calculated by combining the number of students who were placed in the not-college ready basic skills reading courses or into ENGL 105 or ESL 33. Approximately 89% of first-time students will need to attempt to move through at least one composition course in order to meet the requirements for transfer to a 4-year college or university. Only 11% were placed directly into a transfer composition course (See Figure A4 below).

Figure A4

**First-time Student Composition Placements**
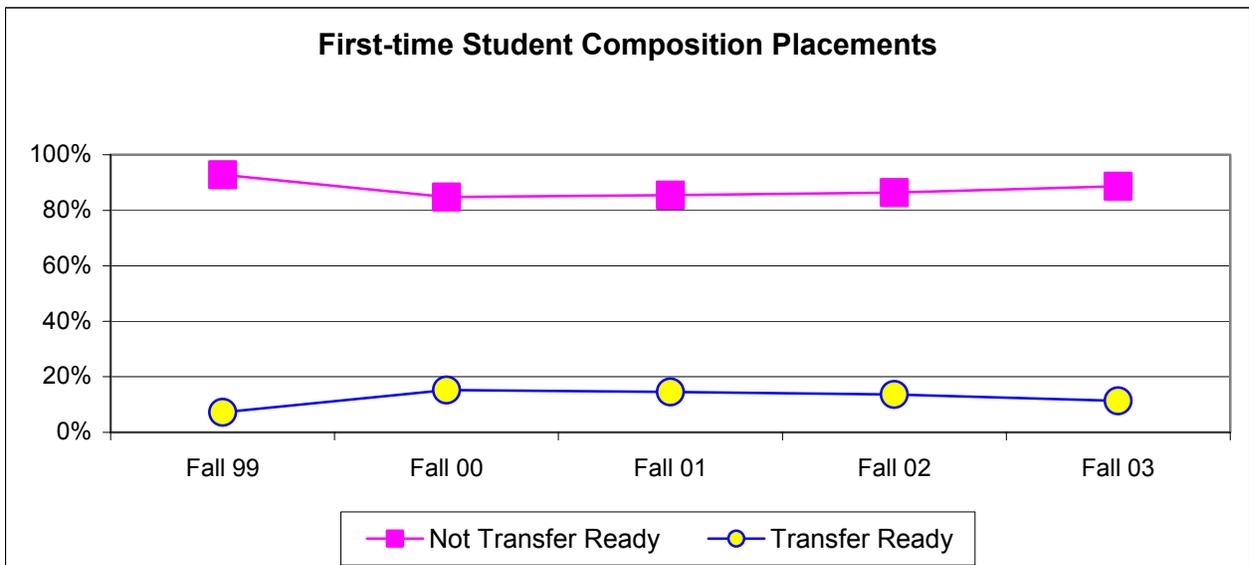
The First-Time Students' Math Placement Level chart (See Figure A5) shows that 42% of the first-time students who took math placement tests were placed into classes within the MATH 800 series (not college ready level courses). This level of Math instruction concentrates on Arithmetic and pre-Algebra.

About 48% of the students were placed into the MATH 110 course or related associate degree math courses (an associate degree graduation requirement, college-ready level courses). MATH 110, Elementary Algebra, is commonly taught between the 8th and 10th grades as the curriculum is sequenced in the Long Beach Unified School District. At present, MATH 110 is the math course that meets the minimum requirements for the associate degree.

The rest, 10% of students, were placed into MATH 45 or MATH 40 level courses, which are transferable to UC and CSU (transfer-ready level course). These courses, and some of the higher-level math offerings, are commonly taught to juniors and seniors in high school as they complete their college preparatory instruction.

Figure A5
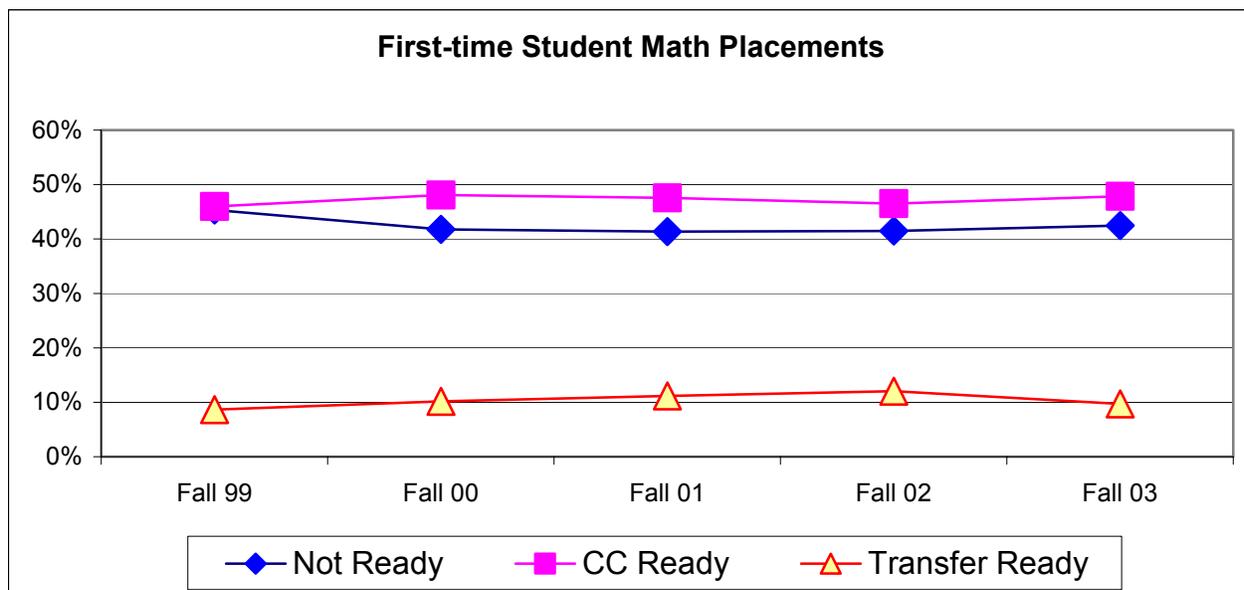
The first-time students placed into an 800 level math course (not college ready) and into a 100 level math course (college ready) were combined. These students (90% of first-time students) were not ready to transfer; they will be required to attempt at least one math course before reaching the transfer math level. Only 10% have placed into a transfer math course and is prepared to transfer (see Figure A6).

Figure A6

First-time Student Math Placements
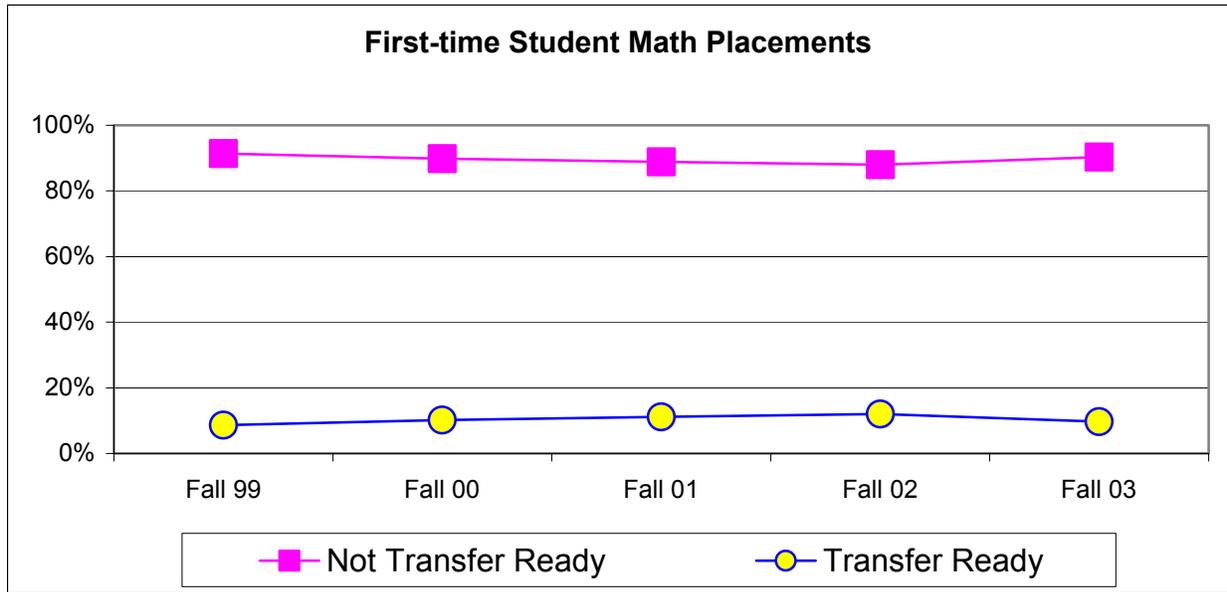
By a recent change in Board policy, students must take the assessment exams by the time they accumulate 12 units. Students who have previously earned a bachelor's degree or who are pursuing a vocational or personal enrichment goals are exempt from the assessments.

Given the starting point for most of these students, it is important to note the use they are making of instruction in the basic skills and collegiate areas of reading, composition and mathematics in order to reach their graduation or transfer goal (65% for reading to 90% for composition and math).

Educational Experience/Environmental Factors

Less than half (516) of the LBCC graduating class of 2003-04 (1127) took one or more basic skills courses before graduating. Forty-five of these students took a pre-collegiate or basic skills course as recently as their last semester in 2004, while some started in basic skills ten years ago. Table A7 illustrates the number and percentage of 2003-04 graduates who earned an AA/AS degree, a certificate of completion requiring more than 18 units, or both AA/AS and certificate, and enrolled in one or more basic skills course in the process.

Table A7: Number of Graduates Taking Basic Skills Courses During College

	AA/AS degree	Certificate (18+ units)	Both deg/cert	Total
Enrolled in basic skills	295 *(42%)*	151 *(48%)*	70 *(67%)*	**516 *(46%)***
College prepared	411 *(58%)*	165 *(52%)*	35 *(33%)*	**611 *(54%)***
Total	**706**	**316**	**105**	**1127**

Out of 1,127 unique graduates, 611 were college prepared and did not enroll in basic skills or pre-collegiate courses at LBCC. Slightly less than half of the graduates (516) enrolled in one or more basic skills courses between 1993 and 2004. Of those graduates needing remediation: 151 earned certificates, 295 earned degrees, and 70 earned both a certificate and a degree in 2003-04.

The following figure illustrates 1) the pattern of 2003-04 graduates who enrolled in basic skills courses each year between 1993 and 2004 and 2) the pattern of first enrollment year. Although more graduates began their career at LBCC in the school year 1999-00, more students took basic skills courses in the following school year (2000-01). Note that students enrolled in basic skills courses ten years ago and still graduated. Many students enrolled in basic skills courses right up to their last term.

Figure A8
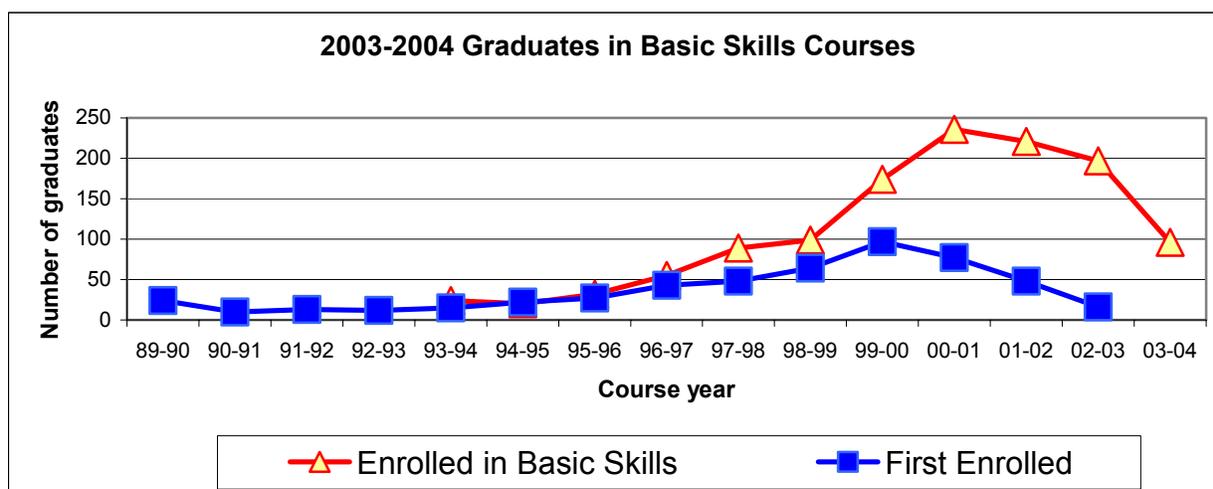
Developmental Outcomes: Basic Skills Improvement Measure

The first indicator for the developmental skills dimension of institutional effectiveness is success in subsequent, related coursework after starting in a basic skills area. The "Basic Skills Improvement" indicator measures the percentage of students who enrolled in a basic skills course and completed a higher-level course in the same discipline area during a subsequent semester within a period of three years. The two discipline areas created for PFE are math and English. The English area includes reading, composition and ESL instruction. A student may be counted twice, once in mathematics and once in English if they improve in both. The following table shows the number and percent of students progressing in English, math, and overall for the last six cohorts. See Table A9.

Table A9

Cohorts	Improved in English		Improved in Math		Overall Improved	
	N	%	N	%	N	%
95-96 to 97-98	2,202	37.9%	556	16.9%	2,758	30.0%
96-97 to 98-99	2,248	35.1%	549	16.5%	2,797	28.7%
97-98 to 99-00	2,220	34.1%	550	16.6%	2,770	33.2%
98-99 to 00-01	2,341	34.6%	651	18.9%	2,992	29.3%
99-00 to 01-02	2,351	34.4%	595	20.0%	3,046	29.5%
00-01 to 02-03	2,407	34.7%	665	20.0%	3,072	29.9%
01-02 to 03-04	2,522	34.7%	687	21.0%	3,209	30.0%
Seven year avg.	2,327	35.1%	608	18.6%	2,949	30.1%

To some extent the math measure must be interpreted cautiously since both MATH 805 and MATH 815 are coded with the same level of remediation. A student starting in MATH 805 would have to migrate through both courses and complete MATH 110 to be marked as making progress.

Our long-term improvement goal (by 2007-08) is to see over 3,800 students advance to college level instruction within three years of taking a basic skills course in 2005-06. This goal translates into an annual 3.34% increase from the 1995-96 baseline of 2,758 students set by the PFE initiative. The target number represents the LBCC proportional share of the system-wide goal set by the PFE leadership group. See Figure A10.

