

# **EVALUATION REPORT**

## **Long Beach City College Long Beach, California**

A confidential report prepared for  
The Accrediting Commission for Community and Junior Colleges  
Western Association of Schools and Colleges

The report represents the findings of the evaluation team  
that visited  
Long Beach City College from October 6-9, 2014

Henry D. Shannon, Ph.D.  
Chair

**NOTE: This page shall be added to the team report noted below, immediately behind the cover page, and shall become part of the final evaluation report associated with the review.**

**DATE:** January 9, 2015

**INSTITUTION:** Long Beach City College  
4901 East Carson Street  
Long Beach, CA 90808

**TEAM REPORT:** COMPREHENSIVE EVALUATION REPORT

This report represents the findings of the External Evaluation Team that visited Long Beach City College, October 6-9, 2014.

**SUBJECT:** COMMISSION REVISIONS TO THE TEAM REPORT

The comprehensive External Evaluation Report (Team Report) for Long Beach City College provides details of the team's findings with regard to the College's policies, procedures, and practices and deficiencies in those policies, procedures and practices which the team concluded led to noncompliance with Accreditation Standards. The Team Report should be read carefully and used to understand the team's findings. Upon a review of the Team Report sent to the College, and the Institutional Self-Evaluation Report and evidence submitted by the College, the following changes or corrections are noted for the Team Report:<sup>1</sup>

1. Concerning Recommendation 1: The Commission found that the current issues of noncompliance are related to communication and input processes for decision-making, and to information about the integration of plans with resource allocations, hiring and improvement prioritization. The noncompliance issues related to morale raised in previous reviews-- Recommendation 5 (2002) and Recommendation 8 (2008)-- were found to be resolved. 2014 Recommendation 1 is altered to read as follows:

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

2. Concerning Recommendation 2: The Commission found that issues of noncompliance noted in recommendations from previous teams-- Recommendation 2 (2002) and Recommendation 2 (2008)-- concerning student learning outcomes had been resolved. 2014 Recommendation 2 is altered to read as follows:

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

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<sup>1</sup> The team chair has concurred with the changes.

**Long Beach City College  
Visiting Team Roster  
October 2014**

Dr. Henry Shannon (Chair)  
Superintendent/President  
Chaffey College

Mr. Robert Boyd  
Philosophy Instructor  
Fresno City College

Dr. Patricia Lynn  
Professor, Business & Computer Technology  
Pasadena City College

Mr. Kenley Neufeld  
Dean, Library, ESL, Languages, PE &  
Distance Education  
Santa Barbara City College

Dr. Frank Chong  
Superintendent/President  
Santa Rosa Junior College

Ms. Lisa Putnam  
Dean, Student Learning  
Moorpark College

Ms. Julie Sanchez (Assistant)  
Executive Assistant  
Chaffey College

Ms. Christine Keen  
Professor, Mathematics  
College of the Sequoias

Dr. Sherrie Guerrero  
Associate Superintendent  
Instruction & Institutional Effectiveness  
Chaffey College

Dr. Adam Karp  
Dean, Fine & Applied Arts  
American River College

Mr. Yulian Ligioso  
Vice President  
Finance & Administration  
Solano Community College

## Summary of Evaluation Report

Institution: Long Beach City College  
Dates of Visit: October 6-9, 2014  
Team Chair: Dr. Henry D. Shannon, Superintendent/President  
Chaffey College

An 11-member team visited Long Beach City College from October 6-9, 2014 for the purpose of evaluating how well the institution is achieving its stated purposes, analyzing how well the College is meeting the Commission standards, providing recommendations for quality assurance and institutional improvement, and submitting recommendations to the Accrediting Commission for Community and Junior Colleges (ACCJC) regarding the status of the College.

In preparation for the visit, team members attended an all-day training session on September 12, 2014, conducted by the ACCJC, and studied Commission materials prepared for visiting team members. The team was divided into four committees, one for each standard. Team members read the College's self-study report, including recommendations from the prior Long Beach City College visiting team, and assessed the printed and the online evidence provided by the College.

A pre-visit was conducted by the team chair, team assistant, and a team member on August 29, 2014. Prior to the visit, team members completed written evaluation of the self-study and began identifying areas for further investigation. On the day before the formal beginning of the visit, the team members spent a day discussing their views of the written materials provided by the College and reviewed the 2014 Accreditation Self-Evaluation completed on June 10, 2014, and other materials submitted to the Commission since its last comprehensive visit.

During the visit, the team met with over 125 faculty, staff, administration, members of the Board of Trustees, and students. The team chair and several team members met with members of the Board of Trustees, the superintendent/president of the College, and various administrators. In addition, team members visited the Pacific Coast Campus site.

The team also attended two open meetings scheduled to receive comments from any members of the college community.

The team felt the self-study was thoroughly organized and well presented. The College was prudent in its use of the Internet for resource documents.

The team felt that the self-study report was sound. The faculty and staff who attended the open forums were candid and engaging.

## **Major Findings and Recommendations of the 2014 Visiting Team**

### **Commendations**

The members of the accreditation visiting team commend Long Beach City College for its sincere engagement in the accreditation process and its cooperation with visiting team members. The team identified several noteworthy accomplishments and makes the following commendations:

1. The team commends the employees of the College for their professionalism towards students and commitment to student success.
2. The team commends the College on the quality of its facilities and technology to support student learning. The buildings are well designed for educational activities, efficient, and attractive, and the technology hardware and software are up-to-date and selected carefully to support student learning and institutional effectiveness.
3. The team commends the College for achieving support from the communities within the district. This is evidenced by the successful implementation of two consecutive general obligation bonds for the continued work on renovating the college.
4. The team commends the College for being early adopters of student success strategies by engaging with high school and university partners.

After carefully reading the self-study, examining evidence, interviewing college faculty, staff, administrators, and students, the team offers the following recommendations:

### **Recommendations**

As a result of the October 2014 visit, the team made the following recommendations:

1. In order to meet the standard, the team recommends that the College address the pervasive morale and communication problems previously cited in team Recommendation 5 (2002) and Recommendation 8 (2008) evaluation teams, by increasing transparency and trust through timely input processes in decision-making; better integration of plans with improvement priorities, hiring, and resource allocation (IV.A.1-5, IV.B.2.b).
2. As cited in Recommendation 2 by both the 2002 and 2008 visiting teams, and In order to meet the standard, the team strongly recommends the College systematically utilize assessment results to improve teaching and learning strategies, the achievement of stated student learning outcomes, and to inform integrated planning decisions, including resource allocation and improvements across the college (I.A, I.B.1, I.B.3, I.B.5, II.A, II.A.1.c, II.A.2.a, II.A.2.e, II.A.2.f, III.A.3-4, III.B.2, III.C.1-2, IV.B.3-6, IV.C.4, IV.D.2-3 & 6-7).

**Accreditation Evaluation Report  
for  
Long Beach City College**

**INTRODUCTION**

Long Beach City College is located in Los Angeles County, California. During this self-evaluation period, Long Beach City College (LBCC) celebrated its eighty-fifth anniversary as one of the oldest and largest community colleges in California. LBCC was established in 1927 as Long Beach Junior College; however, legislative action in 1970 separated the college from the Long Beach Unified School District creating the Long Beach Community College District. Beginning with a student body of only 500, the college's fall 2013 enrollment reached over 24,000 students. During the college's 85-year history, the LBCC faculty has grown from 20 to almost 300 full-time faculty with more than twice that number of part-time faculty. Currently, there are close to 500 classified staff and administrators working to help advance the college's ongoing efforts.

LBCC is a single-college district that operates two principal campuses. The Liberal Arts Campus (LAC) occupies 112 acres in suburban northeast Long Beach, while the Pacific Coast Campus (PCC) is located on a 30-acre site in an urban setting in central Long Beach. Each campus provides a comprehensive student experience including state-of-the-art classrooms and student support services, though the two campuses serve different student populations. In fall 2013, the student body at LAC included more Hispanic and White students and fewer Asian and Black students than PCC. Students at LAC were also younger and more likely to have an educational goal of a bachelor's degree, while students at PCC were more likely to have a goal of obtaining a vocational or associate degree. Finally, LAC had more full-time students, while PCC had more part-time students. In addition, specialized instructional services are offered at the college's two Child Development Centers, one located on a 2.3-acre site north of the LAC and the other at the PCC.

Long Beach City College has become one of the most diverse community colleges in the state, a reflection of the fact that the city in which most of its students reside is considered one of the most diverse metropolitan areas in the U.S. The college's student population mirrors the community it serves in terms of ethnic composition. For fall 2013, approximately 52 percent of LBCC students were Latino, 15 percent White, 14 percent African American, and 13 percent Asian/Pacific. Adding to this diversity was a large cohort of international students who come to LBCC to study at the American Language and Culture Institute (ALCI) to improve their English skills in preparation for college admission.

Transfer education and occupational training are two main functions at LBCC, but the college also offers many basic skills courses and general education programs. New programs and services are continually being developed to meet the needs of the community, an increasingly diverse student population, as well as business and industry. The college has developed computer-assisted instruction, expanded multimedia efforts, and developed 11 transfer degrees thus far. There have been increased collaborative efforts with the Long Beach Unified School District (LBUSD) and California State University Long Beach (CSULB). The college has

received awards for its Administration of Justice and Journalism programs and is widely known for its Nursing and Child Development programs, as well as an extensive and technologically-advanced Electrical Technology program. In addition, it has several special training partnerships with area corporations. LBCC is the Lead Center of the Los Angeles Regional Small Business Development Center (SBDC), one of six regional networks in California. As part of its effort to support and promote small business growth and development, the LBCC SBDC has partnered with Goldman Sachs to host the *10,000 Small Businesses Initiative*, a business management education program. Since the program began in 2010, there have been nine cohorts and a total of 222 participants at LBCC. In July 2013, LBCC also became the Southern California Regional Center, and oversees the program at Los Angeles City College as well.

LBCC is governed by a five-member, publicly-elected Board of Trustees. The Board provides leadership and sets policy for the college. The Superintendent/President is responsible for implementing policies and directives approved by the Board. In 2013, LBCC Board of Trustees received the Pacific Region Equity Award from the Association of Community College Trustees. In 2014, the Superintendent/President received the James Irvine Foundation Leadership Award for Promise Pathways and the alternative placement model. Promise Pathways, a key element of the LBCC Student Success initiative, employs various strategies, such as prescribed course scheduling and academic coaching, to help students achieve their educational goals. The alternative placement model, a component of Promise Pathways, uses high school performance data along with standardized tests to place students in math and English courses.

Long Beach City College prides itself on its long history of service to the community. The close ties with the community are illustrated by the support the college enjoys from the Long Beach City College Foundation, a nonprofit organization operating independently of the college to raise funds for scholarships, faculty initiatives, and facility enhancements, all of which contribute to the college's outstanding and evolving learning environment. Since it was founded in 1978, the Long Beach City College Foundation has raised more than \$35 million to benefit the college community. From 2008-2009 to the present, 4,375 students were awarded Foundation Scholarships. In 2012-2013, the Foundation awarded over \$800,000 in scholarships, including the Long Beach College Promise. In prior years, the total amounts had been more than \$600,000 annually. In addition, the Foundation supports program development by providing departmental grants. In the past five years, 163 grants totaling close to \$122,000 have been awarded.

Long Beach City College has a comprehensive mission which is as follows: *“Long Beach City College promotes equitable student learning and achievement, academic excellence, and workforce development by delivering high quality educational programs and support services to our diverse communities.”*

## MAJOR FINDINGS AND RECOMMENDATIONS OF THE 2008 VISITING TEAM

**Recommendation 1: The team recommends that the college expand the active participation in the ongoing accreditation process to involve all constituent groups, with special emphasis on classified staff and students (I.A, I.B.4, II.B, II.B.3.b, III.A.1.c, III.A.4.c, IV.A.4).**

The College has met this recommendation as demonstrated by the work that has been completed since the 2008 site visit, as well as the work that culminated in the 2014 Self-Study. The College reports that they were particularly concerned about the inclusion of classified staff and students in this process. To more fully involve the classified staff, the Steering Committee met with the Classified Union President to identify and appoint representatives to the committee, one of which has served as the co-chair of the Steering Committee. With the assistance from the ASB President, student participation has also increased.

After the ACCJC reaffirmed the college's accreditation status in January 2010, the Board requested and received periodic updates to ensure that the college sustained the ongoing progress in implementing its new student learning outcomes assessment, planning and review process and resource allocation.

A new mission statement was developed and approved by the Board of Trustees (August 2011) and an environmental scan was taken to assess the community needs for the development of the 2011-2016 Educational Master Plan.

The evidence provided indicates that the college did expand the participation opportunities to the process of writing their Self-Evaluation Study. However, the team did not find evidence of a broad, active participation in the ongoing accreditation requirement for linking student learning outcomes assessment into the planning, decision-making, and resource allocation processes as required by the ACCJC.

The Report indicates the College responded to this recommendation by bringing all constituent parties into the accreditation process. It reports that for the first time in the history of the college, both classified staff and students co-chaired positions as part of the process. The Report reflects that two constituent groups (Community College Association and Council of Classified Employees) did not sign the Certification of the Institutional Self Evaluation Report; however, the failure of both unions to sign the Self-Evaluation Study was not related to the process or content of the document.

**Recommendation 2: The team strongly recommends, as did the team in 2002, that the college strengthen its commitment to a comprehensive student learning outcomes (SLOs) process that includes the development of outcomes at the course, degree, program, and institutional levels; assess the student attainment of SLOs; include SLOs in course syllabi; include the attainment of these SLOs in the evaluations of faculty and others responsible for student learning; and integrate the assessment of SLOs into the planning, decision-making, and resource allocation processes and that it develop a plan to complete this task by 2012. Further, the team recommends that the college establish student learning**



**outcomes for general education and align those outcomes with its general education philosophy (I.A, I.B.1, I.B.3, I.B.5, II.A.1.a, II.A.1.c, II.A.2, II.A.2.a, II.A.2.b, II.A.2.e, II.A.2.f, II.A.2.h, II.A.2.i, II.A.3, II.A.3.a, II.A.3.b, II.A.3.c, II.A.5, II.A.6, II.B.1, II.B.4, II.C.2, III.A.6, III.C.2, IV.A.1, IV.A.2).**

The College has partially addressed this recommendation; it has not fully integrated the assessment of SLOs into the planning, decision-making, and resource allocation processes. Thus, the recommendation has not been fully addressed and the standards are not met.

As reported by the November 2009 Follow-Up Visiting Team's Report, the college demonstrated a renewed commitment to SLOs and their assessment. This commitment was evident in interviews that the visiting team conducted with various committees and individuals and the evidence provided with the progress report.

The 2014 Visiting Team has also recognized that Long Beach City College has made a serious effort to adjust its focus toward student learning outcomes and has established a foundation for continued progress toward meeting the intent of the accreditation standards. The college has provided evidence to substantiate the offering of high-quality instructional programs leading to degrees, certificates and employment or transfer. Instructional programs are systematically assessed via a three-year cycle of curricular program reviews and a two-year cycle for CTE programs. Evidence is also provided which indicated that the college is addressing Student Learning Outcomes.

Student Learning Outcomes are defined for courses, programs and general education. Assessments are being conducted by most programs, and results are being collected and reported in TracDat (as evidenced by the data found in TracDat). It is noted, however, that most programs are not yet using their assessment results to inform their program improvement plans (other than the few that have indicated that they would be making changes to their curriculum). It is also noted that not all programs are fully engaging in their assessment practices. Through interviews with faculty, many are still resistant to participate in these assessment activities, and several programs have yet to come together to discuss their results. Several faculty indicated that they did not even realize that this was a required step in the assessment process; they felt they were meeting the requirements simply by assessing the learning outcomes and reporting the results.

