Dear Colleagues:

As we start this new year, a bridge year from our 2000-2005 Educational Master Plan, we look back over the past two years which 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. In addition, we took advantage of several opportunities. As a result of our College’s leadership in the statewide community college equalization campaign, an additional $2,035,816 was included in our budget even though there was a reduction of the Partnership for Excellence funding. Reorganization based on retirements in the management team saved close to $888,000.

We shifted the emphasis in this planning year to collaboration, sharing resources, assessment, and rethinking how we do things. This will be helpful as we initiate planning for the new Educational Master Plan cycle next year while helping us conclude the current cycle productively.

Together we have accomplished so much. I want to share but a few highlights below and encourage you to find additional ones on the web posted on the LBCC Intranet, (http://lbccnet/) under “Participation in Governance” and “Evaluation of Progress on the Ed Master Plan 5-yr Objectives.”

**Ensure student success while maintaining academic quality by implementing a number of strategies:**

Some examples are:

- Increased transfers by over 20% in the last two years; increase in certificates of completion developed and issued, now at 449.
- Increase in basic skills class sections in fall and spring class schedule (English composition and reading, Math Learn courses, Basic Adult Education and ESL) by 25% from 01-02.
- Assessment of Student Learning Outcomes Committee (a Curriculum Committee sub-committee) formed to support the development, use and assessment of learning outcomes.
- Distance learning courses, including on-line, hybrid and teleweb, increased substantially from 6 in 2000 to 115 in 2004 and covers 32 disciplines. Web enhanced courses increased from 0 in 2000 to 300, in 60 disciplines, in 2004.
- Developed synchronized scheduling so that students had greater options for course-taking patterns, including evening-only students, and so that facilities utilization rates were competitively increased for state funding. Positive results: Increased access to classes for students, especially full timers with time-to-degree/transfer issue; increased room utilization efficiency with implications for access to facilities funds; accommodated continued growth even with the number of sections cut while other community colleges in the area were flat; stayed within cap.
- Increase in on-line courses (general education, vocational, transfer and Noncredit) and services (counseling, orientation, reference); increased interest and support of distance education; development of CPAS curriculum; support of program specific and open access laboratories.
Infusion of diversity into most course content (English, Health Education, Health Sciences, Social Sciences, Business); college wide support of diversity (Black History month, support of Hispanic holiday celebrations, gay and lesbian forums, women’s history month, senior activities, cultural programs).

Implemented online orientation (started June 2002; as of June 2004, 5,293 students have completed online orientation) and online counseling (started in May 2003, 2,827 students served).

Between fall 2000 and spring 2003, 8,320 students have completed the new Early Intervention Workshops.

Implemented XPress counseling. The number of students served increased from 1,920 in spring 02 to 3,410 in early fall 04.

Piloted New Student group information sessions in spring 04 (31 sessions with 482 students)

Title V program supported services for 3,721 students in the new Student Success/Transfer Services Center; 314 students in Leaders Across Campus; and served 9,000 students, 37 faculty, and 9 classified staff members in the Instructional Technology Center. Students in the Title V sponsored special instruction programs consistently have a higher retention rate than other comparative groups.

Student Affairs staff work collaboratively with City Teach staff to assist faculty with off-campus placements for service learning. The Service Learning Program received the AACC Community College National Center for Community Engagement’s Service Learning and Civic Engagement Award for exceptional service learning and civic engagement collaboration with social agencies.

A Basic Skills Task Force organized by Academic Council in Spring Semester 2003 forwarded its recommendations in Fall 04.

Completed the new Student Equity Plan.

For the first time in LBCC’s history, all pre-requisites are audited and consistently enforced.

LBCC expanded access to assistive devices for DSPS, plus redirected staffing to address areas of significant student needs resulting in an increased number of DSPS students trained in the use of assistive technology.

Career Pathways Day held for LBUSD counselors & instructors in Architecture/Drafting, CBIS, and Electrical

Modernize aging facilities:

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:

- New South Quad Complex (~100,000 sq ft. of new classroom, state-of-the-art multipurpose rooms, and administrative offices).
- The infrastructure master plan to update the electrical, plumbing, and ventilation systems as well as provide a vision for implementing new technology in classrooms.
- A new facilities/warehouse complex that will serve as interim housing for the aviation and automotive programs for the first two years (ready for construction).