Figure A10

Number of Students Advancing from Basic Skills to First College Level Course
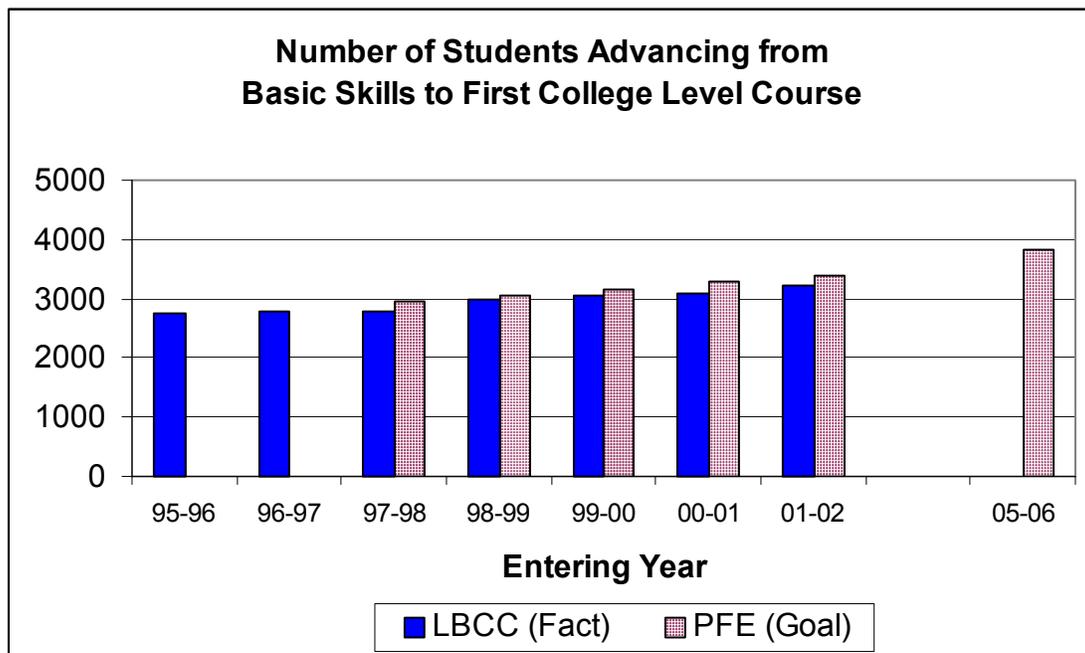
The math department faculty has experimented with a number of innovative efforts to improve student success in the developmental or basic skills curriculum. These include the following:

- Changing the prerequisites to require a grade of "B" in the second term of the high school math course that would be accepted as satisfying the prerequisite for elementary algebra, intermediate algebra and other courses taught at the college but for which high school math is an appropriate preparation.

- Offering the traditional one semester elementary algebra course as a two-semester course in order to offer a slower pace of instruction. In Elementary Algebra A and B, more time is allotted for homework, review of concepts, and practice.

- Offering online course sections for both elementary and intermediate algebra.

- Initiating a Supplementary Instruction (SI) program that offers additional discussion sessions to review course material. *Studies show that high participation in SI improves student success and retention in math.*

- Providing mediated instructional packages to supplement instruction in introductory math courses.

- Increasing the weekly contact time in the basic arithmetic and pre-algebra courses.

Developmental Outcomes: Basic Skills Course Success Rate Measure

The second indicator of effectiveness in the developmental skills dimension of our model is the success rate in basic skills courses. The success rate is a ratio, which compares the count of all students enrolled after the add/drop period to the count of students with a successful grade. The grades of "A, B, C or credit" are successful grades.

LBCC's historical average Basic Skills Course Success Rate (over the past seven years) was 63%. Our long-term goal (by 2005-06) is a success rate of 64.2%. This goal translates into an annual .21% increase for LBCC from the 1995-96 baseline (62.0%) set by the PFE initiative. The 2005 goal was surpassed in 2001-02 by 1.5%, however in 2003-04 the average Basic Skills Success Rate dropped to 60%, nearly 4% below the PFE goal for this academic year; the success rate has not been below the PFE goal since 1998-99. See Figure A11.

Figure A11

Success Rates, Basic Skills Course
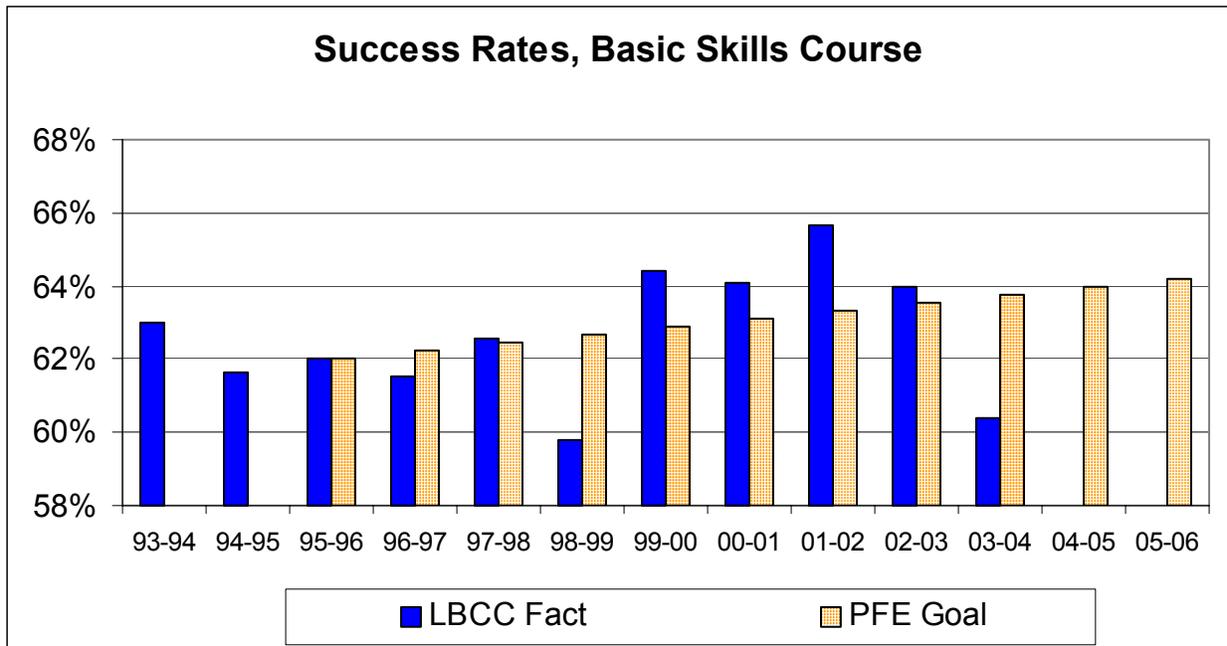
Developmental Skills Summary

- The need for basic skills instruction in reading, composition and arithmetic for our students functioning below the collegiate level has been increasing. The previous discussion is based upon assessment data captured for approximately one-quarter of the first-time students. The assessment examination results discussed do not include individuals who have been identified as English as Second Language students.

The performance of LBCC along the developmental skills dimension of our model may be summarized as follows:

- A significant proportion of the first-time students who come to the LBCC have deficient reading and composition skills.

- The number of associate degree and certificate graduates who used basic skills instruction represents just under half.

- LBCC's performance in moving students through the English developmental basic skills sequence is particularly exceptional while the performance in migration through the Math developmental sequence is an area needing improvement.

- On the whole, the college is on target with our long-term goals.

Our purpose is to promote success for those students who seek career training of any type. Expressed as a goal we seek to ensure student success in non-transfer, immediate job entry curriculum and to meet the training needs of business and industry while maintaining academic quality. Expressed as a process goal, we seek to implement and refine a comprehensive, integrated plan for outreach and marketing to the community and to business. Our purpose in doing so is to support and promote local economic and community development.

As the job market changes, career programs are not only growing in importance but are also constantly responding to shifting expectations. Fewer and fewer programs require exactly two years to complete and fewer career ladders relate neatly to associate degree preparation. Workforce readiness has become an ongoing task as students see initial preparation for work and later upgrading of job skills as part of a continuous process. State policy, in the form of the CalWORKs program, directs some students to limit their involvement in education to preparation for entry-level positions where the education can be completed in twelve or less months.

In this functional area, our purposes and goals are shaped by our proportional share of the system-wide PFE workforce development goals, which provide a focus for our efforts. There are four indicators selected for the workforce development dimension of our institutional effectiveness model: (1) a count of vocational course successful completions; (2) vocational education course success rates; (3) a count of students completing contract education courses; and, (4) a count of businesses with contract education experiences.

The portion of all students who select a career-related* educational goal each fall has remained close to the ten-year average of 20% from 1999 to 2003. See Figure B1.

Figure B1

All Students With Career Related Goals
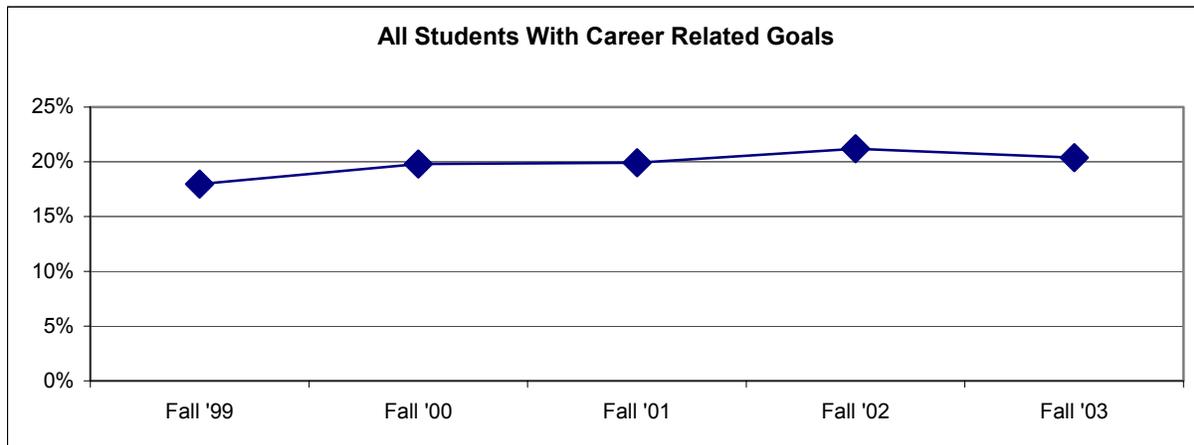
*Vocational goals E through I are considered career-related. These include (e) earn vocational certificate, (f) discover career plans, (g) prepare/acquire job skills, (h) advance in current job / update skills, and (i) maintain a certificate or license.

Workforce Development Outcomes: Number of Introductory Vocational Education Successful Course Completions Measure
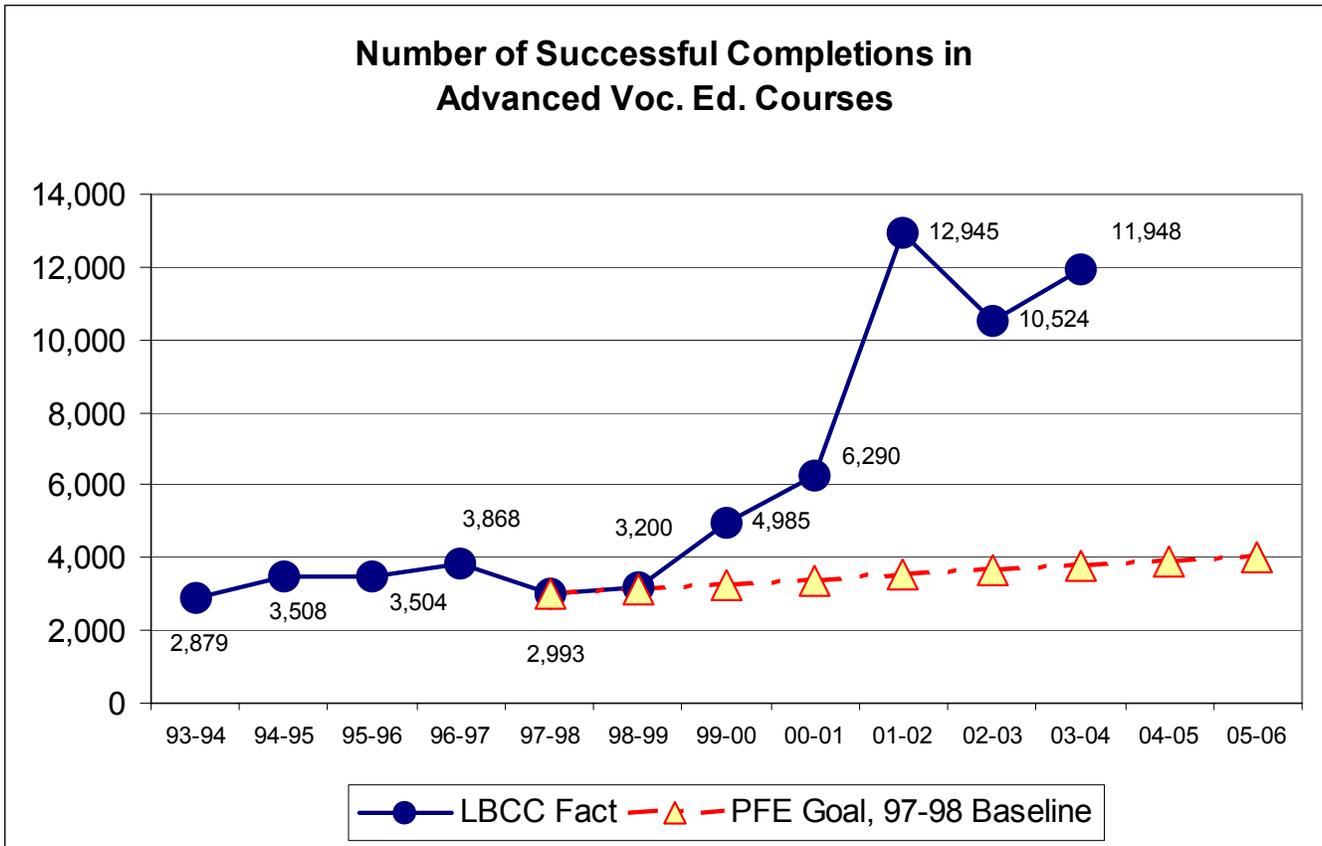
This curriculum provides the foundation for additional occupational education or the "bare bones" talent for some entry-level employment opportunities. Success in these courses is defined as earning a grade of credit or a letter grade of "C" or better.

