



**LB** LONG BEACH  
CITY COLLEGE

*In Support of the Application for  
Reaffirmation of Accreditation*

# 2021 INSTITUTIONAL SELF-EVALUATION REPORT





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**Institutional Self-Evaluation Report**

**In Support of an Application for**

**Reaffirmation of Accreditation**

Submitted by

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

to

Accrediting Commission for Community and Junior Colleges  
Western Association of Schools and Colleges

December, 2021

1 **Certification**

2  
3 To: Accrediting Commission for Community and Junior Colleges  
4 Western Association of Schools and Colleges

5  
6 From: Mike Muñoz, Interim Superintendent-President  
7 Long Beach City College  
8 4901 East Carson St.  
9 Long Beach, CA 90808

10  
11 This Institutional Self-Evaluation Report is submitted to the ACCJC for the purpose of  
12 assisting in the determination of the institution’s accreditation status.

13  
14 I certify there was effective participation by the campus community, and I believe the Self-  
15 Evaluation Report accurately reflects the nature and substance of this institution.

16  
17 Signatures:

18  
  

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Mike Muñoz (Dec 15, 2021 11:47 PST)

December 15<sup>th</sup>, 2021

Mike Muñoz  
*Interim Superintendent-President*

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Uduak-Joe Ntuk (Dec 16, 2021 10:28 PST)

December 15<sup>th</sup>, 2021

Uduak-Joe Ntuk  
*President, Board of Trustees*

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Heather Van Volkinburg (Dec 15, 2021 12:13 PST)

December 15<sup>th</sup>, 2021

Heather Van Volkinburg  
*Administrative Co-Chair, Accreditation Steering Committee*  
*Accreditation Liaison Officer*



December 15<sup>th</sup>, 2021

Colin Williams  
*Faculty Co-Chair, Accreditation Steering Committee*

*Ruben E. Amador*

December 15<sup>th</sup>, 2021

Ruben Amador  
*Classified Co-Chair, Accreditation Steering Committee*

*CC Sadler*

CC Sadler (Dec 15, 2021 12:29 PST)

December 15<sup>th</sup>, 2021

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C.C. Sadler

*President, Classified Senate*

*S*

Suman Mudunuri (Dec 15, 2021 12:39 PST)

December 15<sup>th</sup>, 2021

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Suman Mudunuri

*President, Academic Senate*

*Robert Remeta*

December 15<sup>th</sup>, 2021

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Robert Remeta

*President, Council of Classified Employees*

*Curtis Williams*

December 15<sup>th</sup>, 2021

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Curtis Williams

*President, Certificated Hourly Instructors*

*A*

Ava Cross (Dec 16, 2021 11:24 PST)

December 15<sup>th</sup>, 2021

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Ava Cross

*President, Associated Student Body*

1	<b>Contents</b>	
2	A. Introduction.....	1
3	College History .....	1
4	Student Enrollment Data.....	6
5	Labor Market Data.....	7
6	Demographic Data .....	8
7	Sites .....	11
8	Specialized or Programmatic Accreditation .....	11
9	B. Presentation of Student Achievement Data and Institution-Set Standards .....	12
10	C. Organization of the Self-Evaluation Process.....	18
11	D. Organizational Information.....	21
12	E. Certification of Continued Compliance with Eligibility Requirements.....	26
13	F. Certification of Continued Institutional Compliance with Commission Policies.....	28
14	G. Institutional Analysis .....	35
15	Standard I: Mission, Academic Quality and Institutional Effectiveness, and Integrity.....	35
16	A. Mission.....	35
17	B. Assuring Academic Quality and Institutional Effectiveness .....	41
18	C. Institutional Integrity .....	62
19	Standard II: Student Learning Programs and Support Services .....	77
20	A. Instructional Programs.....	77
21	B. Library and Learning Support Services.....	105
22	C. Student Support Services.....	116
23	Standard III: Resources .....	130
24	A. Human Resources .....	130
25	B. Physical Resources .....	152
26	C. Technology Resources.....	158
27	D. Financial Resources .....	167
28	Standard IV: Leadership and Governance.....	189
29	A. Decision-Making Roles and Processes .....	190
30	B. Chief Executive Officer.....	204
31	C. Governing Board .....	211
32	H. Quality Focus Essay.....	226
33		
34		

1 **A. Introduction**

2  
3 Long Beach City College (LBCC) is committed to its Mission of providing equitable student  
4 learning and achievement, academic excellence, and workforce development by delivering  
5 high-quality educational programs and support services to our diverse communities. Long  
6 Beach City College, the only college in the Long Beach Community College District  
7 (LBCCD), is governed by a five-member, elected Board of Trustees, as well as a Student  
8 Trustee, and serves the cities of Long Beach, Signal Hill, Lakewood, and Santa Catalina Island.  
9

10 The College is comprised of two campuses, the Liberal Arts and Pacific Coast campuses,  
11 which host a broad range of academic and career technical education instructional programs in  
12 exceptional facilities. The College also offers non-credit certificates to serve the diverse needs  
13 of the community and partners with local organizations to hold non-credit courses at off-site  
14 locations within the community. The College has a robust Economic Development Department  
15 that serves the local community by supporting community entrepreneurs to start and grow  
16 small businesses that lead to meaningful job creation through the Los Angeles Regional Small  
17 Business Development Center Network, Southern California Goldman Sachs 10,000 Small  
18 Businesses program, and the Chancellor’s Office Statewide International Trade program.  
19

20 LBCC is one of the largest California community colleges, with more than 34,000 credit and  
21 non-credit students enrolled each academic year. The College is currently a federally-  
22 designated Hispanic-Serving Institution and an Asian American and Native American Pacific  
23 Islander-Serving Institution.  
24  
25

26 **College History**

27  
28 Founded in 1927 as Long Beach Junior College, the College began offering classes at  
29 Woodrow Wilson High School. In 1935, the College moved to the site of the present-day  
30 Liberal Arts Campus at Carson Street and Clark Avenue. The College grew rapidly during and  
31 after World War II and added the Pacific Coast Campus, formerly Hamilton Junior High, in  
32 1949. In 1952, the College received initial accreditation from the Commission.  
33

34 Over the years, Long Beach City College has strived to better serve the burgeoning and  
35 expanding community of Long Beach. This included opening more satellite locations  
36 throughout the 1970s and providing an extensive ESL program in the 1980s that served as a  
37 state model. One of LBCC’s most important and impactful efforts has been the College’s  
38 involvement in the Long Beach College Promise initiative. Developed in 2008, the Long Beach  
39 College Promise aims to fulfill the academic potential for all Long Beach students, by  
40 providing guidance and continuous support along every step of the student experience. LBCC  
41 works collaboratively with Long Beach Unified School District (LBUSD), California State  
42 University, Long Beach (CSULB), and the City of Long Beach to promote and create a culture  
43 of college attendance, increase college readiness, and improve graduation rates among Long  
44 Beach students. In 2018, the Port of Long Beach was also included with the intention of  
45 expanding educational opportunities in the workforce. This expansion, called the Promise 2.0,  
46 included developing clear roadmaps across the institutions in the top 10 majors at CSULB, as a

1 part of the CSU Mapper project. In addition, 2.0 students have access to dual advisement from  
2 LBCC and CSULB, as well as access to CSULB student clubs, athletic events, and the library  
3 through a “future student” ID card. Since 2008, the Promise has led to a 55% increase in  
4 enrollment from LBUSD to LBCC and a 100% increase in the number of first-generation  
5 students enrolling at LBCC from LBUSD.

6  
7 The LBCC 2016-2022 Strategic Plan provides guidance on the initiatives highlighted below  
8 through its four main goals: innovate to achieve equitable student success; accelerate college  
9 readiness and close equity gaps; build community; and invest in people and support structures  
10 for transformation. To support the accomplishment of the 2016-2022 Strategic Plan goals and  
11 in alignment with the California Community College (CCC) Chancellor’s Office Guided  
12 Pathways program, the College is implementing “Viking Pathways” to close equity gaps and  
13 increase student achievement. In 2017, the College applied for, and was accepted, as one of 20  
14 CCCs participating in the California Guided Pathways Project. In 2018, the College Planning  
15 Council established a Guided Pathways Coordinating Team (GPCT) and Viking Pathways  
16 Taskforce (VPT), both comprised of representatives from all constituent groups, to lead  
17 implementation of guided pathways efforts. Through workshops and meetings involving all  
18 constituents, the College has developed over 325 roadmaps for degree and certificate pathways,  
19 identified institutional milestones, and solidified five meta-majors. LBCC is collaborating with  
20 CSULB in the CSU Mapper project to create four-year roadmaps from LBCC to CSULB in  
21 their top 10 majors.

22  
23 During the 2016-2017 academic year, classified staff voted to establish a Classified Senate at  
24 LBCC. Previously, the classified union had been the sole representation of classified staff on  
25 participatory governance committees. In February 2017, President’s Leadership Council  
26 approved modifications to the College’s Administrative Procedure 2006 to include Classified  
27 Senate representation on the President’s Leadership Council, College Planning Council, and  
28 Accreditation Steering Committee. The College Planning Council membership was further  
29 revised to include the Classified Senate President as a tri-chair and the Accreditation Steering  
30 Committee membership was further revised to include a Classified Senate appointee as a tri-  
31 chair. These modifications were provided as information to the Board on September 12, 2017.  
32 The Board of Trustees also incorporated the Classified Senate President as a constituent group  
33 representative at Board of Trustees meeting. The Classified Senate President provides an  
34 update at every board meeting along with all other constituent group leaders. Since the  
35 Classified Senate was established, this constituency group now has representation on all  
36 participatory governance committees, subcommittees, and taskforces at LBCC.

37  
38 In fall 2018, the College re-examined the need for previously discontinued trades programs  
39 through regional labor market supply and demand analyses, discussions with local industry  
40 experts, and budget projections. Based on identified industry need, discipline faculty developed  
41 degrees and certificates in Automotive Technology, Advanced Manufacturing Technology,  
42 Welding Technology, and Construction Technology, as well as enhanced existing trades  
43 programs including Architecture, Computer Aided Design, Metal Fabrication, Robotics, and  
44 Electrical Technology. To support student success in these programs, the College redesigned  
45 the facilities housing the trades programs at the Pacific Coast Campus with state-of-the-art  
46 equipment.

1  
2 In 2019, the College launched the Developing Engaging STEM Through Innovative New  
3 Opportunities (DESTINO) program designed to address inequities in educational access and  
4 student success for Latinx and low-income students in science, technology, engineering, and  
5 math programs. The DESTINO program provides students access to a dedicated STEM  
6 counselor, STEM-focused summer bridge through Viking Summer Voyage, financial literacy  
7 programming, academic support and professional development workshops, and the Science  
8 Resource Center, with funding provided through a Title V grant from the Department of  
9 Education. The DESTINO program also provides faculty professional development focusing on  
10 inclusive pedagogy and cultural awareness through the Cultural Curriculum Audit, which is  
11 discussed further in the Quality Focus Essay.  
12

13 In spring 2019, the Superintendent-President established the President’s Taskforce on Race,  
14 Equity, and Inclusion focused on eradicating systemic racism and ensuring experiences are  
15 equitable for racial/ethnic subpopulations of students, faculty, and classified staff at LBCC.  
16 Over 70 LBCC faculty, classified staff, and managers have volunteered to serve as Taskforce  
17 members. To support the Taskforce in this work, President’s Cabinet, Academic Senate  
18 leadership, and Classified Senate leadership participated in University of Southern California’s  
19 Equity Institute in Fall 2019. In June 2020, the Board of Trustees adopted a Framework for  
20 Reconciliation. This was operationalized with support from The California Conference for  
21 Equity and Justice (CCEJ) who contracted with the College to support the development of a  
22 four-part framework. This framework began with an acknowledging phase in which the Board  
23 of Trustees, along with College leadership, were provided training designed to prepare leaders  
24 to lead anti-racist work ([INT-A-01\\_CCEJ-Training-101521](#)). The second phase consisted of  
25 listening and CCEJ hosted listening sessions to collect experiential feedback from college  
26 constituents. The third phase consisted of a convening stage which included establishing the  
27 President’s Advisory Councils to provide representative perspective from historically  
28 marginalized groups ([INT-A-02\\_CCEJ-SlidesBoard-022421](#)). The fourth step, focused on  
29 catalyzing action, will commence during the 2021-2022 academic year, beginning with  
30 engaging the President’s Leadership Council ([INT-A-03\\_PLC-SumNotes-092021](#)).  
31

32 In 2020, Long Beach City College received the Seal of Excelencia from Excelencia in  
33 Education, whose mission is to accelerate Latinx student success in higher education. The Seal  
34 is awarded to institutions that demonstrate high levels of intentional support for Latinx  
35 students. The College was one of five higher education institutions in the nation, and the only  
36 community college, to receive this recognition in the 2020 year. This also marked the first time  
37 that a California Community College was awarded the Seal of Excelencia.  
38

39 Within the last decade, the College has celebrated the completion of a wide range of new  
40 construction projects and building modernizations at both campuses. The passage of the  
41 Measure E bond in 2002, and its extension in 2008, by the overwhelming majority of voters in  
42 the Long Beach Community College District has provided \$660 million in local funds and  
43 qualified the District to receive an additional \$60 million in state matching grants. Furthermore,  
44 in 2016, Long Beach voters approved the Measure LB Bond providing the College with \$850  
45 million for new construction, repairs, and renovation at PCC and LAC. This bond, in addition  
46 to the previously passed \$660 million Measure E bond and extension, has provided the



- 1 opportunity for LBCC to construct new facilities and modern learning environments to support  
2 new and existing programs, allowing Long Beach City College to prepare its students to meet  
3 the changing demands of the 21st Century.  
4
- 5 Additional initiatives since the last site visit include:
- 6• **Early College Pathways Partnership (ECPP):** In fall 2017, the College launched the Early  
7 College Pathways Partnership (ECPP), a cohort model program that provides staff and peer  
8 mentoring support as high school students complete one or two ECPP course sections in a given  
9 semester. The ECPP program is open to all LBUSD, Lynwood Unified School District, and  
10 Learn4Life Charter School juniors and seniors.
  - 11• **Early College program at Browning High School:** In 2020-2021 the College expanded dual  
12 enrollment by partnering with Browning High School in Long Beach to establish an Early College  
13 at Browning where students can complete degree-applicable credit courses in hospitality and  
14 culinary arts. Currently 100 students are participating in the Early College program.
  - 15• **First Year Experience (FYE) Program:** The College has established an FYE program with the  
16 goal of increasing student course success, persistence, and completion. The FYE program  
17 supports students' transition to LBCC through a Viking Summer Voyage summer bridge  
18 program, first year success workshops, and a Career Academy. During their first year at LBCC,  
19 students participating in the FYE program are required to enroll in 12 or more units per semester  
20 and receive priority registration. The College also has piloted a Student Success Team case  
21 management model for FYE students and is currently scaling this to support other student groups.  
22 This is a project in the Quality Focus Essay.
  - 23• **Justice Scholars Program (JSP):** In Fall 2019, the JSP was launched to support formerly  
24 incarcerated and system impacted students. JSP currently serves over 50 students and provides re-  
25 entry services, as well as academic interventions and counseling services. JSP staff also connect  
26 students with basic needs housing, healthcare, employment, and academic supports.
  - 27• **Basic Needs Program:** The Basic Needs Centers began in 2019-20 to address student food,  
28 housing, and transportation insecurities. The Basic Needs Program houses the Viking Vault food  
29 pantries on both campuses. The Program offers holistic case management services and  
30 coordinates with on- and off-campus resources to connect students with housing placement, rental  
31 and utility assistance, move-in costs, hotel vouchers, county benefits, and free Long Beach Transit  
32 bus passes. Currently, the Basic Needs Program is also partnering with Jovenes, Inc. to offer rapid  
33 re-housing and college-focused bridge-housing for up to 40 LBCC students experiencing  
34 homelessness per year.
  - 35• **DREAM Center:** In 2017-2018, the College established a DREAM Center to provide support to  
36 LBCC's undocumented students. Through the Center, students receive access to academic and  
37 career counseling, free legal consultations, textbook assistance, and referrals to Mental Health  
38 Services and the Basic Needs Center.
  - 39• **Welcome Centers:** In fall 2018, LBCC opened Welcome Centers on both campuses. The  
40 Welcome Centers are staffed by counselors, peer mentors, and administrative staff to answer  
41 questions and connect new and continuing students and community members to college resources  
42 and services.
  - 43• **Noncredit Expansion:** Since 2018-2019, free non-credit course and certificate offerings have  
44 seen rapid growth. Through collaboration between the Committee on Curriculum and Instruction,  
45 Academic Services, Workforce Development, Student Services, and the Adult  
46 Education/Noncredit Subcommittee, the College established a non-credit infrastructure, including

1 a non-credit website that includes resources for students, and an application process for  
2 community members interested in non-credit enrollment. The College has gone from offering  
3 three non-credit certificates in 2016-2017 to 53 non-credit certificates in 2020-2021 that include  
4 training in career technical education fields, ESL, and financial literacy. The College currently  
5 contracts with ten off-site community-based organizations, elementary schools, and middle  
6 schools in underserved areas of the District to support enrollment in programs.

7• **Open Educational Resources (OER):** In 2016-2017, the College began efforts to support faculty  
8 adoption of low cost textbooks, zero cost textbooks, and other forms of Open Educational  
9 Resources (OER). In 2017-2018, a faculty OER Coordinator was appointed to support OER  
10 efforts. The OER Coordinator leads an Advisory Group that has developed a multi-pronged  
11 outreach approach to increase OER awareness and adoption through faculty professional  
12 development workshops, department presentations, and communicating OER newsletters campus-  
13 wide. As a result, the College has seen a dramatic increase in OER adoption, from 44 course  
14 sections in 2016-2017 to 849 course sections in 2020-2021. As of spring 2021, OER adoption has  
15 saved students approximately \$1,466,000 in textbook costs.

16• **California Virtual Campus Online Exchange (CVC Online Exchange):** In 2018-2019, the  
17 College embraced the opportunity to participate as one of 70 California Community Colleges  
18 (CCC) in the statewide CVC Online Exchange. Once implemented this will allow non-LBCC  
19 CCC students from across the state to cross-enroll in LBCC courses without completing local  
20 matriculation steps, all while remaining financial aid eligible. For students to receive these  
21 benefits, courses must be Peer Online Course Review (POCR) certified by a local faculty POCR  
22 team who ensures the courses meet specific Online Education Initiative (OEI) course design  
23 rubric standards. The College was awarded a \$500,000 Online Education Career Technical  
24 Education grant that was used to train a cohort of 25 faculty to review 42 courses. In Fall 2021,  
25 the College's Online Education Committee will be formalizing plans to establish a local POCR  
26 team to submit for CVC approval, with the ultimate goal of providing LBCC POCR certified  
27 courses to students across the state.

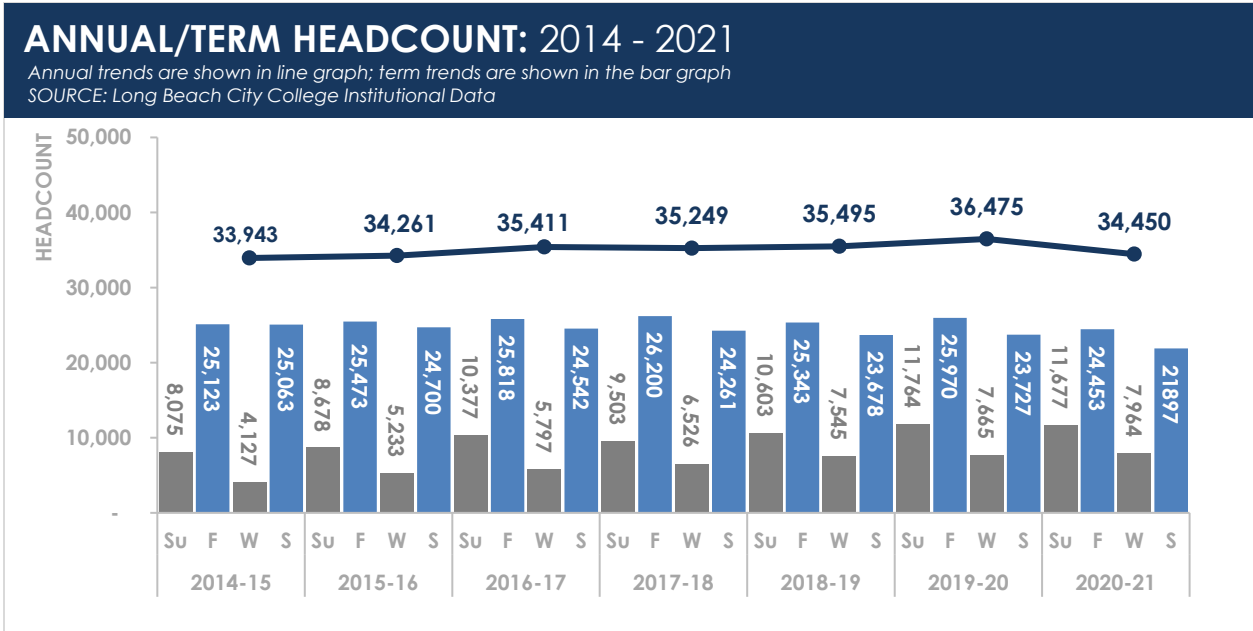
28• **Workforce Development:** In 2019 the College's Workforce Development Department (WDD)  
29 expanded industry engagement and job readiness services to support students in gaining the skills  
30 to successfully enter the workforce by providing resume review services and career readiness  
31 workshops. The Department also led the establishment of the Center for Community and Industry  
32 Partnerships to build relationships with over 160 local organizations for student internship  
33 placement. In 2020-21, the LBCC Internship Program was established to place students into paid  
34 internships. The College currently has 20 partners with 40 internship opportunities and has raised  
35 over \$700,000 to support the creation of additional dedicated internships.

36• **Cultural Curriculum Audit:** In summer 2019, the College offered its first Cultural Curriculum  
37 Audit to address the College's African American/Black, Latinx, and Pacific Islander obligation  
38 (i.e., equity) gaps. The Audit is an 18-hour intensive workshop, designed by faculty for faculty,  
39 and is open to all LBCC full and part-time faculty. During the Audit, faculty are trained to use an  
40 equity-focused lens in redesigning the components of a course they teach to be more culturally  
41 responsive and equity-minded. Faculty are required to submit deliverables at the end of the Audit,  
42 including, but not limited to, a cultural analysis of the course outline of record, an equitized  
43 syllabus, sample transparent assignments, and evidence of culturally responsive course content.  
44 To date, 306 full and part-time faculty have been trained through the Audit. The Cultural  
45 Curriculum Audit is a project in the Quality Focus Essay.

46

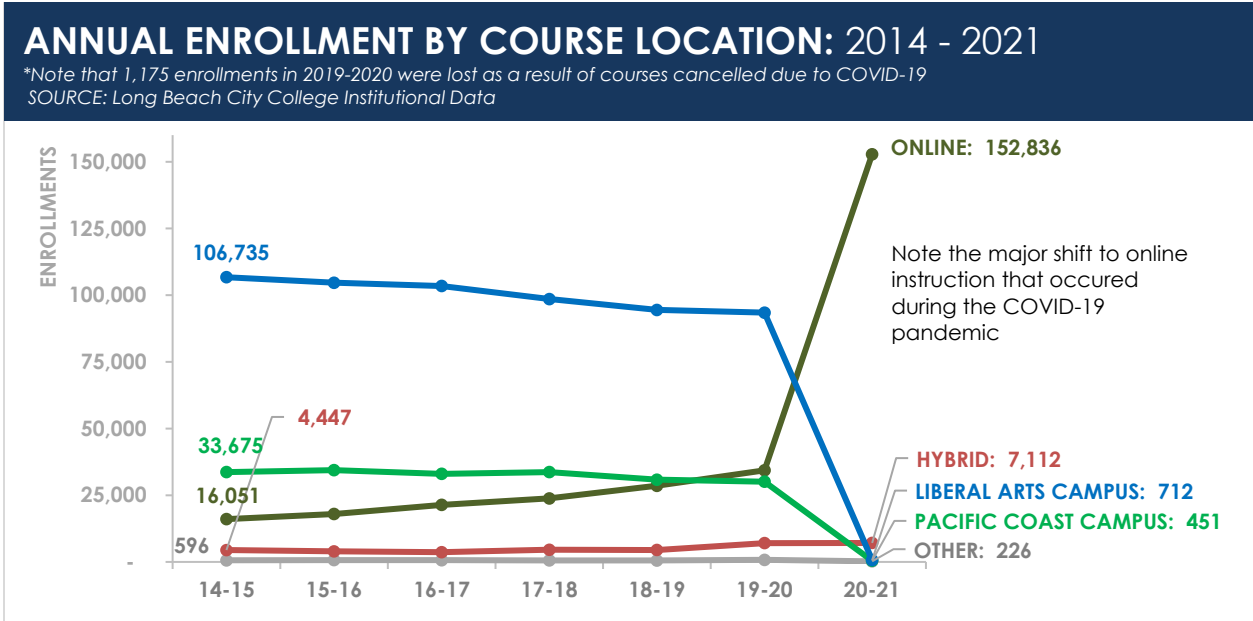
1 **Student Enrollment Data**

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Long Beach City College (LBCC) has enrolled over 34,000 students for the last 6 years. The College saw a 5.5% decline in headcount in 2020-2021 due to the impacts of the pandemic. Summer and winter terms have shown steady increases.

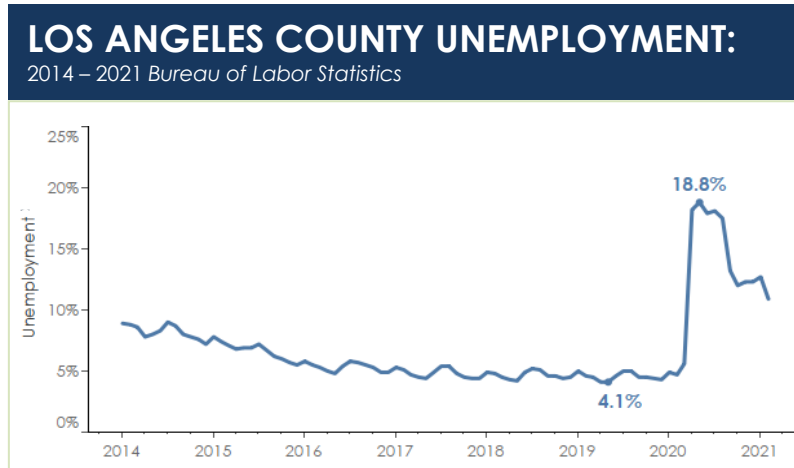


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Prior to the pandemic, most enrollments occurred at the Liberal Arts Campus (blue line). The pandemic shifted enrollment at LBCC with nearly all courses being offered online in 2020-2021 (black line). The College intends to be functioning similarly to pre-pandemic conditions for Spring 2022, however, enrollment demands will be regularly monitored throughout the year

1 to ensure courses are offered in locations that meet students’ needs. Courses offered at “Other”  
 2 locations include off-site health and childcare centers for Nursing and Child Development skills  
 3 labs and off-site non-credit offerings at community partner facilities (gray line).  
 4

5 **Labor Market Data**  
 6



7  
 8  
 9 Unemployment in the Los Angeles County region was particularly high during the pandemic.  
 10 While unemployment reached a low of 4.1% in mid-2019, the shelter-in-place of April 2020  
 11 resulted in record unemployment, reaching a peak of 18.8%. This has declined since, but not to  
 12 pre-pandemic levels.  
 13

TOP OCCUPATIONS IN LOS ANGELES/ORANGE COUNTY: 2020			
<i>Economic Modeling Systems, Inc. (EMSI)</i>			
Rank	Occupation	Number of Jobs (2020)	Median Earnings
1	Home Health and Personal Care Aides; and Nursing Assistants, Orderlies, and Psychiatric Aides	347,700	\$29,400
2	Material Moving Workers	314,100	\$31,200
3	Retail Sales Workers	300,100	\$30,300
4	Business Operations Specialists	284,600	\$75,600
5	Food and Beverage Serving Workers	248,300	\$28,800

14  
 15  
 16 Healthcare jobs, like home health and personal care aids, continue to represent a substantial  
 17 portion of the Los Angeles/Orange County regional labor market, along with material and  
 18 moving workers, retail sales workers, and food and beverage serving workers. Business  
 19 operations also comprise a substantial portion of the labor market and offer substantially higher  
 20 wages, which explains why LBCCs ADT in Business Administration is one of the most highly  
 21 enrolled programs.  
 22

## FASTEST GROWING OCCUPATIONS IN LOS ANGELES/ORANGE CO.: 2020-2025

Economic Modeling Systems, Inc. (EMS)

Rank	Occupation	Number of Jobs (2020)	Number of Jobs (2025)	% Change in Jobs
1	Home Health and Personal Care Aides; and Nursing Assistants, Orderlies, and Psychiatric Aides	347,700	427,100	23%
2	Healthcare Diagnosing or Treating Practitioners	216,400	232,700	8%
3	Counselors, Social Workers, and Other Community and Social Service Specialists	125,700	141,200	12%
4	Motor Vehicle Operators	161,000	172,700	7%
5	Computer Occupations	176,000	184,800	5%

The College is well prepared to position students for growing professions by offering programs that prepare students to enter professions in healthcare, logistics, social service, and technology.

### Demographic Data

#### PROPORTION OF ANNUAL HEADCOUNT BY RACE: 2014 - 2021

Percentages calculated as a proportion of total headcount  
SOURCE: Long Beach City College Institutional Data

RACE/ETHNICITY	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
Asian & Filipino	11%	11%	11%	11%	11%	12%	12%
Black/African American	16%	15%	14%	14%	14%	14%	14%
Hispanic/Latinx	53%	55%	56%	55%	55%	55%	54%
Native American	0%	0%	0%	0%	0%	0%	1%
Pacific Islander	2%	1%	2%	2%	2%	2%	1%
Unknown/ Other	3%	2%	2%	2%	2%	1%	1%
White	16%	14%	15%	16%	16%	16%	17%

Over 50% of LBCCs student body identifies as Latinx. White students are the second largest demographic (17% in 2020-2021) followed by Black and Asian students (14% and 12%, respectively). Native American and Pacific Islander students represent less than 2% of the student body. The impacts of the pandemic caused a slight (1%) decline in our Latinx students and slight (1%) increase in our White students. The College will monitor this trend and ensure resources and support are provided to communities negatively impacted by the pandemic.

## PROPORTION OF ANNUAL HEADCOUNT BY AGE: 2014 - 2021

Percentages calculated as a proportion of total headcount  
 SOURCE: Long Beach City College Institutional Data

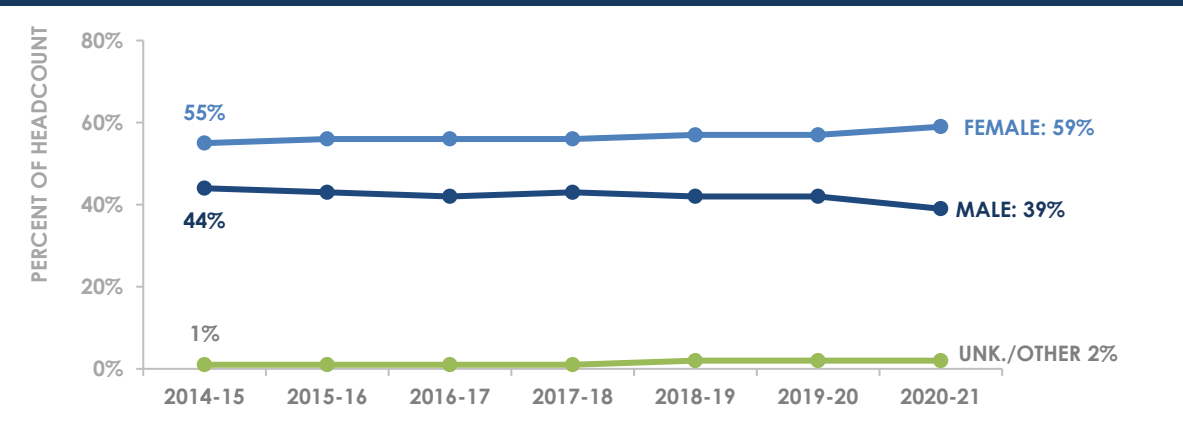
AGE	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
Younger than 19	21%	22%	22%	22%	21%	22%	24%
20 - 24	47%	47%	47%	47%	46%	45%	42%
25 - 29	18%	18%	18%	18%	19%	18%	19%
30 - 34	9%	9%	9%	9%	9%	9%	10%
35 - 39	5%	5%	5%	5%	5%	5%	6%
40 - 49	7%	6%	6%	6%	6%	6%	6%
50+	5%	5%	5%	5%	5%	4%	4%

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The largest portion of LBCC students is between the ages of 20 and 24 each academic year. The second largest age group comes from students 19 or younger. Approximately 25% of the student body is older than 30. As with race/ethnicity, minor fluctuations have been noted on account of the pandemic and the College will monitor this trend and ensure resources and support are provided to communities negatively impacted by the pandemic.

## PROPORTION OF ANNUAL HEADCOUNT BY GENDER: 2014 - 2021

SOURCE: Long Beach City College Institutional Data

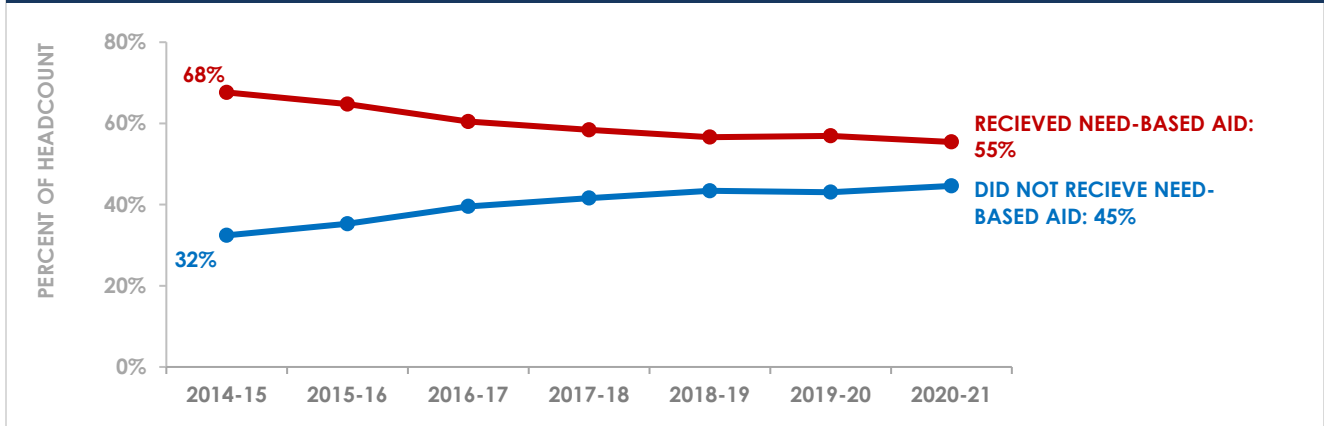


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Women represent a majority of LBCCs enrollment; a proportion that has slightly increased since 2014-2015.