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.
- Leveraged state funded projects to maximize bond funds for other projects:
  - Child Development Center on each campus (approved, bid, ready for construction).
  - Industrial Trades Phase 2 Building (approved, bid, ready for construction).
  - Learning centers/libraries on each campus (design/development in process).
  - The Industrial Trades Phase 1 Building (design/development in process).
  - 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.

Continue professional development for faculty and staff and deploy them to the best results:

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.

- Professional development, including Flex programs, new faculty orientation and mentoring program, and limited conference travel were all supported through release time, the professional development coordinator, office support, and travel funds amounting to almost $1.6 million. Included in this figure are sabbatical leaves and educational reimbursement for classified staff. In addition, the Faculty Resource Center, part-time faculty conferences, and PeopleSoft training supported professional development.

- 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.
PeopleSoft training, both corporate and via consultant coaching, is proceeding. An on-going, wider training program is being developed for all levels of users and for the trainer of trainers in each area.

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.

**Develop Technological/Information Infrastructure for efficiency and capacity-building:**

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

- Implemented the web-based Time and Attendance Recording System for payroll.
- Implemented the new Student Records component including the conversion of over 2.5 million student records, the development of class schedules in the new system, and realignment of the phone registration system with the student component, and the implementation of web-based registration.
- Staff from A&R and Academic Services/Institutional Research have trained approximately 300 faculty and staff on the use of the PeopleSoft MIS system.
- 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, taking Plan “A” of GE requirements, and getting their grades.
- 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, extensive 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.
- We received our first national FIPSE grant for DSP&S and ITDC to create multimedia modules to help faculty teach disabled students better. Other grants for technology include: SALT; CHISPA (nursing); Success in Distance Education (SIDEROAD); DOD grant for math learning center.
- Many upgrades have occurred such as Architectural CAD, faculty/staff offices, student labs, Internet connection (DS3), new music lab, additional technology in classrooms, software updates through site licensing and anti-viral software, industry donations (including CISCO, GE, Epson, and Seiko).
Advance Economic and Community Development:

- Held a Transportation Management Symposium to initiate a dialogue between the public and private sectors on developing technology-based approaches to managing congestion. A resulting white paper, Integrated Transportation Strategies: Implementing Technology-Based Solutions, was published by LBCC and distributed to key officials and transportation policy makers in the region and symposium attendees. The Symposium was funded by sponsorships from the private and public sector companies.

- Co-hosted the Long Beach Women’s Leadership Exchange Conference and presented two conference workshops on Economic Development and International Trade.

- Coordinated City of LB economic development strategic plan effort through Economic Development Commission participation.

- Created a Client Tracking Database for the City of Long Beach Business Development Center. It tracks the number of participants served, ethnicity, gender and representation from council districts and redevelopment project areas. The database enables reports to be generated so that service data can be shared with City Council members in the Bureau’s annual report to Council.

- The College received the County of Los Angeles’ 17th Annual Productivity and Quality Award for Hotel Room Attendant program and the Million Dollar Club Award for saving the County over one million dollars through successful job placement of CalWORKs students.

- The College received its first HUD Hispanic Institutions Assisting Communities grant ($600,000 over three years) to provide in-home child care providers with training and strategies to become homeowners in the City of Long Beach. The grant enables the College to connect child services programs to community home child care businesses and provide enrichment education/services needed to establish high quality care.

- New community partnerships work jointly on educational and training efforts include health care agencies such as Long Beach Memorial Medical Center, Lakewood Medical Center, St Mary’s Medical Center; institutions of higher education including Tulane University, CSU Long Beach, CSU Fullerton, UC Los Angeles, and UC Irvine; and community agencies including Long Beach Business Development Center, the National Conference (NCCJ), Lakewood Chamber of Commerce, the Latin Business Association, Long Beach Transit, CalTrans, Gateway Cities Council of Governments, Boeing Realty (PacifiCenter/Douglas Park) and the Port of Long Beach.

Let us celebrate our achievements together as we begin this new year!

E. Jan Kehoe
Superintendent-President