The College has made a concerted effort to encourage greater faculty involvement in SLO assessment. Resources have been put into place to assist in the process, as demonstrated through the hiring of the Education Assessment Research Analyst, the reassignment of a faculty member to serve as the SLO Coordinator, the purchasing of the TracDat database system, and the offering of professional development activities for faculty, particularly the newly hired full-time faculty, to help better define the ultimate purposes and benefits of the SLO assessment work. More notably, the Academic Senate has modified the rubric used in prioritizing new faculty position requests; programs are awarded "points" in favor of their request for new positions if the program can demonstrate participation in SLO assessment efforts. Despite these laudable efforts, the college was not found by the team to meet the standards.

There is no specific mention in II.C.2 narrative of the Self-Evaluation report, related to student learning outcomes for library, information competency, and learning resources. However, the document “A Comprehensive Three-year Cycle Student Learning Outcomes & Service Unit Outcomes Report” and the “SUOs and Assessment Plan Template” both speak extensively on SLO implementation and analysis. The descriptive summary does lead to the Program Review for Learning and Academic Resources (LAR) but not the Library. The LAR and the Library have separate program reviews and report to different academic administrators- one in the School of Student Success and the other to the Associate Vice President of the Pacific Coast Campus and Library Services. The institution appears to meet Standard II.C.2.

The College appears to have responded with urgency to the 2008 Visiting Team’s Recommendation 2, which asked the college to strengthen its commitment to a comprehensive SLO process. The follow-up visit in 2009 and mid-term report both indicate progress. The expectation, though, was that the institution address the recommendation and meet each of the cited standards. There is still little evidence of the integration of SLOs into the decision-making and resources allocation processes. The standards are not met.

**Recommendation 3: The team recommends that the college immediately complete its revision of the program review process, begin implementation, effectively communicate the program review process and the results of program review in a timely manner to all constituent groups, and more fully integrate program review into the planning and resource allocation processes for continuous quality improvement (I.B, I.B.2, I.B.5, I.B.6, I.B.7, II.A, II.A.2.e, II.B.1, II.B.4, II.C.2, II.A.6, II.C.1.c, III.C.2).**

The College has met this recommendation as evidenced by their current program review and program planning processes. There is, however, some confusion as to how all of the planning components are fully integrated into a strategic college plan that addresses continuous quality improvement that is used for resource allocation. As the college continues to grow into using their newly refined process, constituents will begin to better understand all of its components.

Since the 2009 site visit, LBCC has initiated many changes to its Planning and Program Review processes. The process includes components that address evaluation, goal setting, resource distribution, and implementation for instruction and student services.

In the last few years the institution has implemented a number of changes to the evaluation processes. These changes have occurred as a means to ensure that the evaluation is useful and effective in measuring employee performance and that the process provides appropriate and constructive feedback for self-improvement and professional development where needed.

The planning cycle starts with the departmental plans and culminates with the College Planning Committee developing institutional priorities. The institutional priorities are presented to the Budget Advisory Committee for incorporation into the budget assumptions that it recommends for each budgeting cycle.

Components of the three-year Program Review include a curriculum review (validating the curriculum is meeting the needs of the students), environmental scans (including labor market analyses where appropriate), and status reports of progress being made on student learning outcome assessments. Annual Department Plans then provide a detailed plan identifying strategies and/or projects defined by the program, the personnel responsible for each strategy, and the resources needed to fully implement these strategies/projects. Programs utilize data compiled by the Office of Institutional Effectiveness and found in the “data packs” and the environmental scans reports. Program Review has continued to evolve and is now integrated across all organizational divisions and decision making is focused upon data.

The College’s 2011-2016 Educational Master Plan begins with the statement “Long Beach City College is committed to an integrated and ongoing process of planning and review to improve efficiency and effectiveness...to support evidence-based decision making for allocation of resources...” It further states that planning is “...comprehensive, collaborative, informed by all levels of the institution and designed to support the effective advancement of its strategic priorities and fulfillments of its mission” (III.D.1.a – page 365 of the Self-Study).

Institutional planning is overseen by the College Planning Committee, which in turn has standing advisory committees for specific areas. The Budget Advisory Committee is responsible for developing the budget assumptions each year and reviewing the detailed budget reports.

The College uses this integrated process to assure that needs are met at both the institutional level and the program and service area levels. This effort includes facility and equipment needs. Criteria for funding Perkins VTEA requests are dependent upon meeting the requirements of the Perkins legislation and providing a strong justification, based in Program Review plans, on how the proposal will support the program or service area’s goals and improve student learning (III.B).

Recommendation 3 asked that the college immediately complete its revision of the program review process and fully integrate program review into the planning and resource allocation process. The college has been successful in this regard, with all instructional programs now participating in program review. A few programs volunteered to present their program reviews to the Curriculum Committee in 2013-2014. It is recommended that all instructional programs present their program review before the Curriculum Committee. The college allocates resources for instructional programs based on program review and department planning. However, regarding Recommendations 2 and 3, the college still needs to complete the process, or close the loop, on planning and resource allocation. The college has not met the standards.

**Recommendation 4: The team recommends that the college include the academic freedom statement and a clarification of the acceptance of transfer credit in the catalog, using the language of Board Policy and Administrative Regulation 4019 (II.B.2).**

The Academic Freedom statement is on page 31 of the catalog, and the Acceptance of Transfer Credit from Other Institution information is on page 29 of the catalog.

**Recommendation 5: The team recommends the college develop a college-wide code of ethics (III.A.1.d).**

The College adopted Board Policy 3008 – Institutional Code of Ethics, which is a policy that provides the college community with a definition of, and expectations for, ethical behavior. The Administrative Regulation 3008 was created in partnership with the President’s Leadership Council and the college’s Academic Senate and outlines eleven ethical standards to which all employees are required to adhere. The vice president of Human Resources is responsible for overseeing this regulation. There are multiple avenues for reporting violations of the institutional code of ethics or unprofessional conduct. Written or verbal complaints can be reported to an area supervisor/manager, dean or vice president. Complaints can also be reported directly to the Human Resources Department. The college has also implemented a confidential fraud hotline where individuals can anonymously report allegations of fraud. Such allegations can be reported directly to the Internal Auditor or to Human Resources. Individuals wanting to remain anonymous can access the LBCC Fraud Hotline where individuals can make complaints by phone or by using a Submit a Tip form that can be found on the LBCC website. Any reported violations of the Institutional Code of Ethics or allegations of fraud are immediately and appropriately investigated by the Office of Human Resources and/or Internal Auditor. Violations of the Institutional Code of Ethics and/or acts of fraud may result in mandatory training for the individual and/or the imposition of appropriate discipline.

**Recommendation 6: The team recommends that the college continue its efforts to update board policies and administrative regulations to reflect approved changes, including sections on selecting the superintendent/president and specifying a penalty for board members violating the code of ethics and conduct (III.A.3, IV.B.1, IV.B.1.b, IV.B.1.d, IV.B.1.e, IV.B.1.h).**

The 2008 Visiting Team noted the need to include in policy and regulation specific penalties for board members violating the code of ethics and conduct. The 2008 visiting team also noted the absence of policy that defines the search process for the hiring of the superintendent/president. The 2008 Evaluation Team Report states, “The board has a manual of board policies and administrative regulations that guide the district in its operations. However, many sections are very dated. There is no policy or practice to review the policies on a regular basis.” The Report indicates that the board has put in place policies and regulations for dealing with violations of the code of ethics and conduct. Evidence for the policies and regulations are provided.

**Recommendation 7: The team recommends that the college commit to technology funding which is responsive to college planning (III.C.1.c, III.C.2).**

Since the 2008 comprehensive evaluation visit, the College has made a concentrated effort to provide appropriate, and expanded, funding for the technology needs of the campuses. The Board of Trustees also approved budgets that have designated ongoing reserve funding for technology. Specifically, technology services, support, facilities, hardware and software have

changed and grown since the last self-study. The district has made continued progress in using technology to enhance the operation and effectiveness of the institution.

**Recommendation 8: The team recommends that the college evaluate the role of college-wide leadership in institutional governance and use that evaluation to ensure the integrity and effectiveness of organizational processes, practices, and decision-making (IV.A.1, IV.A.2, IV.A.3, IV.A.4, IV.A.5).**

The College has recently hired a new Vice President of Academic Affairs, who is perceived by faculty, according to Academic Senate President, as an administrator who understands faculty. Prior to this hiring, the college has not had stability in that position (four new vice presidents in five years).

**Recommendation 9: The team recommends that the college continue to encourage participation by all constituent groups in the college governance process (IV.B.2.b).**

The Report indicates that the College implemented significant restructuring of its planning committees in fall 2007. Two surveys of faculty and staff were done in spring 2010 and 2011 to determine how well the restructured committees are working. The Report indicates that the “results ... pointed to the continuing need to enhance communication about resource prioritization decisions at the conclusion of each planning year (Program Planning/Program Review Survey Results, Spring 2010; Department Planning/Program Review Process Summary Report, 2012). Incremental improvements in this area have been made throughout this cycle.” The Report did include Employee Survey Summary Results of October 2013. The results range from 4.48 to 1.73. Those questions dealing with morale, mutual respect, and trust drew the lowest scores. The evidence includes the Collegiality & Morale Advisory Group and their recommendations. The evidence also includes Academic Senate Action Minutes for May 10, 2013 and May 24, 2013. The first dealt with principles of shared governance (collegial consultation). It reports that 66% of full-time faculty (82 out of 124) reported problems regarding program discontinuance. 64% reported problems regarding the reorganization plan. 58% reported problems regarding Promise Pathways (71% of those faculty who participated in the program cited problems). Regarding Student Learning Outcomes 63% of faculty (73% of Department Heads) reported problems. Other areas of problems were also reported. The college leadership, i.e., Trustees and President, acknowledge room for improvement, but find the degree of discontent mystifying. Academic Senate President suggested that decision-making processes in some key programs, e.g., Promise Pathways Program could have been strengthened with more faculty input.

## **ELIGIBILITY REQUIREMENTS**

### **1. Authority**

The evaluation team confirmed that Long Beach City College is a public, two-year community college operating under the authority of the State of California and the Board of Trustees of the Long Beach City College District. Long Beach City College is accredited by the Accrediting Commission for Community and Junior Colleges, Western Association of Schools and Colleges.

### **2. Mission**

The evaluation team confirmed that Long Beach City College's updated mission statement was adopted by the Board of Trustees in August 2011. The mission statement is appropriate for a community college. The mission statement is published widely throughout the college, including the college's webpage and the college catalog.

### **3. Governing Board**

The evaluation team confirmed that Long Beach City College is governed by a five-member Board of Trustees, elected in five sub-districts. The Long Beach City College Board serve four-year staggered terms to ensure continuity. A student trustee, elected by the students for a one-year term, is the sixth Board member; the student trustee serves in an advisory role.

The team validated that the Board makes policy for the District. The Board is the ultimate decision-maker in those areas assigned to it by state and federal laws and regulations as well as the state education code. The Board has a published code of ethics defined in Board Policy 2016. The Self-Evaluation Report states, "Long Beach City College is a single-college district, governed by a publicly elected five-member Board of Trustees, joined by a non-voting student trustee. Trustees are elected to the Board of Trustees for four-year terms from each of the five districts within the college's service area. The terms of the trustees are staggered to provide continuity. The student body elects the student trustee who serves a one-year term and who votes on college business (except for closed session issues) in an advisory capacity. The Board of Trustees invites public input by publishing agendas for its meetings several days in advance. Regular meeting agendas include an item for statements from the public on non-agenda items. A majority of the Board of Trustees have no employment, family, ownership, or other personal financial interest in the institution. The Board of Trustees adheres to a Code of Ethics/Standards of Practice that assures impartiality of all members and commitment to the academic and fiscal integrity of the college."

### **4. Chief Executive Officer**

The evaluation team confirmed that the Long Beach City College superintendent-president serves as chief executive officer who has primary authority and responsibility for leadership and management of all programs and services provided by the college. The superintendent/president provides leadership and management for all programs and services in the District. The superintendent/president is the only employee hired by the Governing Board and the process for

selecting an individual is clearly defined; the current president was hired in 2007 after a nationwide search.

## **5. Administrative Capacity**

The evaluation team confirmed that the college has sufficient administrative staff with appropriate preparation and experience to operate the college. The administrative staff has ranged from 23-39 full-time persons in each fall term for the past five years.

## **6. Operational Status**

The evaluation team confirmed that Long Beach City College is very operational and serves students seeking certificate and degree completion.

## **7. Degrees**

The evaluation team confirmed that Long Beach City College offers a total of 152 degree and 141 certificate programs. The self-evaluation report states: “The majority of Long Beach City College’s educational offerings are in programs that lead to degrees as described in the college catalog, and a significant number of students are enrolled in degree-applicable courses. Degree opportunities and transfer courses are clearly identified in the college catalog.” The college’s degree and certificate programs are consistent with its mission and are based on recognized higher education fields of study. The Curriculum Committee, a standing committee of the Academic Senate, ensures that the programs are of sufficient content and length and are conducted at levels of quality and rigor appropriate to the degrees offered. The degree programs meet California Code of Regulations and Title 5 curriculum requirements, and, when combined with the general education component, represent two years of full-time academic work. Basic skills sequences in reading, writing and math help students develop the proficiencies necessary to advance to college-level coursework or to qualify for entry-level employment. Students with limited English proficiency may enroll in English as Second Language (ESL) courses. All course outlines of record, programs, and degrees are routinely reviewed and have identified student learning outcomes that are assessed to improve student learning.

## **8. Educational Programs**

The evaluation team verified that Long Beach City College’s degree programs are consistent with its mission and are based on recognized higher education fields of study. The Curriculum Committee, a standing committee of the Academic Senate, ensures that the programs are of sufficient content and length and are conducted at levels of quality and rigor appropriate to the degrees offered. The degree programs meet California Code of Regulations and Title 5 curriculum requirements, and, when combined with the general education component, represent two years of full-time academic work. Basic skills sequences in reading, writing and math help students develop the proficiencies necessary to advance to college-level coursework or to qualify for entry-level employment. Students with limited English proficiency may enroll in English as Second Language (ESL) courses.

## **9. Academic Credit**

The evaluation team verified that Long Beach City College awards academic credit using the Carnegie standard unit, in accordance with Title 5, subsection 55002.5 and 55002 of the California Code of Regulations. Detailed information about academic credits is published in the college catalog.

## **10. Student Learning and Achievement**

The evaluation team verified that most courses and programs offered at Long Beach City College have defined measureable student learning outcomes. Course student learning outcomes are documented on the official course outlines that are published on the course outline website. Program student learning outcomes are included in curriculum guides available online and in the college catalog. Success and retention rates are regularly reported for courses in all programs. Student achievement of certificates and degrees are also made available on the college's program review website. The college has also defined student learning outcomes for general education and for the institution. These are made available on the college's outcomes assessment website.

## **11. General Education**

The evaluation team verified that Long Beach City College requires a minimum of 19 units in general education towards attainment of the Associate in Science degree and 25 general education units for the Associate in Arts degree. The general education courses ensure breadth of knowledge, promote intellectual inquiry, and provide an introduction to some of the major areas of knowledge. The general education component includes demonstrated competence in writing, reading, computational skills, and informational literacy. Faculty has identified and assesses student learning outcomes for general education. The quality and rigor of these courses is consistent with academic standards appropriate to higher education.

## **12. Academic Freedom**

The evaluation team confirmed that intellectual free inquiry exists at Long Beach City College. The Board of Trustees has incorporated a statement on academic freedom in Board Policy 4012 whereby the professional staff is free to define and discuss relevant information and to select materials and methods of presentation. Administrative Regulation 4012 further documents the rationale and manner in which this right is maintained. A faculty handbook, which is updated annually and published online, also includes discussion of the faculty obligation to create a learning environment that fosters the free exchange of ideas and the expression and understanding of diverse views.