# PROPORTION OF ANNUAL HEADCOUNT BY NEED BASED AID: 2014 - 2021

SOURCE: Long Beach City College Institutional Data



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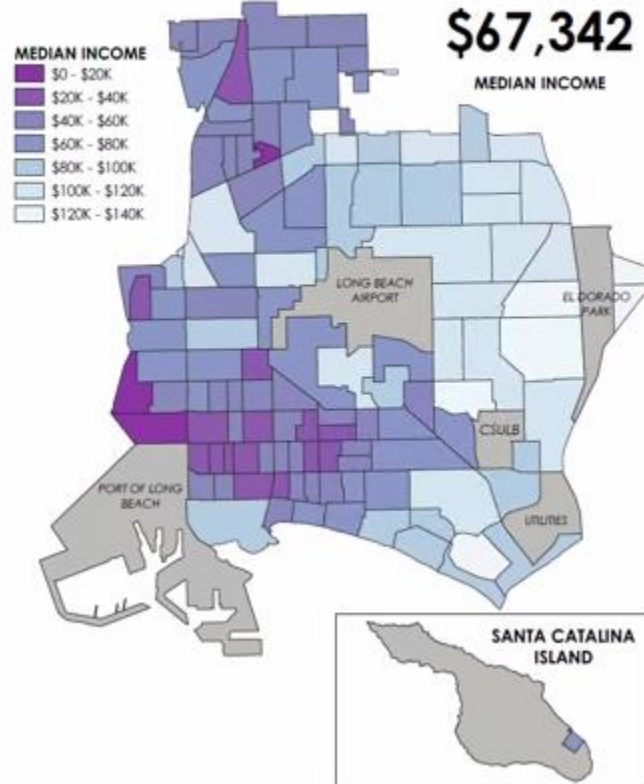
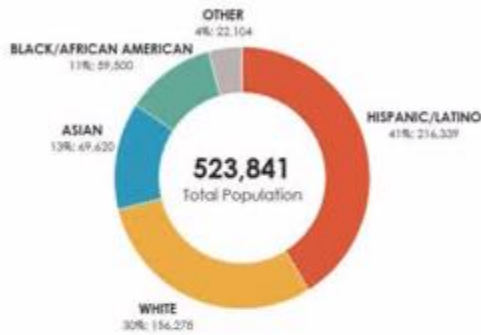
The proportion of students receiving need-based aid has dropped steadily since 2014-2015.

## Our Community and Service Area:

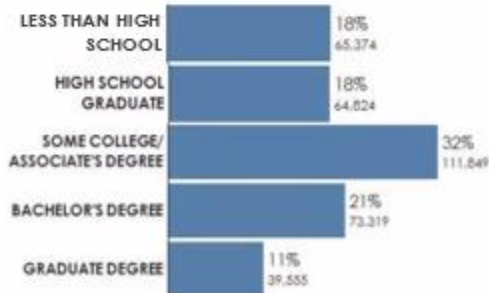
### COMMUNITY DEMOGRAPHICS: 2019

Santa Catalina Island shrunk to scale | SOURCE: U.S. Census Bureau

#### RACE/ETHNICITY



#### EDUCATIONAL ATTAINMENT



6  
7

1 The community served by Long Beach City College is among the most diverse in the Los  
 2 Angeles/Orange County region. No ethnic group holds an overall majority of the District’s  
 3 population, as evidenced in the race/ethnicity chart.

4 The largest portion of residents have yet to attend college. Thirty-six percent of district  
 5 residents do not have a college education. An additional 32% have completed at least some  
 6 college.

**HEADCOUNT BY BOARD DISTRICT  
 OF RESIDENCE: 2020**  
*Percentages calculated as a proportion of total headcount*

District	Count	Percent
District 1	3,803	10%
District 2	4,487	12%
District 3	4,184	11%
District 4	3,168	9%
District 5	3,907	11%
In-District	19,549	54%
Out of District	15,911	44%
Out of State/Unknown	1,011	3%
<b>TOTAL</b>	<b>36,471</b>	<b>100%</b>

The median income in the District is \$67,342; however, inequality is apparent in the map above. North Long Beach and the area surrounding the Pacific Coast Campus and to the west of the city are communities with the lowest incomes in the District. Several census tracts in the western half of the city of Long Beach are home to residents with a median income less than \$20,000.

The largest portion of LBCC’s enrollment resides in downtown Long Beach and North Long Beach. While little of the College’s student body resides in Orange County,

20 enrollment density extends well into south and east Los Angeles. A little over half of students  
 21 live in the District; spread approximately evenly across the five Board of Trustee districts.  
 22 Forty-four percent of students live outside of the District. An additional three percent of  
 23 students live either outside the state of California or provided an address that was not  
 24 recognized by the U.S. Census Bureau.

25  
 26 **Sites**

27 Long Beach City College is the single college of the Long Beach Community College District  
 28 and is comprised of two campuses:  
 29

Liberal Arts Campus (LAC) 4901 East Carson St. Long Beach, CA 90808	Pacific Coast Campus (PCC) 1305 E. Pacific Coast Highway Long Beach, CA 90806
---	---

30  
 31 **Specialized or Programmatic Accreditation**  
 32

33 Four Long Beach City College programs are accredited by external programmatic accreditors:

- 34 • The Associate Degree Nursing program is accredited by the Accreditation Commission for  
 35 Education in Nursing
- 36 • The Licensed Vocational Nurse to Registered Nurse program is accredited by the  
 37 Accreditation Commission for Education in Nursing
- 38 • The Vocational Nursing program is accredited by the Board of Vocational Nursing and  
 39 Psychiatric Technicians
- 40 • The Human Services Addiction Studies program is accredited by the California  
 41 Association of Alcohol & Drug Educators



**B. Presentation of Student Achievement Data and Institution-Set Standards**

As described in I.B.3, the College Planning Council annually reviews the College’s institution-set standards and stretch goals for course success rates, certificate and degree completions, and transfers.

**OVERALL COURSE SUCCESS RATE: 2014 - 2021**  
*Percentages calculated as a proportion of total enrollment each academic year and average success rate.*  
 SOURCE: Long Beach City College Institutional Data

COURSE SUCCESS	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
OVERALL	64%	65%	66%	66%	66%	68%	69%
INSTITUTION-SET STANDARD	63%	63%	63%	64%	66%	66%	66%
STRETCH GOAL	N/A	65%	65%	72%	74%	74%	74%

In 2020-2021, the institution-set standard for course success was 66% and the stretch goal was 74%. The College has seen a gradual increase in course success since 2014-2015.

**COURSE SUCCESS RATE BY RACE: 2014 - 2021**  
*Percentages calculated as a proportion of total enrollment each academic year and average success rate.*  
 SOURCE: Long Beach City College Institutional Data

RACE/ETHNICITY	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
Asian & Filipino	72%	73%	73%	73%	75%	76%	78%
Black/African-American	52%	54%	54%	55%	58%	59%	59%
Hispanic/Latinx	63%	64%	65%	65%	66%	66%	67%
Native American	60%	61%	63%	63%	64%	69%	63%
Pacific Islander	61%	63%	60%	62%	64%	64%	65%
Unknown/Other	67%	69%	72%	74%	73%	73%	77%
White	72%	72%	74%	74%	75%	75%	77%

In 2020-2021, course success rates were lower for the College’s Black/African American, Pacific Islander, Hispanic/Latinx, and Native American students than the College’s Asian and Filipino and White students.

## PERSISTENCE RATE BY RACE: 2014 - 2021

Percentages calculated as a proportion of an entering cohort of students who continue enrollment into the next term.  
 SOURCE: Long Beach City College Institutional Data

RACE/ETHNICITY	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
Asian & Filipino	73%	71%	70%	69%	67%	66%	59%
Black/African-American	64%	64%	63%	64%	62%	58%	56%
Hispanic/Latinx	74%	73%	72%	70%	68%	64%	63%
Native American	68%	N/A	53%	52%	72%	60%	54%
Pacific Islander	64%	70%	61%	65%	64%	55%	63%
Unknown/Other	56%	71%	70%	69%	66%	58%	52%
White	67%	67%	66%	66%	67%	65%	61%
<b>OVERALL</b>	70%	70%	69%	68%	67%	63%	61%

The year to year persistence rate at LBCC has gradually decreased from 70% in 2014-2015 to 61% in 2020-2021. In the last two years, persistence rates have fallen for many student groups but most drastically for the College's Native American and Asian and Filipino students by 6% and 7%, respectively. This is in contrast to Pacific Islander students whose persistence rate has increased in the last two years by 8%.

## DEGREE COMPLETIONS: 2014 - 2021

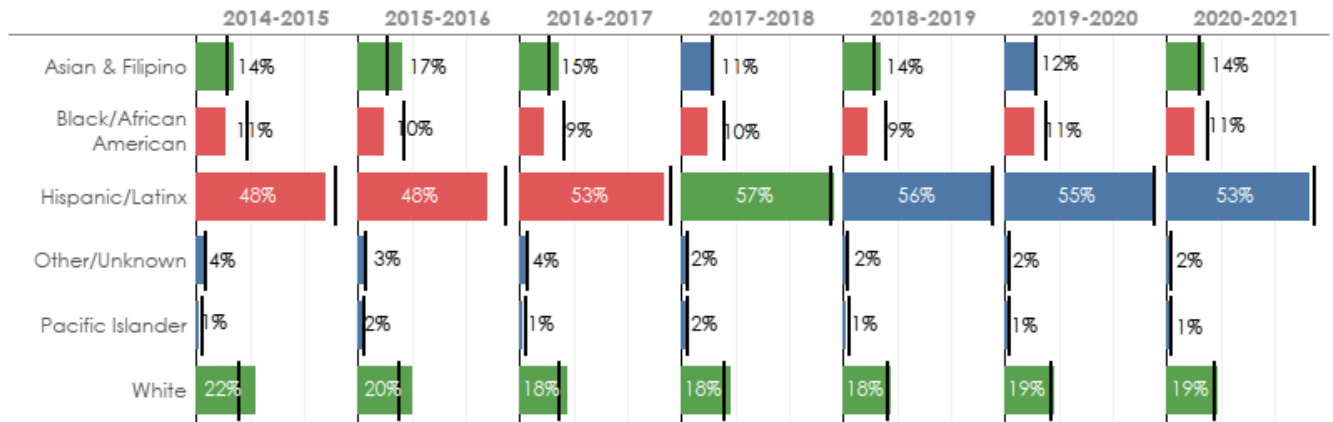
The number of students who were awarded an Associate Degree (AA/AS), an Associate in Arts or Science for Transfer Degree (ADT).  
 SOURCE: Long Beach City College Institutional Data

ACADEMIC YEAR	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
Total count	1,093	1,227	1,436	1,622	2,098	2,195	2,391
<b>INSTITUTION-SET STANDARD</b>	1,000	1,000	1,000	1,600	1,600	1,600	1,600
<b>STRETCH GOAL</b>	N/A	1,300	1,300	2,400	2,400	2,400	2,400

Since 2014-2015 there has been a general upward trend in the count of degree completers. This upward trend has been driven by multiple factors, including the development of Associate Degrees for Transfer, an increase in intentional efforts to support students in completing requirements for degrees, and an increase in students enrolling with the educational goal of degree/transfer seeking.

## ANNUAL DEGREE COMPLETIONS DISAGGREGATED BY RACE: 2014-2021

Groups are shown as a proportion of the total completion population. Groups that are approximately equal in their proportion to the general student body are shown in blue (■), groups that are overrepresented are shown in green (■), and groups that are underrepresented are shown in red (■). SOURCE: Long Beach City College Institutional Data



For the last seven years, the degree completions relative to the population size for Asian and White students have consistently been higher than other student groups. An equity gap has existed for Black/African American student degree completions. In 2020-21, Black students represented 15% of the student body and 11% of completions. For the last four years, the equity gap in degree completions has closed for Latinx students.

## CERTIFICATE OF ACHIEVEMENT COMPLETIONS: 2014 - 2021

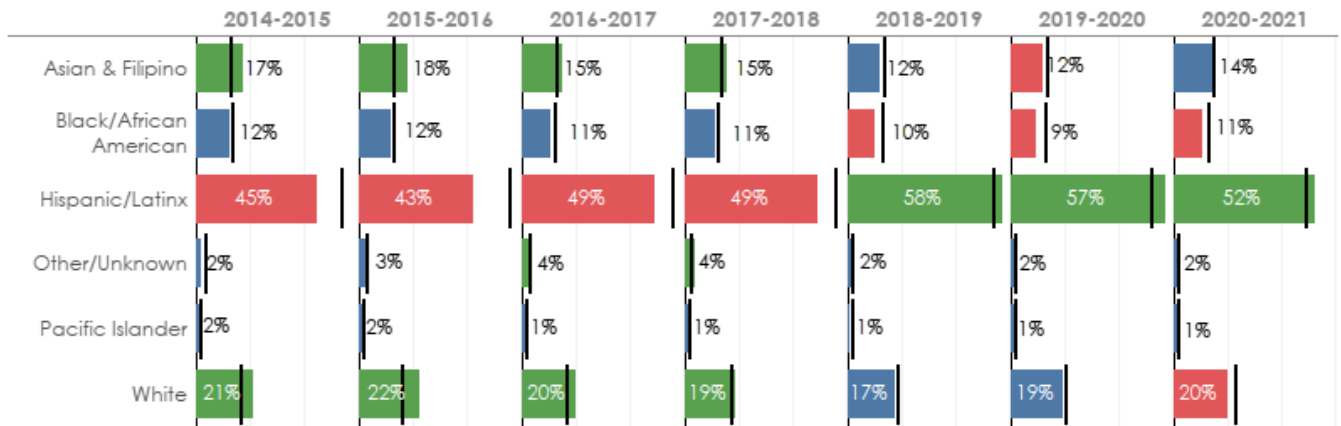
The number of students who were awarded Certificates of Achievement (16 or more units)  
SOURCE: Long Beach City College Institutional Data

ACADEMIC YEAR	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
Total count	388	520	555	525	1,520	1,824	2,050
INSTITUTION-SET STANDARD	350	350	350	500	800	800	800
STRETCH GOAL	N/A	351	351	1,000	1,600	2,700	2,700

The College has also seen an upward trend in certificate of achievement completions in the last 3 years. This is primarily due to the CSU and IGETC certificates of achievement, which the College started awarding to students who completed their general education requirements.

## ANNUAL CERTIFICATE OF ACHIEVEMENT COMPLETIONS DISAGGREGATED BY RACE:

2014-2021 Groups are shown as a proportion of the total completion population. Groups that are approximately equal in their proportion to the general student body are shown in blue (■), groups that are overrepresented are shown in green (■), and groups that are underrepresented are shown in red (■). SOURCE: Long Beach City College Institutional Data



Trends in certificate completions by race/ethnicity have shifted in the last three years, with Latinx students overrepresented in the certificate of achievement completion population and Asian and White students equal or underrepresented in this population. For the last three years, an equity gap has existed for Black student completion of certificates of achievement.

## ANNUAL TRANSFERS: 2014 - 2021

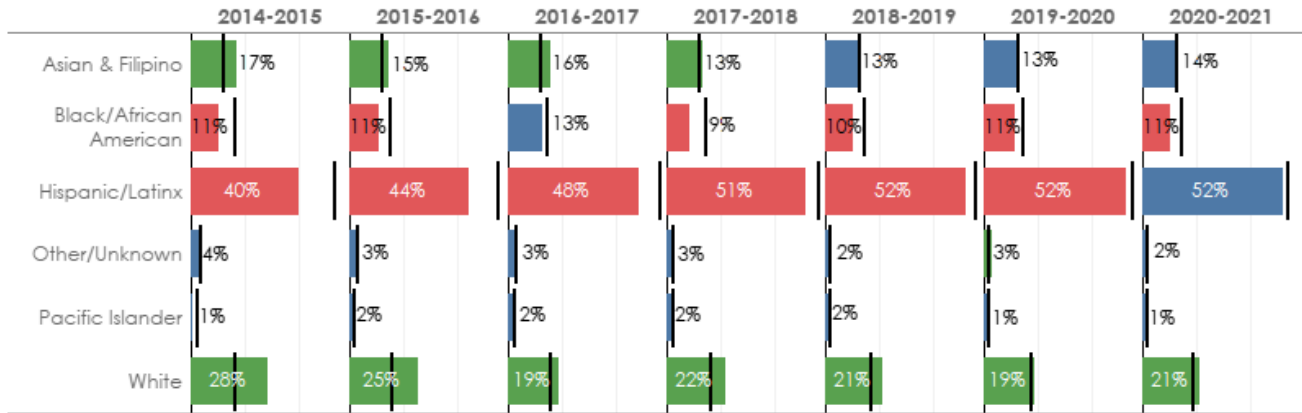
The number of students who transferred to an accredited four-year university after completing 30 or more units at LBCC. SOURCE: Long Beach City College Institutional Data

COUNT	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
Total	1,355	1,337	1,339	1,368	1,856	1,982	2,229
<b>INSTITUTION-SET STANDARD</b>	1,360	1,360	1,360	1,300	1,600	1,600	1,600
<b>STRETCH GOAL</b>	N/A	1,401	1,401	1,504	2,000	2,450	2,450

The number of students who transfer after completing 30+ transferable units, including degree and certificate of achievement earners, has steadily increased in the last five years. These upward trends have been driven by multiple factors including the creation of Associate Degrees for Transfer, an increase in intentional efforts to aid students in completing requirements for transfer, and an increase in students enrolling with the educational goal of degree/transfer seeking.

## ANNUAL TRANSFERS DISAGGREGATED BY RACE: 2014-2021

Groups are shown as a proportion of the total transfer population. Groups that are approximately equal in their proportion to the general student body are shown in blue (■), groups that are overrepresented are shown in green (■), and groups that are underrepresented are shown in red (■). SOURCE: Long Beach City College Institutional Data



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Over the last seven years, Black and Latinx students have been underrepresented in LBCCs transfer population. In 2020-2021, Black students represented 14% of the student body but only 11% of transfers. Annual trends show fluctuating equity gaps in transfer rates for Black students while the equity gap for Latinx students closed in 2020-2021. Similar to the trends in degree completions, Asian and White students have consistently been overrepresented in LBCCs transfer population.

## CAREER & TECHNICAL EDUCATION (CTE) JOB PLACEMENT RATES: 2017 - 2020

The proportion of students who were employed in the year following completion of a CTE certificate or degree program.  
SOURCE: Perkins Core 4 Indicator data provided by the California Community College Chancellor's Office.

CTE Program (by 6 Digit TOP Code)	2017-18 Job Placement (2016-17 Completions)	2018-19 Job Placement (2017-18 Completions)	2019-20 Job Placement (2018-19 Completions)	Stretch Goal
Accounting	71%	78%	78%	85%
Administration of Justice	83%	79%	84%	87%
Alcohol and Controlled	76%	66%	60%	85%
Architecture and Architectural Technology	82%	*	71%	85%
Business Administration	72%	82%	85%	85%
Business and Commerce,	75%	83%	84%	85%
Business Management	*	90%	78%	85%
Child Development/Early Care and Education	80%	81%	78%	80%
Computer Networking	59%	88%	82%	87%
Culinary Arts	86%	79%	85%	83%
Dietetic Services and Management	85%	91%	57%	75%
Electronics and Electrical Technology	88%	87%	85%	90%
Fashion Merchandising	100%	n/a	100%	80%
Fire Technology	93%	83%	92%	95%
Human Services	67%	69%	81%	80%
Information Technology, General	*	*	77%	80%
Journalism	*	*	86%	88%
Licensed Vocational Nursing	89%	89%	96%	90%
Medical Assisting	69%	83%	74%	85%
Nursing	90%	91%	100%	100%
Radio and Television	75%	0%	67%	72%
Radiologic Technology	100%	93%	90%	93%
Sheet Metal and Structural	*	*	79%	84%

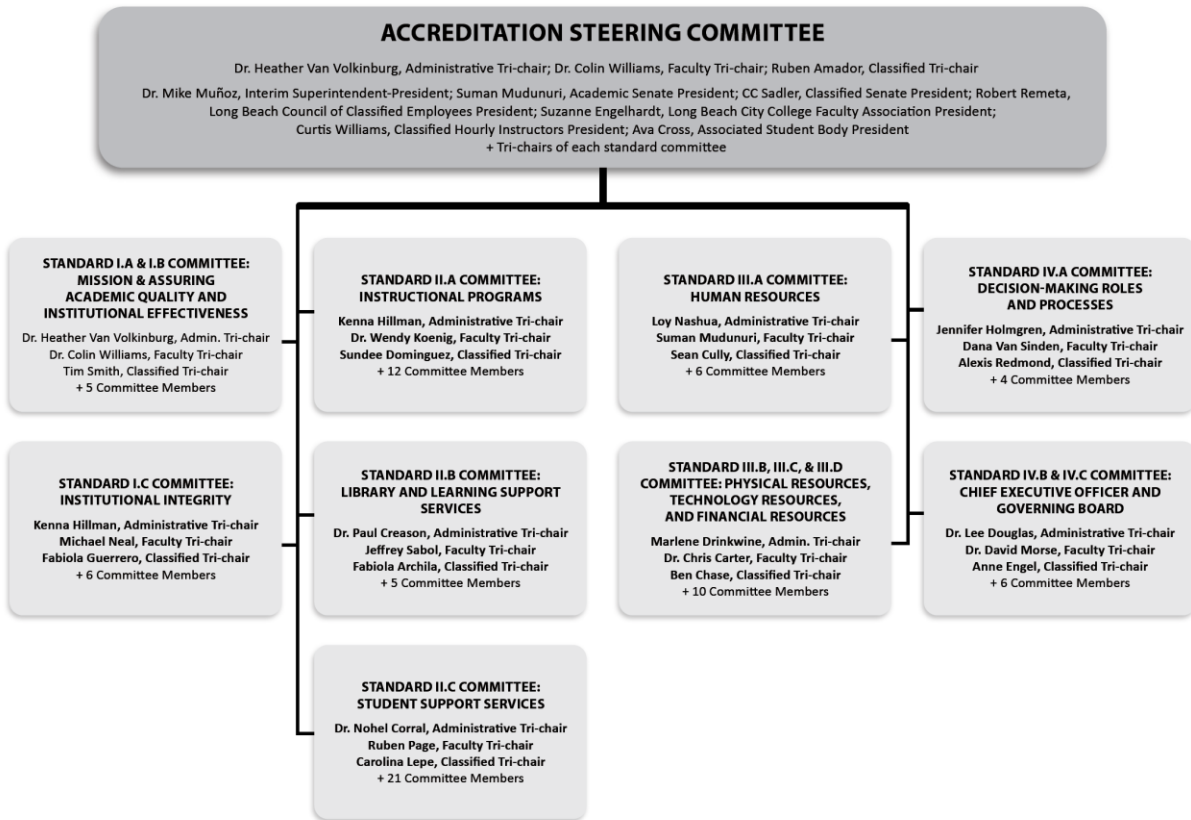
\*Denotes that there were less than 10 completers for those years, so the data was excluded.

The majority of job placement rates in 2019-2020 met or exceeded institution-set standard job placement rates, which is at 70%. The job placement rate for students who completed Fashion Merchandising and Licensed Vocational Nursing exceed our stretch goals.

1 **C. Organization of the Self-Evaluation Process**

2  
3 During a November 2019 retreat, the College Planning Council (CPC), the College’s highest-  
4 level participatory governance planning committee, established the Accreditation Steering  
5 Committee (ASC) and Standard Area Committees in alignment with Administrative Procedure  
6 2006 ([INT-C-01 AP2006-ParticipationinGov](#); [INT-C-02 ASC-ChargeMembership](#); [INT-C-03 StandardComm-ChargeMemb](#)). The Accreditation Steering Committee (ASC) oversees  
7 nine Standard Committees that encompass the Standard Areas. All ten committees are tri-  
8 chaired by an administrator, faculty, and classified staff member.  
9  
10  
11

**LONG BEACH CITY COLLEGE** **ACCREDITATION COMMITTEE ORGANIZATIONAL CHART**



12  
13  
14 With the establishment of the organizational structure, the Academic Senate and Classified  
15 Senate emailed out “all calls” to their constituent groups to recruit and appoint faculty and  
16 classified members to the ASC committees ([INT-C-04 Classified-AllCallEmail](#); [INT-C-05 Academic-AllCallEmail](#)). President’s Cabinet also appointed administrators to serve on  
17 each committee. Once the memberships were full, the ASC encouraged Standard Committees  
18 to invite additional administrators, classified staff, faculty, and students, to meetings as  
19 ‘resources’ to contribute when additional expertise was necessary. The table below details the  
20 participation from each constituent group.  
21

1

Group	Number of Participants		Group	Number of Participants
Administrators/ Managers/ Supervisors	32		FT Faculty	47
Classified	27		PT Faculty	1
Confidential	1		Students	15
<b>Total: 123</b>				

2

3 The self-evaluation process was primarily conducted in an online environment due to the  
 4 Covid-19 pandemic and included virtual committee meetings, as well as virtual trainings,  
 5 workshops, and presentations to campus constituencies. These professional development  
 6 opportunities consistently emphasized the importance of institutional self-evaluation,  
 7 encouraging constituent group participants to objectively consider the College’s strengths and  
 8 areas of improvement ([INT-C-06 AcadSenateRetreat-101119](#); [INT-C-07 AcadSenateQFE-  
 9 Pres-112220](#); [INT-C-08 ASC-Training-013120](#); [INT-C-09 ASC-Training-043020](#); [INT-C-  
 10 10 BoardUpdate-052720](#)).

11

12 The ASC and many of the Standard Area Committees utilized Canvas shells to keep committee  
 13 members informed on meeting agendas, helpful resources, and deadlines. The ASC also  
 14 utilized Microsoft SharePoint for the purposes of gathering, storing, and sharing evidence from  
 15 the Standard Area Committees. To keep the College apprised of developments and  
 16 opportunities for contribution, the ASC published relevant information, notices, and site visit  
 17 information on the LBCC accreditation website ([INT-C-11 AccreditationWebsite](#)). Updates on  
 18 accreditation from the Superintendent-President were distributed via email ([INT-C-  
 19 12 Superintendent-PresEmail](#); [INT-C-13 Superintendent-PresEmail](#)).

20

21 The timeline for self-evaluation was as follows:

22

Timeline	Activities
Fall 2019	College Planning Council drafted and approved the Accreditation Steering Committee (ASC) and Standard Committees charges and memberships President’s Cabinet, Academic Senate, and Classified Senate appointed tri-chairs for the ASC and Standard Area Committees The ASC drafted the ISER and Quality Focus Essay development timelines
Winter 2020	Initial Virtual ACCJC Institutional Self-Evaluation Report Training with Dr. Stephanie Droker on January 31, 2021
Spring 2020	ASC met monthly to provide guidance to tri-chairs Standard Area Committees met to establish plans for drafting ISER narratives and gathering evidence Virtual ACCJC Institutional Self-Evaluation Report Second Training with Dr. Stephanie Droker on April 30, 2020 “Accreditation Update” is made a standing item at Academic Senate, Classified Senate, and Committee on Curriculum and Instruction meetings
Fall 2020	ASC met monthly to provide guidance to tri-chairs of Standard Area Committees; discuss QFE ideas



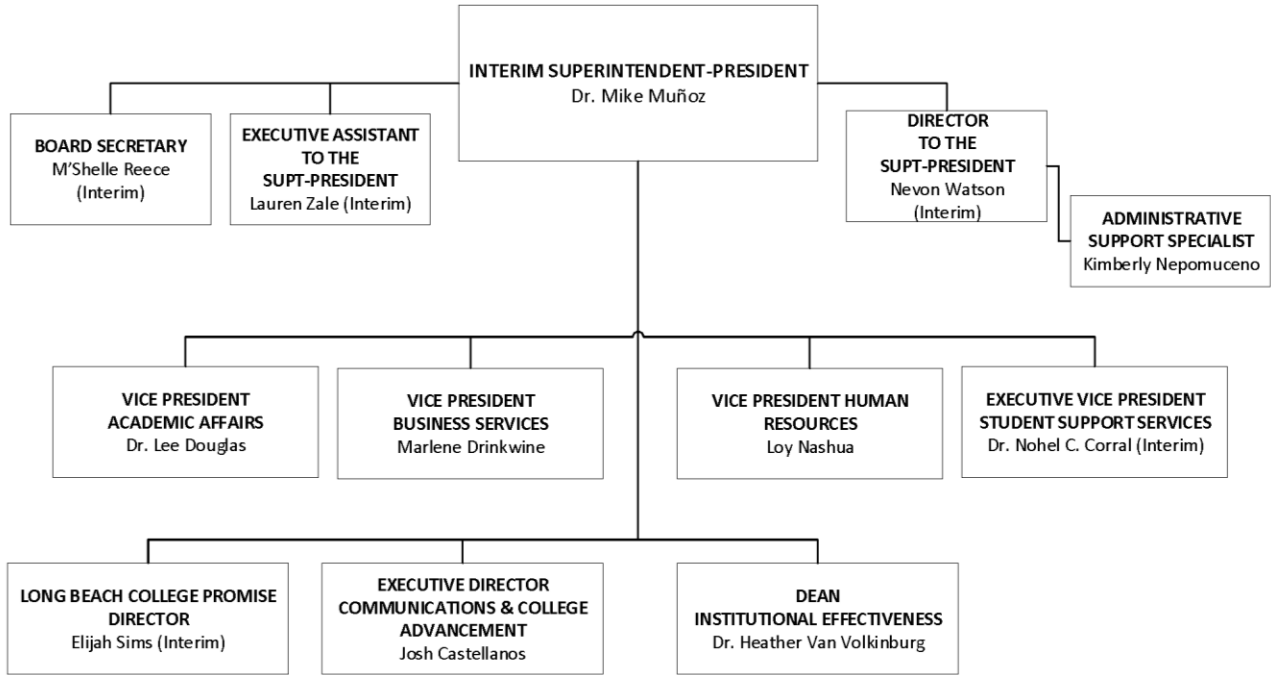
	Standard Area Committees met monthly to develop first draft of narrative, gather evidence, and discuss ideas for QFE Standard Area Committees submitted first draft narratives and evidence on December 17, 2020 to ASC tri-chairs.
Winter 2021	ASC tri-chairs reviewed first draft narratives and provided feedback to Standard Area Committees
February – May 2021	ASC met monthly; finalized and approved two QFE Projects Standard Area Committees submitted second draft narratives on April 2, 2021 to ASC Tri-Chairs Draft ISER and QFE were emailed college-wide for feedback on May 12, 2021
Summer 2021	ASC Tri-Chairs ensured draft ISER and QFE were written in one voice, remained concise while addressing all evaluation criteria, and incorporated college-wide feedback
Fall 2021	First and second readings of draft ISER for Academic Senate, Classified Senate, Associated Student Body, and College Planning Council ASC tri-chairs incorporated feedback from first and second reading into draft ISER Board of Trustees first and second reading of draft ISER in November and December 2021 ISER submitted to ACCJC in December 2021
Spring 2021	ACCJC Peer Review Team site visit occurs from February 28 to March 3, 2021

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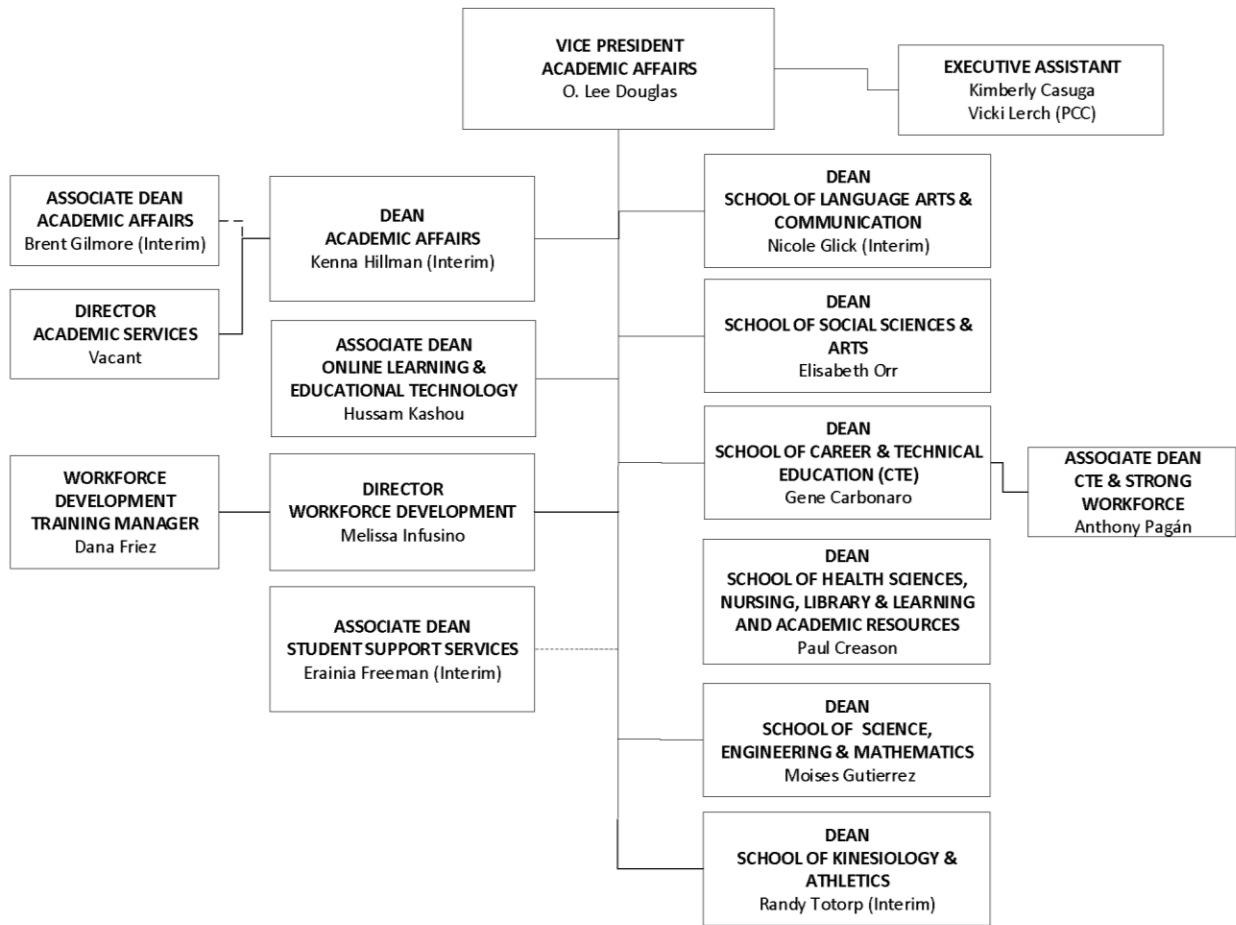
## D. Organizational Information