Figure B2
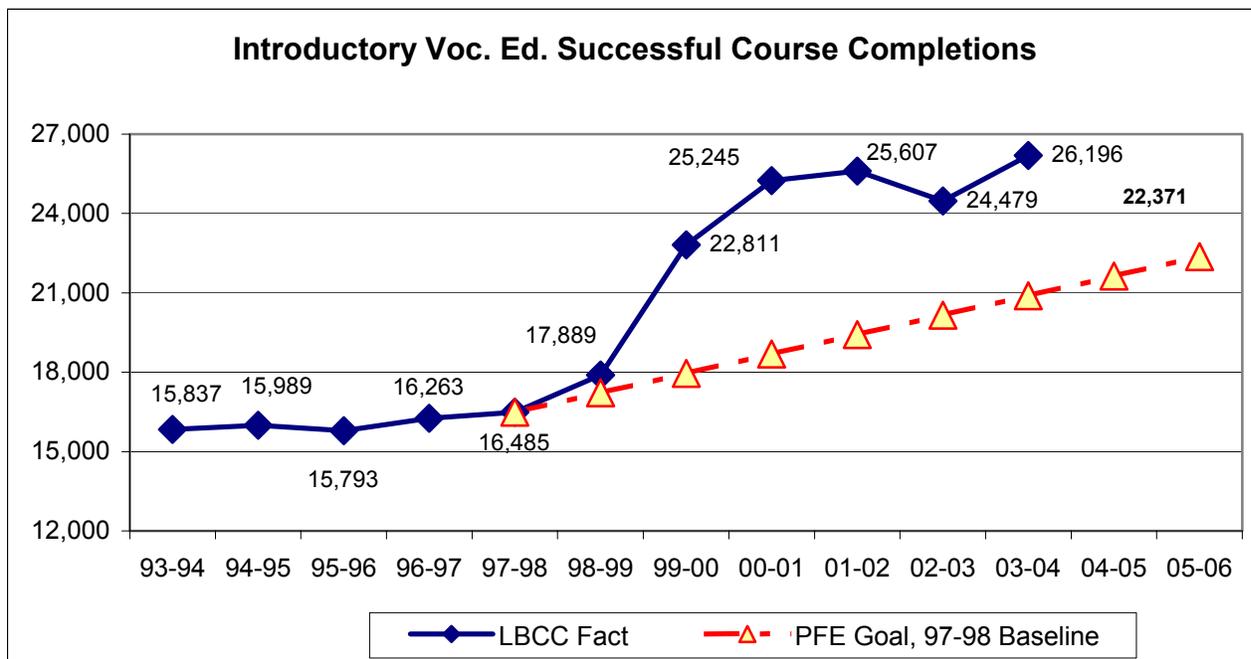
Introductory Voc. Ed. Successful Course Completions

During the first six years of this measure (1993-1999), the average number of successful completions in introductory vocational courses was 16,376. In the summer of 2000 the Chancellor's Office established a new benchmark and changed the goals using 1997-98 data as the baseline (16,485 successful completions). Our long-term PFE goal is now 22,365 successful introductory vocational course completions by the 2005-06 academic year. An annual increase of 735 completions would be required to achieve the target. This target has been surpassed for the past six years. There was a slight increase in public safety vocational enrollments in the wake of the September 11, 2001 tragedy, but budget reductions and a slightly improved economy have translated into fewer offerings and enrollments during 2002-03. See Figure B2 above.

Figure B3

Number of Successful Completions in Advanced Voc. Ed. Courses

LBCC Fact — PFE Goal, 97-98 Baseline

Values shown: 2,879 · 3,508 · 3,504 · 3,868 · 2,993 · 3,200 · 4,985 · 6,290 · 12,945 · 10,524 · 11,948

During the first six years of this measure (1993-1999) the average number of successful completions in advanced vocational courses was 3,325. In the summer of 2000 the Chancellor's Office entered into a dialogue with the state control agencies to explore the possibilities of re-benching this goal using 1997-98 data. The proposal was approved and an annual increase rate of 134 successful course completions will be used as the target.

Our long-term PFE goal is 4,062 successful completions in advanced vocational courses by the year 2005. This goal requires an increase from base of 4% or 131 students annually. This goal was met in 1999-00 and increases have continued ever since. The large jump to 12,945 in 2001-02 seems to be made up of police and fire in-service training courses. This may be due to the World Trade Center crash of 9/11/01 and the need for current information in these areas. See Figure B3 above.

Workforce Development Outcomes: Course Success Rates for Non-Transfer Vocational Education Courses Measure

Some students enroll in our vocational courses as they prepare for a promotion or change in job assignments without intending to complete the course. Other students sometimes enroll in these courses then find attractive job opportunities during the semester and therefore do not complete the course. The popularity of these courses and the basic completion rate are to some extent a function of the economy. The disciplines with the highest enrollment counts in this general curriculum area include the following:

- Trade and Industrial programs
- Vocational Nursing and Certified Nursing Assistant
- Computer Application and Office Technology
- Electricity

As noted above, the success rate in vocational courses is somewhat related to the health of the economy and the purpose for which the student has enrolled in the course. In some instances the student has a successful experience without completing the course.

Figure B4
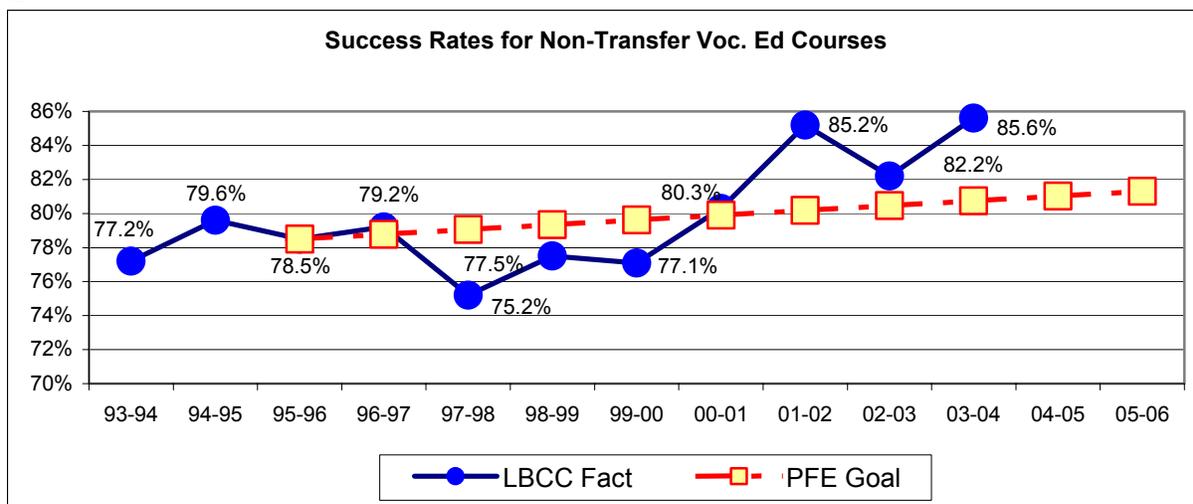
During the first six years of this measure (1993-1999) the average success rate for non-transfer vocational courses was 78%. Our long-term PFE goal is 81.3% by 2005-06. The 1995-96 data are used as the baseline for this measure. The goal requires a .28% annual increase in the success rate to achieve the target at LBCC. This target has been exceeded for the past three years. See Figure B4 above.

Workforce Development Outcomes: Contract Education Measure

The contract education effort has been only recently restarted at the college. Therefore, these numbers represent only an initial effort to provide these services. At this time there are no system performance targets set for the PFE effort and there is no provision within the normal Chancellor's Office MIS reporting to record contract educational services. The Chancellor's Office has engaged a state task force to revisit the Ed>Net reporting process and to reconsider outcomes measures for workforce development efforts. Please see the table below for details.

	1998-99	1999-00	2000-01	2001-02	2002-03	2003-04
Dollars	$428,200	$602,108	$803,096	$588,022	$546,559	$503,660
Employers	10	10	61	9	10	8
Employees	389	350	271	441	528	517

Workforce Development Summary

The performance of LBCC along the workforce development dimension of our model may be summarized as follows.

- There is a steady increase in the numbers of vocational education course completers.

- The course success rate for vocational education has moved between 77.1% and 85.6% in recent years.

- The college has restarted its efforts in contract education.

- The state is rethinking and evolving new outcomes measures for workforce development.

Our purpose in providing general education curriculum is to develop general skills and broad analytical abilities. Expressed as a goal we seek to ensure student success while maintaining academic quality. This segment of our mission is largely dominated by transfer curriculum.
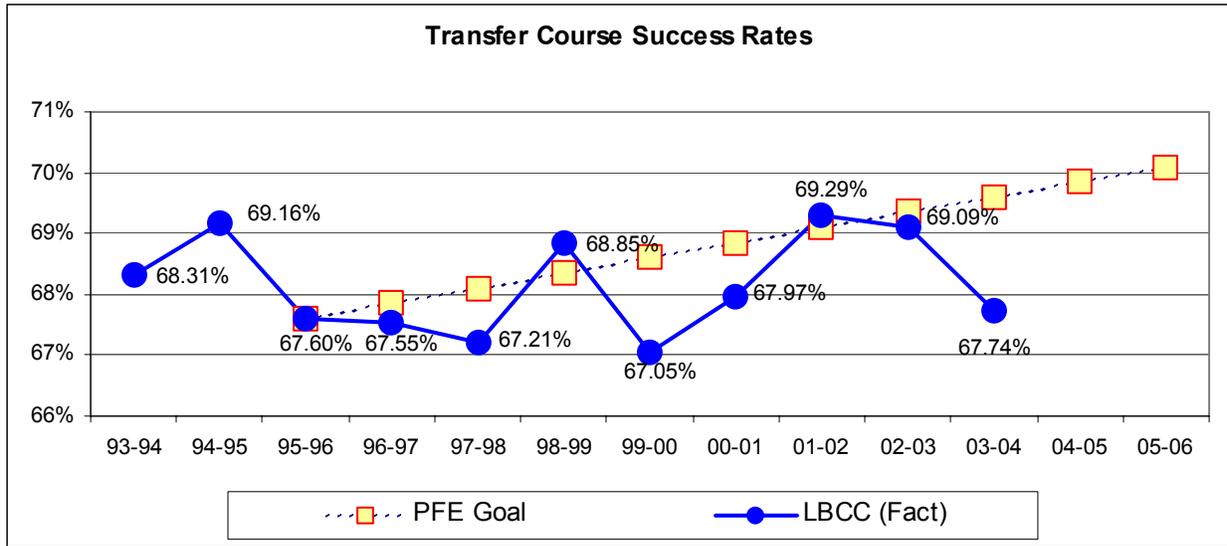
There is great variation in success rates among the instructional disciplines and these differences tend to be sustained over time. These differences among disciplines taught at LBCC are mirrored to some extent throughout the state. This suggests that the material in some disciplines is more difficult than others for the community college student population to master. This curriculum requires well-developed reading and writing abilities, good study habits and ability to engage in abstract reasoning and thinking.

Two indicators have been selected for the general education dimension of our institutional effectiveness model: (1) transfer course success rate and (2) grade point average performance one year after transfer. In the general education functional area our student success goal is shaped by the PFE system-wide transfer course success rate goals and provides focus for our efforts. The California State University, to which most of our students transfer, provides a means to monitor the effectiveness of our efforts.

General Education Outcomes: Transfer Course Success Rates Measure

The historical average transfer course success rate over the past eight years was 68.09%. Our long-term goal is 70.1% by the year 2005. The college transfer course success rate continues to slightly trail the milestones set for us. However, in 2001-2002 we not only overcame the drop, but also surpassed our milestone by .2%. There was a large drop in the success rate in 1999-00 as it returned to the rate observed in 1997-98. Last year, the success rate continued to drop from the peak success year 2001-2002. An annual increase rate of .25% would be required to achieve the target from the base year of 1995-96. See Figure C1.
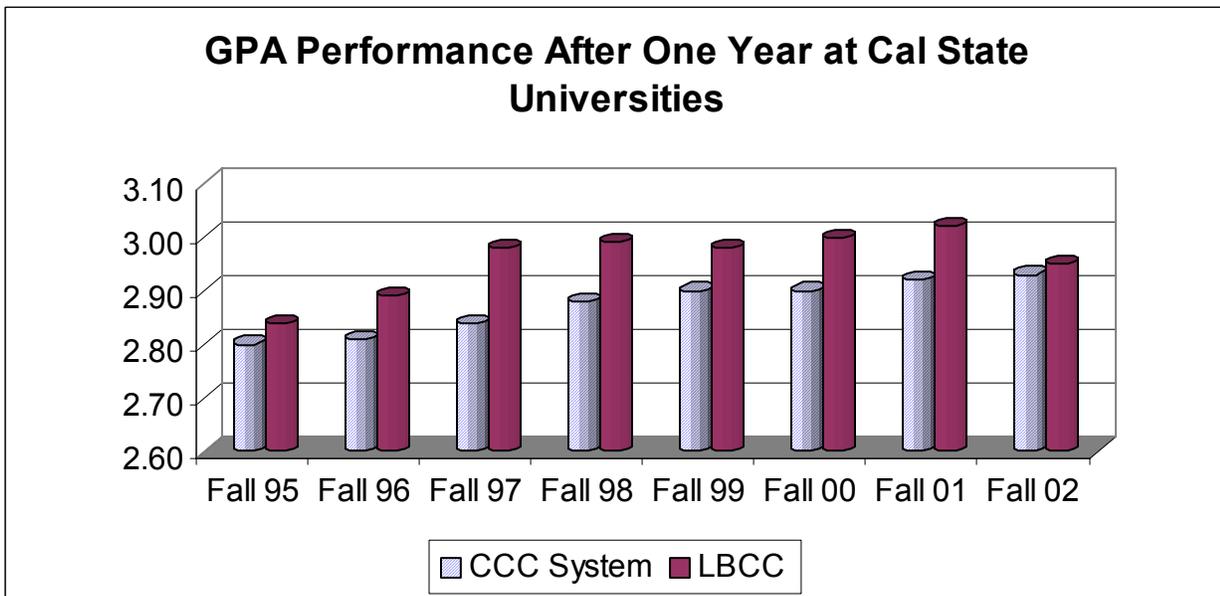
Figure C1

Transfer Course Success Rates

[Line chart showing PFE Goal (dashed line with yellow squares) and LBCC (Fact) (solid blue line with blue dots), y-axis from 66% to 71%, x-axis from 93-94 to 05-06]

LBCC (Fact) data points: 68.31% (93-94), 69.16% (94-95), 67.60% (95-96), 67.55% (96-97), 67.21% (97-98), 68.85% (98-99), 67.05% (99-00), 67.97% (00-01), 69.29% (01-02), 69.09% (02-03), 67.74% (03-04)

Legend: PFE Goal | LBCC (Fact)

General Education Outcomes: GPA Performance One Year After Transfer to California State Universities

Data provided by the CSU Chancellor's Office shows that the GPA earned by LBCC transfer students' consistently out-performs transfer students from other California community colleges in the fall semesters from 1995 through 2002. This data is very helpful as an external validation of our work. Reliable comparable information is not available for transfers to the University of California or to private colleges and universities.

Figure C2

GPA Performance After One Year at Cal State Universities

[Bar chart comparing CCC System and LBCC GPA from Fall 95 to Fall 02, y-axis from 2.60 to 3.10]

Legend: CCC System | LBCC

*Note: The 2003 GPA performance information was not available at the time of the current report.

General Education Summary

The performance of LBCC along the general education dimension of our model may be summarized as follows.

- The GPA after one year at a California State University campus is higher for LBCC transfers than it is for transfers from other community colleges.

- The course success rate for general education has moved between 67.1% and 69.3%.

Our purpose is to promote the award of a degree or certificate to those students who desire to concentrate in one of the over 200 fields of study offered by the college. Our faculty have defined the course requirements for these fields to represent at least 18 semester units of work, which the faculty judge to be appropriate preparation for employment or transfer. The accomplishment of these awards marks a milestone in the careers of our students. Expressed as a goal, we seek to ensure student success while maintaining academic quality.

Student Inputs

In part, the production of degrees and certificates is related to the numbers of students who are seeking that objective as they enter the college. Students declare an educational goal on the admissions application and may revise their goal later, such as after a college orientation or after the placement exams and matriculation services. As noted below in Figure D1, among the first-time freshmen (FTF) students, the percentage of students seeking an Associate Degree at admission varies from 26-35% from 1993-2002. However, in fall 2003, the large decrease in first-time students with degree goals may be contributed to the sharp increase of unreported accounts for intended goal (see Table D2). Far fewer (1-3%) students declare a vocational certificate as their goal at admission. Students may select from three general education patterns. The certificates counted represent the accumulation of 18 semester credits of work in a field of concentration following a pattern defined by the faculty. The degree requires both the completion of a general education pattern and the completion of at least 18 semester credits in a field of concentration.