## **13. Faculty**

The evaluation team verified that in fall 2013, Long Beach City College had 271 full-time and 717 part-time faculty. Effective fall 2014, 42 additional full-time faculty will join the institution. Faculty must meet the minimum requirements for their disciplines based on regulations for the Minimum Qualifications for California Community Colleges. Clear statements of faculty



responsibilities can be found in the handbooks for full-time faculty and adjunct faculty. Faculty responsibilities for the development and review of curriculum are included in the Master Agreement, Long Beach City College District and Community College Association – Long Beach City College. Also, part of the Master Agreement for full-time faculty are components of the faculty self-evaluation (Form E-10) that include student learning outcomes assessment. Part-time faculty responsibilities for student learning outcomes assessment can be found in the Master Agreement, Long Beach City College District and Certificated Hourly Instructors – Long Beach City College, Article VII, Student Learning Outcomes Assessment.

#### **14. Student Services**

The evaluation team confirmed that Long Beach City College provides a comprehensive array of student services for all its students, including students enrolled in distance education courses, as well as programs for students requiring preparation for college-level work. Co-curricular activities are offered to provide student development opportunities appropriate for and consistent with student needs and characteristics. The institution systematically assesses student support services using student learning outcomes, faculty and staff input and other appropriate measures.

#### **15. Admissions**

The evaluation team confirmed that Long Beach City College has adopted and adheres to admission policies consistent with its mission as a public California community college and in compliance with state law and college regulations. Information about admission requirements is available in the LBCC College Catalog (page 5) and in the Schedule of Classes. Administrative regulations are also posted on the college's website. The 5000 band of regulations include admission of international students and students under 18 years of age and non-high school graduates.

#### **16. Information and Learning Resources**

The evaluation team verified that Long Beach City College supports its mission and instructional programs by providing specific long-term access to print and electronic information and learning resources through its libraries, success centers, and open-access computer labs. The library and success centers are staffed to assist students, including onsite and distance learners, in the use of college resources. Wireless internet is available throughout campus.

#### **17. Financial Resources**

The evaluation team verified that Long Beach City College publicly documents a funding base, financial resources, and plans for financial development adequate to support its mission and educational programs. Most of the financial resources of Long Beach City College come from the state of California. Additional funding is obtained from federal, state and private sources. The college, through Board oversight, maintains adequate reserve levels for contingencies and maintains financial management policies and practices that ensure ongoing fiscal stability.

## **18. Financial Accountability**

The evaluation team verified that Long Beach City College annually undergoes and makes publicly available an external financial audit by an audit firm. The audit is conducted in accordance with generally accepted auditing standards contained in publications from the American Institute of Certified Public Accountants (AICPA), including *Audits of State and Local Governments*, *Not-for-Profit Guide* (used for foundations), and *Government Auditing Standards and Circular A-133*. In addition to these guides, the external auditor uses the *Contracted District Audit Manual* published by the California Community Colleges Chancellor's Office. All audits are certified and any exceptions explained. Results of audit reports including institutional responses to external audit findings are promulgated throughout the college community via the college's website and presented in open session to the LBCCD Board of Trustees. In addition, the college adheres to all federal, state and county financial standards and regulations.

## **19. Institutional Planning and Evaluation**

The evaluation team confirmed that Long Beach City College has an established and integrated institutional planning, resource allocation, and evaluation process. It makes public the extent to which it accomplishes its intended goals and purposes, including assessment of student learning outcomes for courses, programs, and the institution. The Student Success Scorecard is posted on the college's home page, and annual progress toward attainment of its Educational Master Plan goals and objectives are made public through the Institutional Effectiveness website. The institutional planning process considers evidence of student progress and achievement of educational goals to improve institutional structures and processes and to inform decisions regarding resource allocation and management.

## **20. Integrity in Communication with the Public**

The evaluation team confirmed that Long Beach City College makes available to the public regularly updated information about all aspects of the college and its educational and support offerings, including onsite and distance education, through the college website, annually published college catalogs, and the class schedule for each semester. General information is provided in the online and print college catalog, including the official institution name, address, phone numbers, institutional website, mission statement and values, course, program and degree offerings, academic calendar and program length, statement of academic freedom, available student financial aid, and available learning resources. The names of faculty and administrators and the members of the Board of Trustees are listed in the college catalog and on the college website. Educational credentials of faculty are included in the college catalog. Additionally, the catalog includes requirements for admission, degrees, certificates, graduation and transfer, and fees and other financial obligations. Policies affecting students, including academic honesty, nondiscrimination, acceptance of transfer credit, grievance and complaint procedures, sexual harassment, and refunds of fees, are all located in the college catalog and website. All board policies and administrative regulations are posted on the college's website.

## **21. Integrity in Relations with the Accrediting Commission**

The evaluation team verified that the Long Beach Community College District Board of Trustees provides assurance that the college adheres to the eligibility requirements and accreditation standards and Commission policies (Board Policy 1003 – Policy on Accreditation). The Board also provides for compliance with accreditation standards and processes for all other college programs that seek special accreditation. The college describes itself in identical terms to all its accrediting agencies, communicates any changes in its accredited status, and agrees to disclose information required by the Commission to carry out its accrediting responsibilities. The college complies with all Commission requests, directives, decisions and policies, with complete, accurate, and honest disclosure.

## **STANDARD I: INSTITUTIONAL MISSION AND EFFECTIVENESS**

*The institution demonstrates strong commitment to a mission that emphasizes achievement of student learning and to communicating the mission internally and externally. The institution uses analyses of quantitative and qualitative data and analysis in an ongoing and systematic cycle of evaluation, integrated planning, implementation, and re-evaluation to verify and improve the effectiveness by which the mission is accomplished.*

### **A. MISSION**

*The institution has a statement of mission that defines the institution's broad educational purposes, its intended student population, and its commitment to achieving student learning.*

#### **General Observations:**

Long Beach City College demonstrates a strong commitment to its mission to promote equitable student learning and achievement, academic excellence, and workforce development by delivering high quality educational programs and support service to the diverse communities that the College serves.

Not only is the mission statement prominently positioned in numerous campus locations and publications, including the College Catalog and Educational Master Plan, but the intent of their mission statement is evident in planning and implementation of current college initiatives and programs. Throughout the site visit, the team has seen evidence of the college's *strong desire* to help their diverse student population succeed; this dedication is evident in the conversations with students, faculty, staff and managers, as well as through the readings of many documents.

Although the desire is clearly evident, the dedication to assess whether or not the students are indeed succeeding is not as intensely (or consistently) evident. Although all programs conduct program review and assessment of student learning outcomes, not all programs are indicating where improvements might be needed, where improvements are being implemented, or if implemented improvements are actually making a difference in the students' success and achievements.

#### **Findings and Evidence:**

Due to the ethnic diversity and the economic educational needs of the community it serves, Long Beach City College developed and adopted a mission statement that reflects the college's primary focus on "equitable student learning and achievement."

Long Beach City College clearly articulates its mission and values, and is noticeably aligned with the overarching California Community College mission (I.A.1). The college mission

statement, most recently approved in August 2011, defines the educational purposes of the college, identifies the student population it serves, and conveys a strong commitment to advancing student learning and achievement (I.A.2).

Board Policy 1002 established Long Beach City College as a comprehensive community college that provides open and affordable access to quality associate degree and certificate programs, workforce preparation as well as opportunities for personal development and enrichment (I.A.3).

The college systematically reviews its mission in alignment with their six-year Educational Master Plan review (I.A.1). The College indicates that they utilize the mission to inform annual goal setting by the Board of Trustees and the President, and established priorities to support the mission and implement the 2011-2016 Educational Master Plan (I.A.4).

**Conclusion:**

The college meets this standard.

**Recommendations:**

None.

**B. IMPROVING INSTITUTIONAL EFFECTIVENESS**

*The institution demonstrates a conscious effort to produce and support student learning, measures that learning, assesses how well learning is occurring, and makes changes to improve student learning. The institution also organizes its key processes and allocates its resources to effectively support student learning. The institution demonstrates its effectiveness by providing 1) evidence of the achievement of student learning outcomes and 2) evidence of institution and program performance. The institution uses ongoing and systematic evaluation and planning to refine its key processes and improve student learning.*

**General Observations:**

LBCC has significantly strengthened its institutional planning and decision-making processes and practices during this accreditation cycle. The 2011-16 Educational Master Plan was developed and adopted which includes four primary goals: Student Success, Equity, Community and Resources.

Long Beach City College has implemented or improved programs to better serve students and achieve its mission. The College has strengthened and expanded its online courses/programs and has strengthened its partnership with local agencies and businesses. In addition, they have

established the Public Services Department to equip a diverse group of students through a variety of academic disciplines and in a manner consistent with the mission of the college (I.B).

The college has expanded opportunities for dialog. The college has strengthened its research capacity and has implemented various methods to assess and communicate its effectiveness, achievement data, survey data, and outcomes assessment data. These data are communicated to the appropriate college constituency groups in print and/or online reports and presentations. The college has also strengthened its support of outcomes and program review assessments (I.B.1).

The college is passionate about student success, as evidenced in their defined goals across various areas of the campus. Examples include:

- Student Success and Equity goals are identified in their Educational Master Plan; achievement of these goals is reported in the associated Educational Master Plan Scorecard.
- Institutional effectiveness indicators (indicators of Student Success, as defined by the State as well as indicators that the college has defined for itself) are identified and the rates of achievement levels for these indicators are reported in their Annual Institutional Effectiveness Reports.
- Program learning outcome goals have been identified and are assessed through the SLO assessment process and program review.

### **Findings and Evidence:**

The college reflects upon the progresses being made; and in its reflective culture, the college has identified the need to further educate faculty and staff on the meaning of student success metrics. The college indicates that it will continue to establish consistency among data being reported, and that they will simplify the presentation of the data to facilitate greater ease of comprehension across all levels of the college community (I.B.2).

In response to recommendations made by the 2008 comprehensive visiting team, the college carefully redesigned, documented, and implemented its planning and review processes. All units of the college have participated in this review process. Throughout the early stages of implementation of the new process, the college provided opportunities for programs to have other programs read and comment on the program reviews and program plans. This process was a collegial process, allowing for outside peers to make suggestions for improvements to the program reviews and the program plans. This allowed programs to better articulate their plans, and better articulate their resource needs (I.B.2).

The college's planning processes have been strengthened by the creation of diagrams to illustrate the college's planning cycle, the development of an Annual Planning Cycle, the centralization of its institutional effectiveness efforts, and the development of an Institutional Effectiveness Committee. There are still occasions of disconnect between the institutional level goals and department goals, demonstrating that some departments may not be fully aware of strategic

directions or targets that directly affect them. There is also a need to improve the feedback loop that informs departments of the resources that have been approved through the planning process. The effectiveness and sustainability of these changes cannot be evaluated at this time due the fact that the process is so new and a complete cycle has not yet been fully attained (I.B.3).

Through conversations with faculty, staff and managers, there appears to be broader participation in the program planning process. At the department level, all faculty are encouraged to participate in this process; however, it is usually the department head or designee who leads the analysis of the data and compiles the plan and review. At the college level, faculty and staff are encouraged to participate in the conversations that take place through the College Planning Committee and other governance committees.

There does appear to be a slight disconnect between the classified staff and the planning processes. Several staff indicated their dissatisfaction with these processes through the Governance and Leadership Survey that was administered in fall 2013. This was also heard through face-to-face conversations between classified staff and the 2014 Visiting Team. Many classified staff are not feeling as though their needs are being addressed (I.B.4).

The college's assessment of progress toward achieving its goals is communicated in a variety of ways. These reports are posted on the college's research web page and available on the intranet. Presentations of these data are also made to various members of the College community (I.B.4).

The college recognizes the need to further develop ways to improve the accessibility and flexibility of program review data reporting. Its self-identified improvement plans in their Self Evaluation include the goal to further develop the Cognos suite of Business Intelligence tools with an interactive dashboard to be used by department heads, faculty and deans. The college has also set a goal to standardize reporting methods for student learning outcomes at the course, program and general education levels. The college will enhance its ability to utilize information to inform its planning and decision-making efforts by enhancing the analysis and dissemination of these identified information sources (I.B.5).

To continue its progress in program improvement, the college recognizes the need to continue evaluating all parts of its planning and resource allocation processes. The college has assigned this responsibility to the College Planning Committee, which is a participatory governance committee that includes a college-wide representation. This committee will establish a work group to identify ways to formally incorporate professional development activities designed to assist the college community in better understanding the planning process, and in better understanding of the data used in the planning process. The Office of Institutional Effectiveness has committed to re-administering the Employee Survey within the first two years of the next accreditation cycle to determine if improvements in institutional effectiveness are perceived as part of the planning, review, and resource allocation processes (I.B.6 and I.B.7).

## **Conclusion:**

The college is passionate about student success, as evidenced in their defined goals across various areas of the campus.

The inclusion of the college's mission in the various planning documents, the utilization of the mission statement to create the superintendent/president's and Board of Trustees annual goals, the alignment between the mission and the College's Strategic Priorities and Core Competencies, and the link between the mission and Instructional and Student Services program review provides a structure that ensures the mission is central to many aspects of its institutional planning and decision-making efforts.

Long Beach City College's staff has worked very hard to strengthen its planning processes and assessment processes. In response to recommendations made by the 2008 comprehensive visiting team, the college carefully redesigned, documented, and implemented its planning and review processes. The college has expanded opportunities for campus-wide dialog. It has also strengthened its research capacity and has implemented various methods to assess and communicate its effectiveness, achievement data, survey data, and outcomes assessment data. These data are communicated to the appropriate college constituency groups in print and/or online reports and presentations. Also, the college continues to strengthen its support of outcomes and program review assessments.

## **Recommendations:**

None.



## **STANDARD II: STUDENT LEARNING PROGRAM AND SERVICES**

*The institution offers high-quality instructional programs, student support services, and library and learning support services that facilitate and demonstrate the achievement of stated student learning outcomes. The institution provides an environment that supports learning, enhances student understanding and appreciation of diversity, and encourages personal and civic responsibility as well as intellectual, aesthetic, and personal development for all of its students.*

### **A. Instructional Programs**

*The institution offers high-quality instructional programs in recognized and emerging fields of study that culminate in identified student outcomes leading to degrees, certificates, employment, or transfer to other higher education institutions or programs consistent with its mission. Instructional programs are systematically assessed in order to assure currency, improve teaching and learning strategies, and achieve stated student learning outcomes. The provisions of this standard are broadly applicable to all instructional activities offered in the name of the institution.*

#### **General Observations:**

In response to recommendations from the 2008 visiting team, the College has strengthened its commitment to student learning outcomes assessment and has more fully integrated program review into the planning and resource allocation processes. Planning has been restructured to make resource requests and decisions about request prioritizations dependent upon evidence-based plans. It is, however, less clear how SLO results are being used to drive program review and planning. During the past four years, the college has had three different vice presidents of Academic Affairs, each with a different directive about SLO assessment. SLO reports also reflect some confusion among the various SLO officers who have been entering data about what assessment has been required and how it should be recorded. The college is making efforts to continue improving these processes to make SLOs meaningful for participants and for improving student learning outcomes. The Education Assessment Research Analyst is working with the ASLO Subcommittee and department faculty to create these standards.

Due to financial cuts, the college discontinued eleven career technical education programs and eliminated ten faculty positions and several classified staff positions in 2012-2013. The college has hired 55 full-time faculty since spring 2014. In 2013-2014 there was a net gain of 15 FTE for classified staff in Academic Affairs, and there was a net gain of 9.6 FTE in management positions. Also, in 2013-2014 the 37 academic departments were consolidated into 33. The previous visiting team cited the lack of effective communication as a problem for the college. With the surge of new hires to the college, along with the reorganization of departments, the lack of effective communication about institutional effectiveness persists among constituency groups. And thus, use of student learning and achievement data in planning and resource allocation and demonstrated use of these data for improvements is not consistent across the institution.