### SUPERINTENDENT-PRESIDENT

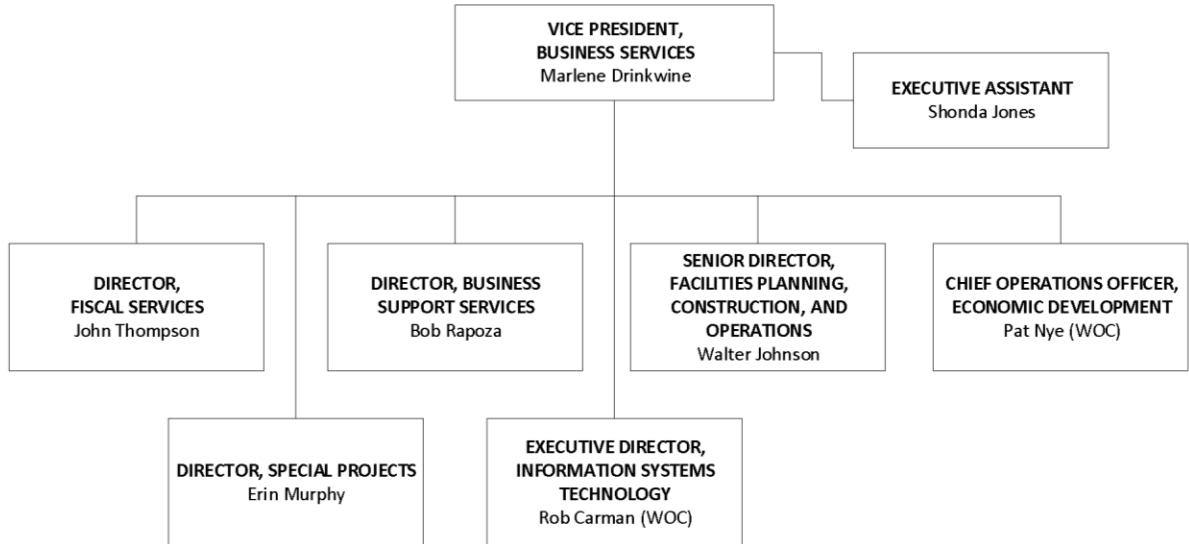


3

# Academic Affairs

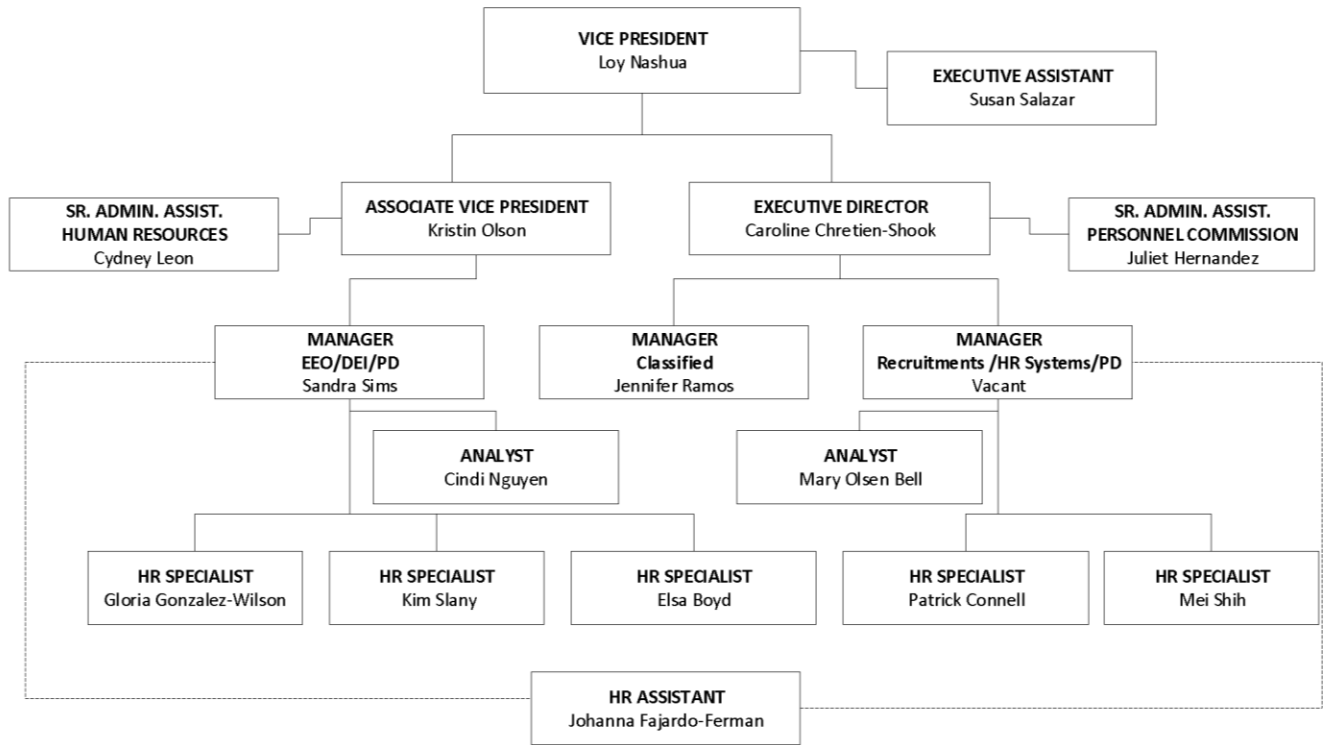


# Administrative and Business Services



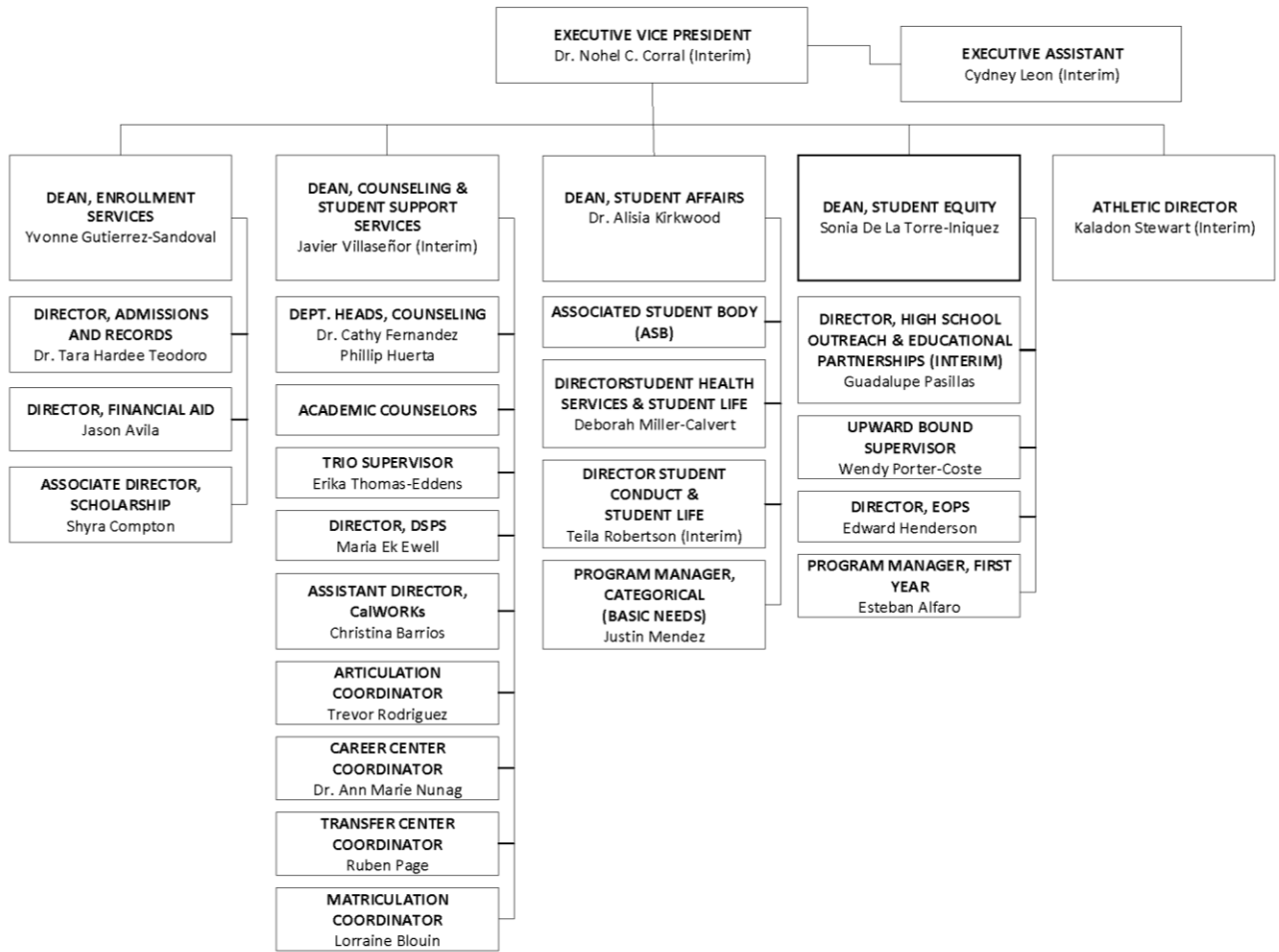
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# Human Resources



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# Student Services



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1           **E. Certification of Continued Compliance with Eligibility Requirements**

2  
3           **Eligibility Requirement 1: Authority**

4           **The institution is authorized or licensed to operate as a post-secondary educational**  
5           **institution and to award degrees by an appropriate governmental organization or agency**  
6           **as required by each of the jurisdictions or regions in which it operates. Private**  
7           **institutions, if required by the appropriate statutory regulatory body, must submit**  
8           **evidence of authorization, licensure, or approval by that body. If incorporated, the**  
9           **institution shall submit a copy of its articles of incorporation.**

10  
11           Long Beach City College is accredited by the Accrediting Commission for Community and  
12           Junior Colleges (ACCJC) of the Western Association of Schools and Colleges ([INT-E-](#)  
13           [01\\_ACCJC-ReaffirmationLetter](#); [INT-E-02\\_ACCJC-AccredCertificate](#)). The College operates  
14           with authority from the State of California, the Board of Governors of the California  
15           Community College Chancellor’s Office (CCCCO) and the Board of Trustees of Long Beach  
16           Community College District. Long Beach City College is the only community college in the  
17           District and in the Long Beach Community College District service area.

18  
19           **Eligibility Requirement 2: Operational Status**

20           **The institution is operational, with students actively pursuing its degree programs.**

21  
22           Long Beach City College is operational, having served 35,495 students in academic year 2018-  
23           19, 36,475 students in 2019-20, and 34,450 students in 2020-21 ([INT-E-03\\_CollegeFacts-](#)  
24           [Webpage](#)). While enrollment has remained relatively steady, the College has continued to  
25           award an increasing number of degrees and certificates each academic year. The College  
26           awarded 1,057 degrees and 388 certificates of achievement in 2014-15, with an increase to  
27           2,399 degrees and 2,063 certificates of achievement in 2020-21. A current schedule of classes  
28           is available on the College’s website ([INT-E-04\\_ScheduleofClasses](#)).

29  
30           **Eligibility Requirement 3: Degrees**

31           **A substantial portion of the institution’s educational offerings are programs that lead to**  
32           **degrees, and a significant proportion of its students are enrolled in them. At least one degree**  
33           **program must be of two academic years in length.**

34  
35           A substantial portion of the College’s educational offerings are programs that lead to degrees.  
36           The College offers a total of 27 Associate Degrees for Transfer (ADTs) and 76 Associate  
37           Degrees (AA/AS), with three options for general education patterns (i.e., local, California State  
38           University, and University of California). ADTs and AA/AS degrees require the completion of  
39           at least 60 units, including the completion of a general education pattern, with a 2.0 grade point  
40           average. The College also offers 93 Certificates of Achievement, 62 Certificates of  
41           Accomplishment, 22 non-credit Certificates of Competency and 30 non-credit Certificates of  
42           Completion. The degrees and certificates offered by LBCC are listed in the 2021-22 College  
43           Catalog and online ([INT-E-05\\_CollegeCatalog](#)). College-level courses for which degree credit  
44           is granted are designated using a course numbering system, as defined in the College Catalog  
45           ([INT-E-06\\_CollegeCatalog\\_p54](#)). The majority of course offerings lead to degrees and  
46           certificates.

1  
2 **Eligibility Requirement 4: Chief Executive Officer**

3 **The institution has a chief executive officer appointed by the governing board, whose full-time**  
4 **responsibility is to the institution, and who possesses the requisite authority to administer**  
5 **board policies. Neither the district/system chief executive officer nor the institutional chief**  
6 **executive officer may serve as the chair of the governing board. The institution informs the**  
7 **Commission immediately when there is a change in the institutional chief executive officer.**

8  
9 The Long Beach Community College District (LBCCD) has a chief executive officer appointed  
10 by the governing board, whose full-time responsibility is to the institution. The LBCCD Board  
11 of Trustees announced the appointment of Dr. Mike Muñoz as Superintendent-President on  
12 December 10<sup>th</sup>, 2021, following his term as Interim Superintendent-President that started  
13 March 4<sup>th</sup>, 2021 ([INT-E-07 BoardMins-030221](#); [INT-E-08 OfficeofPresidentWebBio](#)). He  
14 assumed his position on March 4, 2021, as the prior Interim Superintendent-President, Lou  
15 Anne Bynum, had a planned medical leave starting on March 4<sup>th</sup>. Lou Anne Bynum served as  
16 Interim Superintendent-President from March 2020 to March 2021 after Superintendent-  
17 President Reagan Romali left the institution. SP Romali started in May 2017 and was hired by  
18 the Board of Trustees after Eloy Ortiz Oakley, who served as the Superintendent-President  
19 from January 2007- December 2016, resigned to take the position as Chancellor of the  
20 California Community Colleges. During the nation-wide search for the permanent position,  
21 Ann-Marie Gabel, the then Executive Vice President of Finance, Facilities, and Technology  
22 Services, served as Interim Superintendent-President.

23  
24 The Commission was informed when each of these appointments were made. The Board of  
25 Trustees delegates authority to the LBCC Superintendent-President as the chief executive  
26 officer of the College with the primary responsibility of administering the policies adopted by  
27 the Board of Trustees, executing all decisions requiring administrative action, as well as other  
28 responsibilities outlined by the District's Board of Trustees ([INT-E-09 BP2019-](#)  
29 [DelegationofAuth](#)). The Superintendent-President does not serve on the District's Board of  
30 Trustees.

31  
32 **Eligibility Requirement 5: Financial Accountability**

33 **The institution annually undergoes and makes available an external financial audit by a**  
34 **certified public accountant or an audit by an appropriate public agency. Institutions that are**  
35 **already Title IV eligible must demonstrate compliance with federal requirements.**

36  
37 The College undergoes annual audits. Three audits are prepared annually including the district  
38 annual audit, bond financial audit, and bond performance audit. Each audit is performed by  
39 independent Certified Public Accountants (CPAs). In recent years audits have been performed  
40 by CliftonLarsonAllen LLP, a national CPA firm. Each of our audits have received unmodified  
41 (clean) opinions. There were no audit findings or audit adjustments in the fiscal year 2019-20  
42 audits. Prior years' findings have been minimal and have been addressed to the satisfaction of  
43 the auditors, as described in III.D.7. Audit reports are available to the public on the College's  
44 website ([INT-E-10 AnnualAuditReportsWebpage](#)).

45  
46 Annual LBCCD budgets are also available on the Fiscal Services webpage ([INT-E-](#)



1 [11 BudgetPresentationWebpage](#)). The tentative budget and adopted budget are approved by  
2 the Board of Trustees annually, by June 30 and September 15, respectively.

3  
4 As described further in III.D.15, LBCC student loan default rates are within federal guidelines  
5 ([INT-E-12 DefaultRatesReport-2018](#)).

## 6 7 8 **F. Certification of Continued Institutional Compliance with Commission** 9 **Policies**

10  
11 **Long Beach City College certifies that it continues to be in compliance with the federal**  
12 **regulations noted below, and Commission Policies on Rights and Responsibilities of the**  
13 **Commission and Member Institutions; Institutional Degrees and Credits; Transfer of**  
14 **Credit; Distance Education and on Correspondence Education; Representation of**  
15 **Accredited Status; Student and Public Complaints Against Institutions; Institution**  
16 **Advertising, Student Recruitment, and Representation of Accredited Status; Contractual**  
17 **Relationships with Non-Regionally Accredited Organizations; and Institutional**  
18 **Compliance with Title IV.**

### 19 20 **Public Notification of an Evaluation Team Visit and Third Party Comment**

21 *Regulation citation: 602.23(b).*

22  
23 Long Beach City College has solicited third-party comments six months in advance of the  
24 comprehensive evaluation visit. The dates of the upcoming visit by the accreditation peer  
25 review team and information on how to provide third-party comments was communicated  
26 publicly at a Board of Trustees meeting on August 25, 2021 ([INT-F-01 BoardMins-082521](#)). A  
27 link to ACCJC's third-party comment form on the LBCC website was provided in these  
28 communications ([INT-F-02 AccredWeb-3rdPartyFormLink](#)). In addition, the dates of the  
29 comprehensive evaluation visit were posted on the Accreditation website and have been shared  
30 in campus wide communications ([INT-F-03 AccredSiteVisit-Webpage](#); [INT-F-](#)  
31 [04 CampusCommunication](#)).

### 32 33 **Standards and Performance with Respect to Student Achievement**

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

35  
36 Evidence documented in Standards I.A.2, I.B.1, I.B.2, I.B.3, I.B.4, I.B.5, I.B.6., II.A.16, II.C.1,  
37 and II.C.2 describe student performance and achievement at Long Beach City College. The  
38 institution has institution set-standards and stretch goals related to student achievement  
39 including course success, degrees and certificates awarded, transfer, licensure exam pass rates,  
40 and job placement rates. The College has also established six-year student achievement metrics  
41 to measure progress toward the accomplishment of the 2016-2022 Strategic Plan. The Annual  
42 Planning and Program Review process integrates the evaluation of student achievement data  
43 within instructional programs and service departments to ensure a direct link between planning,  
44 budget, and decision-making.

### 45 46 **Credits, Program Length, and Tuition**

1 *Regulation citations: 600.2 (definition of credit hour); 602.16(a)(1)(viii); 602.24(e), (f); 668.2;*  
2 *668.9.*

3  
4 The College's credit hour assignments and degree program lengths are within the range of good  
5 practice in higher education. Board Policy (BP) and Administrative Procedure (AP) 4029  
6 describe the College's credit hour calculations, in alignment with Title 5, California Education  
7 Code, and the California Community Colleges Program and Course Approval Handbook ([INT-F-05\\_BP4029-UnitstoContactHrs](#); [INT-F-06\\_AP4029-UnitstoContactHrs](#)). As described in BP  
8 and AP 4100, Long Beach City College's associate degrees meet the minimum program length  
9 of 60 units ([INT-F-07\\_BP4100-Graduation](#); [INT-F-08\\_AP4100-Graduation](#)). The requirements  
10 for degrees and certificates are published in the College Catalog ([INT-F-09\\_CollegeCatalog\\_pp70-72](#)).  
11  
12

13  
14 The College ensures that assignment of credit hours and degree program lengths are verified,  
15 reliable, and accurate across all classroom-based, laboratory, distance education, and clinical  
16 practice courses through the College's Committee on Curriculum and Instruction (CCI)  
17 program and course development and modification processes. These processes are outlined in  
18 BP and AP 4005 on curriculum and instruction, BP and AP 4024 on program establishment,  
19 modification, and discontinuance, and BP and AP 4105 on distance education ([INT-F-10\\_BP4005-Curriculum](#);  
20 [INT-F-11\\_AP4005-Curriculum](#); [INT-F-12\\_BP4024-  
21 ProgEstabModDisc](#); [INT-F-13\\_AP4024-  
22 ProgEstabModDisc](#); [INT-F-14\\_BP4105-DistanceEd](#);  
23 [INT-F-15\\_AP4105-DistanceEd](#)). The College's Curriculum Handbook, which is published on  
24 the website, provides further guidance to faculty on these requirements and processes ([INT-F-16\\_CurriculumHandbook\\_p3-23](#)).  
25

26 As further described in I.C.6, the College ensures tuition is consistent across programs. Tuition  
27 and fees are outlined in BP and AP 5030 and can be found in the College Catalog, as well as  
28 listed on the College's Admissions and Aid website ([INT-F-17\\_BP5030-Fees](#); [INT-F-18\\_AP5030-Fees](#);  
29 [INT-F-19\\_CollegeCatalog\\_p29](#); [INT-F-20\\_Enrollment-FeesWebpage](#)).  
30 Courses with additional materials fees are noted on the official Course Outline of Record and  
31 schedule of classes.  
32

### 33 **Transfer Policies**

34 *Regulation citations: 602.16(a)(1)(viii); 602.17(a)(3); 602.24(e); 668.43(a)(ii).*  
35

36 The College publishes accurate information regarding the transfer of credit. Board Policy (BP)  
37 and Administrative Procedure (AP) 4100 outline the acceptance of credit from other institutions  
38 ([INT-F-21\\_BP4100-Graduation](#); [INT-F-22\\_AP4100-Graduation](#)). The College Catalog also  
39 includes detailed information on transfer of credit in alignment with the requirements described  
40 for acceptance of transfer of credit outlined in AP 4019 ([INT-F-23\\_CollegeCatalog\\_p66](#)).  
41 Students can receive assistance with transferring credits through support provided by faculty  
42 and staff in the College's Transfer Center. The Transfer Center's website also provides  
43 transcript evaluation instructions for students ([INT-F-24\\_TranscriptEvaluationWeb](#)).  
44 Additional evidence is described in Standard II.A.10.  
45

### 46 **Distance Education and Correspondence Education**

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

2  
3 Board Policy (BP) and Administrative Procedure (AP) 4105 on distance education define  
4 LBCC's distance education courses in alignment with USDE definitions ([INT-F-25\\_BP4105-](#)  
5 [DistanceEd](#); [INT-F-26\\_AP4105-DistanceEd](#)).

6  
7 As described in detail in Standard II.A.7 the College ensures regular and consistent application  
8 of policies and procedures for determining courses to be offered through distance education.  
9 Board Policy and AP 4005 on Curriculum and Instruction outline the review and approval  
10 process for all proposed or existing courses, including distance education courses, through the  
11 Committee on Curriculum and Instruction and Course Evaluation Subcommittee ([INT-F-](#)  
12 [10\\_BP4005-Curriculum](#); [INTF-11\\_AP4005-Curriculum](#)). Board Policy and AP 4105 on  
13 distance education further describe that distance education courses are approved under the same  
14 conditions and criteria as all other courses and require the approval of an addendum to the  
15 official Course Outline of Record to ensure regular and substantive contact between instructors  
16 and students, compliance with the Americans with Disabilities Act, and compliance with  
17 Section 508 of the Rehabilitation Act of 1973 ([INT-F-25\\_BP4105-DistanceEd](#); [INT-F-](#)  
18 [26\\_AP4105-DistanceEd](#)).

19  
20 Long Beach City College verifies the identity of all students who participate in distance  
21 education courses and ensures that student information is protected through PortalGuard  
22 authentication. This is further detailed in Standard I.C.8.

23  
24 The College's technology infrastructure is sufficient to maintain and sustain the College's  
25 distance education offerings. The College utilizes the Canvas learning management system for  
26 all distance education courses. The College's Institutional and Instructional Technology  
27 Services Division and Online Learning and Educational Technology Department implement  
28 appropriate and timely upgrades to Canvas and the campus technology infrastructure.

### 29 **Student Complaints**

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

31  
32  
33 The College has clear policies and procedures for handling student complaints and student  
34 grievances. Board Policy (BP) and Administrative Procedure (AP) 3435 describe the process  
35 for discrimination and harassment complaints in compliance with Title IX, BP and AP 5021  
36 describe the student complaint and grievance process for providing equal access, and BP and  
37 AP 4003 describe the process for student complaints on course grades ([INT-F-27\\_BP3435-](#)  
38 [DiscrimHarassCmpl](#); [INT-F-28\\_AP3435-DiscrimHarassCmpl](#); [INT-F-29\\_BP5021-DSPS](#); [INT-](#)  
39 [F-30\\_AP5021-DSPS](#); [INT-F-31\\_BP4003-ChangeofGrades](#); [INT-F-32\\_AP4003-Changeof-](#)  
40 [Grades](#)). These APs are outlined in the College's Catalog ([INT-F-33\\_CollegeCatalog\\_p47](#);  
41 [INT-F-34\\_CollegeCatalog\\_p58](#)). The process for submitting these complaints is outlined on the  
42 College's website ([INT-F-35\\_TitleIXComplaintProcess](#); [INT-F-36\\_DSPSComplaintProcess](#);  
43 [INT-F-37\\_GradeChangeProcess](#)).

44  
45 Student complaint files are maintained in the Office of Human Resources for Title IX  
46 complaints, the Office of Disabled Students Programs and Services for equal access

1 complaints, and the Office of Admissions and Records for course grade complaints.

2  
3 The College has an informal complaint process for students who have complaints outside of  
4 those outlined in existing APs, which is described in the College Catalog ([INT-F-  
5 38\\_CollegeCatalog\\_pp28-29](#)). Through the self-evaluation process the College identified the  
6 need to establish formal steps for this process. The College has drafted a new AP 5530 on  
7 Student Rights and Grievances, which includes both an informal and formal grievance process.  
8 The AP has been vetted through the participatory governance structure and was provided to the  
9 President’s Leadership Council in November 2021 ([INT-F-39\\_PLC-Agenda-111521](#)). The AP  
10 will go to the Board of Trustees as information at their December 2021 and January 2022  
11 meetings. The College is also establishing a system through which to document these  
12 grievances and is developing a new webpage where students can access forms for every type of  
13 complaint or grievance in one location.

### 14 15 **Institutional Disclosure and Advertising and Recruitment Materials**

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

17  
18 As detailed in I.C.2, the College provides accurate, current, and appropriately detailed  
19 information to students and the public about its programs, locations, and policies in the College  
20 Catalog, which is easily accessible from the College’s homepage ([INT-F-40\\_Homepage-  
21 Dropdown](#); [INT-F-41\\_CollegeCatalog](#)). The College ensures this information remains up-to-  
22 date and accurate through an annual Catalog review process, described in detail in I.C.1.

23  
24 As described in I.C.1, I.C.12, and I.C.13, information regarding the College’s accreditation  
25 status and any programmatic accreditation can be found on the College’s accreditation  
26 webpage, which is one click away from the LBCC homepage on the “About” drop-down menu,  
27 as well as on the bottom of the homepage ([INT-F-42\\_AccreditationWebpage](#); [INT-F-  
28 43\\_HomepageAccredLinks](#)).

### 29 30 **Title IV Compliance**

31 *Regulation citations: 602.16(a)(1)(v); 602.16(a)(1)(x); 602.19(b); 668.5; 668.15; 668.16;  
32 668.71 et seq.*

33  
34 Long Beach City College (LBCC) complies will all federal requirements related to the  
35 administration of Title IV financial aid. Board Policy (BP) and Administrative Procedure (AP)  
36 5130 on Financial Aid, BP and AP 5040 on student records, and BP and AP 5035 on  
37 withholding of student records ensure that the College adheres to all federal financial aid  
38 requirements to ensure student eligibility for financial aid ([INT-F-44\\_BP5130\\_FinancialAid](#);  
39 [INT-F-45\\_AP5130-FinancialAid](#); [INT-F-46\\_BP5040-StudentRecords](#); [INT-F-47\\_AP5040-  
40 StudentRecords](#); [INT-F-48\\_BP5035-WithholdStdntRecs](#); [INT-F-49\\_AP5035-WithholdStdnt-  
41 Recs](#)). LBCC participates in annual financial audits and reports all findings regularly. LBCC  
42 has contracted with Educational Credit Management Corporation to review student loan data  
43 and to work proactively with our students to prevent their loans from falling into default. The  
44 College’s three-year default line is within federal guidelines, with a default rate of 13.6% in  
45 2018, 7.9% in 2017, and 17.5% in 2016 ([INT-F-50\\_USDE-DefaultRate-2018](#)). Additional  
46 information pertaining to LBCC’s Title IV compliance is discussed in III.D.10 and III.D.15.

1  
2  
3 **Note for the Peer Review Team**

4 The District recently contracted with the Community College League of California (CCLC) to  
5 assist with updating all board policies and administrative procedures and align the numbering  
6 system with the CCLC's, as discussed in more length in IV.C.7. This process is continuing  
7 through Spring 2022. Some of the Board Policies (BP) and Administrative Procedures (AP)  
8 presented in this report will have completed the review process and be in alignment with CCLC  
9 numbering, whereas others will not.

10  
11 **Evidence List**

- 12  
13 [INT-A-01\\_CCEJ-Training-101521](#)  
14 [INT-A-02\\_CCEJ-SlidesBoard-022421](#)  
15 [INT-A-03\\_PLC-SumNotes-092021](#)  
16 [INT-C-01\\_AP2006-ParticipationinGov](#)  
17 [INT-C-02\\_ASC-ChargeMembership](#)  
18 [INT-C-03\\_StandardComm-ChargeMemb](#)  
19 [INT-C-04\\_Classified-AllCallEmail](#)  
20 [INT-C-05\\_Academic-AllCallEmail](#)  
21 [INT-C-06\\_AcadSenateRetreat-101119](#)  
22 [INT-C-07\\_AcadSenateQFE-Pres-112220](#)  
23 [INT-C-08\\_ASC-Training-013120](#)  
24 [INT-C-09\\_ASC-Training-043020](#)  
25 [INT-C-10\\_BoardUpdate-052720](#)  
26 [INT-C-11\\_AccreditationWebsite](#)  
27 [INT-C-12\\_Superintendent-PresEmail](#)  
28 [INT-C-13\\_Superintendent-PresEmail](#)  
29 [INT-E-01\\_ACCJC-ReaffirmationLetter](#)  
30 [INT-E-02\\_ACCJC-AccredCertificate](#)  
31 [INT-E-03\\_CollegeFacts-Webpage](#)  
32 [INT-E-04\\_ScheduleofClasses](#)  
33 [INT-E-05\\_CollegeCatalog](#)  
34 [INT-E-06\\_CollegeCatalog\\_p54](#)  
35 [INT-E-07\\_BoardMins-030221](#)  
36 [INT-E-08\\_OfficeofPresidentWebBio](#)  
37 [INT-E-09\\_BP2019-DelegationofAuth](#)  
38 [INT-E-10\\_AnnualAuditReportsWebpage](#)  
39 [INT-E-11\\_BudgetPresentationWebpage](#)  
40 [INT-E-12\\_DefaultRatesReport-2018](#)  
41 [INT-F-01\\_BoardMins-082521](#)  
42 [INT-F-02\\_AccredWeb-3rdPartyFormLink](#)  
43 [INT-F-03\\_AccredSiteVisit-Webpage](#)  
44 [INT-F-04\\_CampusCommunication](#)  
45 [INT-F-05\\_BP4029-UnitstoContactHrs](#)  
46 [INT-F-06\\_AP4029-UnitstoContactHrs](#)

- 1 [INT-F-07 BP4100-Graduation](#)
- 2 [INT-F-08 AP4100-Graduation](#)
- 3 [INT-F-09 CollegeCatalog pp70-72](#)
- 4 [INT-F-10 BP4005-Curriculum](#)
- 5 [INT-F-11 AP4005-Curriculum](#)
- 6 [INT-F-12 BP4024-ProgEstabModDisc](#)
- 7 [INT-F-13 AP4024-ProgEstabModDisc](#)
- 8 [INT-F-14 BP4105-DistanceEd](#)
- 9 [INT-F-15 AP4105-DistanceEd](#)
- 10 [INT-F-16 CurriculumHandbook p3-23](#)
- 11 [INT-F-17 BP5030-Fees](#)
- 12 [INT-F-18 AP5030-Fees](#)
- 13 [INT-F-19 CollegeCatalog p29](#)
- 14 [INT-F-20 Enrollment-FeesWebpage](#)
- 15 [INT-F-21 BP4100-Graduation](#)
- 16 [INT-F-22 AP4100-Graduation](#)
- 17 [INT-F-23 CollegeCatalog p66](#)
- 18 [INT-F-24 TranscriptEvaluationWeb](#)
- 19 [INT-F-25 BP4105-DistanceEd](#)
- 20 [INT-F-26 AP4105-DistanceEd](#)
- 21 [INT-F-10 BP4005-Curriculum](#)
- 22 [INTF-11 AP4005-Curriculum](#)
- 23 [INT-F-25 BP4105-DistanceEd](#)
- 24 [INT-F-26 AP4105-DistanceEd](#)
- 25 [INT-F-27 BP3435-DiscrimHarassCmpl](#)
- 26 [INT-F-28 AP3435-DiscrimHarassCmpl](#)
- 27 [INT-F-29 BP5021-DSPS](#)
- 28 [INT-F-30 AP5021-DSPS](#)
- 29 [INT-F-31 BP4003-ChangeofGrades](#)
- 30 [INT-F-32 AP4003-Changeof-Grades](#)
- 31 [INT-F-33 CollegeCatalog p47](#)
- 32 [INT-F-34 CollegeCatalog p58](#)
- 33 [INT-F-35 TitleIXComplaintProcess](#)
- 34 [INT-F-36 DSPSComplaintProcess](#)
- 35 [INT-F-37 GradeChangeProcess](#)
- 36 [INT-F-38 CollegeCatalog pp28-29](#)
- 37 [INT-F-39 PLC-Agenda-111521](#)
- 38 [INT-F-40 Homepage-Dropdown](#)
- 39 [INT-F-41 CollegeCatalog](#)
- 40 [INT-F-42 AccreditationWebpage](#)
- 41 [INT-F-43 HomepageAccredLinks](#)
- 42 [INT-F-44 BP5130 FinancialAid](#)
- 43 [INT-F-45 AP5130-FinancialAid](#)
- 44 [INT-F-46 BP5040-StudentRecords](#)
- 45 [INT-F-47 AP5040-StudentRecords](#)
- 46 [INT-F-48 BP5035-WithholdStdntRecs](#)

- 1 [INT-F-49 AP5035-WithholdStdnt-Reccs](#)
- 2 [INT-F-50 USDE-DefaultRate-2018](#)
- 3

1 **G. Institutional Analysis**

2  
3 **Standard I: Mission, Academic Quality and Institutional Effectiveness, and**  
4 **Integrity**

5  
6 The institution demonstrates strong commitment to a mission that emphasizes student learning  
7 and student achievement. Using analysis of quantitative and qualitative data, the institution  
8 continuously and systematically evaluates, plans, implements, and improves the quality of its  
9 educational programs and services. The institution demonstrates integrity in all policies,  
10 actions, and communication. The administration, faculty, staff, and governing board members  
11 act honestly, ethically, and fairly in the performance of their duties.