Figure D1
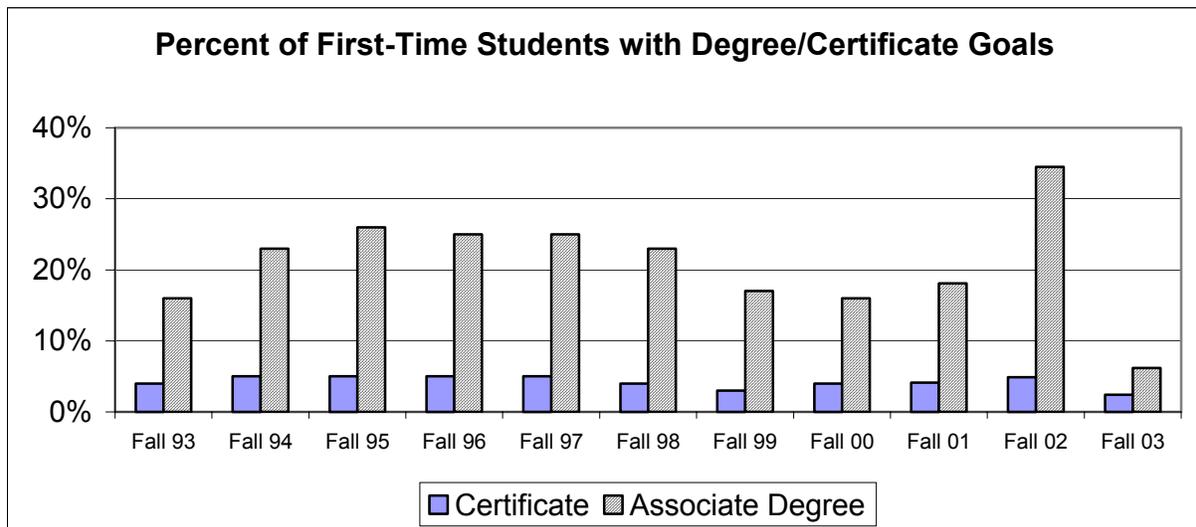
Note: Degree goals include only goals A and C, where the student specifies an associate degree as his/her goal. Certificate goals include both D and E. When the student declares plans to transfer without an associate degree (goal B) it is NOT counted as a degree goal.

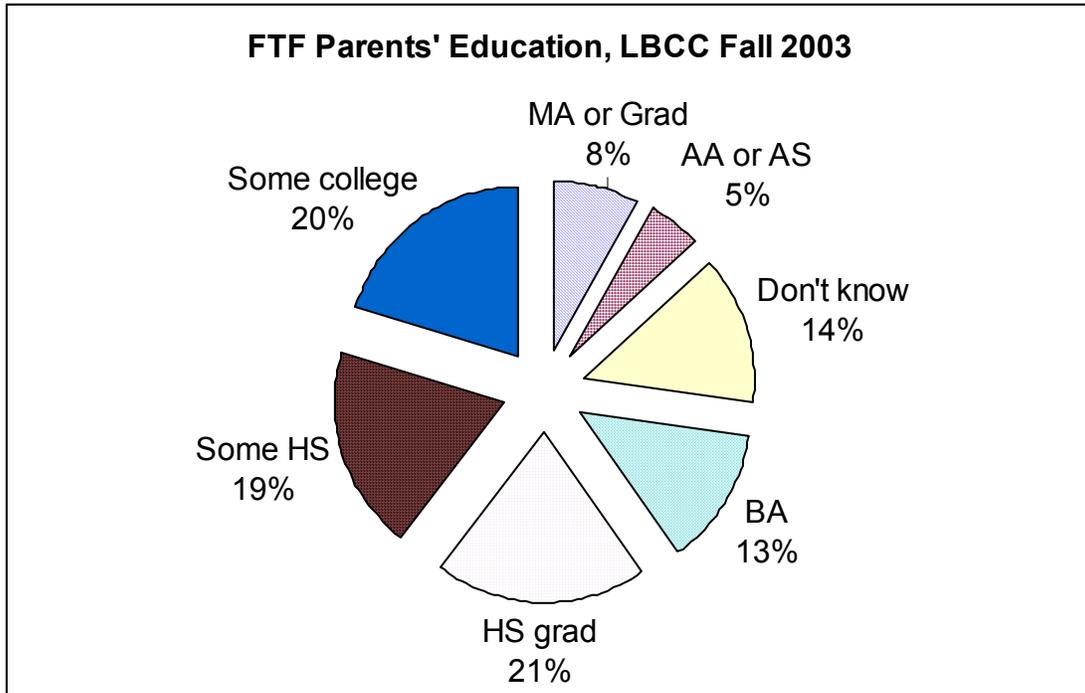Table D2: New Students' Original Ed Goals are Uninformed, Unreliable

Term	Undecided		Uncollected		Total FTF
Fall 93	939	16%	526	9%	5957
Fall 94	551	11%	932	18%	5111
Fall 95	543	11%	990	20%	5060
Fall 96	654	12%	1058	19%	5496
Fall 97	737	12%	1088	18%	6105
Fall 98	682	12%	1177	20%	5815
Fall 99	722	12%	1039	18%	5870
Fall 00	246	4%	2168	33%	6520
Fall 01	250	5%	1027	20%	5072
Fall 02	425	5%	1840	23%	8133
Fall 03	264	3%	6177	67%	9279
Grand Total	6013	9%	18022	24%	68418

Table D2 shows the number of first-time freshmen (FTF) each fall semester with undecided or uncollected educational goals at admission. During the last ten years an average of 33% FTF have unidentified educational goals. There have been a disproportionately large number of uncollected goals for FTF in fall 2003. Only a fraction of students that declare a goal at admission, actually achieve their "uninformed" goal within ten years.

Parents' Educational Levels

The achievements and experiences of the parents or guardians in the household influence, to some extent, the completion of the first college degree or certificate by their children. As illustrated below, 40% of first-time freshmen who reported their parents' highest education level in fall 2003 stated that their parents had only a high school education or less. Another 25% have parents that attended some college, although less than a four-year degree. Together 65% of our students are defined as first generation, which means they came from families where the completion of a four-year college degree was unprecedented. That means more than two-thirds of our students do not have a family background of educational capital (resources, role models, advice or experience) upon which they can draw support and encouragement to sustain their efforts in college. See Figure D3.

Figure D3

FTF Parents' Education, LBCC Fall 2003

- MA or Grad 8%
- AA or AS 5%
- Don't know 14%
- BA 13%
- HS grad 21%
- Some HS 19%
- Some college 20%

Student Progress Outcomes: Count of Degree & Certificate Awards Measure

There are two indicators for this dimension of our model: (1) counts of degrees and certificates completed; and (2) percentages of students who persist from fall to fall. In this functional area our general success goal is shaped by our proportional share of the system-wide PFE degree and certificate award goals, which provide a focus to our efforts.

The average number of degree and certificate awards in the past seven years was 834 and 512 respectively. See Figure D4.

In the summer of 2000 the Chancellor's Office established a new benchmark and changed the goals using 1997-1998 data as the new baseline and again changed our goal revision to 1999-00. Our PFE long-term degree award goal is 1,047, which requires an annual 4% increase from the baseline (787 degree awards in 1999-00). This is equivalent to 34 more students each year.

Our long-term certificate award goal is 767, which requires an annual 4.3% increase from the revised 1999-00 goals. This is an equivalent to 26 more students each year.

Figure D4
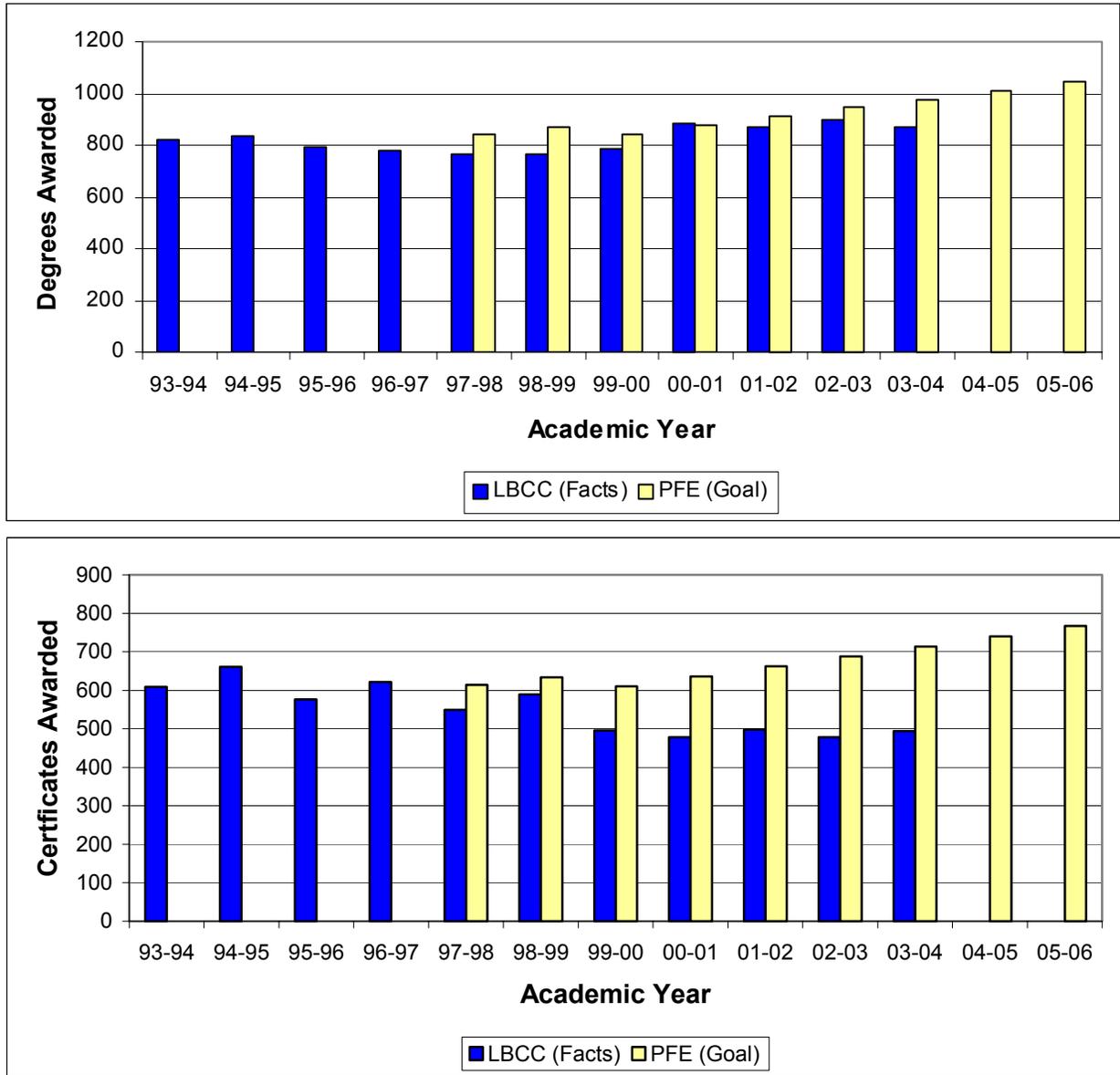
Student Progress Outcomes: Persistence Rates Measure

Persistence is a measure of endurance by students in their continued pursuit of studies (from term-to-term) towards the completion of an educational goal or training objective. As figure D5 shows, the LBCC persistence rates are fairly consistent: about half of all students enrolled in fall return the following fall. The persistence rates for first-time freshmen are lower on average, by eight percentage points. The persistence rate used in this study is computed as the percent of unduplicated students enrolled in two consecutive fall terms.

Figure D5
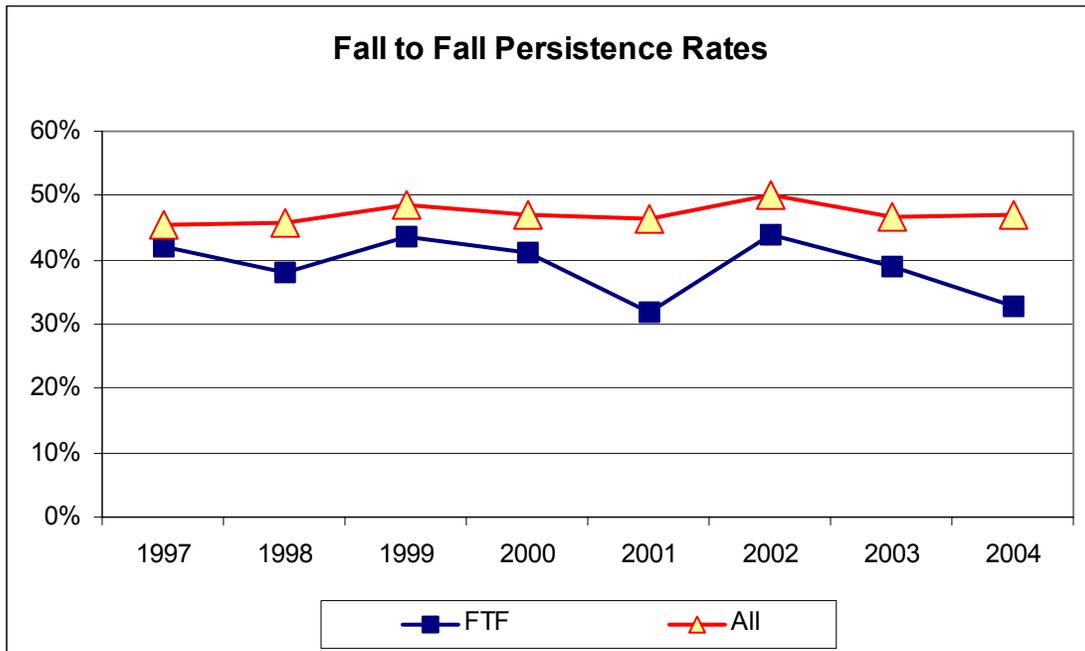
A senior researcher in the Department of Education, Dr. Clifford Adelman, has observed in his book entitled *The Way We Are* the following:

"We use community colleges for utilitarian purposes and our relationships with them are more occasional than otherwise. We recognize the value of education but once schooling ceases to be compulsory, we tend to go to school only on our terms."

Student Progress Outcomes: Gatekeeper Courses

Students at LBCC have traditionally earned a success grade (A, B, C, or credit) at the same rate as students statewide across all courses. However, a pattern of success rates reveals that LBCC students traditionally have difficulty in key gatekeeper courses. A gatekeeper course was defined as a course with 200 or more student enrollment over the past three falls (2001 to 2003) and having a success rate below the average for all credit courses (68.1%) for each fall term. Figure D6 reveals that students typically have difficulty in courses that are transferable to a UC or CSU, all math courses, all reading courses, and many ESL courses. Success in math, English, and reading courses are vital in obtaining a degree.