The college recognizes the need for the program review subcommittee to collaborate with the Curriculum and College Planning committees to determine how to systematically facilitate

dialogue about the findings of program review that center on improvement in student learning and academic achievement and that carry forward key findings and challenges to these higher level planning groups. The college has recently hired an Education Assessment Research Analyst to assist training faculty in data analysis and will focus on departments with courses and programs that have not completed the loop of assessment to provide support needed to reach 100 percent of ongoing assessment.

### **Findings and Evidence:**

Long Beach City College, in aligning with the Chancellor's Office, which emphasizes transfer and workforce preparation, offers an excellent variety of programs to address the needs of its student population and that is consistent with its own mission statement. The college maintains instructional integrity through its adherence to Administrative Regulation 4005.2 and its Curriculum Committee, which is supported by various subcommittees. Given the institution's understanding of its student population, it has developed the Promise Pathways program to increase assessment, placement, educational gain, and completion. The college is committed to ensuring that all educational modes of teaching meet its high standards. For example, the college provides training to all instructors teaching online. Furthermore, the college has established a procedure for determining hiring needs and ranking criteria for new faculty positions. As confirmed through interviews with faculty and administrators, this procedure was followed in the hiring of 42 new full-time faculty positions (II.A.1, II.A.1.a-c; II.A.2.a).

In an attempt to assure the quality and improvement of all instructional courses and programs offered, the institution is collecting and making available, on the college website, "data packets" for programs to use for assessment. The Computer Science program was randomly picked; there were 24 pages of "data" available. The data would tell discipline faculty about their students. However, unless, discipline faculty are trained to use this data, it is difficult to see how the data would inform them regarding how to improve the instruction of their students. The team observed that several faculty do not know what to do with their SLO data. The institutional researcher indicated that her office is available to faculty to help them understand how to use the data (II.A.2, II.A.2.c, II.A.2.d).

While faculty wanted to maintain control of the SLO assessment process, there was a growing concern that some individual discipline faculty needed expert assistance in how to assure the validity and soundness of assessment tools. The institution created a full-time, 12-month, classified position -- Educational Assessment Research Analyst -- to address this problem and to help faculty and other entities improve their assessment procedures. In interviews with faculty the team found that instructors are pleased with the work that has been done since the addition of this position. Thus the team found that the college has made improvements regarding the 2008 recommendation to strengthen its commitment to a comprehensive SLO process. Although the team believes that the analysis of SLO assessment is happening, the institution failed to capture essential evidence of changes or improvements made based on these results on an institution-wide basis. Similarly, with regard to the 2008 recommendation for the college to revise its program review process, interviews with faculty, staff, and administrators provided evidence that a comprehensive understanding of the planning process is not fully integrated (II.A.2.a).

In response to the recommendation of the 2008 visitation team, the college has now established Student Learning Outcomes and a procedure for assessing student progress toward achieving those outcomes. This has been done relying on faculty expertise. However, it is not evident that processes are in place and being utilized to systematically evaluate all courses and programs to ensure relevance, appropriateness, and achievement of learning outcomes (II.A.2.a, II.A.2.b, II.A.2.e, II.A.2.f, II.A.2.g, II.A.2.h, II.A.2.i).

Relying on the expertise of its faculty, the college has established a general education curriculum that is consistent with its mission statement. The college catalog clearly states the skills, knowledge, and information that any student who graduates, transfers, or receives a certificate has acquired after completing his/her education at Long Beach City College. Furthermore, all degree programs focus in a study of at least one area of inquiry (II.A.3.a, II.A.3.b, II.A.3c, II.A.4).

The team confirmed that students completing vocational and occupational certificates and degrees are prepared to meet technical and professional competencies. Evidence for this includes charts addressing licensure exam pass rates and job placement rates that reflect excellent preparation of its students (II.A.5).

The college provides clear and accurate information regarding its educational courses, programs, and transfer policies, as well as course requirements and Student Learning Outcomes. This information is placed in its college catalog, both printed and online versions, where appropriate. In every class section, students receive a course syllabus that specifies learning objectives. These syllabi are consistent with the institution's official approved course outline of record. The team verified this by looking at course syllabi on file in department offices (II.A.a, II.A.c).

Due to budget issues, the college was faced with eliminating 11 Career and Technical Education programs since the last accreditation cycle. The college notified ACCJC and explained the process of discontinuance. In response ACCJC noted that the college did take appropriate steps to assist the enrolled students to complete their educational goals. The team confirmed that students in the affected programs were notified and given the opportunity to take the necessary courses to finish their certificate goals (II.A.6.b).

The Report claims, "LBCC takes seriously its obligation for faculty to present the material in as objective a manner as possible, thereby providing students with the relevant and necessary content to be successful not only in each course, but in future transfer and employment opportunities; at the same time, faculty strive to provide an appropriate context for debate and dissent, as relevant to the content of the course." The team found evidence for complying to this standard including the course outline template that states that expected outcomes/objects for students must be included on course syllabi, faculty handbooks (both full-time and adjunct), and the college's Master Agreement, which includes a section regarding faculty evaluation. Furthermore, the college does have and has published clear expectations concerning student academic honesty and consequences for dishonest. These are found in the college's catalog. Finally, the Report states, "The college provides clear statements of expected codes of conduct for staff, faculty, and students. These appear in the collective bargaining agreements for faculty,

in the Management Team Manual for staff, and in the college catalog for students.” Evidence for each of these was included with the Report (II.A.7.a, II.A.7.b, II.A.7.c).

Standard II.A.8 does not apply since the college does not participate in foreign locations of study.

**Conclusion:**

The team found that SLO assessment occurs at the department level. However, the college lacks sufficient dialogue and communication throughout the organization to ensure that it is offering high-quality instructional programs and demonstrating the assessment of student learning outcomes to improve student learning. The apparent lack of communication has resulted in members of the institution not participating in those activities necessary for continued improvement of student learning.

As cited in Recommendation 2 by both the 2002 and 2008 visiting teams, and in order to meet the standard, the team strongly recommends the College systematically utilize assessment results to improve teaching and learning strategies, the achievement of stated student learning outcomes, and to inform integrated planning decisions, including resource allocation and improvements across the college. Although a great deal of work has been done to meet the 2002 and 2008 recommendations, the team finds that the College does not meet the standard

**Recommendations:**

Recommendation 2: As cited in Recommendation 2 by both the 2002 and 2008 visiting teams, and in order to meet the standard, the team strongly recommends the College systematically utilize assessment results to improve teaching and learning strategies, the achievement of stated student learning outcomes, and to inform integrated planning decisions, including resource allocation and improvements across the college (II.A, II.A.1.c, II.A.2.a, II.A.2.e, II.A.2.f).

**B. Student Support Services**

*The institution recruits and admits diverse students who are able to benefit from its programs, consistent with its mission. Student support services address the identified needs of students and enhance a supportive learning environment. The entire student pathway through the institutional experience is characterized by a concern for student access, progress, learning, and success. The institution systematically assesses student support services using student learning outcomes, faculty and staff input, and other appropriate measures in order to improve the effectiveness of these services.*

**General Observations:**

Long Beach City College provides more than 30 programs and services within Student Services to address the educational, health, and well-being of a diverse set of students. Those programs and services range from assessment, admissions and registration, financial aid, counseling, health

services, veterans services, and other matriculation related areas to the learning communities of categorical programs such as EOPS/CARE, CalWorks, and DSPS.

All student support services are provided at the two campuses (Liberal Arts Campus and the Pacific Coast Campus). Many key services, including orientation and counseling, are available online. The self-evaluation report includes a table which clearly shows which services are available at which location and/or online.

The self-evaluation report notes that 24,282 students attended Long Beach City College in the fall of 2013. The ethnic breakdown of that student population is as follows: 52.4% Hispanic, 15.4% white, 13.3% Asian/Filipino/Pacific Islander, 13.7% Black/African American, and 5% other/unknown. With regard to attendance by location, 69.7% of the student population attended the Liberal Arts Campus, 21.6% attended the Pacific Coast Campus, and 7.9% attended through the web.

Student Services personnel have been aggressively working to implement the elements of California's recent Student Success Act. Much of this work has been connected with the college's initiatives, the Long Beach College Promise. Originally implemented in 2008, the Long Beach College Promise began as a partnership between the Long Beach Unified School District (LBUSD), Long Beach City College (LBCC), and California State University, Long Beach (CSULB). The goals of this partnership were to increase the percentage of LBUSD students who were prepared to attend college, increase the percentage of LBCC students who earned degrees or certificates, increase the percentage of LBCC students who transferred to CSULB or other four-year institutions, and increase the percentage of CSULB students who graduate with a bachelor's degree. In order to implement the Long Beach College Promise, the institution (LBCC) needed to review and revise matriculation processes. Several committees were established to conduct this work and implement the promise. Five-year results of the partnership showed increased success in all goal areas (noted above).

The success of the Long Beach College Promise led to a new pilot, Promise Pathways, in fall 2012. This initiative required the Long Beach College Promise students to attend full-time and "front load" their foundational coursework in English/ESL, reading, and math. These students must also take a student success course and a career exploration course (if they have not declared a major) and follow a predetermined semester schedule. In return, the students received priority registration and guaranteed enrollment in foundational classes. The numbers of students successfully completing college-level English and math increased dramatically, and the college expanded Promise Pathways to include five additional, surrounding school districts in fall 2013.

The work required to implement the Long Beach College Promise and Promise Pathways prepared the college to more easily implement the elements of the Student Support and Success

Program. They had already created an infrastructure for providing orientation, assessment, and expanded educational planning sessions.

The campus has recently made improvements to existing facilities through the bond construction program. The A Building on the Liberal Arts (LAC) campus was remodeled and houses all of the key student support services (Admissions and Records, Financial Aid, Counseling, DSPS, EOPS, CalWorks, and Health Services). At the Pacific Coast Campus (PCC), a new building is currently being constructed that will be dedicated to Student Services and will expand student access to these services. The building is projected to be completed in November, 2015.

### **Findings and Evidence:**

The college engages in sound practices using a comprehensive set of strategies to assure that students experience quality support services independent of location and delivery method. With regard to distance education, the college makes networked computers available to students who do not otherwise have Internet access. In addition, wireless access is available to students on campus who use their own laptop computers (II.B.1).

The college catalog is thorough, precise, and reflects current, key aspects about the institution such as mission, contact information, course offerings, requirements, and the majority of the policies and procedures. The college catalog is available on the college's website, and students and/or the public may print a version if they choose to do so. The location and publications where other policies may be found are also made clear. The class schedule, the student handbook board policies, and the college website are the locations where this information can be found. The non-discrimination and sexual harassment policies are summarized in Spanish in the catalog.

The information required by the Commission with regard to general information, requirements, and major policies affecting students exists in the catalog with the exception of the degrees of administrators. The catalog lists the degrees for full-time faculty and faculty emeriti, the names of part-time faculty and classified staff, and the names of administrators and their positions but not their degrees as required by the standard. The nondiscrimination statement is listed in both English and Spanish. Although the college meets the standard by having a paragraph on violation of student rights, it would be more helpful for students to clearly list the steps involved in the general complaint process rather than directing them to the Office of Student Conduct and Discipline for a copy of the process.

Staff in the Office of Academic Services initiates a review of the current catalog for the next year's version. Sections of the catalog are sent to the appropriate areas (e.g. Instructional Programs, Student Services, etc.) to ensure information is accurate and timely. However, in the institutional survey conducted in preparation for the self-evaluation report, a few comments were made that the catalog was confusing and inaccurate. When asked about this during interviews, some college personnel indicated that although the review process is conducted, not all of the

changes are included (e.g., updated service hours, etc.). These staff members also noted that curriculum timelines have been problematic which may be a factor with the catalog (II.B). When discussing this issue with personnel from the Office of Academic Services, it was noted that other departments/areas are not always responsive to requests for updated information and that the administrator degree information had been requested from the Human Resources/Personnel Commission. The Associate Vice President of the PCC Campus and Library Services is aware of the situation and will monitor it more closely (II.B.2.a, II.B.2.b, II.B.2.c).

Admissions policies, requirements, and fees are the same for distance education programs and traditional programs. There is no distinct process for recording complaints and grievances from distance education students as opposed to traditional students. Complaints are handled in a number of ways. There is a process for academic complaints, and that process is monitored and implemented by the academic deans. Should these complaints rise to the level of grievances, they are processed through the Dean of Student Affairs and the Director of Student Discipline/Student Life and eventually reside in the office of the Associate Vice President of Human Resources. Those files were reviewed, and there were no consistent issues that would raise concern, nor were there any issues that would be indicative of non-compliance with accreditation standards. Complaints concerning sexual harassment and other forms of discrimination are processed through the office of the Associate Vice President of Human Resources. In reviewing those files, there were six complaints that were currently being reviewed. However, as with the other complaints noted above, there was no consistent theme that would raise concern, nor were they any issues that would be indicative of non-compliance with accreditation standards. One complaint had gone as far as the Office of Civil Rights (OCR), however, the OCR ruled in the college's favor. One additional complaint had been submitted to ACCJC in 2012. A copy of the response by the college was provided and reviewed. The college demonstrated that appropriate investigation and review occurred consistent with their established processes.

Long Beach City College provides equitable access to all of its students regardless of service location or delivery method. Student support services are provided throughout the day and into the early evening hours. There are several delivery methods for students to access services which include face-to-face, online, and web-based media. Student services available for distance education students include online admissions, orientation, registration, and counseling. Examples of these services include, online orientation and Quick Questions (online counseling) (II.B.3.a).

Long Beach City College provides an environment that encourages personal and civic responsibility as well as intellectual, aesthetic, personal development for all of its students. Student clubs and organizations are available to actively sponsor special events, performances, and activities that enhance the understanding of and appreciation for diversity. Staff in the Office of Student Life explained that the college is actively trying to encourage more student

involvement in activities and governance. A copy of the ASCC fall calendar documented several examples of events and activities students had planned and presented. These included N2Giving golf tournament, California Coastal Clean-Up, Red Cross Blood Drive, and a Student Council “Chat and Chow.” These events were planned at both the Liberal Arts and the Pacific Coast campuses. A screening of the movie, No Turning Back, on illegal immigration was planned for October 23 (II.B.3.b, II.B.3.d).

The college designs, maintains, and evaluates counseling and academic advising services to support student development and success. Those services are designed to guide students through the matriculation process. They include assessment, orientation, student educational plan development, and follow-up services for students on probation. Additional support services include DSPS, EOPS/CARE, Veterans Services/Center, and Health Services.

The self-evaluation report noted audit findings related to DSPS. More specifically, the report discussed missing documentation in student files. These findings led to a review of the DSPS program by Galvin Group, a non-profit organization that assists colleges with compliance issues related to disability services. During this time, turnover occurred, and a new director of DSPS/EOPS/CalWorks was hired approximately one year ago. This individual has more than 20 years’ experience working in DSPS programs and brought a wealth of experience and knowledge concerning disability services. He explained that all of the audit issues had been resolved as a result of the visit. A second visit by the Galvin Group occurred in November 2013, and the previously noted concerns had been mitigated.

Although the A building housing student services was remodeled through the bond construction program, three programs -- DSPS, EOPS, and CalWorks-- share the same space. It was noted that the reception area for these programs was small, although ADA compliant. The impression was that individuals serving the students seemed to be crowded around the small reception desk, and the area for students checking in would not seem to accommodate more than one wheelchair at a time. This could potentially create a line for students but seemed workable.