12  
13 **A. Mission**

14  
15 **IA.1. The mission describes the institution’s broad educational purposes, its intended**  
16 **student population, the types of degrees and other credentials it offers, and its**  
17 **commitment to student learning and student achievement. (ER 6)**

18  
19 **Evidence of Meeting the Standard**

20  
21 Long Beach City College’s Mission and Values Statement directly illustrates the College’s  
22 commitment to our diverse communities by highlighting our steadfast commitment to student  
23 learning and achievement across all degrees and credentials. The College’s Mission and Values  
24 statements are prominently featured in the College Catalog, website, and 2016-2022 Strategic  
25 Plan ([IA1-01\\_CatalogMission\\_p15](#); [IA1-02\\_MissionWebsite](#); [IA1-03\\_2016-2022-](#)  
26 [StratPlan\\_pp4-5](#)). The College Mission was written and approved through the College’s  
27 participatory governance process and subsequently approved by the Board of Trustees in May  
28 of 2016 ([IA1-04\\_BoardApprovMission-051916](#)). The text is included below:

29  
30 **Mission Statement**

31 Long Beach City College is committed to providing equitable student learning and  
32 achievement, academic excellence, and workforce development by delivering high quality  
33 educational programs and support services to our diverse communities.

34  
35 **Values Statement**

36 The following elements comprise our value statements:

37 Long Beach City College is:

38  
39 **Purposeful**

40 The College provides students clear pathways and support to attain their career and  
41 educational goals.

42  
43 **Focused**

44 The College embraces a long-term commitment to innovative student success.

45  
46 **Nurturing**



1 The College provides an environment in which students, faculty, and staff build  
2 relationships that are understanding and supportive.

3  
4 **Connected**

5 The College is recognized as integral to an inclusive, vibrant, and prosperous local,  
6 regional, and global community.

7  
8 **Respectful**

9 The College Values and celebrates the exemplary contributions of faculty, staff, and its  
10 community partners in supporting students.

11  
12 These statements articulate Long Beach City College’s broad educational purpose in promoting  
13 “learning”, “excellence”, and “achievement” across 27 Associate Degrees for Transfer (ADTs)  
14 and 76 Associate Degrees (AA/AS), 93 Certificates of Achievement, 62 Certificates of  
15 Accomplishment, 22 non-credit Certificates of Competency and 30 non-credit Certificates of  
16 Completion. These programs include undergraduate liberal arts and vocational subjects at our  
17 two physical campuses, online, or at non-credit community facilities throughout Long Beach.  
18 All programs are described in the College Catalog (IA1-05\_CatalogProgramList\_pp73-82).

19  
20 Our statements’ emphases on connectedness illustrate our awareness and commitment to  
21 serving our diverse student population and community at-large. As a regional hub of  
22 transportation, commerce, and innovation in the Los Angeles-Orange County metropolitan  
23 region, the Long Beach community deserves an educational institution that values purposeful  
24 and equitable career-technical, transfer-oriented, and liberal arts programs with a focus on  
25 workforce preparedness and academic excellence.

26  
27 **Analysis and Evaluation**

28  
29 The College meets this standard. LBCC’s Mission and Values statements clearly articulate our  
30 broad educational purposes, intended student populations, types of degrees and credentials, and  
31 our commitment to equitable student learning and achievement.

32  
33  
34 **I.A.2. The institution uses data to determine how effectively it is accomplishing its mission,  
35 and whether the mission directs institutional priorities in meeting the educational needs  
36 of students.**

37  
38 **Evidence of Meeting the Standard**

39  
40 The College regularly uses data to inform how effectively the College is accomplishing its  
41 Mission. The College’s 2016-2022 Strategic Plan includes metrics established to measure  
42 progress toward the accomplishment of the 2016-2022 Strategic Plan goals and ultimately the  
43 Mission. These metrics are reviewed annually and presented to the Board of Trustees,  
44 providing opportunities for key college stakeholders and the public to engage with data directly  
45 tied to “equitable access,” “student learning and achievement,” and the quality of “support  
46 services” provided to students ([IA2-01 StrategicPlanPres-2021](#); [IA2-02 StrategicPlanPres-](#)

1 [2020](#)). Prior to 2020, the annual Chancellor’s Office Scorecard Presentation served the same  
2 purpose ([IA2-03 ScorecardPresentation2019](#); [IA2-04 ScorecardPresentation2018](#)).

3  
4 The College Mission and 2016-2022 Strategic Plan goals drive the development of goals,  
5 activities, and data analysis across the College through the Annual Planning and Program  
6 Review (APPR) process. To ensure effective and meaningful data analysis during APPR, the  
7 Office of Institutional Effectiveness (IE) produces annual summary dashboards in Tableau that  
8 include key student achievement and learning outcomes for both instructional programs and  
9 student services areas. As a part of the APPR process, instructional faculty utilize data on  
10 enrollment, course success, course section fill rates, student majors, completions, and transfers  
11 to inform improvements for accomplishing their goals ([IA2-05 SuccessRateDashboard](#); [IA2-  
12 06 CompletionsDashboard](#)). Similar dashboards are made available for all student services  
13 departments to utilize during APPR. For example, IE developed a dashboard visualizing  
14 probation data to help the College’s Counseling department evaluate the equity gaps in the  
15 College’s probation workflows ([IA2-07 ProbationDashboard](#)). All student achievement and  
16 learning dashboards can be disaggregated by all special population groups identified in the  
17 College’s 2019-2022 Student Equity Plan, as well as additional populations served through  
18 specialized student services programs ([IA2-08 CourseSuccDashboardDisagg](#))  
19

20 In addition, evaluative metrics aligned with the College Mission are available publicly through  
21 the College’s Local Data Mart and College Facts dashboards on the LBCC website ([IA2-  
22 09 DataMart](#); [IA2-10 CollegeFacts](#)).

### 23 24 **Analysis and Evaluation**

25  
26 The College meets this standard. The College’s broad use of data dashboards to inform  
27 progress in meeting the Mission through 2016-2022 Strategic Plan metrics, while also engaging  
28 all constituents in the APPR process directly addresses the Mission’s call to promote “equitable  
29 student learning and achievement, academic excellence, and workforce development.” The  
30 wide accessibility of community and student outcomes data routinely informs decision-making  
31 for constituent groups through the evaluation of services, creation of new initiatives, and  
32 gauging community need.  
33

34 **IA.3. The institution’s programs and services are aligned with its mission. The mission  
35 guides institutional decision-making, planning, and resource allocation and informs  
36 institutional goals for student learning and achievement.**

### 37 38 **Evidence of Meeting the Standard**

39  
40 Long Beach City College offers programs and services aligned with its Mission. The College’s  
41 programs lead to associate degrees, as well as both credit and non-credit liberal arts, basic  
42 skills, and career technical education certificates to serve our diverse communities ([IA3-  
43 01 ExploreProgramsWebpage](#)). In addition to offering instructional programs aligned with the  
44 College’s Mission, the College provides student and learning support services to ensure  
45 students are successful in meeting their educational goals ([IA3-02 CounselingWebpage](#); [IA3-  
46 03 CollegeResourcesWebpage](#); [IA3-04 TutoringWebpage](#)).

1  
2 The College’s Mission is reviewed by the College Planning Council on a six-year cycle  
3 coinciding with the development of the strategic plan, to ensure that the Mission guides the  
4 development of the College’s strategic plan goals, metrics, and strategies to improve student  
5 learning and achievement ([IA3-05 CPC-Charge](#)). All college-wide long-term and short-term  
6 decision-making, planning, and resource allocation is guided by the College’s Mission and  
7 occurs through the development of college-wide plans and through the Annual Planning and  
8 Program Review (APPR) process. As described in I.B.9 and IV.A.3, the College develops  
9 multi-year college-wide plans through the participatory governance planning committee  
10 structure ([IA3-06 IntegratedPlanningChart](#)). Each college-wide plan includes goals and  
11 strategies focused on a specific aspect of the College that is critical to the achievement of the  
12 Mission and 2016-2022 Strategic Plan goals including, but not limited to, enrollment  
13 management, student equity, facilities, and technology. For example, the 2018-2021  
14 Technology Plan includes five institutional technology goals, each linked with specific 2016-  
15 2022 Strategic Plan strategies in support of the Mission ([IA3-07 2018-2021-TechnologyPlan](#)).  
16 The implementation of college-wide plan goals is overseen by specific planning committees,  
17 such as the Information Technology Advisory Committee ([IA3-08 ITAC-ChargeMemb](#)) and  
18 ultimately, the College Planning Council through established reporting structures. If resources  
19 are needed to accomplish the activities required to meet the college-wide plan goals, they are  
20 requested by programs, departments, school planning groups, or vice president planning groups  
21 through the APPR process, described below.

22  
23 As detailed in Standard I.B.9, the College systematically engages in a robust APPR process to  
24 ensure that the Mission guides institutional decision-making, planning, and resource allocation,  
25 and informs goals for student learning and achievement. All programs and departments have  
26 goals aligned with the 2016-2022 Strategic Plan goals in support of the Mission and when  
27 applicable, with college-wide plan goals. Through the APPR process, programs and  
28 departments analyze student achievement and learning data to evaluate progress toward their  
29 goals and request needed resources ([IA3-09 APPR-Instr-Templ-2020-2021](#); [IA3-10 APPR-SS-Template-2020-2021](#); [IA3-11 APPR-ABS-Templ-2020-2021](#); [IA3-12 ResourceRequestGuidanceDoc](#)). All resource requests must be directly aligned with  
32 program or department goals and activities ([IA3-13 ResourceRequestSpreadsheet](#)). During the  
33 next stages of the APPR process, school plans, followed by vice president plans are developed  
34 by planning groups ([IA3-14 SchoolPlanChargeMemb-AA](#); [IA3-15 SchoolPlanChargeMemb-SS](#); [IA3-16 VP-PlanChargeMemb](#)). The development of plans at each stage is informed by the  
36 plans from the previous stage ([IA3-17 PlanningWebsite-Levels](#)). At each level, goals in these  
37 plans are aligned with the 2016-2022 Strategic Plan goals and the Mission, informed by the  
38 evaluation of data, and include activities to move forward the goals. Resource requests that  
39 originated in the program and department plans are prioritized for funding at each level through  
40 discussion and determination of how closely the resource requests align with school and vice  
41 president-level goals. Every spring, the College Planning Council and Budget Advisory  
42 Committee jointly establish institutional priorities for the coming fiscal year, informed by the  
43 vice president plan goals, 2016-2022 Strategic Plan goals, and the College Mission ([IA3-18 CPC-Agenda-032521 Item4](#); [IA3-19 InstitutPrioritiesWebpage](#)). The institutional  
45 priorities inform the budget assumptions for the coming year and President’s cabinet  
46 determines which new and continuing resource requests to fund in alignment with institutional

1 priorities. The tentative and adopted budgets presented to the Board of Trustees highlight the  
2 connection between resource allocation and the institutional priorities ([IA3-20 TentBudgPres-](#)  
3 [2021-2022](#); [IA3-21 AdoptedBudgPres-2021-2022](#)).  
4

### 5 **Analysis and Evaluation**

6

7 The College aligns with this standard. Programs and services offered by the College align with  
8 the Mission. The College uses the Mission to guide institutional decision-making, planning and  
9 resource allocation. The College Mission informs institutional goals for student learning and  
10 achievement through the development and implementation of the College’s 2016-2022  
11 Strategic Plan, college-wide plans, and APPR process.  
12

13 **I.A.4. The institution articulates its mission in a widely published statement approved by**  
14 **the governing board. The mission statement is periodically reviewed and updated as**  
15 **necessary. (ER 6)**  
16

### 17 **Evidence of Meeting the Standard**

18

19 The current Mission statement was approved by the Long Beach Community College District  
20 (LBCCD) Board of Trustees on June 28, 2016 ([IA4-01 BoardApprvMission-051916](#)) after a  
21 review by the College Planning Council (CPC) and associated participatory governance bodies  
22 ([IA4-02 CPC-SumNotes-051916 Item9](#)). The Mission is published in many of the College’s  
23 key documents and public information sources including the College’s 2016-2022 Strategic  
24 Plan, the College catalog, and the College’s website ([IA4-03 Catalog\\_p15](#); [IA4-](#)  
25 [04 MissionWebsite](#); [IA4-05 2016-2022-StrategicPlan\\_p4](#)).  
26

27 The College’s Mission and Values are reviewed once every six years by the College Planning  
28 Council as a part of the strategic planning process ([IA4-06 CPC-ChargeMembership](#)).  
29 Recommendations for any modifications are discussed and agreed upon by the CPC prior to  
30 approval by the Board of Trustees. The CPC is comprised of representatives from across  
31 campus including faculty, classified staff, administrators, and student leadership. If these  
32 processes coincide with changes to the Mission, they are subsequently referred to the Board of  
33 Trustees for review and approval.  
34

### 35 **Analysis and Evaluation**

36

37 The College meets the standard. The Mission statement is routinely reviewed, approved by the  
38 Board of Trustees, and published across a broad array of public mediums.  
39

---

### 41 **Conclusions on Standard I.A: Mission**

42

43 Long Beach City College’s Mission and Values articulate the broad educational purpose,  
44 population, academic programs, and commitment to equitable student learning and  
45 achievement. The College measures these outcomes through a wide variety of data dashboards  
46 that are routinely used to evaluate programs and services, create new initiatives, and inform

1 stakeholders about student and community needs. Use of this data is institutionalized through  
2 the College's strategic planning, college-wide planning, and APPR processes. The results of  
3 these planning processes inform the routine review of the Mission statement through our  
4 collaborative governance processes and Board of Trustees. The Mission is regularly shared  
5 with students, faculty, staff, administration, and the public at-large through a broad array of  
6 public mediums including the college website and College Catalog.

## 7 8 **Evidence List**

9  
10 [IA1-01\\_CatalogMission\\_p15](#)  
11 [IA1-02\\_MissionWebsite](#)  
12 [IA1-03\\_2016-2022-StratPlan\\_pp4-5](#)  
13 [IA1-04\\_BoardApprovMission-051916](#)  
14 [IA2-01\\_StrategicPlanPres-2021](#)  
15 [IA2-02\\_StrategicPlanPres-2020](#)  
16 [IA2-03\\_ScorecardPresentation2019](#)  
17 [IA2-04\\_ScorecardPresentation2018](#)  
18 [IA2-05\\_SuccessRateDashboard](#)  
19 [IA2-06\\_CompletionsDashboard](#)  
20 [IA2-07\\_ProbationDashboard](#)  
21 [IA2-08\\_CourseSuccDashboardDisagg](#)  
22 [IA2-09\\_DataMart](#)  
23 [IA2-10\\_CollegeFacts](#)  
24 [IA3-01\\_ExploreProgramsWebpage](#)  
25 [IA3-02\\_CounselingWebpage](#)  
26 [IA3-03\\_CollegeResourcesWebpage](#)  
27 [IA3-04\\_TutoringWebpage](#)  
28 [IA3-05\\_CPC-Charge](#)  
29 [IA3-06\\_IntegratedPlanningChart](#)  
30 [IA3-07\\_2018-2021-TechnologyPlan](#)  
31 [IA3-08\\_ITAC-ChargeMemb](#)  
32 [IA3-09\\_APPR-Instr-Templ-2020-2021](#)  
33 [IA3-10\\_APPR-SS-Template-2020-2021](#)  
34 [IA3-11\\_APPR-ABS-Templ-2020-2021](#)  
35 [IA3-12\\_ResourceRequestGuidanceDoc](#)  
36 [IA3-13\\_ResourceRequestSpreadsheet](#)  
37 [IA3-14\\_SchoolPlanChargeMemb-AA](#)  
38 [IA3-15\\_SchoolPlanChargeMemb-SS](#)  
39 [IA3-16\\_VP-PlanChargeMemb](#)  
40 [IA3-17\\_PlanningWebsite-Levels](#)  
41 [IA3-18\\_CPC-Agenda-032521\\_Item4](#)  
42 [IA3-19\\_InstitutPrioritiesWebpage](#)  
43 [IA3-20\\_TentBudgPres-2021-2022](#)  
44 [IA3-21\\_AdoptedBudgPres-2021-2022](#)  
45 [IA4-01\\_BoardApprvMission-051916](#)  
46 [IA4-02\\_CPC-SumNotes-051916\\_Item9](#)

- 1 [IA4-03\\_Catalog\\_p15](#)
  - 2 [IA4-04\\_MissionWebsite](#)
  - 3 [IA4-05\\_2016-2022-StrategicPlan\\_p4](#)
  - 4 [IA4-06\\_CPC-ChargeMembership](#)
- 

6

7 **B. Assuring Academic Quality and Institutional Effectiveness**

8

9 *Academic Quality*

10

11 **I.B.1. The institution demonstrates a sustained, substantive and collegial dialog about**

12 **student outcomes, student equity, academic quality, institutional effectiveness, and**

13 **continuous improvement of student learning and achievement.**

14

15 **Evidence of Meeting the Standard**

16

17 Long Beach City College utilizes a variety of methods and institutional structures to sustain

18 substantive and collegial dialog about student outcomes, student equity, academic quality,

19 institutional effectiveness, and continuous improvements of student learning and achievement

20 These methods and institutional structures include the Annual Planning and Program Review

21 process (APPR), accessible data dashboards, participatory governance structures, professional

22 development opportunities, as well as major college events, such as College Day, which occurs

23 on the Friday prior to the start of the fall term, and Flex days, in which faculty and staff engage

24 in professional development opportunities.

25

26 The Annual Planning and Program Review (APPR) process, delineated in detail in I.B.9, is

27 intentionally designed to provide instructional, student support, and administrative departments

28 the opportunity to reflect on data on student outcomes, student equity, academic quality, and

29 institutional effectiveness, and to discuss with colleagues in their departments, schools, and Vice

30 President areas, what activities and related resources are needed to continue improving the

31 student experience, student learning, and student achievement. Each fall, Flex Day is dedicated

32 to APPR to provide instructional programs the opportunity and time to reflect on, and discuss,

33 programmatic data focusing on enrollments, course success, course fill rates, declared majors,

34 completions, transfers, and Student Learning Outcomes (SLOs; [IB1-01\\_CounsFlexDay-Agenda](#)).

35 These data are provided by the Office of Institutional Effectiveness via Tableau dashboards that

36 are designed for the disaggregation of outcomes by key populations articulated in the College’s

37 2019-2022 Student Equity Plan, as well as additional populations served through specialized

38 student support services programs (e.g., race/ethnicity, gender, veterans, foster youth; [IB1-](#)

39 [02\\_DashboardExamples](#)). The fall Flex Day also brings faculty together to collaborate on

40 improvements to academic quality through discussion and design of curriculum as it relates to

41 course success, persistence, and completion.

42

43 Many College events, including College Day, also provide opportunities for collegial dialog

44 about student outcomes, student equity, diversity, and intersectionality, as well as continuous

45 improvement. For example, College Day 2020, focused on the importance of understanding and

46 dismantling the structures that perpetuate inequities for our students of color ([IB1-](#)

1 [03 CollegeDayAnnouncement2020](#)). The second half of the day was utilized by departments and  
2 schools to begin work on the APPR process, including discussion and design of curriculum as it  
3 relates to student success and equity. Complementary to the topic of College Day 2020, the  
4 President’s Task Force on Race, Equity, and Inclusion, which was developed in Fall 2019, and  
5 open to all campus employees, created space and opportunity for members of the College to  
6 begin developing the tools for discussing the experiences of students of color on campus ([IB1-  
7 04 PresidentsTF-Equity-Agenda](#)). Following the national and local reactions to the murder of  
8 George Floyd, the Board of Trustees passed a resolution for a Framework for Reconciliation in  
9 Support of the Black community ([IB1-05 BoardResolution](#)). This was operationalized with  
10 support from The California Conference for Equality and Justice (CCEJ) who contracted with  
11 the College to support the development of a four-part framework. This framework began with an  
12 acknowledging phase in which the Board of Trustees, along with College leadership, were  
13 provided training designed to prepare leaders to lead anti-racist work ([IB1-06 CCEJ-Training-  
14 101520](#)). The second phase consisted of listening and CCEJ hosted listening sessions to collect  
15 experiential feedback from college constituents. The third phase consisted of a convening stage  
16 which included establishing the President’s Advisory Councils to provide representative  
17 perspective from historically marginalized groups ([IB1-07 CCEJ-SlidesBoard-022421](#)). The  
18 fourth step, focused on catalyzing action, will commence during the 2021-2022 academic year,  
19 beginning with engaging the President’s Leadership Council ([IB1-08 PLC-SumNotes-  
20 092021 Item5](#)). College Day 2021 focused on a culture of care, which expanded on the dialog  
21 around student equity and success with an emphasis on compassion for ourselves and others  
22 ([IB1-09 CollegeDayFlyer2021](#)).

23  
24 The College embraces a culture of data-driven decision making and the Office of Institutional  
25 Effectiveness (IE) has developed a broad and diverse array of dashboards via Tableau that allow  
26 college constituents to securely access institutional data (see also IA2; [IB1-10 TableofContents-  
27 Dashboards](#)). The data dashboards are developed through collaborative workflows that ensure  
28 end users have information that is timely, relevant, and can lead to meaningful discussions and  
29 change. For example, a dashboard that provides Pell award distribution data over time supported  
30 the Financial Aid Office in having meaningful dialog to make changes to their workflows that  
31 ensured students received aid in a timely manner and that staff were available to provide  
32 guidance when needed ([IB1-11 FinancialAidDashboard](#)).

33  
34 The College’s robustly designed participatory governance structure provides a multitude of  
35 opportunities for constituents to engage in substantial dialogue pertaining to student learning and  
36 achievement outcomes. Data from the APPR process, the 2016-2022 Strategic Plan, and college-  
37 wide and programmatic initiatives are reviewed in various committees on campus. For example,  
38 the Enrollment Management Oversight Committee, tasked with developing, implementing, and  
39 reviewing the 2020-2023 Strategic Enrollment Management Plan, evaluated relevant data to  
40 inform the development of the three-year plan and continues to monitor data to evaluate progress  
41 on the plan ([IB1-12 EMOC-SumNotes-052120](#)).

42  
43 The College’s SLO assessment process provides many opportunities for faculty to assess and  
44 reflect on student learning. The faculty SLO Coordinator leads college-wide SLO assessment  
45 efforts and promotes dialogue among faculty through established SLO assessment cycles and  
46 professional development opportunities. Each department has one or more faculty SLO

1 Facilitators who are trained by the SLO Coordinator to facilitate meaningful conversations  
2 among department faculty as they develop, assess, and analyze SLOs, as well as determine  
3 actions to improve student learning ([IB1-13 SLOTraining-Agenda-2020](#)). As described in  
4 detail in Standards I.B.2 and II.A.3, established Course, Program, and Institutional SLO  
5 assessment cycles provide a structure through which this assessment dialogue occurs. For  
6 example, Course SLO assessment occurs on a two-year cycle, with faculty analyzing  
7 disaggregated Course SLO results in Tableau dashboards and determining meaningful actions  
8 to improve student learning every other year ([IB1-14 SLO-AssessmentCycle](#); [IB1-  
9 15 ReadDept-AgendaSLOs-120319](#)). Course SLO dialogue is further encouraged through the  
10 APPR process, which provides the opportunity for faculty to identify additional plans for the  
11 improvement of student learning through reflection and follow-up on prior SLO analyses and  
12 improvements that were implemented. To support faculty in their analysis of SLOs during  
13 Course, Program, and Institutional SLO assessment cycles, the SLO Coordinator regularly  
14 reaches out to SLO Facilitators and faculty, including visiting department meetings and holding  
15 weekly office hours ([IB1-16 SLO-CoordinatorOfficeHours](#)). The SLO Coordinator also  
16 provides workshops and informational sessions for faculty in collaboration with the Committee  
17 on Curriculum and Instruction and its subcommittees, the Office of IE, and Faculty  
18 Professional Development ([IB1-17 FlexDay-SLO-PPT-2017](#); [IB1-18 FlexDay-SLO-PPT-  
19 2019](#); [IB1-19 ASLO-Agenda-101320](#)).

20  
21 Finally, professional development opportunities, including those already noted here provide  
22 opportunities for faculty and staff to gain skills and knowledge for engaging in dialog regarding  
23 student needs and implementing activities and/or programs that lead to meaningful change in  
24 student outcomes. Human Resources provides a diverse series of training opportunities that  
25 support faculty, administrators, and classified professionals in gaining knowledge and  
26 understanding about our diverse students ([IB1-20 DiversSpeakersSerFlyer](#)). Additionally, in  
27 2019, faculty, with support from the Vice-President of Academic Affairs and Academic Senate,  
28 developed the Cultural Curriculum Audit, a multi-day workshop led by, and for, faculty designed  
29 to spark discourse and inquiry around inequities in student learning and achievement at the  
30 course level. This provides faculty trainees with the tools to make changes to their courses with  
31 the intention of closing equity gaps ([IB1-21 CCAWorkbook-Winter2020](#)).

### 32 33 **Analysis and Evaluation**

34  
35 The College meets this Standard. Through multiple venues, structures, and processes, including  
36 the APPR process, participatory governance committees, access to data, college-wide forums,  
37 and professional development, members of the campus have multiple opportunities for sustained,  
38 substantive, and collegial dialog about student outcomes, student equity, academic quality, and  
39 institutional effectiveness, and the tools with which to make meaningful improvements in student  
40 learning and achievement.

### 41 42 **I.B.2. The institution defines and assesses student learning outcomes for all instructional 43 programs and student and learning support services. (ER 11)**

### 44 45 **Evidence of Meeting the Standard**



1 Long Beach City College defines and assesses Student Learning Outcomes (SLOs) for all  
2 instructional programs and student and learning support services. Every course includes Course  
3 SLOs on each official Course Outline of Record (COR; [IB2-01 CourseOutlineofRec-  
4 Webpage](#)). All approved Course SLOs are stored in Nuventive Improve (formerly known as  
5 TracDat), the College's SLO database ([IB2-02 NuventiveImprove](#)). The College has an  
6 established Course SLO assessment cycle to ensure all Course SLOs are regularly assessed to  
7 improve student learning. In spring 2019, this cycle was modified based on SLO Facilitator  
8 experiences and faculty feedback. The current process streamlined the cycle by adopting a two-  
9 year Course SLO assessment cycle, with all Course SLO assessments administered every  
10 semester and the analysis of results and identification of actions to improve student learning  
11 occurring during the second year ([IB2-03 ASLO-Mins-051220 Item8.a](#); [IB2-04 SLO-  
12 AssessmentCycle](#)). Course SLO data disaggregated by race/ethnicity and gender is provided to  
13 faculty in a Tableau dashboard to facilitate discussion of Course SLO results ([IB2-  
14 05 CSLOResultsDashboard](#)). Course SLO methods of assessment, data analysis, and actions  
15 are recorded by SLO Facilitators in the SLO workbook and ultimately stored in Nuventive  
16 Improve ([IB2-06 SLO-WorkbookSample](#)). Course SLO assessment is further detailed in  
17 Standards I.B.6 and II.A.3.

18  
19 Course SLO assessment also informs the routine course review cycle. Every year, one-sixth of  
20 a department's courses are reviewed to ensure relevance of curriculum to the College Mission  
21 and up-to-date COR. As a part of the routine course review, faculty review the content in the  
22 context of the Course SLOs to determine whether any updates are needed to the COR ([IB2-  
23 07 RoutineRevInstructEmail p2](#)). Moreover, improving SLOs is one of the six goals faculty  
24 work toward as a part of the Annual Planning and Program Review (APPR) process ([IB2-  
25 08 APPR-Inst-Templ p11](#)). Each year, every program reflects on their most meaningful  
26 Course SLO results and actions taken to improve student learning. Through this process,  
27 faculty determine additional plans to improve student learning, as well as whether or not  
28 resource requests are needed.

29  
30 The College defines Program SLOs for every instructional program in the College Catalog's  
31 programs of study section ([IB2-09 CollegeCatalog pp91-214](#)). All approved Program SLOs  
32 are stored in Nuventive Improve. Program SLOs are assessed through the Supplemental  
33 Program Review (SPR) process on a two-year cycle for Career Technical Education (CTE)  
34 programs and a three-year cycle for non-CTE programs ([IB2-10 SPR-Cycle](#); [IB2-  
35 11 SPRTempl PartC](#)). Program SLOs are assessed by mapping specific Course SLOs that are  
36 central to achieving the Program SLOs, and these results are provided to faculty in a Tableau  
37 dashboard ([IB2-12 PSLO-MappingGuidance](#); [IB2-13 SLO-WorkbookMappingEx](#)). Analysis  
38 of Program SLO results and actions taken to improve Program SLOs are recorded in the SPR  
39 template Analysis and Action Guide and ultimately stored in Nuventive Improve ([IB2-  
40 14 AAGuide](#); [IB2-15 SPR-ArtHistory-2020-21](#)). Standards I.B.6 and II.A.3 describe Program  
41 SLO assessment in detail.

42  
43 The College defines Service Unit Outcomes (SUOs) for all learning and student support  
44 services, which are posted on the College's planning website via an Office 365 link ([IB2-  
45 16 APPRArchive](#)). In 2018-19, the SUO assessment cycle was modified from a three-year  
46 cycle to an annual cycle because it was identified that SUO assessment was largely

1 disconnected from informing service departments' goals and resource requests. Service Unit  
2 Outcome assessment is now integrated into the APPR template as a means of measuring  
3 student achievement, student satisfaction, and process goals ([IB2-17 APPR-SS-Templ](#)). In  
4 2020, the Office of Institutional Effectiveness worked with student and learning support  
5 services departments to create Tableau dashboards to display SUO data ([IB2-18 DSPS-](#)  
6 [Dashboard](#); [IB2-19 Library-Dashboard](#)). These dashboards provide a means for service areas  
7 to easily access and analyze SUO data, determine planned activities for improvement, and  
8 identify any resource requests needed to improve SUOs on an annual basis.

## 9

### 10 **Analysis and Evaluation**

11  
12 Long Beach City College meets this Standard. Through SLO assessment, APPR, and SPR  
13 processes, the College defines and assesses outcomes for all instructional programs and student  
14 and learning support services. All courses have Course SLOs listed on CORs and all programs  
15 have Program SLOs published in the College Catalog. All Course SLOs are assessed on a two-  
16 year cycle and Program SLOs are assessed on a two-year cycle for CTE programs and three-  
17 year cycle for non-CTE programs. Service Unit Outcomes are assessed on an annual basis  
18 through the APPR process.

19  
20 **I.B.3. The institution establishes institution-set standards for student achievement,**  
21 **appropriate to its mission, assesses how well it is achieving them in pursuit of continuous**  
22 **improvement, and publishes this information. (ER 11)**

### 23

#### 24 **Evidence of Meeting the Standard**

25  
26 The College has Institution-Set Standards (ISS) and stretch goals for student achievement that  
27 include course success rates, degree and certificate completions, transfers, job placement rates  
28 for Career Technical Education (CTE) programs, and when applicable, licensure exam pass  
29 rates ([IB3-01\\_ISS-StretchGoalsDefined](#)).

30  
31 The College Planning Council (CPC) establishes ISS and stretch goals for course success rates,  
32 completions, and transfers following review and discussion of historical data trends going back  
33 three years ([IB3-02\\_CPC-SumNotes-032819\\_Item3](#); [IB3-03\\_ISS-StretchGoalRevs-032819](#)).  
34 These metrics are established for a three-year time period, but are monitored on an annual basis  
35 each spring ([IB3-04\\_CPC-SumNotes-030520\\_Item4](#); [IB3-05\\_ISS-StretchGoalRevs-030520](#)). If  
36 the College falls below an ISS, next steps are discussed with the CPC. If the College has  
37 surpassed a stretch goal, a new aspirational goal is established. The course success rate,  
38 completions, and transfers ISS and stretch goals are integrated into the Annual Planning and  
39 Program Review (APPR) process to monitor progress on instructional program, school, and  
40 Vice President-level goals. Discipline faculty, as well as school and Vice President-level  
41 planning groups, identify activities and/or resources to improve student achievement based on  
42 the analysis of data in relation to the ISS and stretch goals at each level of the APPR process  
43 ([IB3-06\\_APPR-Instr-Templ\\_p5](#); [IB3-07\\_Instr-School-Templ\\_p5](#); [IB3-08\\_VPAAPlan-2019-](#)  
44 [2020\\_pp9-10](#)).