Figure D6: Historically Difficult Courses

Course Subject	Number of Courses	Number of Courses Applicable for an AA or AS	Number of Transferable Courses (to a CSU or UC)
Accounting/Business	6	0	6
Administrative Justice	3	0	3
Health/Biology	11	8	11
Art (lecture and applied)	8	7	8
Computer Applications	13	0	6
Physical Science	7	7	7
English	3	3	2
English as a Second Language	6	0	0
Social Sciences	15	14	15
History/Geography	5	5	5
Math	15	13	9
Music/Radio	7	4	7
Language	3	3	3
Reading	5	1	1
Childhood Education	2	1	2
Dance/Fashion Design/Photography	4	1	4
Real Estate	1	0	1
Vocational Nursing	1	0	1

In more recent years, a Supplementary Instruction (SI) program has been implemented to address the issue of low success rates in biology, sociology, and math courses. The SI program targets students in historically difficult courses and provides an instructional aide. The program involves regularly scheduled discussion sessions to review course material and learn effective study skills and test-taking strategies. The SI leaders demonstrate a high capacity of knowledge in the subject matter in which they facilitate. The goal of the SI program is to provide students the tools to succeed not only in the course, but to develop critical thinking skills and effective study habits necessary to succeed in academics. Students that voluntarily get involved in SI sessions receive higher grades and tend to drop the course at a lower rate.

Analyses of SI involvement for elementary algebra courses in Fall 2004 revealed that students that were involved in the SI program earned an A, B, or C at a higher rate than students that did not. Additionally, the students who attended the most SI sessions had the highest success and retention rates compared with students who had no, minimal, or moderate SI attendance. See Figure D7.

Figure D7: SI Involvement and Percentage of Success

SI Involvement	Percentage of students receiving success grade A, B, or C
None (0 session)	25.5%
Minimal (1-3 sessions)	52.9%
Moderate (4-9 sessions)	71.4%
Significant (10+ sessions)	75.0%

Student Progress Outcomes: Previous Education Experience

Previous education experience and level may influence the completion of a first college degree or certificate. For many students, the time since last education received plays an important role in motivation and familiarity level, factors that influence the completion of a degree/certification. Students who plan to obtain a degree, certificate or transfer are required to take a placement assessment for basic skills (reading, writing, math), ideally, in the semester prior to enrollment. On average, students who took the placement exam in spring and summer 2002, reported being out of school between less than one to two years before taking the assessment. Forty-five percent of students reported they were still in school and 16% reported being out of school less than a year. Approximately 79% of the students reported a degree, certificate, or transfer goal; thus, many students with a degree or certificate goal have recent education experience.

Often, performance in previous English and math courses are strong indicators for current academic performance. A majority of students who reported a transfer, certificate, or transfer goal during their placement exam completed 3 to 4 years of English. On average, students received a B grade in their last English course with 88.6% reporting a success grade of A, B, or C. Students reported performing slightly worse in math courses than English: the average student received a B- grade and only 80% reported a success grade in their last math class. The math requirement for an associate's degree requires successfully completion of at least elementary algebra; 61% reported that their last math course was higher than elementary algebra. Only 30% reported 3 or more years since their last math course.

The average fall 2003 cumulative GPA for the same group of students was 1.69 (C- to C). The correlation between high school GPA and fall 2003 GPA was moderate and positive; students who performed academically well in high school also did well in college. Students who performed poorly in high school achieved at a similar level in college. A simple regression revealed that high school GPA was also a strong predictor for college GPA.

Taken together, previous academic performance and level appear to be good indicators for success in college for students who have a degree or certificate goal.

Student Progress Summary

The performance of LBCC along the student progress dimension of our model may be summarized as follows.

- The student body is largely a first generation group to attend college.
- The slight decline in the certificates awarded may be associated with the overall health of the economy, the modest number of students interested in a career certificate, and the requirement to apply for the certificate. This is a performance area that needs more attention.
- Students' educational goals at admission are largely uninformed and unreliable, even when collected. The college could improve data collection and reporting of educational goals via matriculation and assessment.
- The fall-to-fall persistence rate of our first-time full-time students remains fairly constant in recent years.
- Students consistently have difficulty succeeding in the same courses fall after fall. However, additional resources like the SI program may help some students increase the likelihood of success in these gatekeeper courses.
- Assessment exam results reveal that most students who have a degree, certificate, or transfer goal have had previous success in English and math courses in high school. For these students, high school GPA is a good predictor of college GPA.

One of our purposes is to prepare students to transfer into a four-year institution and to encourage and facilitate the actual transfer. This is an attractive function for two-year institutions to perform, but it is a mission area that is better suited for system performance measurement than for individual colleges because the transfer goal: (1) varies for incoming classes of students; and (2) varies across communities.

Nevertheless, expressed as a goal, we seek to ensure student success while maintaining academic quality. Two indicators have been selected for this dimension: (1) counts of students transferred to the public universities within the state; and (2) counts of students who achieve transfer-prepared status within a six-year period. Our general success goal is shaped by the PFE system-wide transfer counts and the count of transfer prepared students goals that give focus to our efforts. In the summer of 2000 the Chancellor's office established a new benchmark and changed the goals using 1997-98 data as the new baseline.

Student Inputs

The percentages of all fall semester first-time students who declare a transfer goal at admission have varied over the last ten years. There has been a steady increase in traditional first-time students (those under 20) declaring a transfer goal since the low point in 1996 until 2003. The sudden drop of all first-time students reporting a transfer goal in Fall 2003 may be due to the increase of unreported/unknown cases (67%) compared to the typical 25%. See Figure E1.

Figure E1
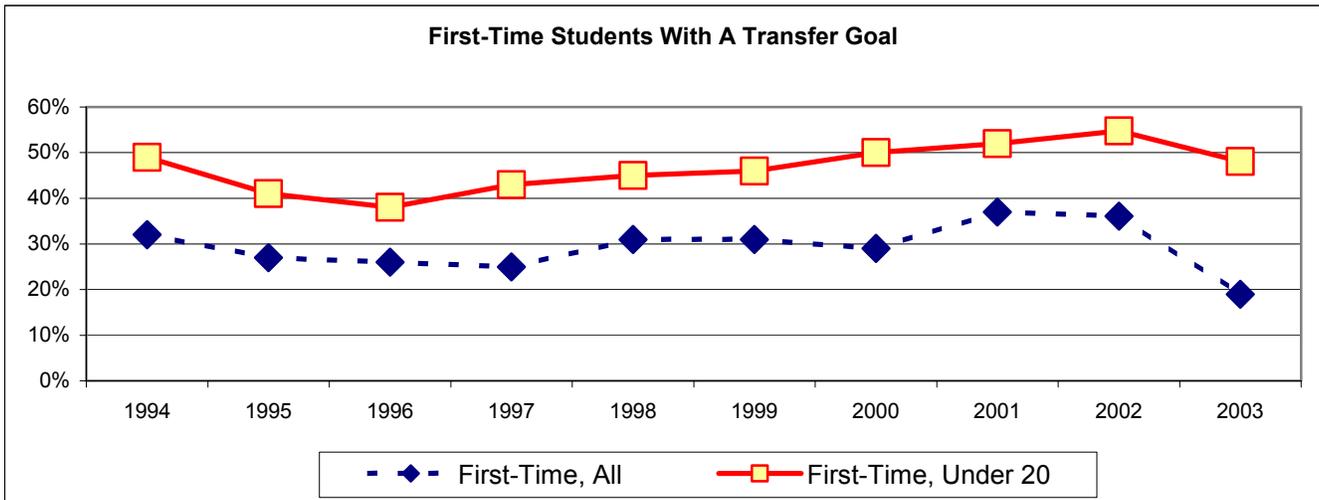
If the time to complete an Associate Degree has been elongating to almost ten semesters, there is likely a natural delay between the time a cohort of students enters the college and the date at which they graduate or make the transfer to a four-year college. At present, we cannot verify which students transfer to four-year institutions so we are unable to measure the accuracy of

students' "uninformed" goals related to transfer. LBCC participates in a data sharing consortia that may provide better data in the future.

Transfer Preparation Outcomes: UC & CSU Transfers Measure

In the past ten years, the average numbers of transfers to UC & CSU were 97 and 717 respectively. At present, reliable information is not available about transfers to private colleges or out-of-state institutions. Our long-term UC transfer goal is 104 students by fall 2006, which depends upon an annual 7.4% increase from the 1999-00 baselines. The PFE goal is equivalent to 5.3 more LBCC students transferring to UC each year. Our long-term CSU transfer goal is 839 students by fall 2006. Achieving the goal will require an annual 5.89% increase from the baseline. This is equivalent to 37 more students each year. Note that our transfer goals to UC and CSU have been met or surpassed for the past four years. See figures E2a and E2b.
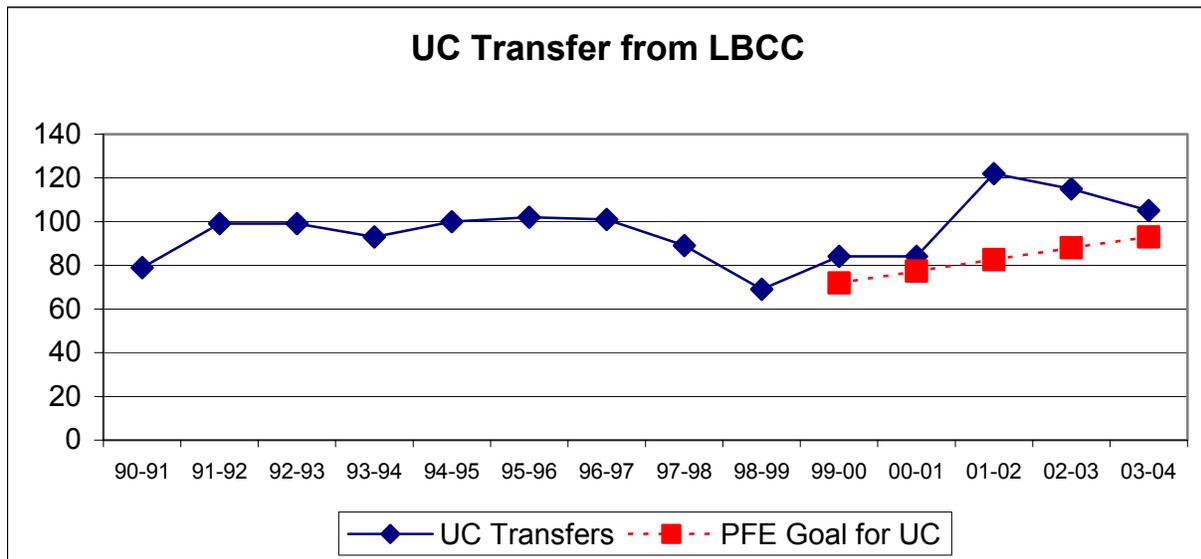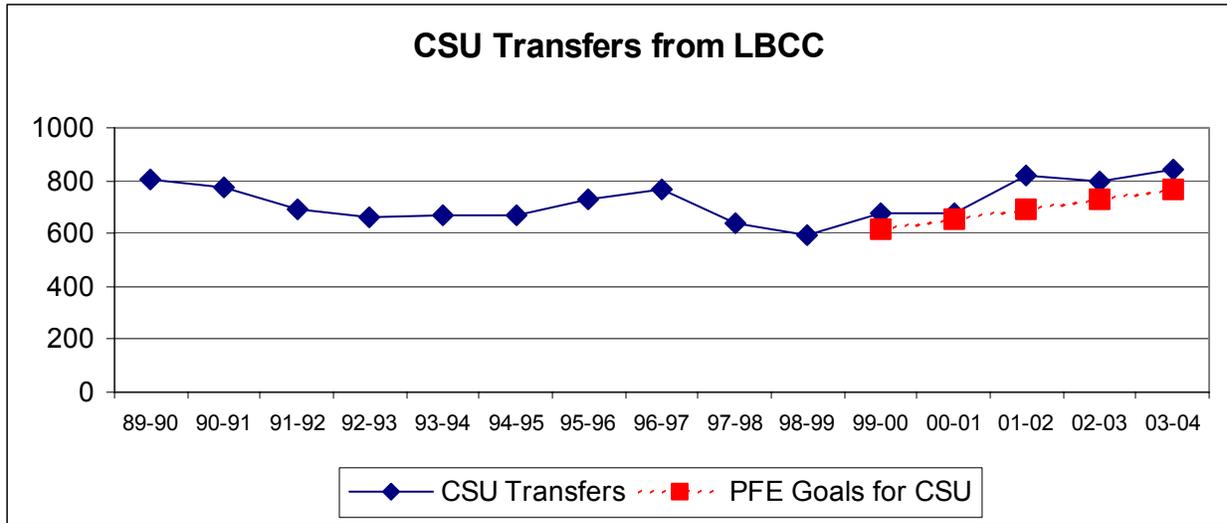
Figure E2a

UC Transfer from LBCC

Figure E2b

CSU Transfers from LBCC

UC Transfer Policy Enforcement

The UC system has been adjusting its transfer policies over the past a few years by announcing tighter and tighter requirements. As of fall 1998, UC transfer policy required:
- Completion of 60 units with a minimum GPA of 2.4.
- An earned grade of "C" in each of the 60 units of coursework.
- There must be two transferable English composition courses and one transferable Math concepts & quantitative reasoning course.
- Complete four transferable courses in two of these areas:
- Arts and Humanities
- Social and Behavioral Sciences
- Biological or Physical Sciences
- Strong advice has been issued to complete full certification of general education prior to entry.

CSU Transfer Policy Enforcement

CSU system also has made changes of its transfer policies. As of fall 1998, CSU's transfer policy required:
- Completion of 56 units with a 2.0 GPA. with 30 units of general education
- Completion of the CSU basic subjects coursework with at least a "C" grade in:
  o Composition
  o Critical thinking
  o Quantitative reasoning (Math)
  o Oral communication
- All requirements are to be completed one term prior to transfer to CSU (for certain campuses).

Transfer Preparation Outcomes: Transfer Prepared Students Measure

Transfer-prepared students have completed a total of 56 transferable units anywhere within the CCC system with a GPA of at least 2.0 by the spring term of each academic year. In April 2002 the Chancellor's Office revised the methodology to also identify transfer directed students. In addition to completing 56 transferable units, transfer directed students have successfully completed both a transferable mathematics and transferable English course within the past six academic years. Transfer directed students are included in the total number of transfer prepared. Each report counts only students that have achieved a new status that year. Once a student is counted as transfer directed or transfer prepared, they are not counted again.