The college provides professional development support with regular training of all counselors within the college. Counselors regularly participate in professional growth opportunities such as CSU and UC conferences, flex day activities, and bi-weekly department meetings. Counselors from all areas (e.g. EOPS) participate in the department meetings on a monthly basis. One example of professional development was when then Counseling Department hosted a two-day “Inner Heroes (True Colors)” and invited counselors from surrounding colleges to participate. Both full-time and part-time counselors meet minimum qualifications for their positions and are regularly evaluated in accordance with the established collective bargaining agreement. This evaluation process provides for both peer and student feedback pertaining to counseling services (II.B.3.c).



The institution regularly evaluates placement instruments and practices to validate their effectiveness while minimizing biases. Placement test and cutoff scores are used to determine optimal placement for English and math courses. Because of the Promise Pathways initiative, alternative placement mechanisms using high school performance has augmented traditional assessment practices. The Math Department reviewed the data from the pilot and determined that the measures were appropriate. The English Department, however, continues to refine the placement formula. The Reading department review is currently ongoing. The college uses the assessment tests approved by the California Community College Chancellor's Office. The College Board determines the ability to benefit for students who are seeking financial aid resources but do not have a high school diploma. Validation of English and math cut scores occurs in the context of the college's comprehensive use of multiple measures to appropriately place students in foundational courses (II.B.3.e).

The institution maintains student records permanently, securely, and confidentially with provision for secure backup of all files regardless of the form in which those files are maintained.

The institution publishes and follows policies for release of student records. Records are maintained in the A&R, DSPS, financial aid, health services, deans and vice president of student services offices. The institution takes steps to ensure that it complies with the Family Education rights and Privacy Act (FERPA), California Education code, Title 5 of the California Code of Regulations, other pertinent bodies of law, and local board policies and procedures (II.B.3.f).

As noted earlier in this section, Student Services was identified in four of the recommendations from the 2008 team. Two of those recommendations included learning outcomes (recommendation 2) and program review (recommendation 3). Conversations with several members of Student Services revealed that Student Services was participating in learning outcomes through both student learning outcomes (SLOs) for courses and service unit outcomes (SUOs) for departments. Copies of Outcome Assessment Reports for some areas of Student Services were provided. The documents do not show a clear connection between the results of the assessments and actions taken for course or programmatic improvement. However, when asked what programmatic improvements had been made as a result of SLOs or SUOs, staff were able to provide examples which included:

- Learning to include parents in outreach forums for the Promise Pathways initiative and creating parent workshops as a result;
- Reducing the time to award in Financial Aid processing;
- Modifying the registration process for Veterans

It was clear that Student Services areas are using SLOs and SUOs and making improvements as a result of these efforts. However, as with other areas of the campus, there does not seem to be robust conversation about "closing the loop" nor clear understanding about that concept. Across the institution, evidence of this was inconsistent and/or lacking thus bringing into question

whether or not the institution is at the Sustainable Quality Improvement standard for learning outcomes.

With respect to Recommendation 3 (program review), the college has a clearly articulated process for program review. Departments prepare department plans that document needs and request resources. These plans are prioritized by school at the vice president level. The executive team reviews the prioritized plans and allocates resources based on the plans. Copies of department plans, as well as the most recent plan by the Vice President of Student Services were reviewed (II.B.4).

**Conclusion:**

The college's Student Services areas meet the accreditation standards. The areas which can be further strengthened include the catalog (including administrator degrees and accuracy and SLOs/SUOs). The ripple effect of initiatives at the college, along with statewide legislative changes, provided a challenging environment for Student Services faculty and staff. Some of these impacts were anticipated, others were not.

**Recommendation:**

None.

**C. Library and Learning Support Services**

*Library and other learning support services for students are sufficient to support the institution's instructional programs and intellectual, aesthetic, and cultural activities in whatever format and wherever they are offered. Such services include library services and collections, tutoring, learning centers, computer laboratories, and learning technology development and training. The institution provides access and training to students so that library and other learning support services may be used effectively and efficiently. The institution systematically assesses these services using student learning outcomes, faculty input, and other appropriate measures in order to improve the effectiveness of the services.*

**General Observations:**

The overall narrative for Standard IIC is inconsistent. The inconsistency pertains to balancing the conversation between the "library" and that of the "other learning support services" included in the introduction. In some cases the narrative only speaks of the library and in others it only addresses the other learning support services; and then only the Learning Academic Resources Department (LAR). There is no sense of the overall Success Centers model used across the campuses. In some cases, the standard is not completely addressed. For example, with Standard II.C.1 there is no mention of "means of delivery" and in Standard II.C.2 the library is not discussed.

Since the last visit, the District has added two new library facilities. The library and learning support services all seem to be heavily used by students. The library is engaged in providing quality instruction and services and wants to understand the needs of the student and the faculty. The work to survey students and faculty should be commended because it has helped to identify needs and gaps in the services.

Since the last visit, the college has institutionalized information competency as an AA/AS graduation requirement. Student may complete the *LIB3 Information Competency* course to meet this requirement.

### **Findings and Evidence:**

Both the library and the Success Centers maintain sufficient hours to meet the needs of students and faculty. Both the Liberal Arts Campus and Pacific Coast Campus campuses have a library and learning support services in addition to providing services to those at a distance.

The library further supports the instruction programs through its library faculty and staff, its collections, and the services it provides through orientations, instruction, handouts and displays, and online guides designed to discover and find materials. The high student usage, both in physical use and in the textbook collection use, indicate a need both in the library and the campus success centers. When the team visited the libraries, they were active with student use. As with other areas on campus, there has been a reductions in budget and staffing but despite the challenges, the librarians remain positive and enthusiastic for the work they do to serve students and continue to innovate and to assess the services they provide.

The quality and depth of the collections were found to be satisfactory by the majority of campus faculty surveyed, but a large percentage of the faculty surveyed also indicated inadequate collections for meeting needs. The budget for library materials, both book, periodical and electronic, is not adequate to make significant changes to the collections in the areas of currency and adequacy. The collection at the Pacific Coast Campus is small, but this is primarily due to the physical space available.

The library at both Pacific Coast Campus and Liberal Arts Campus maintain computer stations for student use in addition to an instructional classroom on each campus that includes computers for hands-on instruction. The classroom and the lab at Pacific Coast Campus are particularly functional for teaching and learning. However, the classroom computers do pose a challenge for efficient instruction due to their age. The large student Academic Computing Center on the Liberal Arts Campus has been recently updated with new equipment. Computer equipment are selected and maintained by the district Instructional and Information Technology Service (IITS) department.

Care and attention is given to the print collections in both libraries. Ongoing assessment by library faculty and efforts are made to reach instructional faculty for collection consultation.

Targeted instructional materials, both print and digital, are being developed by two new librarians. This material includes numerous instructional videos that guide students through the learning process.

Though the state provides a suite of electronic databases for all colleges, this subscription is intended to serve as a *baseline* for students research needs. The college should expand this to better meet student learning needs.

The updated website content includes interactive tutorials and guides.

Since the last visit, the college has added an information competency graduation requirement that can be met by the Library 3 course taught by librarians. In addition, the college has a Library Technician certification program that includes information competency at its core. Students can also get information competency instruction through library workshops and orientations. The evidence shows the instructional program have grown significantly in recent years due to the information competency graduation requirement.

Instruction for students also comes in the form of printed materials and instructional videos posted online for students regardless of location. One-on-one instruction for students also occurs at the library reference desk with the librarians. Outreach to faculty across the campus encourages incorporating library research and activities into courses. The library faculty are proactive in reaching out to faculty and students.

Access to learning support services is provided through a variety of means and is the joint effort of primarily three areas: The Library, Instructional and Information Technology Services (IITS), and Learning and Academic Resources (LAR) as well as discipline-specific learning resources programs. Student computer stations are located throughout the campus and appear to be up-to-date and easily accessible during all open hours of the college. The classrooms we visited included multimedia equipment and the IITS department includes standards to be used by the district. Both libraries have extensive hours throughout the week and on one weekend day each week. Library faculty are exploring methods to expand access to study areas for students within the existing library infrastructure. The online presence of the library provides access to the library collections and the library databases. Students can chat online, or call the librarians. The online site also includes resource guides and video tutorials for students. These options for students will continue to expand with the recent addition of new faculty in the library. Students have access to this both on and off campus.

The Writing and Reading Success Center and the Math Success Center are heavily used by students as are supplemental instruction and other tutoring services throughout both campuses. Drop-in and scheduled tutoring and writing support are available for students on campus. However, direct tutoring and Supplemental Learning Assistance (SLA) is not available online. This may have been an option in the past, but the Online SLA page states, "SLA will not be offered online through the WRSC for the 2014-15 Academic Year."

The institution provides effective maintenance and security for the library collections through the security gates. Collection controls are performed through the WMS library system. Library equipment is maintained through vendor contracts.

Long Beach City College Library is part of the California Community Colleges Consortium that provides reduced cost and free online library resources. An agreement exists between LBCC and CSU Long Beach for mutual use of library resources by students, faculty, and staff. The usage of both these agreements are tracked and reviewed by the library. Additional library resources for students and faculty are also made available for the interlibrary loan program; this greatly expands the options for collections. There wasn't significant evidence of the library cooperatively working with related departments such as Learning and Academic Resources (LAR) and interdisciplinary Success Centers. These departments should be encouraged to work together more to meet the learning needs of students.

The library has completed a cycle of assessment for the library at the course and program levels, including student learning outcomes and service unit outcomes. Student and program learning outcomes have been developed for the Learning and Academic Resources (LAR), Success Centers, and tutoring/supplemental instruction. In many cases, the outcomes and assessment have occurred, but a full assessment has not been completed by all areas of the service unit. Some outcomes assessment has been used as the basis for improvement of the LAR and Success Centers.

**Conclusion:**

The library faculty and staff were enthusiastic about the services and the programs offered by the library. They have a passion for the students and are active players in the development of services that support student learning, both on campus and online. With two new faculty librarians, a renewed energy exists to expand self-help tutorials for students. The district is encouraged to build stronger and consistent budgets for library materials, including books, periodicals and databases. The college meets this standard.

**Recommendations:**

None.

## STANDARD III: RESOURCES

*The institution effectively uses its human, physical, technology, and financial resources to achieve its broad educational purposes, including stated student learning outcomes, and to improve institutional effectiveness.*

### **A: Human Resources**

*The institution employs qualified personnel to support student learning programs and services wherever offered and by whatever means delivered, and to improve institutional effectiveness. Personnel are treated equitably, are evaluated regularly and systematically, and are provided opportunities for professional development. Consistent with its mission, the institution demonstrates its commitment to the significant educational role played by persons of diverse backgrounds by making positive efforts to encourage such diversity. Human resource planning is integrated with institutional planning.*

### **General Observations:**

Long Beach City College is a merit system district, with its Human Resources co-existing under the auspices of a Personnel Commission, which is governed by a three member Board. The District has three bargaining units, comprised of:

- Faculty: Community College Association - Long Beach City College (CCA-LBCC)
- Adjunct: Certificated Hourly Instructors (CHI/CTA/NEA)
- Classified: Long Beach Council of Classified Employees (LBCCE/AFT/AFL-CIO)

And the Management Team, which includes supervisors.

There are adequate numbers of administrators, faculty, and support service staff. At time of the visit, LBCC employed 315 full time and 767 part time faculty, 418 classified professionals, and 83 managers and supervisors.

### **Findings and Evidence:**

Long Beach City College has hiring policies and procedures in place to promote the employment of qualified personnel and employees are evaluated regularly. Minimum qualifications for faculty and administrators are consistent with Board of Governors regulations and LBCC faculty participate on faculty hiring committees, with at least two faculty members serving, and whenever possible one faculty from the discipline. For part time faculty hiring, the selection committee includes the Department Head and at least one full time faculty member from the department. The evaluation procedures are clearly defined, and regularly implemented and all employee evaluations are monitored by HR personnel, including notice to the appropriate evaluators of respective due dates and dates received. Evaluations encompass all employee groups which include full time and probationary faculty, part time faculty, regular and

probationary classified, and academic and classified management employees as well as confidential employees. Faculty evaluations now include, on the faculty member's Self-Evaluation Report, a narrative component to his/her involvement with student learning outcomes assessment. SLOs are mandatory for all faculty and this requirement is a part of the faculty contract. Also, administrators responsible for monitoring SLOs' effectiveness are evaluated in this area. The previous Faculty Professional Development coordinator attested to the fact that improvement plans are designed for all "needs improvement" faculty evaluation results. However, the strength of the connection between faculty evaluations and professional development opportunities remains unclear. Further, there was concern voiced in the open forum regarding the opportunity for staff to have input on manager evaluations, and in regards to the accountability of managers (III.A.1, III.A.1.a, III.A.1.b, III.A.1.c).

The institution has a professional code of ethics [3.A.2 AR 3008], and practices in place to report ethics violations via a Fraud Hotline, and discussions with both the internal auditor and the HR Vice President confirm that tips/complaints received are investigated immediately and followed up on appropriately. One example of unethical behavior cited, after an investigation and proper due process, led to the imposition of suitable disciplinary actions.

The Self Evaluation Report states: "The institutional code of ethics is intended as a tool to help foster, support and maintain a culture of collegiality, respect and integrity throughout the institution." However, the refusal of union presidents from two significant constituent groups to sign the self-evaluation report because they did not feel adequate involvement in the process and the Employees Survey also citing low levels of trust across most college groups, indicates that the institution has work ahead to rebuild collegiality, respect and trust (III.A.1.d).

The institution in 2013-14 chose to-not hire seventeen new faculty to meet the Faculty Obligation Number (FON) that year, and instead taking the approximate \$1.2 million penalty, which with the offsetting cost of adjunct budgetarily ended up being cost neutral. The college just came out of the program discontinuance which included a faculty reduction in force. For FY 2014-15, the college did hire forty-two new full time faculty with the goal to meet the FON.

Whereas management positions also saw position eliminations during the recessionary periods, the college deemed administration positions - 83 at time of visit - adequate to provide services necessary to support the institution's mission and purposes.

At the open forum, the classified staffing numbers were noted as an area of concern, and custodial services were called out as one area of deficiency at PCC. Whilst the institution recently hired four more custodians to address service as a result of increased building square footage, scheduling of custodial services at PCC may need to be revisited. Additionally, the college in collaboration with the faculty Community College Association (CCA) created the May 17, 2013 "Department Head Clerical Support" MOU to prioritize clerical support and hiring as the budget stabilizes and improves (III.A.2).

The institution has established written personnel policies and procedures that are reviewed regularly through the shared governance process and, if appropriate, by the unions. Additionally, employee needs and concerns can also be addressed via the Employee Employer Relations Council (EERC) the Staff Equity Committee, the Academic Senate and union grievance committees (III.A.3, III.A.3.a).

Personnel records are deemed confidential and treated as such, and kept in secure and locked areas in the Human Resources Department. Employees may view personnel files during regular business hours (III.A.3.b).

The college recognizes equity and diversity as key to the institution's success and embeds their perspective on diversity as part of their Values Statement. Additionally, their 2011-16 Educational Master Plan identifies as one of the four priorities "Equity - Long Beach City College will provide equitable access and support to its diverse students and will improve the educational progress and achievement especially for students underrepresented in those outcomes. However, the issue of equity between campuses is a concern. Some staff members agree that improvements have been made in this area, but the Employee Survey still shows dissatisfaction.

LBCC has a Staff Equity Committee, and a Staff Equity Plan. The institution also sponsors trainings and FLEX workshops to improve understanding of diversity amongst employees. The report showcases how diversity is embraced on campus, and the Employee Survey agrees, reporting a mean response of 4.26 out of 5 to a prompt questioning whether employees "believe that a diverse community of learners enriches the educational environment at LBCC." And there is evidence that the institution regularly assesses this and data is included in the report on p. 313 (III.4.A.a, III.4.A.b).