45  
46 Processes have also been developed by the College for establishing and monitoring job

1 placement rates for CTE programs and licensure exam pass rates for programs that require  
2 students to pass a licensure examination to work in their field of study. The Academic Senate's  
3 CTE Committee, comprised of faculty representatives from each CTE discipline, annually  
4 review three years of historical data for CTE student job placement rates ([IB3-09\\_CTE-  
5 CommChargeMembership](#); [IB3-10\\_CTE-Agenda-021919\\_Item4](#)). The CTE Committee  
6 monitors this data against the Perkin's core indicator four performance goal for job placement  
7 rates established by the California Community College Chancellor's Office. The CTE  
8 Committee voted and agreed to use the performance goal as a consistent ISS for all job  
9 placement rates. Five programs at the College require licensure exam pass rates for students to  
10 work in a related field of study. Discipline faculty in each program establish an ISS for  
11 licensure exam pass rates and annually review pass rates in comparison to the ISS. If job  
12 placement rates or licensure exam pass rates fall below the established ISS, discipline faculty  
13 discuss and determine strategies for improvement. In response to feedback on the instructional  
14 APPR template provided for Fall 2019, additional data analyses sections were added to the  
15 template to provide space for faculty in these programs to further analyze this data and  
16 incorporate any activities for improvement into their APPR ([IB3-11\\_APPR-Instr-Templ\\_p10](#)).  
17  
18

## 19 **Analysis and Evaluation**

20

21 The College meets the Standard through robust processes that takes place within the  
22 participatory governance structure. The College continuously reviews progress on the  
23 Institution-Set Standards and stretch goals.  
24

### 25 **I.B.4. The institution uses assessment data and organizes its institutional processes to 26 support student learning and student achievement.**

27

#### 28 **Evidence of Meeting the Standard**

29

30 In alignment with the College's Mission, Long Beach City College (LBCC) uses assessment  
31 data and organizes its institutional processes in support of student learning and achievement.  
32 The Office of Institutional Effectiveness (IE) provides quantitative and qualitative data to  
33 constituent groups to evaluate instructional courses and programs, student services, and  
34 college-wide initiatives. The majority of this data is available to faculty and staff in the  
35 College's data visualization software, Tableau ([IB4-01\\_TableauOnlineLogin](#)). Institutional data  
36 is also available on the Office of IE's website for college constituents and the community ([IB4-  
37 02\\_IE-Webpage](#)). Faculty, staff, and community members can request data through the Office  
38 of IE's research request forms ([IB4-03\\_InternalResearchReqForm](#); [IB4-  
39 04\\_ExternalResearchReqForm](#)).  
40

41 Types of data provided by the Office of IE include the following:  
42

- 43 • LBCC DataMart: The College's local datamart provides the public with access to annual  
44 student achievement and survey data. Members of the community can view high-level  
45 reports on student enrollments, course success rates, term and cumulative average GPAs,

1 student persistence, student majors, award completions, graduation ratios, and survey  
2 reports ([IB4-05 DataMart](#)).

- 3 • 2016-2022 Strategic Plan Metrics: LBCC utilizes data to evaluate progress toward the  
4 2016-2022 Strategic Plan goals in support of the College’s Mission. Updates on goal  
5 performance as measured by each metric is reported annually to the Board of Trustees  
6 ([IB4-06 StrategicPlanMetrics-012220](#); [IB4-07 StrategicPlanMetrics-012721](#)).  
7 Measurement of the 2016-2022 Strategic Plan goals provides a framework for  
8 collaborative decision-making. As areas of improvement are identified, strategies can be  
9 adjusted or implemented to improve student success and achieve the goals of the plan.
- 10 • Annual Planning and Program Review (APPR) Dashboards: Updated each fall, these  
11 dashboards provide faculty and staff with student learning and achievement data to inform  
12 the development of their APPR. Instructional faculty are provided with four years of their  
13 course enrollment, course success rates, course section fill rates, student majors, award  
14 completions, transfers, and student learning outcomes data for identification and analysis  
15 of overall trends ([IB4-08 CourseSuccessDashboard](#)). Faculty can use dashboard filters to  
16 disaggregate the data by gender and race/ethnicity for analysis of equity gaps and when  
17 applicable, by course mode of delivery ([IB4-09 CompletionsDashboardDisagg](#)). For the  
18 two-year CTE Supplemental Program Review (SPR) process, faculty are also provided  
19 with a dashboard to analyze labor market supply and demand data for jobs related to their  
20 awards ([IB4-10 LMI-Dashboard](#)). Student services faculty, classified professionals, and  
21 managers are provided with Service Unit Outcome (SUO) dashboards to inform their  
22 APPRs. Since each service is unique, the Office of IE staff worked closely with student  
23 services areas to create dashboards that support their analysis of SUOs. For example, to  
24 support the work of the CalWORKs program, IE developed dashboards to evaluate  
25 students’ time of entry into their program, CalWORKs student priority registration usage,  
26 and the percent of students who have applied for and received Pell grants ([IB4-](#)  
27 [11 CalWORKsPlanningDashboard](#); [IB4-12 CalWORKsTimetoEntry](#)).
- 28 • Data to Support College-Wide Plans and Initiatives: The Office of IE regularly supplies  
29 data for college-wide plans and initiatives. When college-wide plans, such as the 2020-  
30 2023 Strategic Enrollment Management Plan or 2019-2022 Student Equity Plan are  
31 developed, IE works with appropriate committees to establish metrics to measure progress  
32 on long-term plan goals ([IB4-13 SEMP2020-23](#); [IB4-14 SEPlan2019-22](#)). For example,  
33 to support the 2020-2023 Strategic Enrollment Management Plan goal of increasing the  
34 number full-time equivalent students (measured by achieving a college-wide 85% course  
35 fill rate), the Office of IE created an FTES registration tracking dashboard that updates  
36 daily during the registration period so that instructional areas can determine where they  
37 fall in meeting and exceeding FTES from the previous year ([IB4-15 FTES-](#)  
38 [TrackingDashboard](#)). Additionally, the Office of IE has supported the College’s three-year  
39 2019-2022 Adult Education Consortium Plan through the creation of a plan progress  
40 dashboard. The program director and community partners can use the dashboard to track  
41 progress towards meeting the three-year plan’s goals while identifying areas of concern  
42 ([IB4-16 AdultEdDashboard](#)).
- 43 • SLO Results Dashboards: In collaboration with the College’s Student Learning Outcome  
44 (SLO) Coordinator and Assessment of Student Learning Outcomes (ASLO)  
45 Subcommittee, the Office of IE developed dashboards to display results of disaggregated  
46 Course and Program SLO assessment. Course SLO assessment data is collected each term

1 in Canvas, the College’s Learning Management System, and faculty analyze this  
2 disaggregated data on a two-year cycle using the Course SLO Results Dashboard ([IB4-  
3 17\\_CSLOResultsDashboard](#)). Program SLO results are analyzed on a two or three-year  
4 cycle as a part of the SPR process. Faculty are provided with a dashboard that displays the  
5 mapping of Course SLO results to Program SLOs to support analysis and determine any  
6 actions for improvement to SLOs ([IB4-18\\_PSLOResultsDashboard](#)). All Course and  
7 Program SLO data analysis and actions are entered into the College’s SLO database,  
8 Nuventive Improve. Each year, these data are provided to faculty in a summary SLO  
9 dashboard to inform their APPR, including the identification of activities they plan to do  
10 in the future related to improving student learning outcomes, as well as any resource  
11 requests needed to improve student learning.

- 12 • College-wide Surveys: The Office of IE coordinates the administration and analysis, as  
13 well as the dissemination and facilitation, of college-wide survey results. In 2018, the  
14 Office of IE administered the Survey of Entering Student Engagement (SENSE),  
15 conducted by the Center for Community College Student Engagement (CSSE) to gauge  
16 new students’ first impressions of LBCC, perceptions of student services and learning  
17 supports, and experiences with instructors and counselors ([IB4-19\\_SENSE-  
18 ExecSummary](#)). Shortly after the College decided to move to remote instruction and  
19 services due to the ongoing pandemic, the Office of IE conducted a sequence of student  
20 remote learning surveys to better understand student experiences at various timepoints  
21 during the pandemic, in order to identify ways to support student needs related to  
22 technology, housing, and food insecurities, the results of which are hosted on the Office of  
23 IE’s DataMart webpage ([IB4-20\\_COVIDRemoteLearnSurvey](#); [IB4-21\\_SurveyWebpage](#)).

## 25 **Analysis and Evaluation**

26  
27 The College meets this Standard. LBCC uses student achievement and student learning data to  
28 support student learning and student achievement. College-wide plans, the APPR process, and  
29 SLO assessment provide the primary frameworks through which faculty, staff, and  
30 management evaluate programs and services in alignment with the College’s Mission  
31 Statement and 2016-2022 Strategic Plan goals.

### 33 *Institutional Effectiveness*

34  
35 **I.B.5. The institution assesses accomplishment of its mission through program review and  
36 evaluation of goals and objectives, student learning outcomes, and student achievement.  
37 Quantitative and qualitative data are disaggregated for analysis by program type and  
38 mode of delivery.**

### 40 **Evidence of Meeting the Standard**

41  
42 Long Beach City College assesses accomplishment of its Mission through program review and  
43 the evaluation of goals and objectives, student learning outcomes, and student achievement. At  
44 the beginning of every fall semester, all college instructional programs, as well as student  
45 services and administrative services departments, participate in the Annual Planning and  
46 Program Review (APPR) process ([IB5-01\\_IEPlanning-Webpage](#)).

1  
2 To accomplish the College’s Mission, the APPR process is designed for programs and  
3 departments to assess progress toward goals aligned with the 2016-2022 Strategic Plan by  
4 analyzing trends in student achievement and student learning data using data dashboards  
5 developed by the Office of Institutional Effectiveness (IE). Faculty are asked to analyze this  
6 data by student gender and race/ethnicity, as well as by mode of delivery. Based on faculty  
7 feedback, additional disaggregation options have also been added to the dashboards that  
8 include groups that have historically experienced inequities, as well as local populations, such  
9 as Long Beach College Promise students. The APPR template also provides space for  
10 additional analysis of data, such as licensure exam pass rates, for applicable programs. Based  
11 on the analysis of the data, instructional programs identify activities to engage in to address  
12 areas of improvement and make progress toward goals, as well as request resources that may be  
13 needed to accomplish activities and goals ([IB5-02 APPR-Instr-Templ](#); [IB5-03 APPR-Instr-  
14 RR-Spreadsheet](#)).

15  
16 Similarly, for student support and administrative services departments, the APPR process  
17 provides data to assess progress toward identified goals in alignment with the 2016-2022  
18 Strategic Plan goals by analyzing Service Unit Outcomes (SUO) data. Each service area utilizes  
19 dashboards developed by the Office of IE using institutional data, or internally collected data,  
20 to measure progress toward achievement of each SUO and ultimately their goals. When  
21 applicable, SUO data is disaggregated by program type, mode of delivery, and student  
22 demographics. Based on the analysis of the data, student support and administrative services  
23 departments identify activities to engage in to address areas of improvement and make progress  
24 toward goals, as well as request resources that may be needed to accomplish activities and  
25 goals ([IB5-04 APPR-SS-Templ](#); [IB5-05 APPR-SS-RR-Spreadsheet](#)).

26  
27 Following the submission of the program and department APPRs, school planning groups,  
28 followed by Vice President planning groups, meet to evaluate progress on their goals, review  
29 pertinent data, make needed updates to their goal progress and prioritize activities and  
30 resources needed to accomplish their goals in alignment with the College’s Mission and 2016-  
31 2022 Strategic Plan goals. With the Vice President-level goals, 2016-2022 Strategic Plan goals,  
32 and Mission in mind, the College Planning Council and Budget Advisory Committee meet to  
33 determine institutional priorities for the coming year to inform the budget assumptions in the  
34 tentative and adopted budgets. President’s Cabinet reviews the prioritized resource requests and  
35 budgets for the requests that most directly support the institutional priorities. Funded resource  
36 requests are communicated back to areas in early fall each year ([IB5-06 VPSS-ResourceEmail](#);  
37 [IB5-07 VPAA-ResourceEmail](#)). Programs, departments, school planning groups, and Vice  
38 President planning groups then analyze prior years’ student learning and achievement data  
39 during the next planning cycle to determine whether resources and activities implemented have  
40 led to identified improvements in their goals to support student success ([IB5-08 APPR-  
41 Theatre-2021-22](#); [IB5-09 JusticeScholars-2021-22](#)). See I.B.9 for a full description of the  
42 APPR cycle.

43  
44 For instructional programs, another component of the APPR process includes the Supplemental  
45 Program Review (SPR) process. This process occurs every two years for Career Technical  
46 Education (CTE) programs and every three years for non-CTE programs during the spring term

1 ([IB5-10 SPR-Cycle](#); [IB5-11 SPR-Templ-2020-21](#)). The SPR process provides an opportunity  
2 for programs to reflect on their program curriculum by assessing the coding of their programs,  
3 program course sequencing, and articulation and course unit values. All instructional programs  
4 also assess Program Student Learning Outcomes through this process by analyzing Program  
5 SLOs using mapped course SLO results and determining actions to take to improve student  
6 learning. For CTE programs, faculty are also required to analyze supply and demand labor  
7 market data for the region in relation to each of their awards and describe any  
8 recommendations from their industry advisory committees. Plans for the future that are  
9 identified through this two or three-year assessment process can also be included in APPR in  
10 the fall ([IB5-12 SPR-FireScience-2020-21](#)).

## 11 **Analysis and Evaluation**

12  
13  
14 The College meets this Standard. The institution assesses accomplishment of its Mission  
15 through the evaluation of goals and objectives, SLOs, and student achievement through the  
16 APPR process. Quantitative and qualitative data are incorporated as key components in the  
17 program and department APPRs and include disaggregation by program type, demographics  
18 and when applicable, mode of delivery.

19  
20 **I.B.6. The institution disaggregates and analyzes learning outcomes and achievement for**  
21 **subpopulations of students. When the institution identifies performance gaps, it**  
22 **implements strategies, which may include allocation or reallocation of human, fiscal and**  
23 **other resources, to mitigate those gaps and evaluates the efficacy of those strategies.**

## 24 **Evidence of Meeting the Standard**

25  
26  
27 The College disaggregates and analyzes learning outcomes and achievement for subpopulations  
28 of students and if gaps are identified, implements strategies and programs to mitigate gaps and  
29 evaluates their efficacy. This cycle is done through a myriad of ways.

## 30 **Annual Planning and Program Review**

31  
32  
33 As noted in Standards I.A.2, I.B.4, and I.B.5, the College's Annual Planning and Program  
34 Review (APPR) process provides college constituents with relevant data related to the student  
35 experience that is disaggregated by a multitude of subpopulations, including, but not limited to,  
36 race/ethnicity, gender, foster youth status, and veteran status ([IB6-01 CourseSuccessDashboard-Disagg](#)). Many of the subpopulations can also be disaggregated  
37 by an intersection of groups (e.g., race/ethnicity by gender or foster youth by race/ethnicity).  
38 This disaggregation provides faculty with information to better understand the student  
39 experience in their programs. The APPR template is structured so that faculty evaluate student  
40 achievement in a disaggregated format and academic programs can identify activities and  
41 strategies for addressing any gaps ([IB6-02 APPR-Instr-Templ p3-6and8-9](#)). Furthermore, the  
42 APPR dashboards provide data to student support services departments that allow  
43 administrators, faculty, and classified professionals to evaluate Service Unit Outcomes using  
44 student achievement data for subpopulations, such as foster youth or EOPS students, to ensure  
45 their experiences are equitable both in comparison to those not served by the programs and  
46

1 when disaggregated by race/ethnicity and other appropriate subpopulations ([IB6-](#)  
2 [03 CompletionsDashboard-Disagg](#)). The annual review of the data enables instructional and  
3 student support services departments to evaluate the efficacy of activities implemented over the  
4 course of the year to improve student achievement and learning, and to make changes  
5 accordingly. Additionally, the APPR process provides opportunities for programs and  
6 departments to make financial requests supported by the disaggregated data and this ensures  
7 that budget allocations meet the needs for supporting success for our diverse student population  
8 ([IB6-04 CommStudies-RR-2020-21](#)).

## 9

### 10 **Equity and Professional Development**

11  
12 Being aware of the experiences of subpopulations of our students and the broader community is  
13 a priority at the institution. Equity is included in the College's Mission by supporting the  
14 diverse communities the College serves ([IB6-05 MissionWebsite](#)). In 2016, the College  
15 established the Student Equity Subcommittee, a participatory governance committee tasked  
16 with supporting strategies for advancing equitable student achievement outcomes. Over the  
17 years, the Student Equity Subcommittee has provided multiple opportunities for professional  
18 development and training, including work with University of Southern California's (USC)  
19 Center for Urban Education ([IB6-06 CUE-Agenda-2018](#); [IB6-07 CUE-EquitySummit-2017](#)).  
20 A compendium of resources for faculty and staff can be found on the Subcommittee's Canvas  
21 shell ([IB6-08 StudentEquity-CanvasShell](#)). This work is completed with support from the  
22 faculty Student Equity Coordinator, who receives release time from teaching duties to support  
23 college constituencies in advancing the College's focus on equity.

24  
25 In spring 2018, faculty leadership with support from college administration, collaborated to  
26 develop the Cultural Curriculum Audit. As a part of this structured workshop series department  
27 faculty review their individual disaggregated course success rate data and learn techniques for  
28 improving student outcomes equitably ([IB6-09 CCA-PPT-2020](#); [IB6-10 CCAWorkbook-](#)  
29 [Winter2020](#)). In Summer 2020, the audit was revamped to focus on equitable outcomes for  
30 online learning. This intentional focus was planned prior to the onset of the pandemic, but was  
31 very timely with the College making the decision to move the majority of courses to an online  
32 format ([IB6-11 CCASyllabus-Summer2020](#)). To date, the audit has been offered six times and  
33 306 full and part-time faculty have participated. Evaluations of the audit have demonstrated  
34 improvements in course success rates for subpopulations with more work underway to close  
35 equity gaps ([IB6-12 Board-CCA-PPT p25](#)).

36  
37 In 2019, the College established the President's Task Force on Race, Equity, and Inclusion to  
38 strategically address the needs of students and staff of color and ensure that campus  
39 experiences are equitable for racial/ethnic subpopulations. This Task Force initiated training  
40 activities for campus leaders with the USC Equity Institute and an additional training was  
41 extended to anyone on campus who was interested ([IB6-13 EquityInstituteSyllabus](#); [IB6-](#)  
42 [14 PresTaskforce-Agenda](#)). Following the national and local reactions to the murder of George  
43 Floyd, the Board of Trustees passed a resolution for a Framework for Reconciliation in Support  
44 of the Black community ([IB6-15 BoardResolution](#)). This was operationalized with support  
45 from the California Conference for Equality and Justice (CCEJ) who contracted with the  
46 College to support the development of a four-part framework. This framework began with an



1 acknowledging phase in which the Board of Trustees, along with college leadership, were  
2 provided training designed to prepare leaders to lead anti-racist work ([IB6-16 CCEJ-Training-101520](#)). The second phase consisted of listening and CCEJ hosted listening sessions to collect  
3 experiential feedback from college constituents, data which were used to inform the following  
4 two phases. The third phase consisted of a convening stage which included establishing the  
5 President’s Advisory Councils to provide representative perspectives from historically  
6 marginalized groups ([IB6-17 CCEJ-SlidesBoard-022421](#)). The fourth step, focused on  
7 catalyzing action, will commence during the 2021-2022 academic year, beginning with  
8 engaging the President’s Leadership Council ([IB6-18 PLC-SumNotes-092021\\_Item5](#)).  
9

## 10 **Institutional Plans with Disaggregated Data Analysis**

11  
12  
13 In addition to the APPR process, college-wide plans have also been disaggregated for data  
14 analysis. The College’s 2019-2022 Student Equity Plan follows the explicit guidance from the  
15 California Community College Chancellor’s Office (CCCCO) to disaggregate student  
16 outcomes data by a variety of subpopulations ([IB6-19 SEPlan-2019-2022](#); [IB6-20 CAState-EquityGroups\\_p1](#)). The development of the plan took place in 2018-2019 and was led by the  
17 Student Equity Subcommittee with ultimate approval by the Board of Trustees on June 26,  
18 2019 ([IB6-21 Board-SEPlanApproval\\_062619](#)). The disaggregated data on student outcomes  
19 provided by the CCCCCO was reviewed by Subcommittee members and other stakeholders at  
20 the College and institutional-wide strategies were identified with the intention to improve  
21 outcomes and close equity gaps for subpopulations that are disproportionately impacted.  
22 Evaluations of these initiatives have relied on local data analysis such as improvements to the  
23 direct matriculation pipeline for black students ([IB6-22 DirectMatricDashboard](#)) and increased  
24 access to financial aid ([IB6-23 FinancialAidDashboard](#)). The College’s 2020-2023 Strategic  
25 Enrollment Management Plan (SEMP) is a college-wide plan focused on enrollment and  
26 retention throughout the student life cycle ([IB6-24 SEMP-2020-2023](#)). Key metrics for this  
27 plan are disaggregated by race/ethnicity to ensure that the student life cycle is experienced  
28 equitably by subpopulations that are historically marginalized.  
29

30  
31 Furthermore, the College’s 2016-2022 Strategic Plan includes multiple goals focusing on  
32 equity in Student Learning Outcomes and achievement ([IB6-25 StrategicPlan-2016-2022](#)). To  
33 further inculcate the importance of equity at the College, the 2016-2022 Strategic Plan goals  
34 were synthesized into a single page document focusing on equity and inclusion, with clearly  
35 articulated metrics including disaggregated student achievement data to help create guiding  
36 sound bites for leadership and college constituents to focus efforts on ([IB6-26 SP-EquityInclusion](#)).  
37

## 38 **Student Learning Outcomes**

39  
40  
41 The Course Student Learning Outcomes (SLO) and Program SLO assessment cycles provide  
42 additional opportunities for faculty and instructional departments to analyze SLO data  
43 disaggregated by race/ethnicity, gender, and course modality. For both cycles, faculty utilize  
44 Tableau dashboards containing disaggregated SLO results and complete an Analysis and  
45 Action Guide worksheet that assists them as they analyze the disaggregated SLO data ([IB6-27 Anat1-CSLOAAGuide](#); [IB6-28 CompletedPSLO-GuideEx](#); [IB6-29 CSLODashboard](#)-  
46

1 [Disagg; IB6-30 PSLODashboard-Disagg](#)). As a result of analyzing this disaggregated data,  
2 faculty discuss, identify, and implement strategies and activities that will close the gaps in  
3 outcomes to improve the experience of subpopulations. As noted in standards I.B.1 and II.A.3,  
4 the SLO assessment cycle is supported by faculty SLO Facilitators in each department who  
5 help analyze the data and support conversations about ways to improve SLOs and close  
6 identified gaps in learning for subpopulations. The Course SLO and Program SLO assessment  
7 cycles, as described in II.B.2, provide faculty the opportunity to review and implement changes  
8 to improve outcomes as appropriate.

## 9 10 **Analysis and Evaluation**

11  
12 The College utilizes a plethora of means to disaggregate student learning outcomes and  
13 achievement data and ensure that there is training to develop meaningful and intentional  
14 strategies to improve disparities in the data for subpopulations of students. Evaluations of  
15 strategies occur through accessible disaggregated data and regular reviews of SLOs and  
16 achievement data through the SLO assessment cycle and the APPR process.

17  
18 **I.B.7. The institution regularly evaluates its policies and practices across all areas of the**  
19 **institution, including instructional programs, student and learning support services,**  
20 **resource management, and governance processes to assure their effectiveness in**  
21 **supporting academic quality and accomplishment of mission.**

## 22 23 **Evidence of Meeting the Standard**

24  
25 Long Beach City College (LBCC) regularly evaluates its policies and practices to assure their  
26 effectiveness in supporting academic quality and accomplishment of the Mission.

27  
28 During the 2018-2019 academic year, the College identified that Board Policies (BPs) and  
29 Administrative Procedures (APs) were not being consistently reviewed and updated. As a  
30 result, the District contracted with the Community College League of California (CCLC) to  
31 assist with updating all Board Policies (BPs) and Administrative Procedures (APs), including  
32 aligning the numbering system with the CCLC's ([IB7-01 BoardMins-102820 Item6.3](#)).  
33 Updates are planned to be completed in Spring 2022. To ensure that BPs and APs remain up-  
34 to-date, the College is establishing a staggered six-year BP and AP review cycle, which will  
35 begin in the 2022-2023 academic year ([IB7-02 PolicyReviewCycle](#); [IB7-03 PLC-SumNotes-051820](#)).

36  
37  
38 The Academic Senate plays a role in evaluating policies and procedures related to academic  
39 and professional matters. Policies and procedures related to academic and professional matters  
40 are written, reviewed, and modified through the work of the Committee on Curriculum and  
41 Instruction and its Academic Policies and Standards (AP&S) Subcommittee ([IB7-04 AP4005-Curriculum p2](#); [IB7-05 AP4005-Curriculum p6](#)). The AP&S Subcommittee will follow the  
42 same six-year review cycle for BPs and APs covering topical areas related to academic and  
43 professional matters.

44  
45  
46 As a part of the institutional self-evaluation process, the College Planning Council recognized

1 the need to evaluate participatory governance practices in a robust manner. In April 2021, the  
2 College Planning Council (CPC) established a participatory governance evaluation cycle,  
3 which includes a comprehensive evaluation in alignment with the development of the College’s  
4 Strategic Plan every six years, as well as a mid-point evaluation halfway through this cycle  
5 ([IB7-06 PGovEvalCycle](#)). The College Planning Council developed a participatory governance  
6 survey to evaluate the participatory governance structure, processes, and practices in Fall2021.  
7 In Spring 2022, the CPC will administer and analyze the results of the survey and determine  
8 improvements to implement based on the results. This process is described in more detail in  
9 Standard IV.A.7.

10  
11 The Annual Planning and Program Review (APPR) process, described in detail in Standards  
12 I.B.5, I.B.6, and I.B.9, is also evaluated to ensure the process remains effective. One  
13 mechanism is the prescribed hierarchy of the APPR process wherein instructional APPRs are  
14 reviewed by Department Heads for completion and then by the area Dean and school planning  
15 group in developing the school-level plan. Similarly, non-instructional department APPRs are  
16 reviewed by the area Dean and school planning group in the development of the plans at the  
17 school-level. The Vice-Presidents and Vice-President planning groups review plans from their  
18 area Deans. This process of reviewing information through levels of the College helps to ensure  
19 that the plans focus on activities intended to support student learning and achievement in  
20 alignment with the College’s Mission and 2016-2022 Strategic Plan goals. The second  
21 mechanism is the evaluation of the APPR process which occurs on a six-year cycle, in  
22 alignment with the College’s Strategic Plan cycle ([IB7-07 APPR-EvalCycle](#); [IB7-08 APPR-  
23 Instr-EvalCycle](#)). College constituents have the opportunity to annually provide feedback  
24 through surveys administered by the Office of Institutional Effectiveness (IE) on their  
25 experience completing the APPR template and engaging in the APPR process. Feedback is  
26 aggregated and annually reviewed by the Office of IE, and for instructional programs, by a  
27 work group of the Department Planning and Program Review (DP/PR) Subcommittee. During  
28 the six-year evaluation cycle, minor updates to the template and dashboards may be made  
29 based on survey feedback to improve clarity and functionality. A comprehensive evaluation of  
30 all feedback on the APPR process is conducted by the Office of IE every six years and  
31 recommendations for improvements are shared with the College Planning Council prior to  
32 implementation of any changes.

### 33 34 **Analysis and Evaluation**

35  
36 The College meets the Standard. Policies and practices across all areas of the institution are  
37 regularly evaluated to assure both their effectiveness in academic quality and the  
38 accomplishment of the Mission.

39  
40 **I.B.8. The institution broadly communicates the results of all of its assessment and  
41 evaluation activities so that the institution has a shared understanding of its strengths  
42 and weaknesses and sets appropriate priorities.**

### 43 44 **Evidence of Meeting the Standard**

45  
46 The College communicates the results of assessments and evaluation activities so that the

1 institution has a shared understanding of its strengths and weaknesses through a number of  
2 mechanisms. The Annual Planning and Program Review (APPR) process provides annual  
3 summary data on student learning and achievement outcomes. A researcher liaison model  
4 ensures that instructional programs and non-instructional departments, and area Deans, have a  
5 research analyst to support their understanding of trends in the data. Areas of concern are  
6 identified and activities for improvement are developed within the APPR template. The  
7 identified needs filter from the department-level to the school-level and ultimately the Vice  
8 President-level. This ensures that data analysis and evaluative reflection occur at many  
9 different levels within the institution and through different lenses. The combined analyses are  
10 used to inform the development of annual institutional priorities each year which are  
11 established by the College Planning Council ([IB8-01 CPC-SumNotes-032521 Item4](#); [IB8-02 CPC-SumNotes-050720 Items2-3](#)). The institutional priorities inform resource allocation  
12 for the following fiscal year. The priorities are presented to the campus community during the  
13 beginning of the academic year when the APPR cycle begins anew, are available on the  
14 College's website, and are linked in all the program, department, and school-level APPR  
15 templates ([IB8-03 BoardAPPR-PPT-090920 p9](#); [IB8-04 CPC-Agenda-091020 Item4](#); [IB8-05 APPR-Instr-Templ p1](#); [IB8-06 InstPriorities-Webpage](#)).

18  
19 The Office of Institutional Effectiveness (IE) maintains a wide array of dashboards containing  
20 institutional and programmatic data and analyses which are intended to support and evaluate  
21 programs at the College. These dashboards are available to key stakeholders for review.  
22 Analyses are brought forth in committees to obtain broad constituency group input and to  
23 inform the College on strengths and weaknesses. Recent examples include the presentation of  
24 enrollment and success data to inform the development of the 2020-2023 Strategic Enrollment  
25 Management Plan, the presentation of student surveys during the transition to remote learning  
26 in Spring 2020 and the subsequent transitions due to the pandemic, and a review of data on  
27 student outcomes in career-technical programs for the College's Strong Workforce  
28 Subcommittee ([IB8-07 EMOC-SumNotes-112420](#); [IB8-08 AS-Mins-052220 ItemIX.A](#); [IB8-09 RemoteLearnSurvey](#); [IB8-10 SWF-Agenda-092421](#)). Areas of concern identified by  
29 constituent groups are used to inform professional development opportunities. For example,  
30 concerns raised due to disparate outcomes for students in disproportionately impacted groups  
31 led to multiple professional development training opportunities including Ally training for  
32 LGBTQ+, Flex Day workshops focusing on equity, and the Cultural Curriculum Audit, a multi-  
33 day workshop for faculty by faculty intended to develop tools for closing equity gaps for our  
34 students ([IB8-11 HR-AllyTraining](#); [IB8-12 SpringFlexDay-2021](#); [IB8-13 CCA-Online-Winter2021](#)).

37  
38 As described in Standard I.B.3, each spring, the College engages in discussion evaluating the  
39 Institution-Set Standards (ISS) and stretch goals. Longitudinal data is presented to the College  
40 Planning Council (CPC) and the existing goals are reviewed to ensure they continue to reflect  
41 the College's direction ([IB8-14 CPC-SumNotes-030520 Item4](#); [IB8-15 CPC-SumNotes-032819 Item3](#)). ISS and stretch goals are posted on the CPC's website. As articulated in  
42 Standard I.A.2, the Office of Institutional Effectiveness updates the Board of Trustees on the  
43 progress made in meeting the College's 2016-2022 Strategic Plan goals. These presentations  
44 are public record and highlight key data points needed to understand the outcomes of the  
45 College's activities in the previous year ([IB8-16 StrategicPlanMetrics-012721](#); [IB8-](#)

1 [17 StrategicPlanMetrics012220](#)).

## 2 3 **Analysis and Evaluation**

4  
5 The College meets the standard. The institution communicates results of assessments and  
6 evaluations through a variety of mechanisms to ensure a broad understanding of current  
7 strengths and weaknesses used to inform institutional priorities and best serve students' needs.

8  
9 **I.B.9. The institution engages in continuous, broad based, systematic evaluation and**  
10 **planning. The institution integrates program review, planning, and resource allocation**  
11 **into a comprehensive process that leads to accomplishment of its mission and**  
12 **improvement of institutional effectiveness and academic quality. Institutional planning**  
13 **addresses short- and long-range needs for educational programs and services and for**  
14 **human, physical, technology, and financial resources. (ER 19)**

## 15 16 **Evidence of Meeting the Standard**

17  
18 The College engages in continuous, broad based, systematic evaluation and planning through  
19 the six-year strategic planning cycle, college-wide plans, and the Annual Planning and Program  
20 Review (APPR) process. Through these planning cycles, the College integrates program  
21 review, planning, and resource allocation that leads to the accomplishment of its Mission and  
22 improvement of institutional effectiveness and academic quality, while addressing both needs  
23 for short-term and long-term resources that support educational programs and services.

24  
25 Every six years, the College Planning Council, the College's highest-level participatory  
26 governance planning committee, develops the College's Strategic Plan ([IB9-01 AP2006-](#)  
27 [ParticipationInGov 6.B.3](#)). The current 2016-2022 Strategic Plan outlines the institution's  
28 goals and strategies that drive the development of long-term college-wide plans ([IB9-02 2016-](#)  
29 [2022-StrategicPlan](#)). The CPC is also responsible for ensuring that the APPR process is  
30 focused on accomplishing the College's Mission and Strategic Plan goals ([IB9-03 CPC-](#)  
31 [ChargeMembership](#)).