Since 1999, the count of LBCC transfer prepared students has steadily increased from 1,324 to 1,962. Our long-term goal is 1,879 transfer prepared students in 2005-06, which translates to an annual increase of 3.51%. This is equivalent to 55 more transfer prepared students each year. We have gone from 85% of our goal in 1999 to 111% of our goal in 2004. See Figure E3a below.
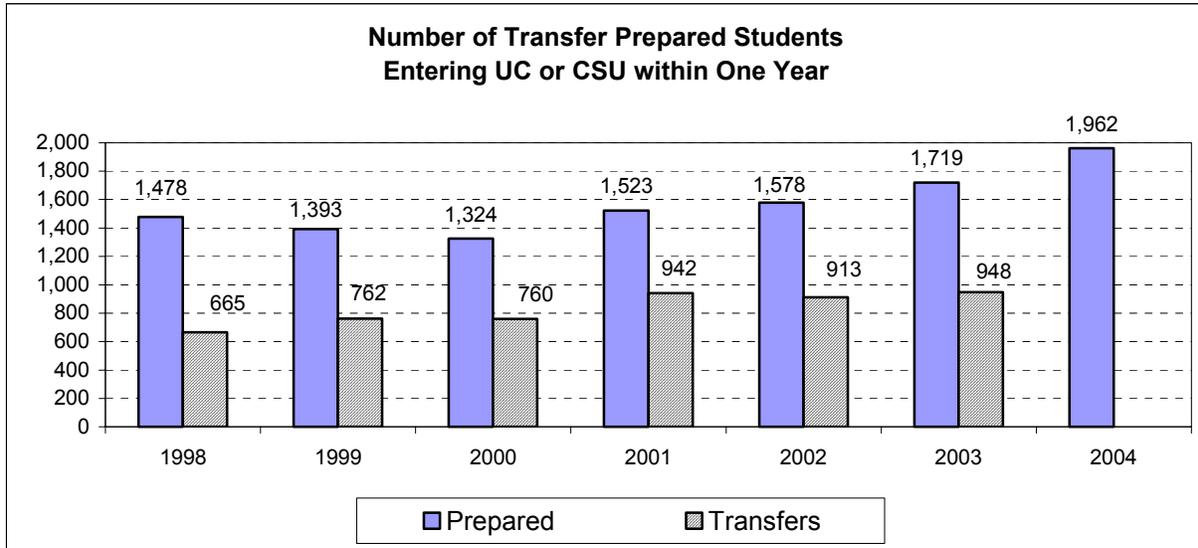
Figure E3a

Transfer Prepared Students
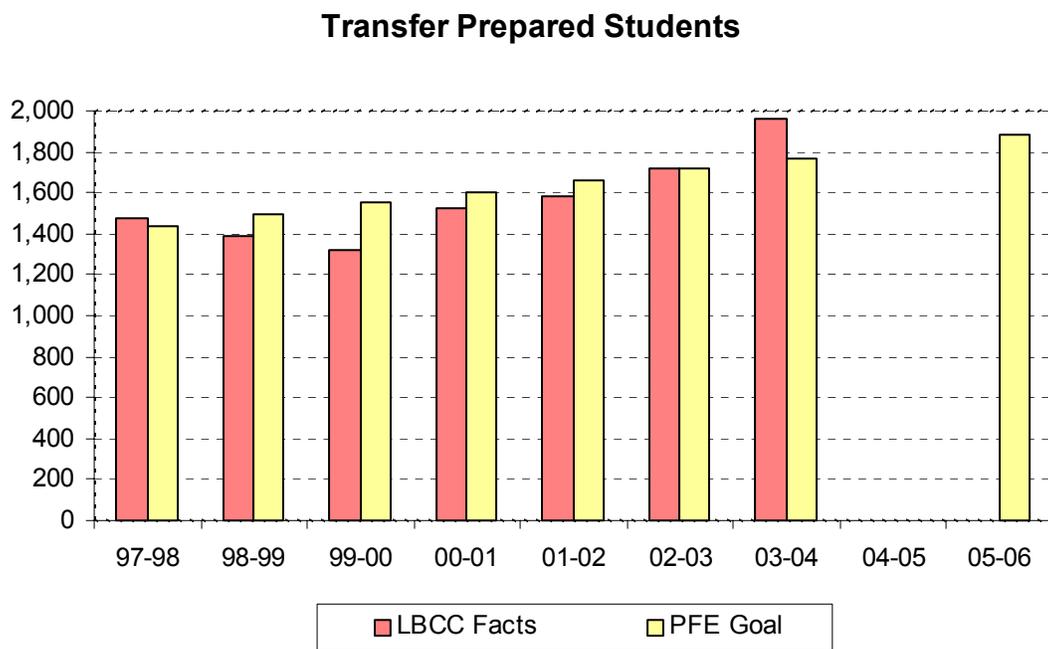
The numbers of reported UC & CSU transfer students as well as the Transfer Prepared Students present some points for us to ponder: the count of students (1997-98) who were transfer prepared was 1,478, but the combined UC and CSU reported transfer count in 1998-99 was only 665 (or 45%). Three years ago (in 2001-02) 1,578 students were transfer prepared and 913 (58%) transferred to UC or CSU in the following year. Our present data source provides only summary counts of UC and CSU transfer students. We do not have data on transfers to out-of-state or private institutions in California. At present, we cannot verify if individual students transferred and we do not yet have data for the number of UC and CSU transfers in 2004-05. All of these questions could be answered (and others) if the district used the Enrollment Search service with the National Student Clearinghouse. The fee for this valuable service is subsidized by the

Chancellor's Office and would cost only five cents per unduplicated headcount of the latest fall term (approximately $1400).
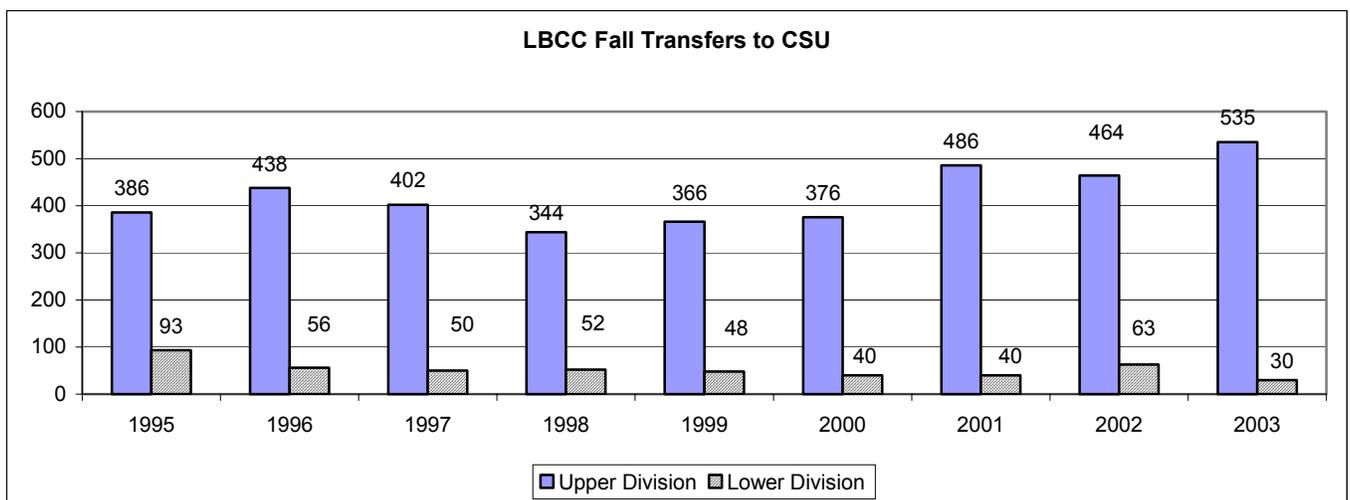
Figure E3b

Number of Transfer Prepared Students Entering UC or CSU within One Year

Year	Prepared	Transfers
1998	1,478	665
1999	1,393	762
2000	1,324	760
2001	1,523	942
2002	1,578	913
2003	1,719	948
2004	1,962	

Lower Division Transfers to CSU

For many years a student could attend a community college to complete college preparatory classes they had not finished in high school then transfer to the California State University or the University of California as a freshman or sophomore. That option is less available to a student today as suggested by the changed transfer policies outlined above and the evidence found in the chart below. See Figure E4 directly below.

Figure E4

LBCC Fall Transfers to CSU

Year	Upper Division	Lower Division
1995	386	93
1996	438	56
1997	402	50
1998	344	52
1999	366	48
2000	376	40
2001	486	40
2002	464	63
2003	535	30

What are the barriers to the immediate transfer? Our preliminary assumptions are listed below:
- Financial costs/ limited available aid
- Job opportunities
- Change of mind
- Application form errors (60% are problematic according to UC sources)
- Impacted majors
- Mobility issues

Transfer Preparation Summary

The performance of LBCC along the transfer preparation dimension of our model may be summarized as follows.

- Both the college and the system as a whole had seen a decline in the numbers of students who are transferring to the public universities in the state from 1996-97 through 1998-99, but the trend has reversed and the transfer counts are on the upswing.

- There is a guaranteed lag time between the point when students enter the college and their subsequent degree or transfer completion. The decline in transfers is partially associated with the decline in interest in the transfer goal.

- There have been significant policy enforcement changes at both the University of California and the California State University.   These changes now require community college students to remain at the community college to complete a full two years of lower division general education work in specified curricular areas with a required grade point average.

- Analysis of the course taking and transfer behavior of students reveals that only a little more than half of the students who are transfer prepared in a given year actually do complete the transfer the following year.

The outreach dimension of our model grows from the social, economic and cultural circumstances of the local setting for the Long Beach Community College (LBCC). The relationships between the college and the community it serves are unique and interactive. This dimension speaks to the programs and services provided by the College in response to the needs of the area. Clearly, the resources available temper the responses as many of the specific outreach efforts are discretionary and must be supported by user fees.

In addition to meeting community needs, our purpose is to establish a relationship between the college and citizens who may be prospective students. Expressed as a strategic initiative, we seek to actively support local economic and community development. In this performance dimension we are making contributions beyond traditional educational services.

Four indicators have been selected to monitor the extent of outreach from LBCC to the community. These include: (1) general adult participation rate; (2) high school graduates participation rate; (3) participation counts in fee-based services and (4) involvement in economic development activities in the region. As this dimension of institutional effectiveness was not included within the Partnership for Excellence (PFE) initiative, there are not firm local or statewide goals set as targets of achievement.

Outreach Outcomes: Community Participation Rates Measure

The community participation rate indicates the general involvement of individuals with the College. It compares the actual headcount enrollment per 1,000 adults who are 18 years or older living in the college's serving area. While the students counted as enrolled may live anywhere, the count of adults is an estimate of the adults living within the District.

Comparatively speaking, LBCC has consistently enjoyed higher community participation rates than the California Community College (CCC) system as a whole. Long Beach City College participation rate has been steadily increasing up to almost 100% since 1995 while the statewide rate has been fluctuated around 69%. A local analysis of adult population was completed using a Fall 2003 estimate of adults in Long Beach and Fall 2000 estimate of Avalon, Signal Hill, and ½ of Lakewood provided by the U.S. Census Bureau.

Figure F1

Participation Rates (per 1,000 Adults)
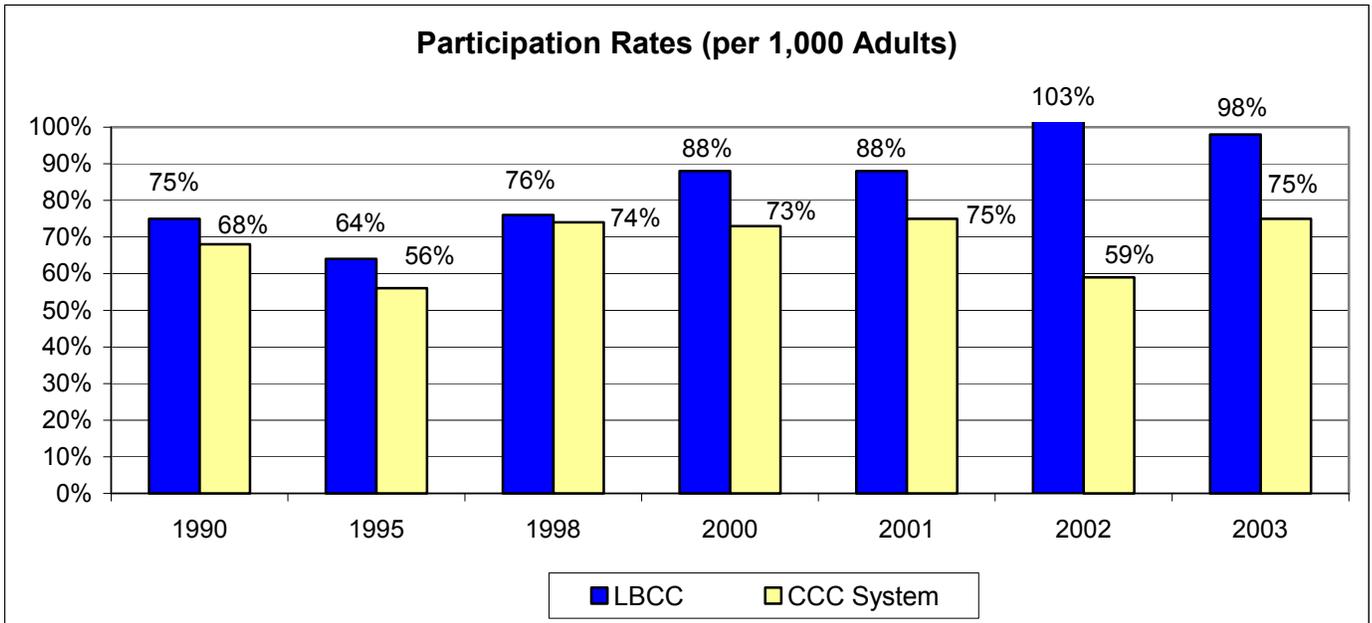
An analysis of LBCC's service area in Fall 2003 compared the adult population and college enrollment by ethnic group. The college enrollment of African-American and Asian groups exceeded its portion in the community. However, 21% of students enrolled at the college did not report ethnicity and the unknown/unreported value might account for the variance across ethnic groups. A large number of White senior citizens in the community may account for the percentage gap of Whites enrolled at LBCC and Whites in the community. See Figure F2.