Responses in the Employee Survey indicate concern. Although the college has adopted an ethics policy intended to facilitate a "climate of trust", the "employee" survey suggests that trust is unacceptably low amongst nearly all campus groups. The need for a Collegiality and Morale Advisory Group speaks volumes, as do the missing signatures on the report itself. This committee has ceased to meet, and the morale issues have not been resolved. Most disappointing is the omission of actionable improvement plans in regards to this standard. In fall 2013, the college created the collegiality and morale advisory group to examine and recommend ways to improve morale. Yet, the significant issue impacting morale was the state fiscal crisis resulting in faculty and staff cuts, program eliminations and furloughs. (III.A.4.c).

LBCC only offers limited professional development opportunities given fiscal constraints and these professional development opportunities are being coordinated through each area vice president to address the specific needs within each area. Both a classified professional development survey and management survey evidence that need has been used to drive decisions



regarding professional development. Consistent planning for faculty professional development is less apparent.

As previously noted budget constraints are impacting all areas, including travel and conferences, for example funding for faculty conferences is just under \$16,000 for all full and part-time faculty although this budget line item saw a recent budget augmentation of \$25,000 (confirmed by the fiscal director). New faculty undergo orientation trainings and professional development is augmented via flex activities and mentoring activities (III.A.5, III.A.5.a).

LBCC is using surveys to evaluate professional development activities. The college admits that although survey results drive decisions, not all workshops have been surveyed, and response rates need improvement. The Academic Council has plans to review the role of professional development as it fits into the college-wide planning process, in the hopes of improving the effectiveness of professional development (III.A.5.b).

Human resource planning is integrated with institutional planning through program review. With an improved state budget climate, the institution needs to develop and fund an overarching staffing plan. Employee groups expressed concerns over staffing levels, and recent reorganizations and turnover in staff have hindered efforts to assess the effective use of human resources and the use of these results for improvements (III.A.6).

### **Conclusion:**

An evaluation of faculty conference funding to determine if funds are sufficient to provide appropriate opportunities that address identified teaching and learning needs may prove beneficial to the college.

The Academic Council should proceed with plans to determine how to best integrate professional development activities into the college-wide planning process. Additionally, more effort to connect evaluation to professional development should be made, while it is important to maintain the role of faculty and staff in the process of identifying professional development needs.

Discussions regarding the equity between the staff and students at both the PCC and LAC locations should be given priority, and open discussions about this are encouraged.

There is evidence of sufficient staffing levels to meet the demand of student numbers. The faculty are involved with SLO assessment, improvement, implementation, and evaluation. However, SLO implementation has not allowed the College to meet the Sustainable Continuous Quality Improvement level of the Commission's Rubric for Evaluating Institutional Effectiveness on Student Learning Outcomes – see Recommendation #1.

The college meets the Standard.

### **Recommendations:**

None.

### **B: Physical Resources**

*Physical resources, which include facilities, equipment, land, and other assets, support student learning programs and services and improve institutional effectiveness. Physical resource planning is integrated with institutional planning.*

### **General Observations:**

Long Beach City College, established in 1927, has two campuses, the Liberal Arts Campus, known as LAC, is located in the residential community of the Lakewood Village section of Long Beach, on Carson Street west of Clark Avenue. Whereas the Pacific Coast Campus, known as PCC, is located in central Long Beach, near the city of Signal Hill, on Pacific Coast Highway. LBCC serves the cities of Long Beach, Lakewood, Signal Hill and Santa Catalina Island.

As a result of voter approved Measure E – initially \$176 million in 2002, then approved for an additional \$440 million in 2008 – the college is able to beautify and update both their campuses. At time of the visit, the college was implementing major construction projects and renovations on both campuses and the team was quite impressed by the facilities design and execution of the facilities master plan.

### **Findings and Evidence:**

College building designs are reviewed and approved by the Department of State Architecture to ensure compliance with ADA, seismic standards, and fire safety for every building. Additionally, the District annually submits its Five Year Capital Improvement Plan, which includes capacity load ratios to determine sufficiency of instructional and support space. And a team tour of both LBCC's Liberal Arts Campus and the Pacific Coast Campus showed new and/or modernized facilities and an environment that appear safe, secure and well maintained. Facility elements include classrooms, skills labs, computer labs, a library resource center, student support services, and clerical and administrative offices. These elements align with program needs and services. All buildings were well lighted, clean, and in good repair.

The team met with the college's risk manager who presented the most recent Property & Liability Inspection report, designed to help reduce frequency and severity of property and liability losses. Scope outlined in this review focused on security, emergency preparedness, fire protection, playground safety, and chemical safety. The Liberal Arts Campus and Pacific Coast College Campus as well as the Liberal Arts Child Study Center were inspected and the

report came forth with thirty immediate/high priority recommendations. Twenty-eight out of the thirty recommendations were rectified within two weeks of receiving the report. Of the remaining two recommendations, one required a purchase of fall protection materials, the other an assessment by Information Technology, which the risk manager believed will be resolved in short order (III.B.1.b).

Both campuses are provided onsite law enforcement and/or security services by the Long Beach Police Department and the City College Unit is led by a Lieutenant, staffed with four Police Officers, 13 security officers and a dedicated dispatcher. On campus crime is essentially non-existent based on presented Cleary Act crime data and discussions with the Long Beach City Lieutenant. While this seems to be at odds with the characteristics of the surrounding community, particularly at PCC, the reputation of the College appears to deter criminal acts. From conversations with students, given the competitive nature of entering the program, they seem to have a respect for the College and are not inclined to engage in activity that detracts from the College. There was no evidence of graffiti on the exterior walls of the facility, nor in any of the restrooms. And as such observations from the campus tour and the 2012-13 Annual Security Report & Crime Statistics supported the college's assertion of safe, secure and well-maintained facilities (III.B.1).

Replacement and renovation was high on the priority list for 2014-15 with the entire \$2.6 million of the Block Grant allocated toward deferred maintenance to tackle the projects in the queue to improve physical resources, prioritized as per state facilities guidelines. Additionally, over the last four years LBCC has made available \$200,000 per year for Academic capital outlay projects (III.B.1.a).

Furthermore, the Facilities Department, in an effort to stay on top of the ongoing maintenance costs, utilizes "School Dude", a building management software, tracking equipment, related operations costs, service calls, data which helped shape the preventive maintenance and inspection program (PMI). As a result of this the Facilities Department was also able to advocate for and approved for four additional custodial positions. These efforts constitute the beginnings of a total cost of ownership model (III.B.2.a).

On the technology side, in the prior year nearly \$2 million was set aside for technology upgrades and computer replacements. And at the end of the year about \$487,000 remained unspent, which was then carried over into 2014-15.

Technology upgrades and new computers were noticeable in some areas of the campus tours.

Lastly, the 2020 Unified Master Plan, forming the basis of the construction implementation, is based on anticipated space needs identified in the 2011-16 Educational Master Plan and the Facilities Master Plan 2025 Update and was developed with the assistance of Cambridge West Partnership, LLC, a facilities planning firm with experience in community college master planning. Both of these plans provide information establishing the physical resource needs in the

form of buildings and instructional space to enhance institutional effectiveness and support student learning programs and services. And oversight of all proposed construction and building improvement projects rests with the Facilities Advisory Committee (FAC), which reviews, approves and modifies the project prioritization list, based on periodic evaluations and updates of the Five Year Capital Outlay Plan (III.B.2.b)

**Conclusion:**

The college meets the Standard.

**Recommendations:**

None.

C: Technology Resources

*Technology resources are used to support student learning and services to improve institutional planning.*

**General Observations:**

The college has met this standard.

Since the 2008 comprehensive evaluation visit, the college has made a concentrated effort to provide appropriate, and expanded, funding for the technology needs of the campuses. The Board of Trustees also approved budgets that have designated ongoing reserve funding for technology.

The college's Technology Plan was significantly revised in 2010, adopting a more strategic and longer-range planning approach. Early in the process, funds were used to fund the most immediate and critical needs for "updating" technology such as firewalls, replace out-of-date computers in instructional labs, and replace instructor office computers. As the college's needs moved into a "maintenance stage" for their technology, they updated their Technology Master Plan accordingly, following a "total cost of ownership" model, moving away from a crisis-response mode. A "refresh" program is in place, and new computers are systematically provided to newly hired faculty. Planning for other technology needs is met through the department planning and program review processes. These planning processes, along with institutional priorities, now inform technology planning, further demonstrating the college's attention to a fully integrated planning model.

The ongoing annual budget allocation supports the college's refresh program; the technology reserves ensure that new faculty receive new computers and phones. The software budget, equipment leasing budget for the data center, and telecommunications budget have remained

intact throughout the accreditation cycle. Further, bond funds are being leveraged to advance the district's technology infrastructure, particularly within specific building projects.

### **Findings and Evidence:**

Long Beach City College has integrated its technology planning within its institutional planning through the use of departmental plans, program review, and shared governance conversations that set the institutional priorities. The Technology Oversight Task Force and the Distance Learning Task Force provide venues for these conversations to take place.

The Instructional and Information Technology Services (IITS), the primary department to provide and support technology through the district is organized to quickly respond to the technological needs of the campus. This department meets regularly to discuss all aspects of district technology. Through the structure of the department, utilizing planning processes and institutional priorities, as well as more immediate "Help Desk" request-tickets, the College assures that technology support is provided, meeting the needs of learning, teaching, communications, research and operational systems (III.C.1, III.C.2).

Technology services, support, facilities, hardware, and software have changed over recent years in response to the changing needs of the college, making continued progress in the using technology to enhance the operation and effectiveness of the institution. Technological improvements include: Moodle is now used as the distance learning program; TracDat is now in place to facilitate the college-wide planning and outcomes assessment processes; laserfiche imaging capabilities have been expanded; user support and Help Desk services have been implemented; college-to-student communication tools, such as text messaging, are being utilized.

The distance learning program started moving forward with a modern and full-featured Learning Management System (Moodle) in spring 2013. This change was implemented based on conversations that took place through the Technology Oversight Task Force and the Distance Learning Task Force. The implementation of Moodle has provided a more robust learning environment and has addressed long standing faculty concerns about the previous legacy system (eZLRN). Authentication for distance learning students is handled using a secure login (https) with individual usernames and passwords (III.C.1.a).

As technology changes and improves, Long Beach City College provides training to those using the new technologies. The instructional technology development and distance learning programs are dedicated to supporting teaching and learning, as well as contributing to student achievement and academic success by working with faculty and staff in all disciplines to integrate instructional technology into the curriculum for on-campus and distance learning courses. Instruction is provided in group formats, as well as one-on-one when appropriate. Faculty and staff also have access to Lynda.com, as the College has invested in the site license subscription for all LBCC employees.

Moodle Training has been provided through a variety of ways. Faculty were provided opportunities to learn about the new software through brown-bag “Moodle lunches” hosted by the Instructional Technology Development Center. Intensive training was also provided. It is unclear if these intensive trainings continue to be made available when additional faculty indicate an interest; it appears that the current training opportunities are made available on an “as-needed” basis in a video format (III.C.1.b).

The district takes several approaches to ensure its technology is maintained and up-to-date. Maintenance agreements are in place for mission-critical technologies. The Technology Master Plan addresses long-term maintenance and replacement plans. This plan also addresses the distribution and utilization of technology resources across the College’s programs and services (III.C.1.c, III.C.1.d).

**Conclusion:**

Long Beach City College has met this Standard. The College’s program and services have access to current, appropriate technology (hardware and software) that allows them to effectively achieve the mission of the College. The future planning needs for technology are addressed through the Technology Master Plan, which is integrated into the college-wide planning processes. Immediate technology repairs or replacements are addressed through the Help Desk system. The district utilizes strategies to make sure its technology is maintained and as up-to-date as is feasible.

**Recommendations:**

None.

D: Financial Resources

*Financial resources are sufficient to support learning programs and services and to improve institutional effectiveness. The distribution of resources supports the development, maintenance, and enhancement of programs and services. The institution plans and manages its financial affairs with integrity and in a manner that ensures financial stability. The level of financial resources provides a reasonable expectation of both short-term and long-term financial solvency. Financial resources planning is integrated with institutional planning.*

**General Observations:**

LBCC’s financial picture looks strong, showing an ending reserve of about 20% at the end of 2013-14. Long Beach Community College has prudently managed its resources so that despite the state budget cuts in recent years, the institution has an ending reserve of approximately 20% at the end of 2013-14. Given the prospect of a slow recovery in enrollments, the impending loss

of Proposition 30 revenues, and annual expenditures increases related to pension reform, the potential impact of the Affordable Care Act, as well as other increases in its internal operational expenditure structure, the current reserve levels are prudent. And the college community needs to applaud itself for such valiant efforts to strengthen the institution's financial stability and thus sufficiency to support student learning programs and services and to improve institutional effectiveness.

### **Findings and Evidence:**

Financial planning is framed by institutional priorities (2014-15), which after reviews by the college's governance structure, were presented to the Governing Board at its June 24, 2014 meeting. These 2014-15 priorities are tied to the college's mission and updated Educational Master Plan and are supportive of the Superintendent-President's 24-month Agenda and the Board goals (III.D.1).

The financial planning starts with unit plans, as articulated via the annual departmental plan, which move up to the division/school level for review and prioritization of related resource requests, then are forwarded to the respective Vice-President for incorporation into area level prioritization. Once completed, the Vice President area level priorities are brought to and talked about at College Planning Committee (CPC) where institutional priorities are determined. Such institutional priorities are presented to the Budget Advisory Committee (BAC - a standing sub-committee of CPC) for incorporation into the budget assumptions that it recommends for each budget cycle. Revenue estimates, per the Governor's Budget, along with known expenditure increases and FTES goals discussed and established at the Executive or Cabinet level, help shape budget assumptions (scheduling, revenue and expenditures). Additionally, both technology and facilities improvements are guided by the Technology Master Plan as well as the Five Year Capital Outlay Plans.

Furthermore, new faculty position requests, filtering through the departmental plans, are reviewed and prioritized by the Faculty Hiring Priorities Committee, a priority list that is then built into the budget within the college's fiscal constraints/assumptions. New classified and management positions too are expected to go through the departmental plans whereas the filling of academic administrative vacancies or new positions are decided by the Superintendent-President in consultation with the Academic Council.

Once BAC adopts the budget assumptions they are then shared with CPC. While the planning process via the departmental plans seem to be broadly understood and followed, what was less clear were how budget assumptions developed by BAC integrated through CPC and back to the departmental plans. Leaders from both BAC and CPC acknowledged a gap in the financial planning process and as a result held their first joint meeting this budget cycle which they

believed improved understanding of the larger institutional resources vis-à-vis the bottom-up budget development, thus strengthening the overall planning process (III.D.1.a, III.D.4).

Given the significant apportionment cuts experienced these last few years, LBCC has worked hard through its College Planning Committee, the Fixed Cost Reduction Team and standing advisory committees such as BAC and the Facilities Advisory Committees, and the Technology Oversight Task Force to align institutional spending within revenue confines. And BAC under the leadership of the Vice President of Administrative Services is charged with developing the budget assumptions each year and the institutional budget development process has worked well resulting in annual surpluses and ending reserves of 17.7% and 20.6%, for 2012-13 and 2013-14 respectively, compared to the 5.5% minimum reserve levels set by the Board. While the District has been realistic in matching expenditure assumptions with financial resource availability, attaining surpluses in the prior two years, such surpluses came at a price: implementation of austere expenditure reduction initiatives, including program discontinuance, reduction in force, furloughs and other salary reductions (III.D.1.b).

Looking forward, long-range financial priorities are folded into the annual budget development process utilizing both the Five-Year Capital Outlay Plan and Scheduled Maintenance Plan for facilities related costs and the Technology Master Plan to address technology needs.