32  
33 Long-term college-wide plans are developed by the participatory governance committees that  
34 report to the College Planning Council in order to address long-range needs for educational  
35 programs and services to achieve the 2016-2022 Strategic Plan goals and ensure the College  
36 has appropriate resources to achieve its Mission. The following college-wide plans are  
37 developed by planning committees on a cyclical basis:

- 38  
39
- 40 • 2020-2023 Strategic Enrollment Management Plan developed by the Enrollment  
41 Management Oversight Committee ([IB9-04 SEMP-2020-2023](#))
  - 42 • 2018-2021 Technology Plan developed by the Information Technology Advisory  
43 Committee ([IB9-05 TechnologyPlan-2018-2021](#))
  - 44 • 2041 Facilities Master Plan developed by the Facilities Advisory Committee ([IB9-](#)  
45 [06 FacilitiesMasterPlan-2041](#))
  - 46 • 2019-2022 Equal Employment Opportunity Plan developed by the Faculty and Staff  
Diversity Committee ([IB9-07 EEO-Plan-2019-2022](#))

- 1 • 2019-2022 Student Equity Plan developed by the Student Equity Subcommittee ([IB9-08 StudentEqPlan-2019-2022](#))
- 2 • 2019-2022 Adult Education Consortium Plan developed by the Adult Education
- 3 Subcommittee ([IB9-09 AdultEdPlan-2019-2022](#))
- 4
- 5

6 The College’s Mission and 2016-2022 Strategic Plan goals provide a framework that guides the  
7 development of the goals, activities, and resource requests in the APPR process. The APPR  
8 process is collaboratively overseen and supported by the College Planning Council, Department  
9 Plan/Program Review Subcommittee, and the Office of Institutional Effectiveness (IE) and  
10 directly tied to the College’s budget and resource allocation process ([IB9-03 CPC-  
11 ChargeMembership](#); [IB9-10 AP4005-Curriculum 6.H.4](#); [IB9-11 IEPlanning-Webpage](#); [IB9-  
12 12 PlanningBudgetTL-2021-2022](#)). The APPR process begins each fall with the development  
13 of instructional APPRs and administrative and student services department APPRs. During this  
14 process, programs analyze Student Learning Outcome (SLO) and achievement data, while  
15 administrative and student support services departments analyze Service Unit Outcomes (SUO)  
16 data. Faculty and staff in each department reflect on progress toward goals from the previous  
17 year and determine plans for the coming year. All program and department goals are aligned  
18 with the College’s 2016-2022 Strategic Plan and the Mission. Faculty and staff in each  
19 department also have the opportunity to align their goals and activities directly to college-wide  
20 plan goals and activities. Through this process, faculty and staff request financial resources  
21 needed by their departments to provide the necessary human, physical, and technological  
22 support necessary to complete activities and move their goals forward ([IB9-  
23 13 ResourceRequestGuidanceDoc](#)).

24  
25 Following the submission of program and department APPRs, instructional and student  
26 services areas develop school-level plans by establishing school planning groups facilitated by  
27 the Deans using a similar template and data-informed process ([IB9-  
28 14 SchoolPlanChargeMemb-AA](#); [IB9-15 SchoolPlanChargeMemb-SS](#)). School planning  
29 groups are expected to analyze progress on their goals from the previous year, review all  
30 program and department APPRs for their respective areas in relation to school-level goals and  
31 analyze student achievement and learning data for each goal at the school-level. Based on this  
32 analysis, school planning groups identify and prioritize activities’ alignment with their school-  
33 level goals. Many of these activities arise from the program or department APPRs, but during  
34 the analysis of student achievement and learning data, additional activities may arise that the  
35 school planning group agrees should be supported by the Dean and reflected in the school plan.  
36 Resource requests that are associated with making progress on the top five activities identified  
37 in each school plan are prioritized to be moved forward to the next level of planning ([IB9-  
38 16 Instr-School-Templ](#); [IB9-17 SS-School-Templ](#); [IB9-18 APPR-Instr-School-RR](#); [IB9-  
39 19 APPR-SS-School-RR](#)).

40  
41 Instructional and student services school plans and administrative services department APPRs  
42 are submitted to the appropriate Vice Presidents at the end of the fall semester so that they can  
43 begin developing Vice President-level plans for the spring semester. The Vice Presidents each  
44 convene a Vice President planning group consisting of students, faculty, classified staff, and  
45 management ([IB9-20 VP-PlanChargeMembership](#)). This group is tri-chaired by the Vice  
46 President, Academic Senate executive appointee, and Classified Senate executive appointee.

1 Each Vice President planning group is charged with reviewing data related to three-year  
2 metrics and three-year goals, as well as the school-level plans and/or department APPRs. This  
3 analysis informs recommendations on the activities and resources that should be prioritized in  
4 the Vice President-level plan for the coming fiscal year.

5  
6 When the Vice President plans are submitted, the College Planning Council holds a joint  
7 meeting with the Budget Advisory Committee. At this meeting, the Vice President planning  
8 group tri-chairs present the Vice President-level plans and the committees jointly set  
9 institutional priorities for the next fiscal year, which are included in the budget assumptions for  
10 the tentative and adopted budgets. The institutional priorities are guided by the College’s  
11 Mission, aligned with the 2016-2022 Strategic Plan goals, and informed by the Vice President-  
12 level plan goals ([IB9-21 InstitPriorities-2020-2021](#)). Once the budget is finalized for the  
13 coming year, the President’s Cabinet meets to determine what will be funded from the  
14 prioritized Vice President-level plan resource requests based on how closely they align with the  
15 institutional priorities. Final decisions are communicated back to the College Planning Council  
16 and Vice President areas in the fall ([IB9-22 CPC-VPPlanUpdtPres-090921](#)). To determine  
17 whether the APPR process institutional priorities, goals, activities, and funded resource  
18 requests support the achievement of the 2016-2022 Strategic Plan goals, 2016-2022 Strategic  
19 Plan metrics are evaluated annually to determine where progress is and is not being made.

## 20 21 **Analysis and Evaluation**

22  
23 The College meets this Standard. Through the 2016-2022 Strategic Plan, college-wide plan,  
24 and APPR process, the College addresses both short and long-term needs by engaging in  
25 continuous systematic planning and budget allocation to accomplish its Mission.

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## 27 28 **Conclusions on Standard I.B: Academic Quality and Institutional Effectiveness**

29  
30 Long Beach City College demonstrates continuous improvement in academic quality and  
31 institutional effectiveness through established institutional planning and evaluation processes.  
32 To address both short- and long-term needs, the College engages in sustained dialogue about  
33 student outcomes, student equity, academic quality and institutional effectiveness primarily  
34 through the six-year strategic planning cycle, college-wide planning cycles, Student Learning  
35 Outcome (SLO) assessment cycles, and the annual planning and program review (APPR)  
36 process. The APPR process integrates program review, planning, and resource allocation. The  
37 College’s Mission and 2016-2022 Strategic Plan goals guide the development of APPR goals,  
38 activities, and resource requests. Tableau dashboards displaying aggregated and disaggregated  
39 student achievement and learning data are shared broadly to evaluate the College’s Mission,  
40 inform and evaluate the 2016-2022 Strategic Plan and college-wide plan goals, and guide  
41 progress on APPR program, department, school, and Vice President-level goals. Student  
42 Learning Outcome data is also disaggregated and used by faculty to inform improvements in  
43 student learning for their courses and programs through the course SLO assessment cycle,  
44 APPR process, and Supplemental Program Review process. Institution-set standards and  
45 stretch goals are established through the College’s participatory governance structure to  
46 monitor continuous improvement and are also utilized in the APPR process. The College

1 ensures that cyclical evaluations occur for Board Policies, Administrative Procedures, the  
2 APPR process, and the participatory governance structure. Results of the College's evaluations  
3 are broadly communicated to college constituents and the public on the College's website,  
4 Board Docs, and internally through the College's Sharepoint software.

## 6 **Evidence List**

- 8 [IB1-01\\_CounsFlexDay-Agenda](#)
- 9 [IB1-02\\_DashboardExamples](#)
- 10 [IB1-03\\_CollegeDayAnnouncement2020](#)
- 11 [IB1-04\\_PresidentsTF-Equity-Agenda](#)
- 12 [IB1-05\\_BoardResolution](#)
- 13 [IB1-06\\_CCEJ-Training-101520](#)
- 14 [IB1-07\\_CCEJ-SlidesBoard-022421](#)
- 15 [IB1-08\\_PLC-SumNotes-092021\\_Item5](#)
- 16 [IB1-09\\_CollegeDayFlyer2021](#)
- 17 [IB1-10\\_TableofContents-Dashboards](#)
- 18 [IB1-11\\_FinancialAidDashboard](#)
- 19 [IB1-12\\_EMOC-SumNotes-052120](#)
- 20 [IB1-13\\_SLOFTraining-Agenda-2020](#)
- 21 [IB1-14\\_SLO-AssessmentCycle](#)
- 22 [IB1-15\\_ReadDept-AgendaSLOs-120319](#)
- 23 [IB1-16\\_SLO-CoordinatorOfficeHours](#)
- 24 [IB1-17\\_FlexDay-SLO-PPT-2017](#)
- 25 [IB1-18\\_FlexDay-SLO-PPT-2019](#)
- 26 [IB1-19\\_ASLO-Agenda-101320](#)
- 27 [IB1-20\\_DiversSpeakersSerFlyer](#)
- 28 [IB1-21\\_CCAWorkbook-Winter2020](#)
- 29 [IB2-01\\_CourseOutlineofRec-Webpage](#)
- 30 [IB2-02\\_NuventiveImprove](#)
- 31 [IB2-03\\_ASLO-Mins-051220\\_Item8.a](#)
- 32 [IB2-04\\_SLO-AssessmentCycle](#)
- 33 [IB2-05\\_CSLOResultsDashboard](#)
- 34 [IB2-06\\_SLO-WorkbookSample](#)
- 35 [IB2-07\\_RoutineRevInstructEmail\\_p2](#)
- 36 [IB2-08\\_APPR-Instr-Templ\\_p11](#)
- 37 [IB2-09\\_CollegeCatalog\\_pp91-214](#)
- 38 [IB2-10\\_SPR-Cycle](#)
- 39 [IB2-11\\_SPRTempl\\_PartC](#)
- 40 [IB2-12\\_PSLO-MappingGuidance](#)
- 41 [IB2-13\\_SLO-WorkbookMappingEx](#)
- 42 [IB2-14\\_AAGuide](#)
- 43 [IB2-15\\_SPR-ArtHistory-2020-21](#)
- 44 [IB2-16\\_APPRArchive](#)
- 45 [IB2-17\\_APPR-SS-Templ](#)
- 46 [IB2-18\\_DSPTS-Dashboard](#)



- 1 [IB2-19 Library-Dashboard](#)
- 2 [IB3-01 ISS-StretchGoalsDefined](#)
- 3 [IB3-02 CPC-SumNotes-032819\\_Item3](#)
- 4 [IB3-03 ISS-StretchGoalRevs-032819](#)
- 5 [IB3-04 CPC-SumNotes-030520\\_Item4](#)
- 6 [IB3-05 ISS-StretchGoalRevs-030520](#)
- 7 [IB3-06 APPR-Instr-Templ\\_p5](#)
- 8 [IB3-07 Instr-School-Templ\\_p5](#)
- 9 [IB3-08 VPAAPlan-2019-2020\\_pp9-10](#)
- 10 [IB3-09 CTE-CommChargeMembership](#)
- 11 [IB3-10 CTE-Agenda-021919\\_Item4](#)
- 12 [IB3-11 APPR-Instr-Templ\\_p10](#)
- 13 [IB4-01 TableauOnlineLogin](#)
- 14 [IB4-02 IE-Webpage](#)
- 15 [IB4-03 InternalResearchReqForm](#)
- 16 [IB4-04 ExternalResearchReqForm](#)
- 17 [IB4-05 DataMart](#)
- 18 [IB4-06 StrategicPlanMetrics-012220](#)
- 19 [IB4-07 StrategicPlanMetrics-012721](#)
- 20 [IB4-08 CourseSuccessDashboard](#)
- 21 [IB4-09 CompletionsDashboardDisagg](#)
- 22 [IB4-10 LMI-Dashboard](#)
- 23 [IB4-11 CalWORKsPlanningDashboard](#)
- 24 [IB4-12 CalWORKsTimetoEntry](#)
- 25 [IB4-13 SEMP2020-23](#)
- 26 [IB4-14 SEPlan2019-22](#)
- 27 [IB4-15 FTES-TrackingDashboard](#)
- 28 [IB4-16 AdultEdDashboard](#)
- 29 [IB4-17 CSLOResultsDashboard](#)
- 30 [IB4-18 PSLOResultsDashboard](#)
- 31 [IB4-19 SENSE-ExecSummary](#)
- 32 [IB4-20 COVIDRemoteLearnSurvey](#)
- 33 [IB4-21 SurveyWebpage](#)
- 34 [IB5-01 IEPlanning-Webpage](#)
- 35 [IB5-02 APPR-Instr-Templ](#)
- 36 [IB5-03 APPR-Instr-RR-Spreadsheet](#)
- 37 [IB5-04 APPR-SS-Templ](#)
- 38 [IB5-05 APPR-SS-RR-Spreadsheet](#)
- 39 [IB5-06 VPSS-ResourceEmail](#)
- 40 [IB5-07 VPAA-ResourceEmail](#)
- 41 [IB5-08 APPR-Theatre-2021-22](#)
- 42 [IB5-09 JusticeScholars-2021-22](#)
- 43 [IB5-10 SPR-Cycle](#)
- 44 [IB5-11 SPR-Templ-2020-21](#)
- 45 [IB5-12 SPR-FireScience-2020-21](#)
- 46 [IB6-01 CourseSuccessDashboard-Disagg](#)

- 1 [IB6-02 APPR-Instr-Templ p3-6and8-9](#)
- 2 [IB6-03 CompletionsDashboard-Disagg](#)
- 3 [IB6-04 CommStudies-RR-2020-21](#)
- 4 [IB6-05 MissionWebsite](#)
- 5 [IB6-06 CUE-Agenda-2018](#)
- 6 [IB6-07 CUE-EquitySummit-2017](#)
- 7 [IB6-08 StudentEquity-CanvasShell](#)
- 8 [IB6-09 CCA-PPT-2020](#)
- 9 [IB6-10 CCAWorkbook-Winter2020](#)
- 10 [IB6-11 CCASyllabus-Summer2020](#)
- 11 [IB6-12 Board-CCA-PPT p25](#)
- 12 [IB6-13 EquityInstituteSyllabus](#)
- 13 [IB6-14 PresTaskforce-Agenda](#)
- 14 [IB6-15 BoardResolution](#)
- 15 [IB6-16 CCEJ-Training-101520](#)
- 16 [IB6-17 CCEJ-SlidesBoard-022421](#)
- 17 [IB6-18 PLC-SumNotes-092021 Item5](#)
- 18 [IB6-19 SEPlan-2019-2022](#)
- 19 [IB6-20 CAState-EquityGroups p1](#)
- 20 [IB6-21 Board-SEPlanApproval 062619](#)
- 21 [IB6-22 DirectMatricDashboard](#)
- 22 [IB6-23 FinancialAidDashboard](#)
- 23 [IB6-24 SEMP-2020-2023](#)
- 24 [IB6-25 StrategicPlan-2016-2022](#)
- 25 [IB6-26 SP-EquityInclusion](#)
- 26 [IB6-27 Anat1-CSLOAAGuide](#)
- 27 [IB6-28 CompletedPSLO-GuideEx](#)
- 28 [IB6-29 CSLODashboard-Disagg](#)
- 29 [IB6-30 PSLODashboard-Disagg](#)
- 30 [IB7-01 BoardMins-102820 Item6.3](#)
- 31 [IB7-02 PolicyReviewCycle](#)
- 32 [IB7-03 PLC-SumNotes-051820](#)
- 33 [IB7-04 AP4005-Curriculum p2](#)
- 34 [IB7-05 AP4005-Curriculum p6](#)
- 35 [IB7-06 PGovEvalCycle](#)
- 36 [IB7-07 APPR-EvalCycle](#)
- 37 [IB7-08 APPR-Instr-EvalCycle](#)
- 38 [IB8-01 CPC-SumNotes-032521 Item4](#)
- 39 [IB8-02 CPC-SumNotes-050720 Items2-3](#)
- 40 [IB8-03 BoardAPPR-PPT-090920 p9](#)
- 41 [IB8-04 CPC-Agenda-091020 Item4](#)
- 42 [IB8-05 APPR-Instr-Templ p1](#)
- 43 [IB8-06 InstPriorities-Webpage](#)
- 44 [IB8-07 EMOC-SumNotes-112420](#)
- 45 [IB8-08 AS-Mins-052220 ItemIX.A](#)
- 46 [IB8-09 RemoteLearnSurvey](#)

- 1 [IB8-10 SWF-Agenda-092421](#)
- 2 [IB8-11 HR-AllyTraining](#)
- 3 [IB8-12 SpringFlexDay-2021](#)
- 4 [IB8-13 CCA-Online-Winter2021](#)
- 5 [IB8-14 CPC-SumNotes-030520 Item4](#)
- 6 [IB8-15 CPC-SumNotes-032819 Item3](#)
- 7 [IB8-16 StrategicPlanMetrics-012721](#)
- 8 [IB8-17 StrategicPlanMetrics012220](#)
- 9 [IB9-01 AP2006-ParticipationInGov 6.B.3](#)
- 10 [IB9-02 2016-2022-StrategicPlan](#)
- 11 [IB9-03 CPC-ChargeMembership](#)
- 12 [IB9-04 SEMP-2020-2023](#)
- 13 [IB9-05 TechnologyPlan-2018-2021](#)
- 14 [IB9-06 FacilitiesMasterPlan-2041](#)
- 15 [IB9-07 EEO-Plan-2019-2022](#)
- 16 [IB9-08 StudentEqPlan-2019-2022](#)
- 17 [IB9-09 AdultEdPlan-2019-2022](#)
- 18 [IB9-03 CPC-ChargeMembership](#)
- 19 [IB9-10 AP4005-Curriculum 6.H.4](#)
- 20 [IB9-11 IEPlanning-Webpage](#)
- 21 [IB9-12 PlanningBudgetTL-2021-2022](#)
- 22 [IB9-13 ResourceRequestGuidanceDoc](#)
- 23 [IB9-14 SchoolPlanChargeMemb-AA](#)
- 24 [IB9-15 SchoolPlanChargeMemb-SS](#)
- 25 [IB9-16 Instr-School-Templ](#)
- 26 [IB9-17 SS-School-Templ](#)
- 27 [IB9-18 APPR-Instr-School-RR](#)
- 28 [IB9-19 APPR-SS-School-RR](#)
- 29 [IB9-20 VP-PlanChargeMembership](#)
- 30 [IB9-21 InstitPriorities-2020-2021](#)
- 31 [IB9-22 CPC-VPPlanUpdtPres-090921](#)

32

33

### 34 **C. Institutional Integrity**

35

36 **I.C.1. The institution assures the clarity, accuracy, and integrity of information provided to**  
37 **students and prospective students, personnel, and all persons or organizations related to**  
38 **its mission statement, learning outcomes, educational programs, and student support**  
39 **services. The institution gives accurate information to students and the public about its**  
40 **accreditation status with all of its accreditors. (ER 20)**

41

#### 42 **Evidence of Meeting the Standard**

43

44 Long Beach City College (LBCC) assures the clarity, accuracy, and integrity of information  
45 provided to all current and prospective students, personnel, and the public. The LBCC Mission  
46 Statement is included in the College Catalog, the 2016-2022 Strategic Plan, and on the LBCC

1 website ([IC1-01\\_CatalogMission\\_p15](#); [IC1-02\\_StrategicPlan\\_p4](#); [IC1-03\\_MissionWebsite](#)). As  
2 described in I.A.4, the Mission Statement is reviewed and updated every six years in alignment  
3 with the development of a new strategic plan.

4  
5 The College ensures regular review of all College Catalog information. The College’s Catalog  
6 Workgroup is chaired by the Dean of Academic Affairs and includes members from the  
7 Committee on Curriculum and Instruction (CCI) and Academic Services staff. The workgroup  
8 oversees the annual review of the Catalog for accuracy and establishes the Catalog production  
9 schedule ([IC1-04\\_2020-21CatalogProdTimeline](#)). College policies, accreditation status,  
10 admissions processes, student services, and other College Catalog information is disseminated  
11 for review to key campus stakeholders to ensure the clarity, accuracy, and integrity of  
12 information presented ([IC1-05\\_CatalogProdKeyStakeholders](#); [IC1-06\\_CatalogRevisions-  
13\\_Email](#)). Programs of study are reviewed by faculty Department Heads and CCI members to  
14 ensure accuracy of content ([IC1-07\\_ProgsofStudyRevns-Email](#)). Academic Services also  
15 conducts a review of the curriculum to ensure any changes in curriculum approved by the  
16 Chancellor’s Office are reflected. During the year, the College Catalog is updated via Fall and  
17 Spring Catalog Addenda that provide the most current information on courses, programs,  
18 policies, and services. College constituents are also encouraged to report corrections or make  
19 suggestions regarding the College Catalog to the Office of Academic Services ([IC1-  
20\\_08\\_CatalogAccuracyStatement](#)). In Fall 2021, the College implemented CourseLeaf, a catalog  
21 management system, to streamline catalog processes and improve workflows ([IC1-09\\_CL-  
22\\_InteractCatalog-2021-22](#)). The new software has helped the College reduce manual input and  
23 increase efficiency in updating, editing, and publishing the Catalog’s content.

24  
25 The College’s General Education (GE) patterns, as well as program-specific Curriculum  
26 Guides are posted on the website ([IC1-10\\_CurriculumGuideWebpage](#)). Curriculum Guides  
27 include additional information about certificate and degree requirements. The review and  
28 updating of GE patterns and Curriculum Guides occur through the College’s Articulation  
29 Office in alignment with the College Catalog production schedule.

30  
31 The College provides public access to all active credit and non-credit Course Outlines of  
32 Record (COR; [IC1-11\\_COR-PublicAccessWeb](#)) that include Student Learning Outcomes  
33 (SLOs), course descriptions, and course information ([IC1-12\\_COR-ENGL1](#)). CORs are  
34 updated in alignment with the routine course review cycle described in I.B.2 and II.A.2.

35  
36 Course, program, and institutional SLOs are recorded in Nuventive Improve software. All  
37 program and institutional SLOs are published in the College Catalog. Course SLOs are listed in  
38 the official COR, which are posted on the LBCC website ([IC1-13\\_COR-PublicAccessWeb-  
39\\_SLOs](#)). Faculty ensure regular review of SLOs through the routine course review and  
40 Supplemental Program Review processes, described further in Standard I.B.2. The Assessment  
41 of Student Learning Outcomes (ASLO) Subcommittee of the CCI is responsible for reviewing  
42 and approving SLOs and assessment methods. The College ensures that course, program, and  
43 institutional SLOs are up to date in publicly posted documents through the processes described  
44 in Standard II.A.3.

45  
46 Current and accurate student achievement and learning data is posted publicly on the LBCC

1 DataMart webpage and is updated on an annual basis by the Office of Institutional  
2 Effectiveness ([IC1-14 DataMart](#)).

3  
4 The College’s accreditation status is included on the LBCC accreditation webpage and in the  
5 College Catalog, as described in. Programmatic accreditation statuses can be found on the  
6 LBCC accreditation webpage, on relevant department webpages, and in the College Catalog  
7 ([IC1-15 CatalogProgramAccred](#)).

8  
9 **Analysis and Evaluation**

10  
11 The College meets the Standard by providing clear, accurate, and current information to  
12 students, employees, and the community through the Mission statement, the catalog, the course  
13 outlines of record, and the programs of study.

14  
15 **I.C.2. The institution provides a print or online catalog for students and prospective**  
16 **students with precise, accurate, and current information on all facts, requirements,**  
17 **policies, and procedures listed in the “Catalog Requirements”. (ER 20)**

18  
19 **Evidence of Meeting the Standard**

20  
21 The College publishes an annual College Catalog that is accurate and available online and in  
22 print. Limited quantities are printed and sold by the College bookstore and placed on reserve at  
23 each campus library. The College also makes current and previous year’s catalogs readily  
24 available on the College’s website. ([IC2-01 CatalogOnSite-ScreenShot](#)). The following table  
25 identifies pages within the College Catalog that align with all items listed in the “Catalog  
26 Requirements” for this standard ([IC2-02 CollegeCatalog](#)).

<b>CATALOG REQUIREMENTS</b>		<b>2020-2021 LONG BEACH CITY COLLEGE CATALOG</b>
<b>GENERAL INFORMATION</b>		
a. Official name, address(es), telephone number(s), and website address of the institution		p. 1, 3
b. Educational mission		p. 15
c. Representation of accredited status with ACCJC, and with programmatic accreditors if any		p. 5
d. Course, program, and degree offerings		pp. 91-420
e. Student learning outcomes for programs and degrees		pp. 91-214
f. Academic calendar and program length		pp. 9, 70-72
g. Academic freedom statement		p. 68

h. Available student financial aid	pp. 40-43
i. Available learning resources	pp. 49-52
j. Names and degrees of administrators and faculty	pp. 421-440
k. Names of governing board members	p. 16

## REQUIREMENTS

l. Admissions	pp. 23-28
m. Student tuition, fees, and other financial obligations	pp. 29-30
n. Degrees, certificates, graduation and transfer	pp. 69-89

## MAJOR POLICIES AND PROCEDURES AFFECTING STUDENTS

o. Academic regulations, including academic honesty	pp. 53-60, 68
p. Nondiscrimination	pp. 45, 47-48
q. Acceptance and transfer of credits	pp. 66-67
r. Transcripts	pp. 56-59
s. Grievance and complaint procedures	pp. 28-29
t. Sexual harassment	pp. 47-48
u. Refund of fees	pp. 30-31
v. Locations or publications where other policies may be found	p. 53

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### Analysis and Evaluation

Long Beach City College meets the Standard. All information listed under “Catalog Requirements” is published annually in the College Catalog. The College provides current and prospective students with accessibility to a print and online College Catalog containing precise, accurate, and current information.

### **I.C.3. The institution uses documented assessment of student learning and evaluation of student achievement to communicate matters of academic quality to appropriate constituencies, including current and prospective students and the public. (ER 19)**

#### Evidence of Meeting the Standard

Long Beach City College uses documented assessment of student learning and evaluation of student achievement data to communicate matters of academic quality to college constituents and the public.

All instructional programs and applicable student support services departments evaluate student

1 achievement data through the Annual Planning and Program Review (APPR) process. The  
2 Office of Institutional Effectiveness (IE) annually updates Tableau dashboards for use by  
3 faculty, as well as student support services management and staff, to inform their APPRs.  
4 These planning dashboards include student achievement data disaggregated by modality,  
5 ethnicity, gender, and additional student characteristics for evaluation of equity gaps ([IC3-  
6 01 PsychCourseSuccess-Disagg](#); [IC3-02 CommCompletions-EthnDisagg](#); [IC3-  
7 03 DashbrdDisagg-Definitions](#)). Completed APPRs are available to all college constituents in  
8 the College’s SharePoint platform. Faculty, staff, and management can access these documents  
9 from links posted on the IE’s planning webpage ([IC3-04 IE-PlanningWebpage](#)).

10  
11 All courses and programs at the College regularly assess Course and Program Student Learning  
12 Outcomes (SLOs). Documentation of results of assessment, analyses of results, and actions  
13 taken occur through SLO Facilitator Workbooks, the APPR process, and the Supplemental  
14 Program Review process, as detailed in Standards II.A.3 and II.A.16. Faculty and other  
15 stakeholders have access to SLO dashboards that include disaggregated SLO results, as well as  
16 faculty analyses and actions taken on SLO results ([IC3-05 CSLO-ResultsDashboard](#); [IC3-  
17 06 SLO-SummaryDashboard](#)). In addition to Course SLOs and Program SLOs, data pertaining  
18 to academic quality is analyzed and discussed through the analysis of Institutional SLOs, as  
19 described in Standard II.A.11.

20  
21 The College’s data and analyses are available publicly in the following ways:

- 22  
23 • The Office of IE’s DataMart webpage includes college-wide student achievement data, as  
24 well as program and institutional student learning outcome results. The DataMart webpage  
25 also includes college-wide survey results ([IC3-07 LBCC-DataMart](#)).
- 26 • The LBCC College Facts webpage highlights information about the College’s student  
27 enrollment, demographics, and additional student characteristics by academic year and by  
28 term ([IC3-08 CollegeFacts](#)).
- 29 • Board of Trustees agendas, supporting documents, and minutes are posted publicly on the  
30 College’s BoardDocs account and include presentations on the evaluation of student  
31 achievement and learning data, including how the College is utilizing this data to inform  
32 improvements ([IC3-09 BoardSEMPUpdate-2020](#); [IC3-10 BoardBasicNeedsUpdate-  
33 2020](#)). For example, each winter the IE Office presents updates on the College’s 2016-  
34 2022 Strategic Plan and metrics. As a part of these presentations, trends in the data and  
35 progress toward accomplishment of each metric are described, as well as the initiatives the  
36 College has engaged in over the past year as a result of the data analyses ([IC3-  
37 11 BoardSPMetricsUpdate-2020](#)).
- 38 • College committee agendas, supporting documents, minutes, and summary notes are  
39 posted publicly on the College’s BoardDocs account and include presentations and  
40 discussions of student achievement and learning data ([IC3-12 BoardDocsCommitteeList](#);  
41 [IC3-13 CPC-SEPlanSummary-2019](#); [IC3-14 SSC-DualEnrollUpdate-2020](#)).
- 42 • Institutional SLO results and an overview of actions to improve institutional student  
43 learning are posted on the College’s SLO webpage and DataMart webpage ([IC3-  
44 15 ISLO-Datamart](#)). Program SLO results are also posted in the same locations ([IC3-  
45 16 PSLO-DataMart](#)).

- 1 • Federal Gainful Employment data for career and technical education programs, Student  
2 Right to Know completion and graduation rates, and Equity in Athletics disclosures are  
3 posted on the Financial Aid website ([C3-17\\_GainfulEmployment](#); [C3-  
4\\_18\\_StudentOutcomes](#)).
- 5 • Campus Community Newsletters are posted on the website and shared on LBCC social  
6 media. The newsletters highlight improvements in college success and completion, as well  
7 as initiatives the College is embarking on or grants the College has been awarded as a  
8 result of data analysis ([IC3-19\\_NewsletterWebsite](#); [IC3-20\\_Newsletter-09-2019\\_p8](#);  
9 [IC3-21\\_Newsletter-10-2020\\_p5](#)).

## 10 **Analysis and Evaluation**

11  
12  
13 Results of SLO assessment data and student achievement data are published on the College's  
14 website and BoardDocs to communicate matters of academic quality to college constituents,  
15 current and prospective students, and the public. Evaluations of student achievement and  
16 learning data conducted through the APPR process are published for all college constituents in  
17 SharePoint and are accessible from the LBCC website. The College meets this Standard.

### 18 19 **I.C.4. The institution describes its certificates and degrees in terms of their purpose, 20 content, course requirements, and expected learning outcomes.**

## 21 22 **Evidence of Meeting the Standard**

23  
24 The College Catalog and program webpages describe the certificates and degrees available to  
25 students. The College offers the following degree types: Associate in Arts, Associate in Arts for  
26 Transfer, Associate in Science, and Associate in Science for Transfer. LBCC also offers four  
27 types of certificates: Certificate of Achievement, Certificate of Accomplishment, Certificate of  
28 Competency (non-credit), and Certificate of Completion (non-credit). Each degree and  
29 certificate have minimum requirements for course units. In the Programs of Study section of  
30 the College Catalog, each degree and certificate has a program description that includes the  
31 award's purpose, as well as Program Student Learning Outcomes (SLOs; [IC4-  
32\\_01\\_CatalogProgramsofStudy](#)). The Catalog further details program-specific course  
33 requirements with total unit counts, any course or program pre-requisites, and when applicable,  
34 program-specific admissions requirements ([IC4-02\\_CatalogRegisteredNursing](#)).

35  
36 General education requirements for local degrees (Plan A) and transfer pattern requirements  
37 (Plans B and C) are hyperlinked in the College Catalog and posted on the College's website.  
38 ([IC4-03\\_CatalogGEPlans](#); [IC4-04\\_GEPlans-Website](#)). All modifications and/or additions to  
39 degrees, certificates, or general education plans that are approved by the Chancellor's Office  
40 during the year are noted in the Fall and Spring Catalog Addendums posted on the College's  
41 website ([IC4-05\\_CatalogAddendum-Fall2020](#)).

## 42 43 **Analysis and Evaluation**

44  
45 LBCC meets the Standard. The College clearly describes the purpose, content, course  
46 requirements, and expected program SLOs of its degrees and certificates in the College Catalog



1 and the College’s website.

2  
3 **I.C.5. The institution regularly reviews institutional policies, procedures, and publications**  
4 **to assure integrity in all representations of its mission, programs, and services.**

5  
6 **Evidence of Meeting the Standard**

7  
8 Long Beach City College (LBCC) reviews institutional policies, procedures, and publications  
9 to assure integrity in all representations of its mission, programs, and services. As described in  
10 I.B.7 and IV.C.7, the College has established a regular review cycle for all Board Policies and  
11 Administrative Procedures. The College Catalog, general education patterns, and Curriculum  
12 Guides are updated annually to verify accuracy and ensure integrity. This process is detailed in  
13 Standard I.C.1.

14  
15 Internal college procedures pertaining to processes such as Annual Planning and Program  
16 Review, curriculum approval, and Student Learning Outcomes assessment are reviewed and  
17 updated by the appropriate college representative bodies and participatory governance  
18 committees on an ongoing basis. For instance, the College Planning Council has established  
19 evaluation cycles for all processes and practices pertaining to the APPR process and to  
20 participatory governance, as described in I.B.7 and IV.A.7, respectively.

21  
22 Cyclical review and publication of the Mission Statement is described in I.A.4 and cyclical  
23 review of the 2016-2022 Strategic Plan and college-wide plans is described in Standard I.B.9.

24  
25 The College’s Public Affairs and Marketing Department communicates an accurate  
26 representation of the College to the community. Prior to publication of information to internal  
27 and external stakeholders, the Department ensures review of content by the appropriate  
28 managers, faculty, and/or staff to assure integrity ([IC5-01 LBCC-Website-PublicAffairs](#))

29  
30 **Analysis and Evaluation**

31  
32 The College meets the Standard. Through evaluation and review cycles, the College regularly  
33 updates institutional policies, procedures, and publications to assure integrity in all  
34 representations of its Mission, programs, and services.