Figure F2

Community & College Adult Population
Fall 2003
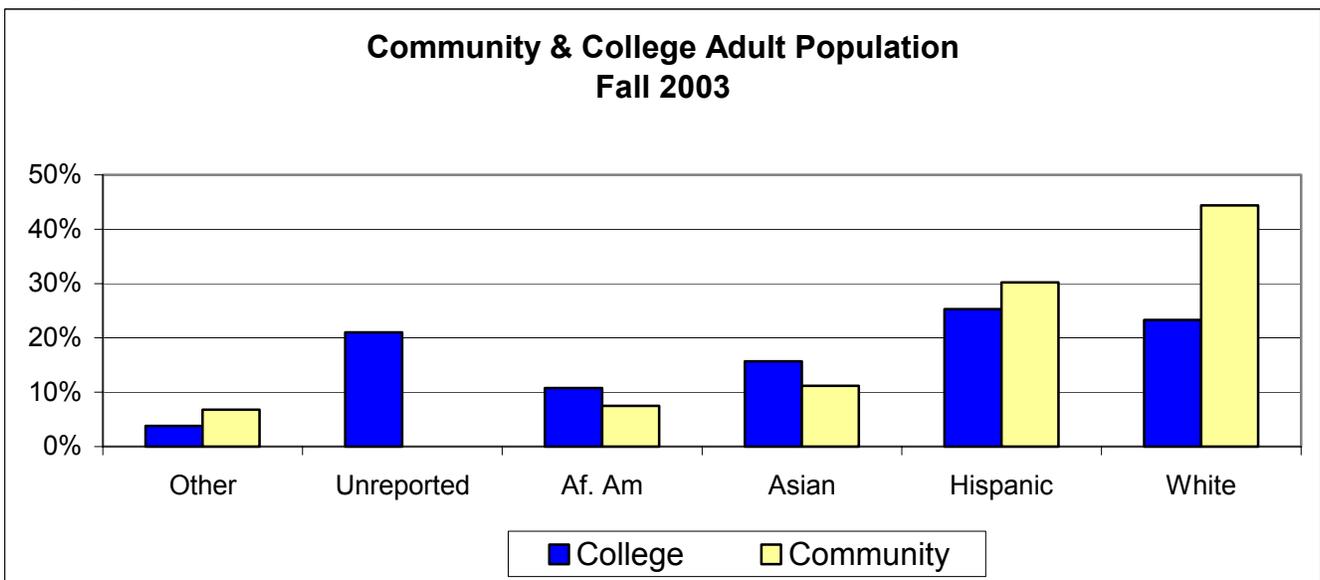
Outreach Outcomes: Fall Semester Percentages of Long Beach Unified School District (LBUSD) Seniors Attending LBCC Measure

During the period of 1992 to 2000, half of all LBUSD high school graduates attended a public higher education institution in CA in the following fall (source: CPEC data). The number of LBUSD graduates that attend LBCC in the fall semester immediately after high school graduation is about 1,000 students each year, despite increasing high school enrollments. Over the last thirteen years, between 23% and 38% of the LBUSD high school graduates enroll as LBCC freshmen in the fall semester after graduation. These percentages translate to between 747 (in 1992) and 1,360 (in 2003) high school seniors attending the College immediately after high school graduation. See Figure F3.

Figure F3
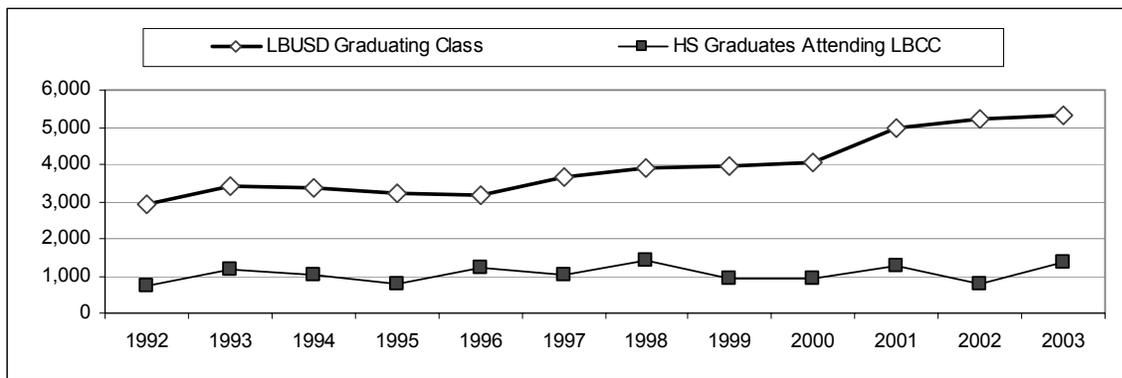
The latter few years should be read with caution due to difficulties with the application form at the college. Note that 2002 data may be under reported due to data conversions at LBUSD and LBCC.
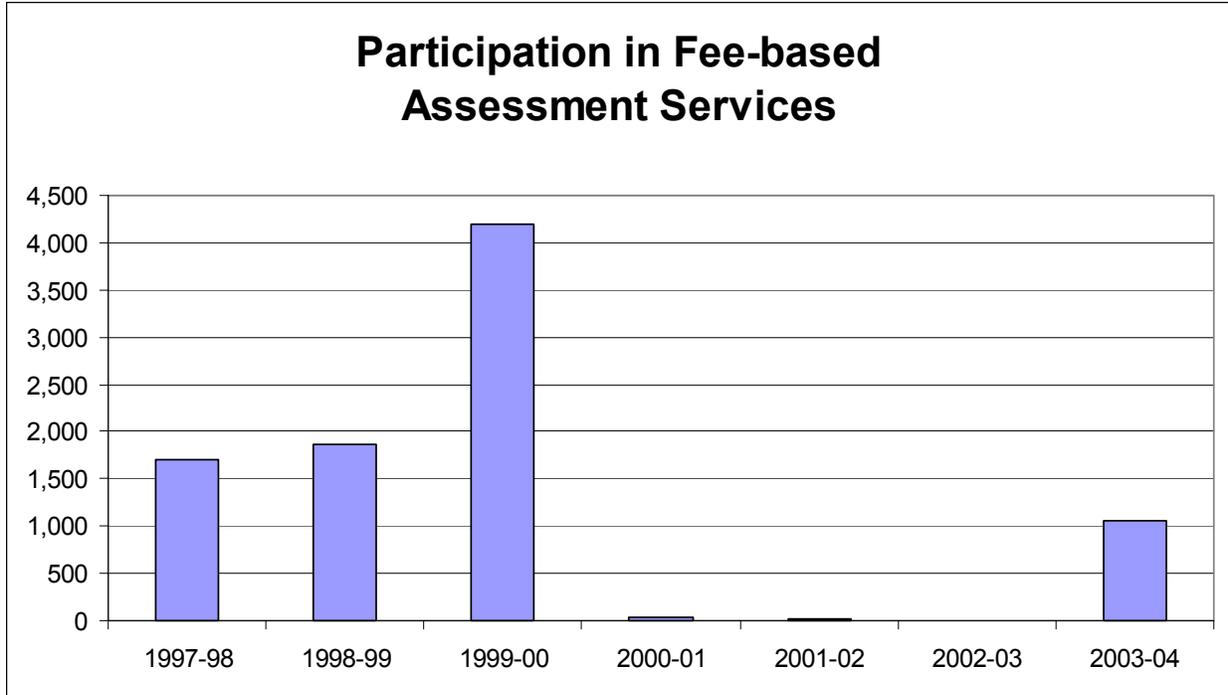
Outreach Outcomes: Participation in Fee-Based Services and Instruction Measure

The college provides assessment services for other public agencies that work through client referrals. Los Angeles County contracted with LBCC, for a three-year contract, beginning July, 2003 through June 2006, to provide Vocational and Career Assessments and Learning Disabilities Evaluations, to participants in the Los Angeles County CalWORKS and General Relief Opportunities for Work (GROW) programs. In the past the Workforce Investment Act (WIA), on behalf of the City of Long Beach, has involved the college in providing assessments for career interests and aptitudes. The assessment services accommodated 1,700 participants in the 1997-98 academic year and the participant numbers continued to increase by 9.9% in 1998-99 and 1999-00. During 1999-00 the Port Authorities in Long Beach and Los Angeles asked the college to assist them to accomplish some preliminary screening for prospective applicants for employment, which created the unusually large numbers in the graphic below.

However, during 2000-01 and 2001-02, the college did not have two contracts that had been the source of most individuals for whom assessment services were provided in these programs. In academic year 2003-04 the college regained at least one of the contracts for assessment services

and therefore provided services to 1,066 participants in the 2003-04 academic years. The numbers of participants are expected to increase into the future. See Figure F4 below.

Figure F4

Participation in Fee-based Assessment Services

Year	Participants
1997-98	~1,700
1998-99	~1,850
1999-00	~4,200
2000-01	~40
2001-02	~20
2002-03	0
2003-04	~1,050

The fee-based instruction is provided to participants through the Workforce Investment Board (WIB), Welfare to Work (WTW), CalWORKS programs, GED testing, Healthcare, Human Services, Culinary Arts and in the past the Employment Training Partnership (ETP) programs. These instructional experiences include instruction in forklift operations, travel and hospitality industry occupations and careers that use computer applications software. The participant numbers surged from 73 in 1995-96 to a high point of 975 in 1999-00. After 2000 the college changed some of the curriculum to non-degree applicable credit classes and altered the record keeping software and procedures. In addition, the RITE and RAP programs were not renewed. These factors have created the drop in participants. There were 640 participants in the 2003-04 academic year.

See Figure F5 below.

Figure F5

Participation in Fee-based Vocational Instruction
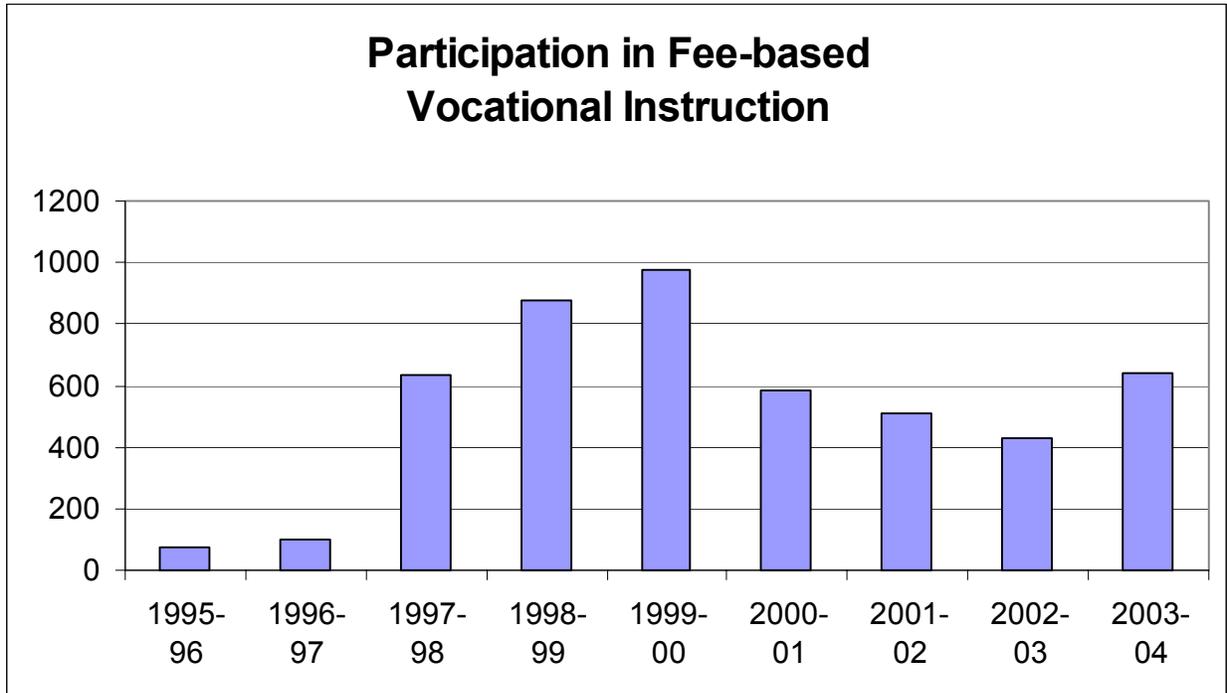
Outreach Outcomes: Participation in Programs for Young People Measure

Other outreach programs provide opportunities for young people to participate. Our purposes in these activities are to: (1) reduce the high school drop-out rate; (2) inspire young people to attend higher education; (3) provide a constructive use of time along with instruction; and (4) create a connection to LBCC.

The table below shows the participation levels in these programs.

Programs for Young People

Summer High School Athletes
- 15,200 enrollments (1998-2002)

Middle College
- 240 enrollments (2001-03)

Upward Bound
- 7 high schools, 400 enrollments (1994-2002)

Summer Recreation
- 18,174 enrollments (1995-2004)

Fastrax Summer Academic Enrichment
- 2,700 enrollments (1998-2002)

College Caminata (PCC)
- 1,775 students (2000-2004)

Outreach Outcomes: Economic Development Measure

The college actively engages in regional economic development efforts. This participation is a means to probe and tie into strategic economic planning in the region. These contacts are both opportunities to glean information from the economic planning groups and to provide education, training, and technical assistance to them. These contacts are used to guide our economic development programs and services. The regional groups include:

- **City of Long Beach**
  Vice Chair, Economic Development Commission
  Chair, Economic Development Strategic Planning Process
  Workforce Investment Board
  Community Development Advisory Commission

- **LB Chamber of Commerce**
  Chair, Board of Directors
  Chamber Technology Committee

- **Long Beach Region**
  Youth Council
  Board of Directors, Gateway Cities Partnership
  School to Career Consortium (K-18)
  Conservation Corps Board
  Honorary Board of Governors, Leadership Long Beach

In order to contribute to the economic health of the region the college has secured a number of strategic economic development grants. These grant funds allow targeted efforts in strategic industries that the planning groups have identified. Recent grants have been secured in these industry/business sectors:

- International Trade
- Health Care
- Transportation
  - Advanced Transportation Technology
  - Intelligent Transportation Systems
- E-technology
- Small Business Development
- Workplace Learning Resource Center

Outreach Summary

Four conclusions may be drawn about the outreach efforts of LBCC.

- The college is ahead of the average in the state for overall community participation in credit and noncredit instructional services.

- The majority of high school graduates from the Long Beach Unified School District who elects to attend college start their careers at LBCC.

- After a period of little activity, the number and variety of fee-based services is growing, but these contracts are competitive.

- The economic development work of the college has accelerated in recent years. Our grants are in support of strategic industries that have importance to the region

The overarching purpose of the college is to facilitate learning. It is therefore appropriate to consider learning outcomes as a measure of institutional effectiveness. Assessment of learning outcomes includes gathering information to measure what students know, how they learn, and what they experience, to improve subsequent learning. In 2003, The Assessment of Student Learning Outcome (ASLO) Committee was formed to increase awareness, assessment, and activity of student learning outcome in the institution. ASLO reports to the Curriculum Committee who in turn reports to the Academic Senate. The committee has the following goals:

- Document current assessment work
- Explore models other institutions have used
- Establish principles for assessment work
- Encourage assessment activities

The year 2003-2004 was a period for building a foundation of awareness and understanding of learning outcomes across the college. The ASLO committee was able to achieve the following as an effort to address their goals:

- Define assessment and learning outcome
- Delivered Flex Day workshops on Student Learning Outcomes to guide faculty in assessing learning outcomes
- Updated the institutional core competencies as a measure for assessing learning outcomes
- Integrated assessment of student learning outcomes into the program review process
- Members attended the Learning Outcomes Spring Conference sponsored by the American Association of Colleges & Universities
- Members attended the assessment workshop sponsored by the California Assessment Institute
- Posted, updated and maintained the Student Learning Outcomes Website http://aslo.lbcc.edu

The first charge of the ASLO committee was to survey departments on implementation of learning outcomes. In addition to collecting information on what departments *have already done* to assess learning outcomes, the survey asked for details on *plans for future assessment*. In addition, the ASLO offered assistance for the departments to facilitate their learning outcomes assessment and activity. For example, ASLO offered resources and answers for how to measure learning outcomes, the difference between learning outcome and objectives, and how to design outcome-based instruction to embrace individual teaching style. The responses to the survey varied; some departments reported being actively involved in learning outcomes, while some departments made no report of activity.

Long-standing national work on the assessment of student learning outcomes has recognized a distinction between direct and indirect evidence of student learning with the former being more valued than the latter. The former is characterized as actual student work completed in response

to the stimulus of course or program requirements or performance on standardized examinations designed to measure the learning desired from the curriculum. Indirect evidence is characterized by self-reports of learning or evidence from which one might infer that learning had occurred. The results of the survey revealed that the departments at Long Beach City College were currently collecting indirect evidence of learning outcomes.