Additionally, where possible and appropriate long term obligations were absolved via the bond, i.e. pay off the Certificate of Participation used to build out the Child Development Center and Industrial Technology Building, settle up the capital lease for the central plant, purchase land and pay for computer systems. The identified priorities were built into the bond language, which greatly alleviated operations costs and with the land purchase generate annual lease revenues of \$400,000.

LBCC's plan to address its unfunded retiree medical liability, is to annually contribute the Annual Required Contribution (ARC), as determined in its bi-annual actuarial study (most recent dated, November 2013) of \$2,761,417 to the college's retiree health fund. Additionally, the District established with FUTURIS an irrevocable retiree benefits trust and annually contributes around \$75,000 to the trust (III.D.1.c, III.D.3.c, III.D.3.d).

As noted above, financial planning starts with the annual departmental plan, which move up to the division/school level for review and prioritization, then are forwarded to the respective Vice-President for incorporation into area level prioritization. Once completed, the Vice President area level priorities are brought to and talked about at CPC where institutional priorities are determined. These are then presented to BAC for incorporation into the budget assumptions that it recommends for each budget cycle. In addition to CPC and BAC, feedback on budgets also occurs through the college's governance and the leadership structures.

Based on reports and interviews the team finds that the college clearly defines and follows its existing guidelines and processes for financial planning and budget development. Several college



employees reported that these changes have improved transparency and all constituencies have opportunities to participate in the development of institutional plans and budgets. It was reported that the College raised some concern about the parallel yet different budget development roles of CPC and BAC allowing opportunity for broader participation and improved understanding of the institutional budget planning process (III.D.1.d).

Budgets assumptions, based on the Governor's Budget, are fiscally conservative and financial information is readily available to college constituents via the PeopleSoft system. LBCC's multi-faceted budget planning and review process culminates in the proposed budget allocations, which undergoes a final review by the Executive Committee before being submitted to the Governing Board for approval.

Revenue and expense activities are examined annually by an independent audit firm, contracted to perform the district audit as well as two bond audits, a performance and financial audit. Prior to 2010-11, there were no findings, but in each of the following years, the District had compliance related findings. However, the institutional responses to external audit findings were comprehensive, timely and communicated appropriately. While two of the three 2013 findings were recurring: To Be Arranged (TBA) and Disabled Student Programs & Services (DSPS), discussions with the internal auditor, elaborating on steps taken with the respective area managers, point toward having resolved both the TBA and DSPS compliance issues for 2014. Opinions for those years, as in years past, were unqualified, attesting to the institution's satisfactory internal controls, fiscal oversight and support.

These audits are performed annually and results of the audit reports including the institutional responses to external audit findings are accepted in an open Governing Board session. The annual audits are then posted on the Fiscal Services web site, where periodic financial statements; budgets and budget presentations; Measure E bond audits; quarterly and annual budget and financial reports; and actuarial studies for the retiree health liability can also be found.

Additionally, BAC regularly receives budget updates and articles from School Services of California, the Chancellor's Office, and the Community College League of California. Additionally, Fiscal Services provides draft budget information to deans and directors for their area of responsibility, along with training in how to build a budget and query financial activities (III.D.2, III.D.2.a, III.D.2.b, III.D.2.c).

The college has multi-level review and approval processes for all disbursements, beginning with the assigned manager, moving to Fiscal Services, the respective area vice presidents, and in the case of bond expenditures to the Bond Management Team. Managers review items for propriety (meeting District guidelines), that it is not a prohibited expenditure, and that the transaction falls within the intended purpose of the department.

The District provides oversight for all financial reports, generates quarterly reports, which are presented to BAC and the Board and in the case of bonds to the Citizens' Oversight Committee.

Additionally, Fiscal Services provides oversight of all expenditures and grant reports to ensure that the expenditures meet District guidelines, are allowable and meet grant purposes. The District's external auditors review expenditure for compliance with federal and state guidelines and review internal controls.

The District provides oversight for all financial reports, generates quarterly reports, which are presented to BAC and the Board and in the case of bonds to the Citizens' Oversight Committee.

The District has purchasing policies consistent with state guidelines and public contract code and all contracts are reviewed and approved at several levels prior to coming to the Executive Committee before they are approved by the Board. Policies and procedures to ensure sound financial practices and financial stability are found in – Board Policies and Administrative Regulations 6000 (Administrative) and 7000 (Facilities).

And for the last six years – periods 2009-10 through 2012-13, the district audits, which include thorough reviews of internal controls and structure ended in (unqualified) opinions about the District's financial management practices. This was further validated in the Measure E bond performance audits, which opined that school bond funds were expended on specific school projects only and its financial audit, which also resulted in clean opinions and no findings.

The institution relies on the annual independent audit to evaluate its financial management processes, and has implemented timely action to correct findings of deficiencies. In addition, the District also employs an internal auditor who has the ability to continuously monitor and recommend changes to the financial management process. The internal auditor has diligently worked with the DSPS and instructional deans to address last year's audit compliance issues (III.D.2.d, III.D.2.e, III.D.3, III.D.3.b, III.D.3.g, III.D.3.h).

Fiscal Services prepares monthly cash flow reports, monitors cash balances and prepares cash flow projections to determine cash needs. To smooth out cash flows, particularly cash deficits due to the apportionment deferrals, the college has used interfund borrowing and Tax Anticipation Notes (TRANs).

Furthermore, with reserve levels above the Board set 5.5% minimum and 2013-14 ending at around 20%, reserves maintained help lessen the temporary impact of cash deficiencies, related borrowings and borrowing costs, as well as provide flexibility to address unforeseen conditions.

Bond funds are not used to smooth out cash flow deficiencies (III.D.3.a).

Regarding debt, the college has three items of locally incurred debt. Two items are short-term debt and one item is long-term debt. The first are the Tax Anticipation Notes (TRANs), which are budgeted and repaid on an annual basis. The second are short term are interfund borrowings,

which also are repaid on an annual basis. These borrowings are planned and repayment is budgeted in a manner not to affect the financial condition of the institution.

The third is General Obligation debt, which relies on approved taxes for payment and does not affect the financial condition of the College (III.D.3.e).

Student loan default rate calculations in recent years were refined which caused LBCC as well as institutions around the state to show tremendous jumps in their statistics from the 2010 and prior years to those of the 2011 cohorts, from approximately 17% to 30.1%. To address the default rate issue (2011 Cohort is at 30.1%) the District is also in the process of engaging the services of ECMC, a company specializing developing a plan to address the issue; the contract currently is in the Vice President's Office to be brought to the Executive Leadership.

Current practices to help the institution monitor and manage student loan default rates and revenue streams as well as ensure compliance with federal requirements include revised and lowered recommended borrowing limits and aggregate loan limits to minimize excess borrowings. Additionally, the Financial Aid Office conducts entrance and exit counseling for loan recipients, which includes education on what it means to take out a loan, estimated loan payments, that repayments are required, and the total undergraduate loan limits. Students who have previously defaulted are not eligible for financial aid until they have paid off their previous loans (III.D.3.f).

**Conclusion:**

The college meets the Standard. To improve the Standard, the college should consider increased communications between the CPC and BAC to collaborate on budget assumptions, passing on such assumptions to the lower level decision makers to strengthen the bottom-up financial planning process.

**Recommendations:**

None.

## STANDARD IV: LEADERSHIP AND GOVERNANCE

*The institution recognizes and utilizes the contributions of leadership throughout the organization for continuous improvement of the institution. Governance roles are designed to facilitate decisions that support student learning programs and services and improve institutional effectiveness, while acknowledging the designated responsibilities of the Governing Board and the chief administrator.*

### **A. Decision-Making Roles and Processes**

*The institution recognizes that ethical and effective leadership throughout the organization enables the institution to identify institutional values, set and achieve goals, learn, and improve.*

#### **General Observations:**

The Board of Trustees for Long Beach Community College District consists of five trustees who are elected to four-year, staggered terms from one of five distinct districts. There is also a student trustee who is elected annually. Two of the current members have served over two terms and the remaining trustees were elected or appointed in 2014. Board members demonstrated an understanding of their roles and the accreditation process (IV.A.I).

Board members represent one of five sub-districts in the Long Beach Community College District. They are independent and responsive to citizens they represent as is evidenced by board meeting minutes and their annual evaluation. The senior board members follow the principle of “acting as a whole” or speaking with one voice. The new board members are learning their role and responsibilities. The Board has established policy on ethical and legal standards for college operations. These include an annual audit, seeking legal advice as needed, and adherence to the Brown Act.

The Governing Board has the ultimate responsibility for educational quality, legal matters and financial integrity consistent with its duties and responsibilities, the Governing Board is independent, its actions final (4.b.1.c.).

Board Policy (1001) and Administrative Procedures (2006) outline participation in the governance process. The Governing Board is a policy making body and delegates the day-to-day operations of the college to the superintendent/president. Constituents involved in college governance are delineated and include the following: academic senate; classified union; associated student body cabinet; and administrators, managers and confidentials. AR2006 spells out the district structure for participation in governance, the planning process and committee structure and self-evaluation process.

The current superintendent/president was hired in 2007 and he realized that to fully integrate all constituencies into a collaborative college-wide process is dependent on trust and open communications, it was necessary to include collective bargaining unit leadership in the process. Thus, the president's reconstituted the President Advisory Committee into the President's Leadership Council (PLC). Included in the PLC were the presidents of classified/AFT, full-time faculty/CCA and part-time faculty/CHI. This new structure has allowed for a more collaborative process in college governance.

During this reporting period, the college has undergone the discontinuance of eleven programs and layoffs of administrators, staff and faculty due to financial cuts from the state. Furthermore, the report acknowledges the difficulty the college is currently experiencing regarding active governance participation, which was addressed in the previous team's recommendations. In spite of structural changes, such as reconstituting the President's Advisory Committee into the President's Leadership Council that now includes presidents of Classified Staff, full-time Faculty, and part-time Faculty, the Report acknowledges a problem with trust and open communication. While the college does have a clear, well-defined decision-making process, that process, to some, has involved top-down decision making in certain instances.

### **Findings and Evidence:**

An institutional code of ethics for all employees was developed through the President's Leadership Council, which has representatives from all constituency groups, and was approved by the Board of Trustees in July 2009. The college's Educational Master Plan 2011-2016 is the road map that drives institutional planning, and it contains a statement of values that includes student focus, excellence, equity and diversity, integrity and responsibility. The team did not see in the Self Evaluation Report how the EMP integrates with the program-level planning into the college-wide planning/resource allocation/improvement effort. The Report points out that even though the college has a clear governance system in place for planning and resource allocation, many faculty and some departments have expressed concerns about why and how certain decisions are made. The Report states, "Upper level administration is sensitive to the fact that there is not enough communication but is frustrated by the fact that all groups want to be consulted 'in a timely manner'" (IVA).

The institution establishes and implements a written policy providing faculty, staff, administrator, and student participation in decision-making processes. In an attempt to create an environment for empowerment, innovation, and institutional excellence the institution has developed a number programs and activities. Many of these programs, e.g., Promise Pathways, P-ENGL classes, Math Boot Camp, and alternative placement models, have been developed with the purpose of dealing with the problem of under-prepared students. Other activities, such as "Coffee Mondays," came from recommendations from the Collegiality and Morale Committee. According to the Report, "In the fall 2013 Governance Focus Group on Innovation and Decision-Making, some faculty, classified staff and academic administrators expressed considerable frustration about not feeling empowered enough to support student success and have the resources to support it. There was an expressed need for more face-to-face contact with leaders, more leadership training for all groups, and more level-to-level orientation." In 2013 the Academic Senate provided two sessions providing training on Shared Governance. While the

college is working on processes that facilitate discussion of ideas and effective communication among the institution's constituencies, the Report acknowledges there is still a morale problem on campus that is related to communication issues (IV.A.1, 2a-b, 3).

The institution advocates and demonstrates honesty and integrity in its relationship with external agencies. Furthermore, Long Beach City College is committed to the mandate for public disclosure in all areas of its operation. This was illustrated as the institution complied with Standard II.A.6.b as the institution discontinued several programs in 2012-13, but made appropriate arrangements for students in these programs. The Report cites several institutional committees that regularly evaluate processes to assure their integrity and effectiveness. Evidence for this process is found in the reconstituting the President's Advisory Committee into the President's Leadership Council that now includes presidents of Classified Staff, full-time Faculty, and part-time Faculty. In order to address a recommendation of ACCJC, this Council was established (IV.A.4 and 5).

The college planning committees are the primary governance bodies for facilitating decisions about student learning programs and services. The LBCC college-wide employee survey done in November of 2013 had a section on governance. Of 361 people who responded to the question regarding their participation on governance committees, 81 people responded "yes" and 280 responded "no." Of 489 people responding to the question, "I understand the governance process at LBCC," the majority agrees or were neutral to the statement.

At the end of the last academic year, the CPC realized that the planning structure had become burdensome with meetings, and committees needed increased participation. In response, the Academic Council established a task force group to assess the structure and process and make recommendations for possible changes back to Academic Council. The task force group met in November of 2013 and is scheduled to present its recommendation in spring of 2014. Student learning outcomes have been a priority since the accreditation visit in 2002. Since then, the Board of Trustees and the current Superintendent/President have led the institutional push to advance the effort. 2013-14 Board goals and the President's 2012-14 Agenda set the direction for planning and the various college planning committees set and monitor targets through committee and task force group work. The evaluation of current courses and programs is ongoing.

An institutional code of ethics (Board Policy 3008) for all employees was developed through the President's Leadership Council, which has representatives from all constituency groups, and was approved by the Board of Trustees in July 2009. It defines ethical behavior, the importance of ethics, compliance with laws and details 11 ethical standards of practice for all staff. The employee code of ethics is accessible through the college website.

The Academic Senate, Classified Union, Faculty Union, Part-Time Faculty Union, Management Team and Associated Student Body all have selection procedures in place to ensure participation on committees and shared governance bodies. It is the responsibility of representatives to communicate back to their colleagues on critical issues and decisions made by governing bodies particularly as they affect the mission, goals and institutional values. The college's mission statement is easily accessible online.

Even though the college has a clear governance system in place for planning and resource allocation, many individual faculty – especially those not participating on planning committees – and some departments, have expressed concerns about why and how certain decisions are made regarding resource requests. At its May 2013 meeting, the College Planning Committee discussed how to better integrate planning and resource allocation. They decided to have the Budget Advisory Committee forward budget assumptions to the College Planning Committee as an action item prior to submitting them to the Superintendent/president. This gives the College Planning Committee an opportunity to review, approve or recommend changes to the assumptions. They also decided to create a task force to study and recommend strategies to better align planning and resource allocation. The task force was formed in the fall of 2013 and the outcome was to review the College Planning Committee charge to include an annual presentation to the Budget Advisory Committee of institutional priorities along with a ranked list of resource requests. Each division is working to develop strategies for communicating back to unit and levels regarding status of requests and how priorities were decided. Much more dialogue has taken place regarding this issue and the intent is for deans to work with department heads to better inform the department planning and program review process of how planning is linked to resource allocations.

Through the various college-wide committees, faculty, staff, the management team, and students have the opportunity to discuss issues, bring forth ideas for change, and make recommendations. The membership of each committee is defined within the committee charge. The representatives to each committee are appointed by the respective entity (i.e., Academic Senate, Community College Association, Certified Hourly Instructors, American Federation of Teachers (AFT representing classified employees), Associated Student Body, etc. Participation and input from all committee members is strongly encouraged at each meeting and the participants have the responsibility of taking back the discussion and decisions made to each of their respective constituent groups. Furthermore, Board Policy 2006 defines the Policy on Participation in Governance and acknowledges the Academic Senate, the Classified Union, and Associated Student Body as the official bodies representing their constituent groups. As defined in Administrative Regulation 2006, the President's Leadership Council is the primary advisory body to the Superintendent/President for the purpose of reviewing proposed new policies/regulations or changes to existing ones. Any person or group can propose changes to a board policy and/or administrative regulation, and such proposals are sent to the President's Leadership Council for review and approval before being submitted to the Board of Trustees.