35  
36 **I.C.6. The institution accurately informs current and prospective students regarding the**  
37 **total cost of education, including tuition, fees, and other required expenses, including**  
38 **textbooks, and other instructional materials.**

39  
40 **Evidence of Meeting the Standard**

41  
42 Long Beach City College (LBCC) accurately informs current and prospective students about  
43 the total cost of education including enrollment fees, health fees, textbook costs, course  
44 materials fees, and other essential expenses. Board Policy and Administrative Procedure 5030  
45 define the types of fees, refund process, and appeals for extenuating circumstances ([IC6-](#)  
46 [01 BP5030-Fees](#); [IC6-02 AP5030- Fees](#)). Enrollment fees, including resident and non-resident

1 fees, as well as registration fees, associated costs, and refunds are further outlined in the  
2 College Catalog and on the admissions and aid webpage ([IC6-03 CollegeCatalog pp29-31](#);  
3 [IC6-04 EnrollmentFees-Webpage](#)). Students and the public can also use the Chancellor's  
4 Office Net Price Calculator, which is hyperlinked on the College's financial aid webpage and  
5 helps individuals estimate the cost of attending a California community college ([IC6-  
6 05 HowMuchCollegeCostsWebpage](#)).

7  
8 Some courses have instructional materials fees, which must be paid at the time of registration.  
9 Materials fees are listed in the LBCC online schedule of classes, and on faculty syllabi ([IC6-  
10 06 Weld483-MaterialFeeSchedule](#)). The LBCC Bookstore informs students of required and  
11 recommended textbook costs ([IC6-07 ACCTG200-Bookstore](#)). Required and recommended  
12 textbooks are also listed on faculty syllabi. An increasing number of instructors are cognizant  
13 of the rising costs of educational materials and have adopted zero or low-cost textbooks (ZTC,  
14 LTC). The online schedule of classes and the Viking Student Portal identify ZTC and LTC  
15 textbooks for students by using standardized icons ([IC6-08 ZTCTextbookIcon](#)).

## 17 **Analysis and Evaluation**

18  
19 LBCC accurately informs current and prospective students, and the public, about the cost of  
20 education including tuition, fees, and other required expenses. The College meets the Standard.

21  
22 **I.C.7. In order to assure institutional and academic integrity, the institution uses and  
23 publishes governing board policies on academic freedom and responsibility. These  
24 policies make clear the institution's commitment to the free pursuit and dissemination of  
25 knowledge, and its support for an atmosphere in which intellectual freedom exists for all  
26 constituencies, including faculty and students. (ER 13)**

## 28 **Evidence of Meeting the Standard**

29  
30 Through Board Policy (BP) and Administrative Procedure (AP) 4012 on academic freedom, the  
31 College assures institutional and academic integrity ([IC7-01 BP4012-AcademicFreedom](#); [IC7-  
32 02 AP4012-AcademicFreedom](#)). Board Policy and AP 4012, outline the College's  
33 commitment to the free pursuit and dissemination of knowledge and explains that faculty are  
34 free to present, examine, define, and discuss relevant ideas and information in the classroom  
35 and in appropriate forums. Administrative Procedure further outlines the College's  
36 commitment to providing an academic atmosphere for both faculty and students where  
37 questioning is encouraged. Faculty encourage the free pursuit of learning in their students.

38  
39 Board Policy and AP 4012 are posted publicly on the College's BP and AP webpages. A  
40 summary of BP and AP 4012 is also included in the College Catalog ([IC7-  
41 03 CatalogAcademicFreedom p68](#)). Board Policy and AP 4012 are regularly reviewed on a  
42 recently established six-year cycle through the Academic Policy and Standards Subcommittee  
43 of the Committee on Curriculum and Instruction. This cycle of review is detailed in I.B.7 and  
44 IV.C.7. Any updates to the BP must be approved by the Board of Trustees, while updates to the  
45 AP are provided as information. Updates to BP 4012 were most recently approved by the  
46 Board of Trustees on July 22, 2020 ([IC7-04 BoardMins-Item9.2](#)).

1  
2 **Analysis and Evaluation**  
3

4 The College meets the Standard. The College has an established BP and AP on academic  
5 freedom and responsibility that is published on the website and summarized in the College  
6 Catalog. The College ensures regular review of the BP and AP.  
7

8 **I.C.8. The institution establishes and publishes clear policies and procedures that promote**  
9 **honesty, responsibility and academic integrity. These policies apply to all constituencies**  
10 **and include specifics relative to each, including student behavior, academic honesty and**  
11 **the consequences for dishonesty.**  
12

13 **Evidence of Meeting the Standard**  
14

15 Long Beach City College (LBCC) has clear policies and procedures that promote honesty,  
16 responsibility, and academic integrity among all constituencies. Board Policy (BP) and  
17 Administrative Procedure (AP) 3008 describe the College’s institutional code of ethics, which  
18 applies to all employees ([IC8-01\\_BP3008-InstlCodeEthics](#); [IC8-02\\_AP3008-InstlCodeEthics](#)).  
19 The AP outlines the ethical standards all employees must follow and demonstrates the  
20 College’s commitment to promoting honesty, integrity, and facilitating a climate of trust and  
21 mutual support. Employees who fail to comply with the institutional code of ethics will be  
22 subject to disciplinary action in accordance with established disciplinary procedures outlined in  
23 their respective bargaining unit agreements and the Management Handbook ([IC8-](#)  
24 [03\\_LBCCMastAgt-Article17](#)).  
25

26 The College’s BP and AP 4018 delineate expectations for academic honesty, which includes  
27 expectations for students to refrain from cheating and plagiarism, as well as consequences  
28 ([IC8-04\\_BP4018-AcademicHonesty](#); [IC8-05\\_AP4018-AcademicHonesty](#)). Administrative  
29 Procedure further describes the responsibility of all faculty, staff, administrators, and students  
30 for ensuring an academic environment where inquiry and responsibility are rewarded and  
31 academic dishonesty, plagiarism, and cheating are not tolerated. Faculty and staff are  
32 responsible for identifying and reporting cases of cheating or plagiarism that occur under their  
33 supervision. Board Policy and AP 5500, outline the student code of conduct, which describes  
34 consequences for behaviors that are not acceptable at the College such as harassment,  
35 discrimination, intimidating conduct, or bullying ([IC8-06\\_BP5500-StudentConduct](#); [IC8-](#)  
36 [07\\_AP5500-StudentConduct](#)). These BPs and APs are accessible on the College’s BP and AP  
37 webpages, the student conduct webpage, and described within the College Catalog ([IC8-](#)  
38 [08\\_BPAP-Webpage](#); [IC8-09\\_StudentConductWebpage](#); [IC8-10\\_CatalogStudentConduct](#))  
39

40 LBCC ensures student authentication in distance education courses on Canvas using single  
41 sign-on through PortalGuard. All students are assigned a unique identification number and  
42 when a user browses to Canvas they are redirected to PortalGuard for authentication, where the  
43 username and password are verified against the College’s active directory. When this match is  
44 successful, the student receives an encrypted token of authorization and can successfully log  
45 into the system.  
46

1 **Analysis and Evaluation**

2  
3 The College meets the Standard. Long Beach City College has approved BPs and APs that  
4 promote the honesty, responsibility, and integrity of all employees. Established BPs and APs  
5 also describe student academic honesty and behavior, as well as faculty and staff expectations  
6 for academic honesty and integrity. These BPs and APs are widely communicated on the  
7 LBCC website and in the College Catalog. The College ensures student authentication in  
8 distance education courses.

9  
10 **I.C.9. Faculty distinguish between personal conviction and professionally accepted views in**  
11 **a discipline. They present data and information fairly and objectively.**

12  
13 **Evidence of Meeting the Standard**

14  
15 Administrative Procedure 4012, as well as the Long Beach City College Faculty Association  
16 (LBCCFA) Master Agreement, demonstrate that the College protects faculty members’  
17 academic freedom, while at the same time requiring faculty to present information to students  
18 fairly and objectively. Administrative Procedure 4012 explains that faculty are free from  
19 censorship in the selection of class materials, presentations, and guest speakers as long as they  
20 follow established procedures and the selections can be justified by the official Course Outline  
21 of Record ([IC9-01 AP4012-AcademicFreedom 2.B](#)). This Administrative Procedure also  
22 describes that faculty can speak out, demonstrate, and publish on social and political issues, but  
23 are expected to avoid using the classroom to make partisan recommendations in relation to  
24 political candidates and ballot propositions ([IC9-02 AP4012-AcademicFreedom 3.5](#)).

25  
26 The LBCCFA Master Agreement describes faculty evaluations, which ensures that LBCC  
27 faculty are both professional and competent. The evaluation of faculty includes peers, students,  
28 and administrators to assist and support academic faculty in the maintenance of a satisfactory  
29 level of performance. Faculty are evaluated on professional standards including their  
30 competence and demonstration of professional knowledge in their field of preparation, as well  
31 as demonstration of reasonable and impartial judgements in reaching decisions, resolving  
32 problems, and evaluating the work of others ([IC9-03 LBCCFA-Contract pp29-30](#)).

33  
34 **Analysis and Evaluation**

35  
36 As evidenced in AP 4012 and the LBCCFA Master Agreement, Long Beach City College  
37 faculty distinguish between personal conviction and professionally accepted views. The  
38 College meets the Standard.

39  
40 **I.C.10. Institutions that require conformity to specific codes of conduct of staff, faculty,**  
41 **administrators, or students, or that seek to instill specific beliefs or world views, give**  
42 **clear prior notice of such policies, including statements in the catalog and/or**  
43 **appropriate faculty and student handbooks.**

44  
45 **Evidence of Meeting the Standard**

1 Not applicable. The College is a publicly-funded open access institution. The College does not  
2 require conformity to a specific code of conduct for staff, faculty, administrators, or students.  
3 The College does not seek to instill specific beliefs or world views.

4  
5 **Analysis and Evaluation**

6  
7 Long Beach City College does not promote specific beliefs or worldviews or enforce formal  
8 codes of conduct for constituents. The Standard is not applicable to the College.

9  
10 **I.C.11. Institutions operating in foreign locations operate in conformity with the Standards**  
11 **and applicable Commission policies for all students. Institutions must have authorization**  
12 **from the Commission to operate in a foreign location.**

13  
14 **Evidence of Meeting the Standard**

15  
16 The Standard is not applicable to the College.

17  
18 **Analysis and Evaluation**

19  
20 The Standard is not applicable to the College.

21  
22 **I.C.12. The institution agrees to comply with Eligibility Requirements, Accreditation**  
23 **Standards, Commission policies, guidelines, and requirements for public disclosure,**  
24 **institutional reporting, team visits, and prior approval of substantive changes. When**  
25 **directed to act by the Commission, the institution responds to meet requirements within**  
26 **a time period set by the Commission. It discloses information required by the**  
27 **Commission to carry out its accrediting responsibilities. (ER 21)**

28  
29 **Evidence of Meeting the Standard**

30  
31 Long Beach City College continues to comply with all Eligibility Requirements, Accreditation  
32 Standards, Commission Policies, guidelines, and requirements. The College has made public all  
33 required accreditation reports and documents. The College’s accreditation webpage is one click  
34 away from the homepage and contains all past accreditation documents including the College’s  
35 certificate of accreditation, reports, substantive change proposals, and communications from  
36 the Commission ([IC12-01 AccreditationWebpage](#)). As evidenced within these documents, the  
37 College has met all reporting deadlines to the Commission ([IC12-](#)  
38 [02 AccreditationDocsWebpage](#)). The College’s accreditation statement is also posted on the  
39 website and within the College Catalog ([IC12-03 CatalogAccreditation](#)).

40  
41 As described in the Commission Policy narrative on public notification of an evaluation team  
42 visit and third-party comment, the College has publicly disclosed the dates of the peer review  
43 team visit and has solicited third-party comment in alignment with the Commission Policy on  
44 rights and responsibilities of the commission and member institutions ([IC12-04 BoardMins-](#)  
45 [Item3.2-082521](#)).

1 **Analysis and Evaluation**

2  
3 Long Beach City College meets the Standard. As evidenced on the College’s accreditation  
4 webpage, the College complies with Eligibility Requirements, Accreditation Standards,  
5 Commission Policies, guidelines, and requirements for public disclosure, institutional  
6 reporting, peer review team visits, and prior approval of substantive changes.  
7

8 **I.C.13. The institution advocates and demonstrates honesty and integrity in its relationships**  
9 **with external agencies, including compliance with regulations and statutes. It describes**  
10 **itself in consistent terms to all of its accrediting agencies and communicates any changes**  
11 **in its accredited status to the Commission, students, and the public. (ER 21)**  
12

13 **Evidence of Meeting the Standard**

14  
15 Long Beach City College (LBCC) demonstrates honesty and integrity in all relationships with  
16 external agencies and complies with all regulations and statutes. As described in I.C.12, the  
17 College communicates its accredited status with the Commission through the LBCC website  
18 and College Catalog.  
19

20 Several LBCC instructional programs are also approved by programmatic accreditors and the  
21 College ensures compliance with their regulations and statutes. The College communicates the  
22 program accreditation status to the Commission, students, and the public in the College Catalog  
23 and on the College’s website, including on each of the programs’ webpages ([IC13-](#)  
24 [01\\_CatalogProgramAccred](#); [IC13-02\\_ADN-Webpage](#)). The accrediting agencies and the  
25 corresponding accredited programs include:  
26

- 27 • The Accreditation Commission for Education in Nursing accredits the Associate Degree  
28 Nursing program
- 29 • The Accreditation Commission for Education in Nursing accredits the Licensed  
30 Vocational Nurse to Registered Nurse program
- 31 • The Board of Vocational Nursing and Psychiatric Technicians accredits the Vocational  
32 Nursing program
- 33 • The California Association of Alcohol & Drug Educators accredits the Human Services  
34 Addiction Studies program  
35

36 LBCC is the recipient of federal and state agency grants and ensures that specific grant  
37 guidelines and reporting deadlines are met. Examples of grants awarded to LBCC at the federal  
38 level include a \$3 million Title V Developing Hispanic Serving Institutions grant and a \$1.3  
39 million TRiO Student Support Services for Disabled Students grant ([IC13-03 TitleVDHSI-](#)  
40 [AwardLetter](#); [IC13-04\\_TRiOSSS-AwardLetter](#)). At the state level, the College was awarded  
41 grants such as the Chancellor’s Office Improving Online CTE Pathways Grant, the Veterans  
42 Resource Center Grant, and the Homeless and Housing Insecurity Pilot Program ([IC13-](#)  
43 [05\\_CCCVRC-AwardLetter](#); [IC13-06\\_CCCOnlinePaths-AwardLetter](#); [IC13-07\\_CCCHousing-](#)  
44 [AwardLetter](#)).  
45

46 Since 2008 the College has also maintained a close relationship with Long Beach Unified

1 School District (LBUSD), California State University, Long Beach (CSULB) and the City of  
2 Long Beach through the Long Beach College Promise (the Promise) partnership. Most  
3 recently, the Port of Long Beach joined the Promise as a partner in 2018 to support the  
4 expansion of educational opportunities in the workforce for Long Beach students. This  
5 expansion also included the establishment of College Promise 2.0, which has included the  
6 development of clear roadmaps across the institutions in the top ten majors at CSULB, as a part  
7 of the CSU mapper project. 2.0 students are also provided with opportunities for dual  
8 advisement from LBCC and CSULB, as well as access to CSULB student clubs, athletic  
9 events, and the library through a “future student” ID card. The Promise primarily provides the  
10 opportunity for LBUSD students to receive two years of free tuition at LBCC and guaranteed  
11 acceptance to CSULB when specific criteria are met. The three educational institutions, the  
12 City, and Port of Long Beach have developed shared goals and commitments that are followed  
13 through a memorandum of understanding ([IC13-08\\_CP-MOU2017](#)).

### 14 **Analysis and Evaluation**

15  
16  
17 The College meets the Standard. LBCC communicates the College’s accredited status to the  
18 Commission, students, and the public. Through long-standing programmatic accreditations and  
19 the Promise, as well as federal and state grants, the College demonstrates honesty and integrity  
20 in relationships with external agencies.

21  
22 **I.C.14. The institution ensures that its commitments to high quality education, student**  
23 **achievement and student learning are paramount to other objectives such as generating**  
24 **financial returns for investors, contributing to a related or parent organization, or**  
25 **supporting external interests.**

### 26 **Evidence of Meeting the Standard**

27  
28  
29 Long Beach City College (LBCC) is a student-ready, state-funded, public institution that is  
30 wholeheartedly committed to providing a high-quality education and supporting student  
31 achievement and student learning above all other objectives. The College’s priority of serving  
32 students is central to the College’s Mission, Values, and 2016-2022 Strategic Plan goals. The  
33 College’s Mission Statement focuses entirely on the quality of student learning and community  
34 support ([IC14-01\\_CatalogMission\\_p15](#)). Additionally, the College’s Values and 2016-2022  
35 Strategic Plan goals prioritize supporting students to accomplish their educational goals and  
36 embracing diversity.

37  
38 The College’s decisions regarding finance do not comprise LBCC’s commitment to high  
39 educational quality. The College does not have parent organizations or investors. The annual  
40 tentative and adopted budgets provide evidence that the College prioritizes student learning,  
41 student achievement, and high-quality education above all other considerations ([IC14-](#)  
42 [02\\_TentativeBudget-2020-2021](#); [IC14-03\\_AdoptedBudget-2020-2021](#)).

### 43 **Analysis and Evaluation**

44  
45  
46 As demonstrated in the College’s Mission, Values, 2016-2022 Strategic Plan goals, and

1 tentative and adopted budgets, the College is first and foremost committed to high quality  
2 education, student achievement, and student learning. The College meets the Standard.  
3

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#### 4 5 **Conclusions on Standard I.C: Institutional Integrity** 6

7 As a public institution of higher education, Long Beach City College clearly represents its  
8 Mission and Values in publications, policies, and procedures. Through regular review  
9 processes, the College ensures publications, the website, and Board Policies (BPs) and  
10 Administrative Procedures (APs) remain up-to-date and accurate. The College ensures that  
11 communication to the community and external agencies is honest and demonstrates integrity.  
12 Finally, the College adheres to BPs and APs regarding institutional ethics, academic freedom,  
13 academic honesty, and a student code of conduct.  
14

#### 15 **Evidence List** 16

17 [IC1-01\\_CatalogMission\\_p15](#)  
18 [IC1-02\\_StrategicPlan\\_p4](#)  
19 [IC1-03\\_MissionWebsite](#)  
20 [IC1-05\\_CatalogProdKeyStakeholders](#)  
21 [IC1-06\\_CatalogRevisions-Email](#)  
22 [IC1-07\\_ProgsofStudyRevns-Email](#)  
23 [IC1-08\\_CatalogAccuracyStatement](#)  
24 [IC1-09\\_CL-InteractCatalog-2021-22](#)  
25 [IC1-10\\_CurriculumGuideWebpage](#)  
26 [IC1-11\\_COR-PublicAccessWeb](#)  
27 [IC1-12\\_COR-ENGL1](#)  
28 [IC1-13\\_COR-PublicAccessWeb-SLOs](#)  
29 [IC1-14\\_DataMart](#)  
30 [IC1-15\\_CatalogProgramAccred](#)  
31 [IC2-01\\_CatalogOnlSite-ScreenShot](#)  
32 [IC3-01\\_PsychCourseSuccess-Disagg](#)  
33 [IC3-02\\_CommCompletions-EthnDisagg](#)  
34 [IC3-03\\_DashbrdDisagg-Definitions](#)  
35 [IC3-04\\_IE-PlanningWebpage](#)  
36 [IC3-05\\_CSLO-ResultsDashboard](#)  
37 [IC3-06\\_SLO-SummaryDashboard](#)  
38 [IC3-07\\_LBCC-DataMart](#)  
39 [IC3-08\\_CollegeFacts](#)  
40 [IC3-09\\_BoardSEMPUpdate-2020](#)  
41 [IC3-10\\_BoardBasicNeedsUpdate-2020](#)  
42 [IC3-11\\_BoardSPMetricsUpdate-2020](#)  
43 [IC3-12\\_BoardDocsCommitteeList](#)  
44 [IC3-13\\_CPC-SEPlanSummary-2019](#)  
45 [IC3-14\\_SSC-DualEnrollUpdate-2020](#)  
46 [IC3-15\\_ISLO-Datamart](#)



- 1 [IC3-16 PSLO-DataMart](#)
- 2 [IC3-17 GainfulEmployment](#)
- 3 [IC3-18 StudentOutcomes](#)
- 4 [IC3-19 NewsletterWebsite](#)
- 5 [IC3-20 Newslectter-09-2019\\_p8](#)
- 6 [IC3-21 Newsletter-10-2020\\_p5](#)
- 7 [IC4-01 CatalogProgramsofStudy](#)
- 8 [IC4-02 CatalogRegisteredNursing](#)
- 9 [IC4-03 CatalogGEPlans](#)
- 10 [IC4-04 GEPlans-Website](#)
- 11 [IC4-05 CatalogAddendum-Fall2020](#)
- 12 [IC5-01 LBCC-Website-PublicAffairs](#)
- 13 [IC6-01 BP5030-Fees](#)
- 14 [IC6-02 AP5030-Fees](#)
- 15 [IC6-03 CollegeCatalog\\_pp29-31](#)
- 16 [IC6-04 EnrollmentFees-Webpage](#)
- 17 [IC6-05 HowMuchCollegeCostsWebpage](#)
- 18 [IC6-06 Weld483-MaterialFeeSchedule](#)
- 19 [IC6-07 ACCTG200-Bookstore](#)
- 20 [IC6-08 ZTCTextbookIcon](#)
- 21 [IC7-01 BP4012-AcademicFreedom](#)
- 22 [IC7-02 AP4012-AcademicFreedom](#)
- 23 [IC7-03 CatalogAcademicFreedom\\_p68](#)
- 24 [IC7-04 BoardMins-Item9.2](#)
- 25 [IC8-01 BP3008-InstlCodeEthics](#)
- 26 [IC8-02 AP3008-InstlCodeEthics](#)
- 27 [IC8-03 LBCCEMastAgt-Article17](#)
- 28 [IC8-04 BP4018-AcademicHonesty](#)
- 29 [IC8-05 AP4018-AcademicHonesty](#)
- 30 [IC8-06 BP5500-StudentConduct](#)
- 31 [IC8-07 AP5500-StudentConduct](#)
- 32 [IC8-08 BPAP-Webpage](#)
- 33 [IC8-09 StudentConductWebpage](#)
- 34 [IC8-10 CatalogStudentConduct](#)
- 35 [IC9-01 AP4012-AcademicFreedom\\_2.B](#)
- 36 [IC9-02 AP4012-AcademicFreedom\\_3.5](#)
- 37 [IC9-03 LBCCFA-Contract\\_pp29-30](#)
- 38 [IC12-01 AccreditationWebpage](#)
- 39 [IC12-02 AccreditationDocsWebpage](#)
- 40 [IC12-03 CatalogAccreditation](#)
- 41 [IC12-04 BoardMins-Item3.2-082521](#)
- 42 [IC13-01 CatalogProgramAccred](#)
- 43 [IC13-02 ADN-Webpage](#)
- 44 [IC13-03 TitleVDHSI-AwardLetter](#)
- 45 [IC13-04 TRiOSSS-AwardLetter](#)
- 46 [IC13-05 CCCVRC-AwardLetter](#)

1 [IC13-06 CCCOnlinePaths-AwardLetter](#)  
2 [IC13-07 CCCHousing-AwardLetter](#)  
3 [IC13-08 CP-MOU2017](#)  
4 [IC14-01 CatalogMission\\_p15](#)  
5 [IC14-02 TentativeBudget-2020-2021](#)  
6 [IC14-03 AdoptedBudget-2020-2021](#)

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## 9 **Standard II: Student Learning Programs and Support Services**

11 The institution offers instructional programs, library and learning support services, and student  
12 support services aligned with its mission. The institution’s programs are conducted at levels of  
13 quality and rigor appropriate for higher education. The institution assesses its educational  
14 quality through methods accepted in higher education, makes the results of its assessments  
15 available to the public, and uses the results to improve educational quality and institutional  
16 effectiveness. The institution defines and incorporates into all of its degree programs a  
17 substantial component of general education designed to ensure breadth of knowledge and to  
18 promote intellectual inquiry. The provisions of this standard are broadly applicable to all  
19 instructional programs and student and learning support services offered in the name of the  
20 institution.

### 22 **A. Instructional Programs**

24 **II.A.1. All instructional programs, regardless of location or means of delivery, including  
25 distance education and correspondence education, are offered in fields of study  
26 consistent with the institution’s mission, are appropriate to higher education, and  
27 culminate in student attainment of identified student learning outcomes, and  
28 achievement of degrees, certificates, employment, or transfer to other higher education  
29 programs. (ER 9 and ER 11)**

### 31 **Evidence of Meeting the Standard**

33 To ensure that programs are appropriate to higher education and align with the College’s  
34 Mission, regardless of location or means of delivery, each new degree or certificate proposal  
35 originates with faculty, who are discipline experts and therefore most qualified to determine  
36 courses needed for appropriate mastery at the degree or certificate level. The course and  
37 program development processes are described in Administrative Procedure 4005 and are  
38 included in the College’s Curriculum Handbook ([IIA1-01 AP4005-Curriculum pp13-17](#);  
39 [IIA1 02-CurriculumHandbook pp3-21](#)). All curriculum approval processes are in alignment  
40 with the California Community College Chancellor’s Office Program and Course Approval  
41 Handbook (PCAH). The College’s Committee on Curriculum and Instruction (CCI) ensures  
42 that new and modified courses and programs meet the standards outlined in the PCAH. Course  
43 and program approval processes are detailed in Standard II.A.2.

45 The College’s curriculum process ensures that programs are aligned with the College’s  
46 Mission, include measurable Program Student Learning Outcomes (PSLOs), and include

1 evidence of the ability of the institution to support new programs. To ensure that Career  
2 Technical Education (CTE) programs lead to employment, the process requires that proposals  
3 for CTE certificates also provide evidence of need through labor market data from the Centers  
4 of Excellence ([IIA1-03\\_COE-LMI-CulinaryArts](#)). Successful CTE program proposals must  
5 document the support of the specific local CTE industry advisory committee and regional  
6 consortium, as explained in the Curriculum Handbook ([IIA1-04\\_CurriculumHandbook\\_p16](#)).  
7

8 The appropriateness of the College’s curriculum for post-secondary education is also evidenced  
9 through the variety of courses that are transferable to the California State University (CSU) and  
10 University of California (UC) systems. Faculty work with the College’s Articulation Officer  
11 and CCI to establish articulation agreements with CSU and UC campuses for specific courses,  
12 as well as C-ID and general education approvals, in order to include courses on Associate  
13 Degrees for Transfer (ADTs) and general education plans (i.e., local, CSU GE-Breadth, and  
14 IGETC general education plans). Currently, the College offers 30 ADTs.  
15

16 The College Catalog includes all certificates and degrees offered by the College. All awards in  
17 the College Catalog include program descriptions and PSLOs that describe the knowledge,  
18 skills, and abilities a student will have learned upon program completion ([IIA1-  
19 05\\_CatalogProgsofStudy\\_pp91-214](#)).  
20

21 As described in I.B.5, I.B.9, II.A.2, II.A.3, II.A.7, II.A.11, and II.A.16 the College regularly  
22 collects and analyzes student achievement and learning data using established institutional  
23 processes. This data demonstrates that the College’s students achieve degrees and certificates.  
24

## 25 **Analysis and Evaluation**

26

27 The College meets the Standard. As demonstrated in the College Catalog, instructional  
28 programs, regardless of location or means of delivery, are consistent with the Mission and lead  
29 to student attainment of identified student learning outcomes. The institution’s program  
30 development and curriculum processes ensure that programs are appropriate to higher  
31 education and result in student attainment of degrees, certificates, employment, and/or transfer.  
32

33 **II.A.2. Faculty, including full time, part time, and adjunct faculty, regularly engage in**  
34 **ensuring that the content and methods of instruction meet generally accepted academic**  
35 **and professional standards and expectations. In exercising collective ownership over the**  
36 **design and improvement of the learning experience, faculty conduct systematic and**  
37 **inclusive program review, using student achievement data, in order to continuously**  
38 **improve instructional courses and programs, thereby ensuring program currency,**  
39 **improving teaching and learning strategies, and promoting student success.**  
40

## 41 **Evidence of Meeting the Standard**

42

43 Full and part-time faculty regularly engage in ensuring that content and instruction meet  
44 accepted academic and professional standards through the College’s curriculum processes, as  
45 described in Board Policy (BP) and Administrative Procedure (AP) 4005 and the Curriculum  
46 Handbook. With direction from the Committee on Curriculum and Instruction (CCI) Chair, the

1 CCI oversees the work of five established subcommittees that provide multiple levels of review  
2 for proposed curricular development and modification to ensure compliance with local BP and  
3 AP, the California Community College Chancellor’s Office, the Title 5 California Code of  
4 Regulations, and California Education Code ([IIA2-01\\_AP4005-Curriculum](#); [IIA2-  
5\\_02\\_CurriculumRoster](#)).

6  
7 The five subcommittees are:

- 8 • Academic Policies and Standards (APS) Subcommittee: Reviews and recommends  
9 academic BPs and APs to the CCI and President’s Leadership Council;
- 10 • Associate Degree/General Education (AD/GE) Subcommittee: Reviews and recommends  
11 additions of new programs, modifications to degrees, certificates, general education (GE)  
12 plans, proficiency requirements, and resolves inter-program conflicts resulting from  
13 curriculum overlaps;
- 14 • Course Evaluation Subcommittee (CES): Reviews new course requests and course  
15 modifications, reviews and recommends distance education modalities and honors  
16 courses, reviews requisite requests, reviews courses for compliance with state standards  
17 and regulations, identifies curriculum conflicts and facilitates resolutions;
- 18 • Department Planning/Program Review (DP/PR) Subcommittee: Reviews existing  
19 programs on a regular basis, participates in the review of proposed deletions or mergers  
20 of programs, reviews and processes CTE credentials (Ed Code Review), reviews and  
21 recommends changes to the instructional Annual Planning and Program Review (APPR)  
22 template, as well as changes to department and school APPR processes;
- 23 • Assessment of Student Learning Outcomes (ASLO) Subcommittee: Surveys educational  
24 programs for current use of Student Learning Outcomes (SLOs) and updates information  
25 annually, serves as a resource for activities related to assessment, reviews and updates the  
26 LBCC principles of assessment and the college-wide assessment plan, reviews SLOs for  
27 general education on a regular basis for appropriateness in meeting the Mission and goals  
28 of the College, provides an annual report that summarizes, analyzes, and evaluates the  
29 past year’s methods, activities, and accomplishments in order to make necessary  
30 improvements.

31  
32 Proposals for new, modified, or inactivated courses are initiated by faculty in the discipline in  
33 which the course is to be offered, modified, or inactivated. Courses are developed for many  
34 reasons, including the need to meet student, discipline, and/or industry demand, to satisfy  
35 requirements on Associate Degrees for Transfer or general education patterns, or to provide  
36 skills and knowledge necessary for transfer or entry into the workforce. The faculty course  
37 author reviews the proposal first with the Department Head (DH), school dean, Articulation  
38 Officer, SLO Coordinator, and faculty from area(s) with which the proposal may be in conflict.  
39 The proposal must have the signatures of the DH, school dean, and SLO Coordinator to  
40 indicate they have given input prior to documents being submitted to the CES ([IIA2-03\\_DMA-  
41\\_CourseProposal](#)).

42  
43 The CES, comprised primarily of faculty, is responsible for and trained to review new and  
44 modified course proposals submitted by the faculty course author, including Distance  
45 Education (DE) addenda ([IIA2-04\\_CES-Membership\\_p8](#); [IIA2-  
46\\_05\\_CourseSubmissionChecklist](#); [IIA2-06\\_CourseModForm](#); [IIA2-07\\_NewCourseForm](#); [IIA2-](#)

1 [08 DE-Addenda](#); [IIA2-09 CurriculumTraining Slide25](#)). All Course Outlines of Record  
2 (COR) must include SLOs and objectives ([IIA2-10 COR-Art1\\_p3](#); [IIA2-11 COR-](#)  
3 [Elect202\\_p3](#)). Course SLOs and methods of assessment are approved by the ASLO  
4 Subcommittee and the subcommittee chair signs new course proposal forms to indicate  
5 approval. As explained further in II.A.7, the CCI requires that all DE courses are separately  
6 reviewed and that DE proposals include a detailed discussion of the strategies that will be used  
7 to ensure regular and substantive interaction between the instructor and students and among  
8 students ([IIA2-12 DE-Addendum](#); [IIA2-13 CULAR253DEAddendum](#)).  
9

10 The AD/GE Subcommittee, also comprised primarily of faculty, is responsible for review of  
11 new and modified program proposals using templates modeled upon Chancellor's Office  
12 guidelines ([IIA2-14 CO-NarrativeForm-LocalDegree](#)). AD/GE also requests to add classes to  
13 any of the three GE plans, and for local proficiency and area requirements for the local  
14 associate degrees ([IIA2-15 ADGE-Membership\\_p7](#); [IIA2-16 ApprovalSheet-PlanBCourse](#);  
15 [IIA2-17 ApprovalSheet-PlanCCourse](#); [IIA2-18 EHTST1-ApprovalSheet-PlanA](#)). The process  
16 to recommend courses to GE plans is separate and apart from the review of new and modified  
17 courses that is conducted by the CES and the approval of SLOs conducted by the ASLO  
18 Subcommittee. All subcommittees collaborate and are overseen by the Curriculum Chair and  
19 CCI.  
20

21 Proposals that are approved at the subcommittee level are submitted to the full CCI for review  
22 and approval ([IIA2-19 PurviewofProduct](#)). Subsequently, consent agendas are submitted to the  
23 Board of Trustees ([IIA2-20 CCI-Agenda-060221 ItemsX-IX](#); [IIA2-](#)  
24 [21 CourseConsentAgenda-06-02-2021](#)). Once approved at the local level, they are submitted  
25 to the Chancellor's Office for review and chaptering.  
26

27 A process for the systematic review of courses has been in place at LBCC since 1985.  
28 Currently, the College utilizes a six-year routine course review cycle that all adopted courses  
29 must follow. The Office of Academic Services publishes a list of courses that are due for  
30 review and distributes this to DHs at the beginning of each academic year ([IIA2-22 CRRList-](#)  
31 [2021](#)). Faculty authors are assigned by DHs for each routine course review and work with  
32 assigned trained peer reviewers from the CCI to complete the review. In addition to reviewing  
33 all aspects of the COR to ensure accuracy as well as current, discipline-specific standards,  
34 practices, and course materials, faculty are directed to use Tableau dashboards that provide  
35 course success rate and SLO assessment data to inform their analysis of the COR and to  
36 determine areas that need attention ([IIA2-23 FacultyAuthorReminderTips](#); [IIA2-](#)  
37 [24 ASTR1MemoCompletion](#); [IIA2-25 MUSIC38ADMemoCompletion](#); [IIA2-26-](#)  
38 [TART208AMemoCompletion](#)).  
39

40 In 2018-19, the Department Plan/Program Review (DP/PR) Subcommittee completely  
41 redesigned the instructional APPR process based on faculty feedback to encourage thorough  
42 analysis of student achievement and learning outcome data in order to inform improvements to  
43 instructional programs and courses ([IIA2-27 DPPR-Mins-091018\\_ItemA](#); [IIA2-28 DPPR-](#)  
44 [Mins-020620\\_ItemA](#)). These revisions have resulted in discipline faculty conducting  
45 systematic and inclusive program planning and review on an annual basis, with an additional  
46 Supplemental Program Review (SPR) process occurring on a two-year cycle for Career

1 Technical Education (CTE) programs and three-year cycle for non-CTE programs. A history of  
2 instructional APPRs (including the annual and three-year processes prior to 2018-19), is  
3 available on the DP/PR webpage. Links to all completed instructional APPR documents are  
4 posted on this page and accessible through Office 365 by all college constituents ([IIA2-  
5 29 APPR-Archive](#)).