In general, the departments identified human resource (i.e., supplementary instructors, faculty), capital outlay (i.e., materials, copy machine), and operating needs (i.e., budget increase) as resources crucial to continue their learning outcome activities.

At the time of writing, the ALSO committee, is crafting a comprehensive, college-wide plan for student learning outcomes assessment and utilization of assessment results.

Note has been taken throughout this report of the supporting role played by the long-range goals pertaining to students, outreach/marketing and economic/community development. Activities in the other five goal areas have facilitated the accomplishment of our mission as well. Key contributions in these areas merit a brief comment. Besides the progress toward student, community/economic, and outreach goals incorporated in the above, several goals supporting the capacity of the college have been targeted. As an overview of the changes over the past five years under the Education Master Plan 2000-2005, the following highlights relay this progress.

Technology Goal: Implement an evolving college technology plan that addresses the current and future technological needs of students and the college.

The master plan for technology infrastructure addresses technological capacity and future growth pathways. Some examples of accomplishments are:

- Most processes and services were made available online such as web-based Time and Attendance Recording System for payroll, Financial Aid PeopleSoft Version 8, and Student Records.

- Students can now use a variety of on-line services such as: applying for admissions, registering for classes, orientation, reviewing schedules, paying fees, buying books (800 students order books online), receiving counseling services, and getting their grades, and taking Plan "A" of GE requirements.

- Students are now able to access electronic data for information including the catalog, schedule, curriculum guides, transfer guides, financial aid information, assessment and counseling information, student service information, and more departmental and faculty website information.

- The library system and services were converted to a Web-based environment for "anytime, anywhere" access including library databases and online library search (Voyager)

- More information is available online for staff such as an increasing number of forms, flex day materials, updates on facilities projects and more extensive materials for job openings. Additional online services including payroll, grading, student records, class schedules, class rosters were also made available.

- New technological labs were created including the DSP&S High Tech Lab, Technology Center for careers and basic skills (PCC), Music Lab, Biology Learning Center, and many labs were made wireless.

- Computers, software, and Internet connection were either wired or upgraded in all areas of the college. Additionally, all staff computers were connected to the Internet and over 80 labs were connected on a network.

- An increasing number of courses or supplementary materials for courses are offered online (distance learning and web-enhanced courses; over 400 in over 60 disciplines) with over 30 classrooms fully multi-media capable.

- Student email accounts were available and hot zones, areas where reception for wireless Internet connection, were created.

Facilities Goal: Implement an evolving college facilities plan that addresses the current and future facility needs of the college.

Having successfully orchestrated the bond campaign for $176 million in facilities development and improvement, major projects are underway:

- Developed a vision for the design and physical ambiance of the College for the future, maintaining its historical character while accommodating future needs and improving its workability for the future.

- Established a Citizen Oversight Committee reporting to the Board and hired the facilities master planning architects and the implementation project managers

- Completed Facilities Master Plan including design and development of:
    o New South Quad Complex (~100,000 sq ft. of new classroom, state-of-the-art multipurpose rooms, and administrative offices)
    o 2 Child Development Centers, 2 Learning Centers/Libraries, 2 Industrial Trades Buildings, and
    o A new warehouse serving as interim housing for the aviation and automotive programs.

- The infrastructure master plan to update the electrical, plumbing, and heating, ventilation, and air conditioning systems as well as provide a vision for implementing new technology in classrooms.

- Completed counseling renovations at the Liberal Arts Campus and the Student Services wing at Pacific Coast Campus.

To make bond funds go further:

- Obtained high ratings for the first installment of our bonds resulting in cost effectiveness for the College and more funds going into projects rather than interest.
- Obtained parcels of land from the City of Long Beach on Lew Davis Drive in exchange for five-year lease for Boeing employee parking
- Purchased Los Coyotes property for relocation with Certificates of Participation from leased property of the Economic and Resource Development Division and expansion of the culinary arts program
- Participated in the Honeywell energy conservation program that yielded in $705,000 in savings.

Staffing Goal: Continue a process for diverse and highly qualified staffing including recruitment, hiring and a faculty/staff professional development plan.

Despite a decrease in state funding for Faculty Professional Development, the College has continued to try to find ways to ensure professional development for faculty and staff.

- Increased opportunities for professional development through conferences, workshops, Flex programs, new faculty orientation and mentoring program, a Faculty Resource Center, and Student Services' Staff Development days. Almost $1.6 million was expended to support these professional development opportunities and included sabbatical leaves and education reimbursements for classified staff, and PeopleSoft training (corporate and consultant coaching) for all levels of users.
- Increased inclusion of adjunct faculty in: FLEX day activities, departmental meetings and advisory committee meetings, textbook choices, Learning Outcomes development, Program Planning and review, assessment activity and social functions.
- First on-campus classified staff development program in several years was successfully conducted spring 04.

- Began to identify staffing needs that address the changing educational and support needs of our students and the operations of the College. Initiated work to provide more structure for staff development opportunities.

Participatory Planning, Decision-Making and Accountability Goal: Strengthen the college participatory planning & decision-making process.

- Goals and objectives were evaluated by the Planning Committees for progress on the objectives of the Plan. Overall, the implementation is proceeding as planned despite the fiscal times we are in.
- As part of the review process, the EMPC also conducted a survey about the planning process that will help us make adjustments to it.

With respect to the outcomes produced by Long Beach City College there are several areas in which we are meeting the goals we have adopted for ourselves in the context of the Partnership for Excellence initiative. These include the following:

- Transfer counts
- Degree counts
- English basic skills improvement
- Basic skills and vocational course success rates
- Workforce Development

Areas for additional focus include:

- Certificate counts
- Transfer success rates
- Math basic skills improvement

The data of organizational performance presented above needs to be considered in the context of the student body we seek to serve at Long Beach City College and the regional economy. The majority of the students are first generation college attendees in that parents of our students generally have not completed a college degree. There is evidence in their goal aspirations, expressed when they enter the college, that our students are less interested in completing an Associate Degree and more interest in transfer to a four-year institution. Given the large numbers of graduating seniors from the Long Beach Unified School District these aspirations will likely continue as that younger student population attends the college.

Many of our students are not prepared for college level academic work as evidenced in their placement examinations. The longer periods of time required to complete degrees and certificates may be explained by the time required to complete basic skills instruction in addition to the regular degree or certificate requirements. Given the average income level of the student population, it is not surprising that many students need to work and that LBCC sponsors the largest financial aid program of any community college in the state. It should also be noted that the two public university systems in the state have both recently changed the enforcement policies regarding criteria for the admission of transfer students. Public policy now provides means for the universities to redirect students to community college when they need to complete basic skills courses. These policy changes translate to a requirement to spend more time at the community college and to make the transfer process more demanding and competitive.

The data about organizational performance presented above also needs to be considered in the context of the educational environment and experiences of the student body and the college. Over the recent years the time required to complete a degree or certificate has risen from seven semesters to almost ten semesters. Over the last three years more graduates of the college have used basic skills instruction to complete their goals. The Partnership for Excellence initiatives and grants we have launched help align our efforts to promote successful experiences for our

students with the statewide efforts and goals. Examples of the grants include Title III and Title V awards, Project Launch (Student Support Services), Upward Bound, EOP&S, Counseling 1, Learning Communities, Peer Mentoring, Student Athlete Retention Program, Basic Skills Technology Center, Winning In Numbers, and Supplemental Instruction. Both the grants and PFE initiatives seek to relate those activities to the planning priorities established at the college. The whole planning system and process is endeavoring to make improvements and review the impact of the efforts within the "Plan, Do, Review" cycle. In the future we plan to monitor the ongoing performance of initiatives we have launched to stimulate improvement and continue to prepare an annual report to the Board and college community on the institution's effectiveness. We intend to assess the impact of our interventions.

In preparing these initial reports leaders at the college have recognized that there is room for improvement in our data accounting procedures with respect to program awards. State authorities have been advised of shortcomings in the report of transfers. To date no effective means has been developed at the state level to account for some aspects of workforce development.

Although it is not an easily measured outcome, the college faculty have begun to work on the articulation and assessment of student learning outcomes as a means to focus upon the teaching-learning process that fosters the success we seek for our students and institution. Numerous colleagues have attended a California Assessment Institute to learn the basics of this national movement.   Other colleagues have attended the national forum on assessment in higher education. Approximately 145 colleagues have attended the March 1999 flex day on outcomes and assessment. Roughly 70 colleagues attended the January 2000 flex day on general education assessment.   Over 150 colleagues participated in the March 2001 flex day workshops on assessment. A committee has now been formed to guide these efforts. The Academic Senate has gone on record as wanting to document the extent of current assessment work, explore models others have used for assessment programs, establish a set of principles to guide our assessment efforts and formulated a committee to prompt assessment activities.

LONG BEACH CITY COLLEGE
EDUCATIONAL MASTER PLAN:
Long Range Goals and Objectives
2000-2005

STUDENTS

1. Ensure student success while maintaining academic quality.

2. Provide a student-centered enrollment management strategy that supports quality, promotes growth, and allows for flexibility.

TECHNOLOGY

3. Implement an evolving college technology plan that addresses the current and future technological needs of students and the college.

FACILITIES

4. Implement an evolving college facilities plan that addresses the current and future facility needs of the college.

OUTREACH/MARKETING AND ECONOMIC/COMMUNITY DEVELOPMENT

5. Implement and refine a comprehensive, integrated plan for outreach and marketing to the community and to business.

PARTICIPATORY PLANNING AND DECISION-MAKING

6. Strengthen the participatory planning and decision-making process of the college.

STAFFING

7. Continue a process for comprehensive staffing including recruitment, hiring and a faculty/staff professional development plan.

ACCOUNTABILITY

8. Achieve institutional effectiveness through research, planning, goal setting, and evaluation.

LONG RANGE GOALS:
STUDENTS

1.   Ensure student success while maintaining academic quality.

Objectives:

a. Identify, articulate, assess and use learning outcomes for courses and programs to improve teaching, learning, and programs.

b. Improve collaboration between academic affairs and student services.

c. Assist students in appropriate course selection by implementing a plan for student pre-admission assessment and increasing counseling/orientation.

d. Raise student academic skills to college transfer level by providing appropriate programs of basic skills courses and supplemental instruction.

e. Increase the number of students who transfer and receive degrees and certificates.

f. Provide students with information competencies needed for the 21st century.

g. Infuse diversity into the college to prepare students for an increasingly multicultural society.

2.   Provide a student-centered enrollment management strategy that supports quality, promotes growth, and allows for flexibility.

Objectives:

a. Analyze state-funded growth factors to determine the appropriate enrollment that has the most advantageous impact on the college budget.

b. Promote high quality programs that attract additional college-ready students.

c. Implement and evaluate alternative forms of instruction and scheduling, including distance education, to satisfy unmet student demand.

d. Implement a college-wide, integrated, marketing plan.

LONG RANGE GOALS:
TECHNOLOGY

3.   Implement an evolving college technology plan that addresses the current and future technological needs of the students and the college.

Objectives:

a. To enable students, faculty and staff to be effective in a technological society, provide the necessary physical infrastructure, training and technical support.

b. Increase opportunities for faculty and students to learn or augment learning through the use of educational technology.

c. Plan for, evaluate, and recommend ongoing funding for new educational technology and support.

d. Implement a replacement and upgrading schedule for instructional and administrative computing hardware, software and peripherals.

e. Implement People Soft, train staff on it, and use it to make college-wide improvements in operations.

4. Implement an evolving college facilities plan that addresses the current and future facility needs of the college.

Objectives:

    a. Develop a "one-stop" Student Services Center.

    b. Construct new and remodel existing facilities in accordance with the Five Year Facilities Plan, 2000-2005, and within available funding.

    c. Modernize our aging facilities.

    d. Implement a maintenance schedule for roofing, plumbing, HVAC, bathrooms.

    e. Implement a replacement schedule for carpets/blinds/furniture.

    f. Address the critical needs of disabled students and staff and implement the necessary facilities modifications identified in the college accessibility review.

LONG RANGE GOALS:
OUTREACH/MARKETING AND ECONOMIC/COMMUNITY DEVELOPMENT

5.   Implement and refine a comprehensive, integrated plan for outreach and marketing to the community and to business.

Objectives:

a. Implement a comprehensive, college-wide strategic outreach and marketing program.

b. Strengthen the nature and breadth of collaborative partnerships.

c. Promote strong, balanced community and contract education programs.

d. Implement state initiatives in economic development.

e. Analyze and respond to appropriate labor market forecasts and employment requirements.

f. Integrate and coordinate the economic development, workforce preparation, and vocational instructional education programs including basic skills assessment and SCANS.

g. Improve and increase professional development programs for individuals in the community and technical development training for business and industry.

LONG RANGE GOALS:
PARTICIPATORY PLANNING AND DECISION-MAKING

6.   Strengthen the participatory planning and decision-making process of the college.

Objectives:

a. Implement a long-range master plan based on the college vision and mission statements and college program plans by working through the planning committee process to provide impetus and direction. The college planning process will include community appraisal and input.

b. In order to foster a stable, collegial work environment, and a productive learning environment for students, each staff member and campus group commits to working together.

c. Implement a program that acknowledges students as our reason for being here and articulates the roles and responsibilities of each group to support students.

d. Participate in college governance through the planning committees and the policy development process. Representatives actively participate in a timely way to develop recommendations and are responsible for keeping their constituencies informed. Agendas and minutes are posted routinely in a timely manner on the college web site.

e. Implement and refine interpersonal communication and conflict-resolution processes.

f. Each planning committee will provide a 3-5 year plan. Each plan will be linked to the budget on an annual basis.

LONG RANGE GOALS:
STAFFING

7.   Continue a process for comprehensive staffing including recruitment, hiring and a faculty/staff professional development plan.

Objectives:

FACULTY

a. Update discipline expertise and related training.

b. Update teaching strategies, including "learning outcomes" models.

c. Provide support for innovation and research.

d. Integrate hourly faculty more fully into the college community.

STAFF

a. Devise a baseline picture of current staffing and distribution by type.

b. Identify staffing needs, which address the changing educational and support needs of our students and the operations of the college.

c. Plan for new and/or restructured staffing to remain current with changing needs.

d. Provide more structure for staff development opportunities.

g. Provide training to support student success and to keep up with technology-based instruction and operations.

 DIVERSITY

Recruit the most highly qualified, diverse faculty and staff committed to helping students succeed.

INTEGRATED MANAGEMENT INFORMATION SYSTEM

Provide staff development opportunities so staff maximizes use of the People Soft system.

8.   Achieve institutional effectiveness through research, planning, goal setting, and evaluation.

Objectives:

a. Implement a process to monitor institutional effectiveness in the areas of college outcomes, planning objectives, and student learning outcomes.

b. Conduct program review in every area of the college on a routine basis and use results to make improvements.

c. Use professional standards and accountability to fairly evaluate administrators, managers, faculty, and staff.

d. Increase the linkages of strategic planning and program review with budgeting and operations.

e. Establish the linkage of program planning and review with learning outcomes development, assessment, and use for improvement.