The college's planning process is designed to generate department plans and resource requests beginning at the program level in a roll-up process to the vice president level. Each vice president's area has a faculty co-chair who reacts to and discusses the area's key objectives and needs. This in turn goes to the College Planning Committee for additional discussion and review. All planning committees have constituent group representation to ensure for input and feedback to objectives and goals.

Throughout the college several innovative ideas have been developed with input from employees and students including: designated smoking areas, Promise Pathways, P-ENGL classes, Math Boot Camp, alternative placement models, server virtualization, Coffee Mondays, iPad purchase for cashier line, and the success centers.

## **Conclusion:**

The college has sufficient governance process to facilitate decisions that support student learning programs and services and improve institutional effectiveness. As the Report indicates, there continues to be a problem with communications and morale; however, the institution is continuing to make improvements to address these problems.

## **Recommendations:**

**Recommendation 1:** In order to meet the standard, the team recommends that the College address the pervasive morale and communication problems previously cited in team Recommendation 5 (2002) and Recommendation 8 (2008) evaluation teams, by increasing transparency and trust through timely input processes in decision-making; better integration of plans with improvement priorities, hiring, and resource allocation (IV.A.1-5, IV.B.2.b).

### **B. Board and Administrative Organization**

*In addition to the leadership of individuals and constituencies, institutions recognize the designated responsibilities of the Governing Board for setting policies and of the chief administrator for the effective operation of the institution. Multi-college districts/systems clearly define the organizational roles of the district/system and the colleges.*

## **General Observations:**

The Board consists of five Trustees; three who are very new and still undergoing their training and orientation process. This is the first time in a number of years that the Board has substantially changed. The new configuration of the Board provides a great potential benefit to the college since it consists of two Trustees that can provide a historical perspective and stability, one new Trustee who is very familiar with the practices of community colleges in California, and one new Trustee who comes from the public sector and brings a total willingness for change.

The Board makes clear its governance role through the establishment of written policies that outline governance roles and responsibilities, legal requirements and direction and oversight of the Superintendent/President, Policies 1000-1004 and 2000-2032.

Board duties and responsibilities, outlined in Board Policy 2016, focus on setting ethical standards, hiring and evaluation of the Superintendent/President, delegation of authority to the Superintendent/President, assuring fiscal health and stability, monitoring and tracking institutional performance and educational quality, and advocating and protecting the district.

The Board participates in an annual retreat and self-evaluation process to help it assess its performance in four key functional areas including policy role, community relations and advocating for the college, Board and CEO relations, and Board leadership and organization.



To ensure that the college supports student learning and student success, the trustees develop Board Goals on a yearly basis in alignment with the Superintendent/President's 12-Month Agenda. The college planning process, in turn, aligns with these goals to inform and guide the department planning and program review process.

The LBCC Educational Master Plan's Mission, Values and Goals statements focus directly on equitable student learning and achievement as well as academic excellence and workforce development. The four primary goals include Student Success, Equity, Community and Resources and each goal includes stated strategies for achieving established quantitative measurable objectives. The Master Plan now actually informs the Board Goals and the President's 12-Month Agenda.

The College Planning Committee receives budget recommendations from the Budget Advisory Committee, which are also developed in consideration of the Board of Trustees' Goals and the President's 12-Month Agenda. Institutional resource requests must be integrated into department and unit planning and program review for consideration and they must demonstrate how requests are linked to planning and achievement of major college goals.

In 2008, Board Policy and Administrative Regulation 2014 – Board of Trustees' Code of Ethics/Standards of Practice was adopted to list ethics and standards of practice which included regulations for monitoring commitment, primary tasks, intra-Board relationships, Superintendent/President/Board relationship, delegation of authority, evaluation of the Board and unethical behavior. The policy states that the trustees "shall be independent, impartial and responsible in their governance of the district and shall conduct themselves in an ethical manner that does not present a conflict of interest."

The Superintendent/President ensures that the district complies with the accreditation process and standards of the Accrediting Commission of Community and Junior Colleges and of other district programs that seek special accreditation. The President keeps the Board informed of approved accrediting organizations and the status of accreditation and makes sure the Board is involved in any accreditation process in which Board participation is required.

### **Findings and Evidence:**

Faculty had expressed concerns in the past that they did not have the opportunity to participate in the Superintendent/President's evaluation, but with the new 360 degree process has allowed for critical input from faculty as well as administrators, classified staff and students. For the first time, this process goes beyond Board input in evaluating the Superintendent/President. The Superintendent/President's current contract was changed by the Board in July 2013 to state that rather than an automatic four percent step increase, any increase up to four percent would be dependent upon achieving goals and objectives as reviewed and agreed upon in the President's

annual evaluation. There is no longer an automatic annual four percent step increase as set forth in the previous contract.

The college indicates that much (not all) of the past difficulties that have created tension on the campus may be connected to the transitioning of vice presidents of Academic Affairs in a relatively short time period (four in five years). The team found that this problem appears to have been resolved with the hiring of the current vice president who seems to have strong support from faculty and staff.

Meanwhile, the Superintendent/President has brought long-term stability in the other vice president positions, including the vice president of Administrative Services, vice president of Student Support Services, and vice president of Human Resources. In 2012, the full executive team structure was reinstated with the appointment of the vice president of College Advancement and Economic Development to the position of executive vice president.

In response to multiple years of budget reductions, the district reorganized its academic administrative structure by eliminating two academic dean positions and combining a dean and an associate vice president position. In this reorganization, oversight of the Pacific Coast Campus was combined with oversight of Academic Services and the Office of Institutional Effectiveness was aligned with the academic School of Student Success. Both of these reorganizations are being closely monitored to ensure the new structures are able to produce the student success outcomes outlined in the Educational Master Plan.

The Report indicates that the “effectiveness of programs and the institution in utilizing resources that support SLO assessment and improvement plans will also be evaluated as part of the cyclical process of planning, resource allocation and review” (IV.B.2.b). No evidence for this was found, and it appears that while SLO assessment is being done and reported, it is unclear that anything is being done with the data.

As an “Actionable Improvement Plan” for IV.B.2.e, the Report states, “While the communication efforts over the last six years have been strong, efforts to improve communication with the community and college constituents will continue.” In spite of these efforts, communication is still a concern.

### **Conclusion:**

In general, the college meets the standard. However, the team believes strategies should be developed to improve communications.

### **Recommendations:**

None.

## Checklist for Comprehensive External Evaluation Teams

### Evaluating Compliance with Federal Regulations and Commission Policies

(in addition to what is specifically evaluated within the language of Accreditation Standards)

NOTE: This checklist will become part of the external evaluation team report.

*The team should place a check mark next to each item when it has been evaluated. For each category, the team should also complete the conclusion check-off and insert appropriate narrative to alert any concerns or noncompliance areas.*

#### **Public Notification of an Evaluation Visit and Third Party Comment**

- The institution has made an appropriate and timely effort to solicit third party comment in advance of a comprehensive evaluation visit.
- The institution cooperates with the evaluation team in any necessary follow-up related to the third party comment.
- The institution demonstrates compliance with the Commission Policy on Rights and Responsibilities of the Commission and Member Institutions as to third party comment.

Regulation citation: 602.23(b).

Conclusion Check-Off (mark one):

- The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements.
- The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements, but that follow-up is recommended.
- The team has reviewed the elements of this component and found the institution does not meet the Commission's requirements.

Comments: The public was notified well in advance of the Evaluation Visit and a written process is available to solicit third party comments in advance of the comprehensive evaluation visit; the College received one student complaint that was provided by the college and reviewed by the team.

### **Standards and Performance with Respect to Student Achievement**

- The institution has defined elements of student achievement performance across the institution, and has identified the expected measure of performance within each defined element. Course completion is included as one of these elements of student achievement. Other elements of student achievement performance for measurement have been determined as appropriate to the institution's mission.
- The institution has defined elements of student achievement performance within each instructional program, and has identified the expected measure of performance within each defined element. The defined elements include, but are not limited to, job placement rates for program completers, and for programs in fields where licensure is required, the licensure examination passage rates for program completers.
- The institution-set standards for programs and across the institution are relevant to guide self-evaluation and institutional improvement; the defined elements and expected performance levels are appropriate within higher education; the results are reported regularly across the campus; and the definition of elements and results are used in program-level and institution-wide planning to evaluate how well the institution fulfills its mission, to determine needed changes, to allocating resources, and to make improvements.

- The institution analyzes its performance as to the institution-set standards and as to student achievement, and takes appropriate measures in areas where its performance is not at the expected level.

Regulation citations: 602.16(a)(1)(i); 602.17(f); 602.19 (a-e).

Conclusion Check-Off (mark one):

- The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements.
- The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements, but that follow-up is recommended.
- The team has reviewed the elements of this component and found the institution does not meet the Commission's requirements.

Comments: The team found that SLO assessment occurs at the institutional level. However, the college lacks sufficient dialogue and communication throughout the organization to ensure that it is offering high-quality instructional programs and demonstrating the assessment of student learning outcomes to improve student learning. The apparent lack of communication has resulted in members of the institution not participating in those activities necessary for continued improvement of student learning. Student Achievement is addressed in Standard II.A.

**Credits, Program Length, and Tuition**

- Credit hour assignments and degree program lengths are within the range of good practice in higher education (in policy and procedure).
- The assignment of credit hours and degree program lengths is verified by the institution, and is reliable and accurate across classroom based courses, laboratory classes, distance education classes, and for courses that involve clinical practice (if applicable to the institution).

- Tuition is consistent across degree programs (or there is a rational basis for any program-specific tuition).
- Any clock hour conversions to credit hours adhere to the Department of Education's conversion formula, both in policy and procedure, and in practice.
- The institution demonstrates compliance with the Commission Policy on Institutional Degrees and Credits.

Regulation citations: 600.2 (definition of credit hour); 602.16(a)(1)(viii); 602.24(e), (f); 668.2; 668.9.

Conclusion Check-Off (mark one):

- The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements.
- The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements, but that follow-up is recommended.
- The team has reviewed the elements of this component and found the institution does not meet the Commission's requirements.

Comments: LBCC meets all credit, program and tuition requirements of Commission and Department of Education requirements. Credit, program length and tuition are addressed in Standard II.A.5-6 & 9.

## Transfer Policies

- Transfer policies are appropriately disclosed to students and to the public.
- Policies contain information about the criteria the institution uses to accept credits for transfer.

Regulation citations: 602.16(a)(1)(viii); 602.17(a)(3); 602.24(e); 668.43(a)(ii).

Conclusion Check-Off (mark one):

- The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements.
- The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements, but that follow-up is recommended.
- The team has reviewed the elements of this component and found the institution does not meet the Commission's requirements.

Comments: The college catalog includes student information on transfer, including general education degree plans and the general education plans for CSU and Intersegmental General Education Transfer Curriculum. Standard II.B. addresses this criterion.

## Distance Education and Correspondence Education

- The institution has policies and procedures for defining and classifying a course as offered by distance education or correspondence education, in alignment with USDE definitions.
- There is an accurate and consistent application of the policies and procedures for determining if a course is offered by distance education (with regular and substantive interaction with the instructor, initiated by the instructor, and online activities are included as part of a student's grade) or correspondence education (online activities are primarily "paperwork related," including reading posted materials, posting homework and completing examinations, and interaction with the instructor is initiated by the student as needed).
- The institution has appropriate means and consistently applies those means for verifying the identity of a student who participates in a distance education or correspondence education course or program, and for ensuring that student information is protected.
- The technology infrastructure is sufficient to maintain and sustain the distance education and correspondence education offerings.
- The institution demonstrates compliance with the Commission Policy on Distance Education and Correspondence Education.

Regulation citations: 602.16(a)(1)(iv), (vi); 602.17(g); 668.38.

Conclusion Check-Off (mark one):

- The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements.



\_\_\_\_\_ The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements, but that follow-up is recommended.

\_\_\_\_\_ The team has reviewed the elements of this component and found the institution does not meet the Commission's requirements.

Comments: The team confirmed that LBCC meets both the Commission and USDE requirements for Distance Education and Correspondence course and program offerings. Distance and correspondence education are addressed in Standard II.A.1, 7 & 16.

### **Student Complaints**

- The institution has clear policies and procedures for handling student complaints, and the current policies and procedures are accessible to students in the college catalog and online.
- The student complaint files for the previous six years (since the last comprehensive evaluation) are available; the files demonstrate accurate implementation of the complaint policies and procedures.
- The team analysis of the student complaint files identifies any issues that may be indicative of the institution's noncompliance with any Accreditation Standards.
- The institution posts on its website the names of associations, agencies and governmental bodies that accredit, approve, or license the institution and any of its programs, and provides contact information for filing complaints with such entities.
- The institution demonstrates compliance with the Commission Policy on Representation of Accredited Status and the Policy on Student and Public Complaints Against Institutions.

Regulation citations: 602.16(a)(1)(ix); 668.43.

Conclusion Check-Off (mark one):

- The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements.
- The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements, but that follow-up is recommended.
- The team has reviewed the elements of this component and found the institution does not meet the Commission's requirements.

Comments: LBCC makes available to both students and the public the institution's student complaint policies and procedures. Student complaints are addressed in Standard II.B.

### **Institutional Disclosure and Advertising and Recruitment Materials**

- The institution provides accurate, timely (current), and appropriately detailed information to students and the public about its programs, locations, and policies.
- The institution complies with the Commission Policy on Institutional Advertising, Student Recruitment, and Representation of Accredited Status.
- The institution provides required information concerning its accredited status as described above in the section on Student Complaints.

Regulation citations: 602.16(a)(1)(vii); 668.6.

Conclusion Check-Off (mark one):

- The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements.
- \_\_\_\_\_ The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements, but that follow-up is recommended.
- \_\_\_\_\_ The team has reviewed the elements of this component and found the institution does not meet the Commission's requirements.

Comments: LBCC's advertising and recruitment meets and/or exceeds the institutional disclosure requirements of both the Commission and USDE. Institutional disclosure, advertising and recruitment materials are addressed in Standard I.C.

## Title IV Compliance

- The institution has presented evidence on the required components of the Title IV Program, including findings from any audits and program or other review activities by the USDE.
- The institution has addressed any issues raised by the USDE as to financial responsibility requirements, program record-keeping, etc. If issues were not timely addressed, the institution demonstrates it has the fiscal and administrative capacity to timely address issues in the future and to retain compliance with Title IV program requirements.
- The institution's student loan default rates are within the acceptable range defined by the USDE. Remedial efforts have been undertaken when default rates near or meet a level outside the acceptable range.
- Contractual relationships of the institution to offer or receive educational, library, and support services meet the Accreditation Standards and have been approved by the Commission through substantive change if required.
- The institution demonstrates compliance with the Commission Policy on Contractual Relationships with Non-Regionally Accredited Organizations and the Policy on Institutional Compliance with Title IV.

Regulation citations: 602.16(a)(1)(v); 602.16(a)(1)(x); 602.19(b); 668.5; 668.15; 668.16; 668.71 et seq.

Conclusion Check-Off:

The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements.

\_\_\_\_\_ The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements, but that follow-up is recommended.

\_\_\_\_\_ The team has reviewed the elements of this component and found the institution does not meet the Commission's requirements.

Comments: LBCC meets all Title IV compliance requirements which are documents in the annual audit. Title IV compliance is addressed in Standard III.D.