6  
7 Through the APPR process described in detail in Standard I.B.9, faculty utilize student  
8 achievement and course SLO data, visualized in Tableau dashboards to inform progress toward  
9 accomplishment of their goals, which are aligned with both school and Vice President of  
10 Academic Affairs goals. This data analysis leads to faculty dialogue regarding the development  
11 and/or continuation of discipline activities to improve courses and programs in alignment with  
12 each goal, as well as any resource requests needed to accomplish the goals. For example, based  
13 on their analysis of course success rates and equity gaps in course success, the History program  
14 created opportunities for full and part-time faculty to participate in student equity-focused  
15 workshops and held brown bag lunches where faculty could share ideas and pedagogical  
16 strategies related to student success. In their fall 2019 APPR, they noted improved course  
17 success rates in certain courses, but not all and determined to continue engaging in this  
18 professional development during the 2019-20 year ([IIA2-30 APPR-Hist-2019-20 pp14-16](#)).  
19 Through the APPR process, faculty also evaluate the relevancy and currency of their courses  
20 and programs. For instance, Child Development analyzed student majors and completions data  
21 for their Special Education Associate in Arts degree. Through discussions about the data they  
22 determined that there may be low numbers of completions due to a lack of labor market need  
23 for this specific degree. As a result they identified a plan to further investigate the relevance of  
24 the degree working with their industry advisory committee. In their following year's APPR, the  
25 program provided an update on their progress and indicated that their industry advisory  
26 committee had approved modifications to the program, which they would be moving forward  
27 with through the curriculum process ([IIA2-31 APPR-ChDev-2019-20 pp12and15](#); [IIA2-  
28 32 APPR-ChDev-2020-21 p14](#)).

29  
30 While the APPR process occurs annually, the two and three-year SPR process provides  
31 additional opportunities for faculty to continuously improve instructional courses and programs  
32 through analysis of labor market supply and demand data related to their programs, as well as  
33 the assessment of program SLOs using Tableau dashboards. For instance, the Business  
34 Information Worker (BIW) program found that the majority of demand in related industries  
35 was for workers with degrees. Based on this analysis, the program discussed plans to focus  
36 efforts on encouraging student majors to complete the BIW degree and align course content  
37 with specific industry certification opportunities to ensure student graduates are competitive in  
38 the job market ([IIA2-33 SPR-BIW-2020-21 p5](#)). To improve their program SLOs, as  
39 measured by licensure exam pass rates, the vocational nursing program implemented a new  
40 software for students to take practice exams online. Since implementing the software, the  
41 program has seen increases in licensure exam pass rates ([IIA2-34 SPR-VN-2019-20 p2](#)).  
42 Activities determined as a result of these analyses may also inform the APPR process.

#### 43 44 **Analysis and Evaluation**

45  
46 The College meets this Standard. By following the curriculum development and modification

1 processes that are outlined in policies and procedures and explained in the Curriculum  
2 Handbook, faculty regularly ensure that the content and methods of instruction meet generally  
3 accepted academic and professional standards and expectations. The APPR process, as well as  
4 the two and three-year SPR process, require that faculty utilize student achievement and SLO  
5 data to identify and implement necessary improvements to instructional courses and programs.  
6

7 **II.A.3. The institution identifies and regularly assesses learning outcomes for courses,**  
8 **programs, certificates and degrees using established institutional procedures. The**  
9 **institution has officially approved and current course outlines that include student**  
10 **learning outcomes. In every class section students receive a course syllabus that includes**  
11 **learning outcomes from the institution’s officially approved course outline.**  
12

### 13 Evidence of Meeting the Standard

14

15 Long Beach City College identifies and regularly assesses Student Learning Outcomes (SLOs)  
16 for courses, programs, certificates, and degrees and analyzes and acts on the results of this  
17 assessment to improve student learning through established institutional processes. The  
18 College’s SLO efforts are led by the SLO Coordinator, the Assessment of Student Learning  
19 Outcomes (ASLO) Subcommittee, and department-appointed faculty SLO Facilitators who  
20 provide resources, professional development, and support to faculty for SLO assessment ([IIA3-01 SLO-WebsiteKeySLO-Team](#)). The SLO Coordinator collaborates with the Department  
21 Plan/Program Review (DP/PR) Subcommittee, the Committee on Curriculum and Instruction  
22 (CCI), the Office of Institutional Effectiveness, and Academic Affairs leadership to ensure SLO  
23 assessment processes are institutionally supported and integrated into curriculum, Annual  
24 Planning and Program Review, and Supplemental Program Review. The SLO Coordinator and  
25 ASLO Subcommittee have established an SLO assessment cycle for the College’s Course  
26 SLOs (CSLOs), Program SLOs (PSLOs), and Institutional SLOs (ISLOs; [IIA3-02 CSLO-Cycle](#);  
27 [IIA3-03 PSLO-Cycle](#); [IIA3-04 ISLO-Cycle](#)).  
28

29  
30 CSLOs are developed and assessed by discipline faculty. The CCI requires all courses to have  
31 CSLOs listed on the course outlines of record (COR) ([IIA3-05 CurriculumHandbook pp4and8](#)). To ensure that CSLOs are relevant and appropriate,  
32 faculty are provided with a CSLO evaluation checklist and CSLO development and  
33 modification guidance on the College’s website ([IIA3-06 SLO-Website-CourseSLOs](#); [IIA3-07 CSLO-Checklist](#)). All new or modified CSLOs are approved by the ASLO Subcommittee  
34 through the technical review process ([IIA3-08 Email-ASLO-TechReviewList](#)). Once approved  
35 by the ASLO Subcommittee, new and modified CSLOs are added to Nuventive Improve and to  
36 the COR before the start of the next term. In every course section, students receive a syllabus  
37 that includes the CSLOs from the approved COR ([IIA3-09 COR-Art1](#); [IIA3-10 Art1Syllabus](#)).  
38 Faculty are required to submit a current syllabus for each course they are teaching every  
39 semester to their Department’s Administrative Assistant and they are instructed to include the  
40 approved SLOs.  
41  
42

43  
44 CSLOs follow a two-year cycle, with assessment occurring each semester and analysis and  
45 action to improve student learning occurring every other year ([IIA3-11 CSLO-Cycle](#)). Faculty  
46 create assessment instruments for each CSLO and identify scoring methods, which, are

1 primarily administered in Canvas. All CSLOs have a minimum acceptable performance level of  
2 70 percent ([IIA3-12 ASLO-Mins-Item9A](#); [IIA3-13 Example-CSLO-Rubric](#); [IIA3-  
3 14 Example-CSLO-Quiz](#)). To support the analysis of results, faculty have access to a Tableau  
4 dashboard that displays CSLO assessment results disaggregated by student gender, student  
5 ethnicity, and modality ([IIA3-15 DisaggCSLO-ResultsDashbrd](#)). SLO Facilitators support  
6 faculty in their analysis of results. To strengthen the process of analyzing the CSLO data and  
7 taking actions, faculty are also provided with a guide that includes questions to encourage  
8 analysis and actions ([IIA3-16 CSLOAAGuide-Website](#); [IIA3-17 Example-CSLOAAGuide](#)).  
9 This guide links to examples of specific actions that faculty can take to improve student  
10 learning in their courses, such as implementing equity-minded teaching practices or identifying  
11 resources needed to implement changes ([IIA3-18 MeaningfulCSLO-Actions](#)). CSLO analyses  
12 and actions are recorded by SLO Facilitators in SLO workbooks and ultimately added to  
13 Nuventive Improve ([IIA3-19 ReadingCompletedSLOWorkbook](#); [IIA3-  
14 20 ExResultsActionsNuventive](#)). As discussed in Standard I.B.2, CSLO assessment is also  
15 integrated into the Annual Planning and Program Review process and routine course review  
16 process.

17  
18 In addition to CSLO assessment, SLO assessment occurs at the program level. All certificate  
19 and degree programs are required to have PSLOs that summarize the essential skills and  
20 knowledge students will achieve upon program completion. Every award's PSLOs are included  
21 in the College Catalog ([IIA3-21 CatalogPSLOsExample](#)). Similar to CSLOs, faculty are  
22 provided with a PSLO evaluation checklist and PSLO development and modification guidance  
23 on the College's website ([IIA3-22 PSLO-Website](#); [IIA3-23 ProgramSLO-Checklist](#)). New and  
24 modified PSLOs are submitted to the ALSO Subcommittee for approval through the technical  
25 review process. Upon approval by the ALSO Subcommittee, new and modified PSLOs are  
26 added to Nuventive Improve and provided to Academic Services for inclusion in the upcoming  
27 year's College Catalog.

28  
29 PSLO analysis and determination of actions to improve student learning occurs on a two-year  
30 (for Career Technical Education [CTE] programs) or three-year (for non-CTE programs) cycle  
31 through the Supplemental Program Review process ([IIA3-24 SupplementalPR-Cycle](#)).  
32 Assessment of PSLOs is achieved through CSLO to PSLO mapping, which aligns specific  
33 CSLOs and their respective assessment results to each PSLO to determine how course  
34 curriculum is contributing to student learning at the program level. Faculty analyze CSLO  
35 results mapped to PSLOs using a PSLO results Tableau dashboard ([IIA3-25 PSLO-Results-  
36 Dashboard](#)). Analysis of results and identification of actions is guided by the questions in the  
37 PSLO analysis and action guide worksheet as part of the Supplemental Program Review  
38 template with support from SLO Facilitators ([IIA3-26 Example-PSLOAAGuide](#)). Final  
39 analyses and actions are recorded in Nuventive Improve by the SLO Coordinator.

40  
41 See Standard II.A.11 for a detailed description of ISLO assessment.

## 42 43 **Analysis and Evaluation**

44  
45 The College meets this Standard. LBCC has a continuous and systematic assessment process  
46 for CSLO, PSLO, and ISLO assessment. The assessment process has established cycles that



1 ensure that SLOs are assessed at the course, program, and institutional levels. Assessment is  
2 integrated into Annual Planning and Program Review processes and supports the College's  
3 2016-2022 Strategic Plan and Mission. This process includes SLO development, assessment,  
4 analysis of results, and determination and implementation of actions to improve student  
5 learning at all levels.

6  
7 **II.A.4. If the institution offers pre-collegiate level curriculum, it distinguishes that**  
8 **curriculum from college level curriculum and directly supports students in learning the**  
9 **knowledge and skills necessary to advance to and succeed in college level curriculum.**

#### 10 11 **Evidence of Meeting the Standard**

12  
13 Long Beach City College offers pre-college curriculum in the disciplines of English, English as  
14 a Second Language (ESL), reading, and mathematics. The College distinguishes pre-collegiate  
15 curriculum from college-level curriculum by using a course numbering system that indicates  
16 which courses are college-level, and which are pre-collegiate. This numbering system is  
17 defined for students in the College Catalog ([IIA4-01\\_CatalogCourseNumbSystem](#)).

18  
19 Through the Course Evaluation Subcommittee, the College has established processes and  
20 criteria for ensuring the appropriate credit type and delivery mode for pre-collegiate curriculum  
21 ([IIA4-02\\_CreditCourseProposalForm](#); [IIA4-03\\_DE-Addendum](#)). In the Course Outline of  
22 Record, faculty ensure that the Student Learning Outcomes of the pre-collegiate courses  
23 prepare students with the knowledge, skills, and abilities to succeed in the college-level  
24 curriculum ([IIA4-04\\_COR-ENGL801B\\_p3](#); [IIA4-05\\_COR-ENGL105\\_p3](#); [IIA4-06\\_COR-](#)  
25 [ENGL1\\_p3](#)). Additionally, the College offers non-credit basic skills courses in General  
26 Educational Development (GED) preparation, foundational studies, reading for health sciences,  
27 Test of Essential Academic Skills (TEAS) preparation, college and workplace readiness, and  
28 multiple ESL courses, which are published in the College's Noncredit Catalog ([IIA4-](#)  
29 [07\\_CatalogNoncredit](#)).

30  
31 AB 705 implementation resulted in discipline faculty in English, ESL, reading, and  
32 mathematics restructuring their course sequence with the purpose of reducing the number of  
33 courses below transfer level ([IIA4-08\\_COR-ESL1S](#); [IIA4-09\\_COR-ENGL1S](#)). Faculty created  
34 support courses in lieu of pre-collegiate courses and continue to review and evaluate for future  
35 modifications, if needed.

#### 36 37 **Analysis and Evaluation**

38  
39 Long Beach City Colleges aligns with this Standard. The College offers pre-collegiate level  
40 curriculum that is distinct from college-level curriculum. The College directly supports students  
41 in learning the knowledge and skills necessary to advance to and succeed in college-level  
42 curriculum. The College has also made efforts to reduce the number of semesters students need  
43 in remediation by redesigning the math, reading, ESL, and English curricula and reducing the  
44 number of courses.

45  
46 **II.A.5. The institution's degrees and programs follow practices common to American higher**

1 education, including appropriate length, breadth, depth, rigor, course sequencing, time  
2 to completion, and synthesis of learning. The institution ensures that minimum degree  
3 requirements are 60 semester credits or equivalent at the associate level, and 120 credits  
4 or equivalent at the baccalaureate level. (ER 12)

## 6 Evidence of Meeting the Standard

8 Long Beach City College follows practices common to American higher education, including  
9 appropriate length, breadth, depth, rigor, course sequencing, time to completion, and synthesis  
10 of learning. The process for creating and modifying courses and programs to ensure programs  
11 follow practices common to American higher education is described in the Curriculum  
12 Handbook and above, under Standard II.A.1 and II.A.2. As a part of new and modified program  
13 proposals, faculty are also required to submit course sequencing maps. These maps are used to  
14 create and/or update Viking Pathways roadmaps that will help students to achieve their  
15 educational goals efficiently ([IIA5-01\\_SpanishADT-ProgramMap](#)).

17 The Committee on Curriculum and Instruction (CCI) adheres to Title 5 of the California Code  
18 of Regulations minimum requirements for associate degrees and Associate Degrees for  
19 Transfer, the Transfer Model Curriculum Templates (TMCs), and California Identification  
20 Descriptor system to ensure that programs follow practices common to American higher  
21 education. The Articulation Officer serves as a member of the CCI, Course Evaluation  
22 Subcommittee, and Associate Degree/General Education (AD/GE) Subcommittee. AD/GE  
23 members rely upon the Executive Order 1100 for California State University General  
24 Education (CSU-GE) Breadth and Intersegmental General Education Transfer Curriculum  
25 (IGETC) standards when they consider requests for course additions to general education plans.

27 LBCC ensures that degree and certificate-seeking students demonstrate the skills, abilities, and  
28 knowledge in a specific area of emphasis or study. Board Policies (BPs) and Administrative  
29 Procedures (APs) provide guidelines for curriculum development, define course credit and  
30 procedures to determine credit for prior learning, describe the College's philosophy and criteria  
31 for associate degrees and general education, and define graduation requirements for degrees  
32 and certificates ([IIA5-02\\_BP4005-Curriculum](#); [IIA5-03\\_AP4005-Curriculum](#); [IIA5-04\\_BP4028-CreditPriorLearning](#); [IIA5-05\\_AP4028-CreditPriorLearning](#); [IIA5-06\\_BP4025-GEPhilosophy](#); [IIA5-07\\_AP4025-GEPhilosophy](#); [IIA5-08\\_BP4100-Graduation](#); [IIA5-09\\_AP4100-Graduation](#)). Degree-seeking students must take a minimum of 18 units with all  
36 coursework for the major or area of emphasis and complete this coursework with a grade of C  
37 or better ([IIA5-10\\_SampleCurriculumGuides](#)). Furthermore, degree-seeking students must  
38 complete a minimum of 60 semester units with a minimum grade point average of 2.0 ([IIA5-11\\_AP4100-Graduation](#); [IIA5-12\\_CatalogDegreeReqs](#)).

41 The philosophy of general education, which is included in BP and AP 4025, is reviewed and  
42 revised, when necessary, by the AD/GE Subcommittee and the CCI and the language is  
43 provided in the College Catalog. This BP and AP were recently revised and are going to second  
44 reading with the Board of Trustees.

## 46 Analysis and Evaluation

1  
2 The College meets this Standard. LBCC adheres to Title 5 requirements and the College’s BPs  
3 and APs to ensure that all degrees and programs follow practices common to American higher  
4 education, including that the minimum requirement for associate degrees is 60 semester units.  
5

6 **II.A.6. The institution schedules courses in a manner that allows students to complete**  
7 **certificate and degree programs within a period of time consistent with established**  
8 **expectations in higher education. (ER 9)**  
9

10 **Evidence of Meeting the Standard**  
11

12 Long Beach City College schedules required courses for certificate and degree completion in a  
13 manner that allows students to complete these programs within a period consistent with  
14 established expectations in higher education. LBCC uses data to evaluate the degree to which  
15 scheduling facilitates completion for the College’s diverse students’ needs.  
16

17 Long Beach City College offers courses in 16-week fall and spring semesters, as well as 12-  
18 week, eight-week, six-week, and five-week sessions and other fast-track formats to better serve  
19 students’ needs. Courses are offered in traditional, online, and hybrid modalities to support  
20 course access and program completion. Description of term length and offerings by course  
21 modality are found in the online schedule of classes ([IIA6-01 ScheduleofClasses](#)). Scheduling  
22 classes, whether face-to-face, online, or hybrid is a multi-level function performed by  
23 Department Heads (DHs) who prepare and recommend a schedule to the Dean who approves it.  
24 Academic Services begins working with schools and DHs to create a schedule approximately  
25 one-year in advance of term to help ensure that programs are scheduled consistently, and  
26 training and information sessions are offered to support with scheduling and promote  
27 collaboration between departments ([IIA6-02 DHSchedulingTraining](#)).  
28

29 Long Beach City College also participates in the California Virtual College-Online Education  
30 Initiative to serve students across the state and help local students finish in a timely fashion  
31 through the use of online courses at other institutions ([IIA6-03 CVC-OEICContract](#)).  
32

33 In 2017, the College placed a renewed emphasis on student-centered scheduling when the  
34 College Planning Council revised the charge of the Enrollment Management Oversight  
35 Committee (EMOC) to align with guided pathways ([IIA6-04 EMOC-Charge](#)). The EMOC  
36 also developed the 2017-2020 Strategic Enrollment Management Plan (SEMP) with a focus on  
37 student-centered scheduling ([IIA6-05 201720-SEMP p12and18](#)).  
38

39 To further support improvements in student-centered scheduling, the College held a Scheduling  
40 Summit in January 2018 with the purpose of providing an opportunity for DHs to hear from  
41 students and counselors on ways to improve scheduling, as well as to review and reflect on  
42 their discipline scheduling data for improvements ([IIA6-06 SchedulingSummitAgenda](#)).  
43 Furthermore, in 2018-2019, the College engaged in the California Community College’s  
44 Chancellor’s Office Institutional Effectiveness Partnership Initiative (IEPI) Strategic  
45 Enrollment Management Academy to focus on identifying solutions and best practices for  
46 enrollment management and completed an IEPI project as a part of the Academy focused solely

1 on scheduling improvements ([IIA6-07 IEPI-SEMProject](#); [IIA6-08 CPC-SumNotes-04122018-](#)  
2 [Item10](#)).

3  
4 As a result of the IEPI project and in alignment with the activities in the 2017-2020 SEMP, the  
5 College created a student-centered schedule design through the participatory governance  
6 process that was implemented in Fall 2020. A structured student-centered scheduling grid (with  
7 days and times) was designed to reduce schedule conflicts between classes and includes a  
8 College Hour to support student activities ([IIA6-09 StdntCenteredSchedDesign](#)).

9  
10 Furthermore, the College uses data to evaluate the degree to which scheduling facilitates  
11 student completion. During course schedule development and registration, DHs and Deans  
12 have access to review real-time data in Tableau to help identify daily registration patterns  
13 disaggregated by status, credit/non-credit, and annual credit FTES, as well as to ensure  
14 sufficient course offerings. They also use historical data that identifies efficiency trends ([IIA6-](#)  
15 [10 ExecutiveCreditSummary](#); [IIA6-11 CreditRegistrationTracker](#); [IIA6-](#)  
16 [12 SummaryDashboard-Scheduling](#)). The overarching goal of this effort is to enable students  
17 to complete their educational goals in as few units as possible.

18  
19 Through the Annual Planning and Program Review (APPR) process, discipline faculty evaluate  
20 historical fill-rate trends and student time-to-completion. These evaluations inform plans to  
21 improve scheduling practices and completion rates ([IIA6-13 APPR-HeathEd pp9-12](#)).

22  
23 The College has implemented 25Live facilities usage software for scheduling and reserving in-  
24 person classrooms for course sections. As the College transitions back to offering more face-to-  
25 face courses, the College is planning to utilize this software to inform scheduling through  
26 efficient facility usage.

27  
28 To support student completion of programs or courses that have been inactivated and for which  
29 students have catalog rights, the College has developed a course substitution process. Course  
30 substitution is the process for students to obtain formal approval from an instructional  
31 department to use one or more courses to satisfy course requirements for a program. This  
32 process is described for students in the College Catalog ([IIA6-14 CollegeCatalog pp83-84](#)).

### 33 34 **Analysis and Evaluation**

35  
36 The College meets the Standard. The College schedules classes in alignment with student need  
37 and program pathways. Course scheduling is informed by historical data through the APPR  
38 process, real-time data, and student centered-scheduling practices. Participation in the CVC-  
39 OEI initiative also supports students in completing their academic goals in a period of time  
40 consistent with established expectations of higher education.

### 41 42 **II.A.7. The institution effectively uses delivery modes, teaching methodologies and learning** 43 **support services that reflect the diverse and changing needs of its students, in support of** 44 **equity in success for all students.**

### 45 46 **Evidence of Meeting the Standard**

1  
2 Long Beach City College (LBCC) supports student equity and success through the effective  
3 and appropriate use of delivery modes, teaching methodologies, and learning support services  
4 to serve the needs of the College's diverse student body. The College offers a wide variety of  
5 courses in face-to-face, online (synchronous and asynchronous), and hybrid modalities to meet  
6 the needs of the College's diverse student population. As described in Board Policy and  
7 Administrative Procedure 4105 ([IIA7-01\\_BP4105-DistanceEd](#); [IIA7-02\\_AP4105-DistanceEd](#)),  
8 all proposed or existing courses go through a separate review and approval process when  
9 faculty are interested in offering courses through a distance education format, including fully  
10 online-asynchronous, online with synchronous meetings, and hybrid. Faculty interested in  
11 offering distance education courses must complete and submit a distance education addendum  
12 to the Course Evaluation Subcommittee of the CCI ([IIA7-03\\_DE-Addendum](#)). Distance  
13 education addenda are reviewed through the College's curriculum process, described in detail  
14 in Standard II.A.2, and only approved when submitted addenda demonstrate that regular and  
15 substantive interaction between instructors and students and among students will occur and that  
16 the requirements of the Americans with Disabilities Act are met. All approved distance  
17 education courses are required to utilize Canvas, the College's Learning Management System.

18  
19 To support the effective use of delivery modes and teaching methodologies, LBCC requires all  
20 online instructors to be certified in Online Teaching Pedagogy ([IIA7-](#)  
21 [04\\_CanvasTeachOnlineSeminar](#)). This training emphasizes the best practices of online  
22 teaching in four primary areas: Content presentation, regular and substantive interaction,  
23 assessment, and accessibility. The College's Online Learning and Educational Technology  
24 (OLET) Department supplies a continually growing repository of help guides, trainings, videos,  
25 and resources for faculty that are specific to online teaching and available through Canvas and  
26 the OLET website ([IIA7-05\\_CanvasOnlineTeachingBestPractices](#); [IIA7-](#)  
27 [06\\_RemoteTeachingResources-Web](#); [IIA7-07\\_OLETWorkshops](#)).

28  
29 LBCC Faculty Professional Development, the CCI, and the Student Equity Faculty Coordinator  
30 also collaborate regularly to ensure that training opportunities for faculty on teaching  
31 methodologies are closely tied to student equity and success. One notable example is the  
32 Cultural Curriculum Audit, described in detail in Standard III.A.14 and the Quality Focus  
33 Essay. Since its inception, the LBCC Cultural Curriculum Audit has trained six cohorts of  
34 faculty, totaling 306 full-time and part-time instructors. The first two iterations were three-day,  
35 face-to-face intensive workshops with the additional four cohorts taking place fully remote and  
36 focused on online education over a three-week period. Faculty who have completed the  
37 Cultural Curriculum Audit are strongly encouraged to incorporate lessons from the experience  
38 into the Course Outline of Record, when appropriate, and to share successful pedagogical  
39 strategies at department meetings and at college-wide meetings ([IIA7-](#)  
40 [08\\_CurriculumAgenda\\_ItemXII.C](#); [IIA7-09\\_CurriculumAgenda\\_ItemXII.A](#)). Additional  
41 professional development opportunities for both face-to-face and online teaching are detailed in  
42 Standards III.A.8 and III.A.14 for both full and part-time faculty.

43  
44 The College regularly evaluates the effectiveness of course delivery modes through the Annual  
45 Planning and Program Review (APPR) process, described in detail in I.B.5, I.B.9, and II.A.2.  
46 As delineated in I.B.6, faculty analyze student achievement data disaggregated by student

1 ethnicity, student gender, and course modality to identify and determine plans for  
2 improvement, as well as possible resource requests through the APPR process. In support of  
3 student equity, faculty also analyze disaggregated course and program SLO data by student  
4 ethnicity, gender, and modality to implement actions to improve student learning, also  
5 described further in I.B.6. The routine course review process, which occurs on a six-year cycle,  
6 requires faculty to consider disaggregated data related to student achievement and Student  
7 Learning Outcomes as they revise courses to maintain currency in their fields and ensure that  
8 students are learning.

9  
10 Standards II.B.I and II.C.3 provide details on the multitude of learning and student support  
11 services available both online and face-to-face to support the diverse and changing needs of the  
12 College's students. All learning and student support services are evaluated through the APPR  
13 process, as described in standards II.B.3, II.C.1, and II.C.2.

### 14 15 **Analysis and Evaluation**

16  
17 Long Beach City College meets the Standard. The College utilizes a variety of delivery modes,  
18 teaching methodologies, and learning and student support services to support LBCC student  
19 needs. The CCI has established a robust approval process for distance education courses and  
20 through the APPR, SLO assessment, and routine course review processes, faculty evaluate the  
21 effectiveness of delivery modes and use the results to guide improvements. Professional  
22 development initiatives focused on both online and face-to-face teaching methodologies, such  
23 as the Cultural Curriculum Audit, have been institutionalized and are offered regularly.  
24 Comprehensive learning and student support services are offered both online and face-to-face  
25 and are also regularly evaluated through the APPR process.

26  
27 **II.A.8. The institution validates the effectiveness of department-wide course and/or program**  
28 **examinations, where used, including direct assessment of prior learning. The institution**  
29 **ensures that processes are in place to reduce test bias and enhance reliability.**

### 30 31 **Evidence of Meeting the Standard**

32  
33 Long Beach City College does not offer department-wide examinations. However, the College  
34 does use a multiple-measures approach to determine English and Math placement to maximize  
35 the probability that students will successfully complete transfer-level English and math.  
36 Students with limited English language skills are directed to complete the English as a Second  
37 Language (ESL) placement test, which assesses language proficiency in six components.  
38 Evaluation of these placement tests is described further in Standard II.C.7.

39  
40 While not widely used, the College's disciplines also offer credit for prior learning. LBCC  
41 Board Policy and Administrative Procedure 4028 describe the criteria used for credit by exam,  
42 advanced placement (AP), international baccalaureate (IB) examination, and college level  
43 examination program ([IIA8-01\\_BP4028-CreditPriorLearning](#); [IIA8-02\\_AP4028-](#)  
44 [CreditPriorLearning](#)). The Committee on Curriculum and Instruction reviews the list of courses  
45 offering credit by exam on a bi-annual basis.

1 **Analysis and Evaluation**

2  
3 The College meets the Standard. LBCC does not offer department-wide course or program  
4 examinations. However, the College does utilize multiple measures for English and math  
5 placements, as well as an ESL placement test, which are validated for effectiveness.  
6 Additionally, the College offers credit for prior learning opportunities in alignment with Board  
7 Policy and Administrative Procedure.

8  
9 **II.A.9. The institution awards course credit, degrees and certificates based on student**  
10 **attainment of learning outcomes. Units of credit awarded are consistent with**  
11 **institutional policies that reflect generally accepted norms or equivalencies in higher**  
12 **education. If the institution offers courses based on clock hours, it follows Federal**  
13 **standards for clock-to-credit-hour conversions. (ER 10)**

14  
15 **Evidence of Meeting the Standard**

16  
17 Long Beach City College awards course credit, degrees, and certificates based on student  
18 attainment of a program’s stated Student Learning Outcomes, following accepted norms of  
19 higher education, state laws, and federal laws. LBCC adheres to Board Policies (BPs) and  
20 Administrative Procedures (APs) that are based upon Title 5 and California Education Code  
21 requirements pertaining to the awarding of grades, course credit, credit for prior learning, units  
22 to contact hours, and graduation requirements for degrees and certificates ([IIA9-01\\_BP4021-](#)  
23 [Grading](#); [IIA9-02\\_AP4021-Grading](#); [IIA9-03\\_BP4028-CreditPriorLearning](#); [IIA9-04\\_AP4028-](#)  
24 [CreditPriorLearning](#); [IIA9-05\\_BP4005-Curriculum](#); [IIA9-06\\_AP4005-Curriculum](#); [IIA9-](#)  
25 [07\\_BP4100-Graduation](#); [IIA9-08\\_AP4100-Graduation](#)). These BPs and APs are found in the  
26 College Catalog and on the College’s website.

27  
28 The College awards credits consistent with accepted norms of higher education. Units of credit  
29 awarded for courses reflect the hours indicated on the Course Outline of Record (COR)  
30 including hours to be completed outside of class ([IIA9-09\\_COR-Chem12AExample\\_p1](#); [IIA9-](#)  
31 [10\\_COR-Art1Example\\_p1](#)). LBCC awards credit in alignment with Title 5 requirements and  
32 the California Community College Chancellor’s Office Program and Course Approval  
33 Handbook, as described in Board Policy and Administrative Procedure 4005 ([IIA9-](#)  
34 [11\\_BP4005-Curriculum](#); [IIA9-12\\_AP4005-Curriculum](#)). The College can demonstrate that  
35 course credit is awarded based on students’ demonstration of achieving Student Learning  
36 Outcomes (SLOs). The College’s Curriculum Handbook describes that course credit is awarded  
37 based on students’ demonstration of the SLOs listed in the official COR ([IIA9-](#)  
38 [13\\_CurriculumHandbook\\_p32](#)). All COR and syllabi include approved SLOs.

39  
40 Passing grades on assignments and/or exams link directly to students’ demonstration of  
41 achieving SLOs. SLO assessments are rubrics or quizzes graded by the instructor of each  
42 course section, demonstrating the connection between passing grades on exams and  
43 assignments in course sections and students’ achievement of course SLOs. Throughout the  
44 SLO cycle, faculty focus on student attainment of course SLOs, recognizing that course success  
45 rates should be aligned with SLOs. Using Tableau dashboards, faculty compare course success  
46 rates to student achievement of SLOs, discuss why gaps exist, and may determine actions to

1 reduce the gaps ([IIA9-14 CSLO-Results-Dashboard](#); [IIA9-15 Example-CSLOAAGuide](#)). SLO  
2 assessment and analysis is also used to inform revisions to the COR through the routine course  
3 review process ([IIA9-16 RoutineReviewEmail p2](#)).  
4

5 The achievement of program SLOs is the basis for awarding degrees and certificates. All  
6 degrees and certificates offered by LBCC have explicitly stated program SLOs, which are  
7 published with each degree and certificate listing in the College Catalog ([IIA9-  
8 17 CollegeCatalog pp91-214](#)). The College’s Curriculum Handbook describes that students’  
9 demonstration of program SLOs is the basis for awarding degrees and certificates ([IIA9-  
10 18 CurriculumHandbook p36](#)).  
11

## 12 **Analysis and Evaluation**

13

14 The College meets this Standard and Eligibility Requirement. Units of credit are compliant  
15 with regulations specified by Title 5 and California Education Code. As described in BP and  
16 AP, the College’s curriculum processes ensure that the COR accurately reflects the units of  
17 credit awarded. Curriculum processes and course and program SLO assessment demonstrate  
18 that LBCC awards course credit, degrees, and certificates based on student attainment of course  
19 and program SLOs.  
20

21 **II.A.10. The institution makes available to its students clearly stated transfer-of-credit**  
22 **policies in order to facilitate the mobility of students without penalty. In accepting**  
23 **transfer credits to fulfill degree requirements, the institution certifies that the expected**  
24 **learning outcomes for transferred courses are comparable to the learning outcomes of**  
25 **its own courses. Where patterns of student enrollment between institutions are**  
26 **identified, the institution develops articulation agreements as appropriate to its mission.**  
27 **(ER 10)**  
28

## 29 **Evidence of Meeting the Standard**

30

31 The College has approved policies and procedures that address the transfer of credit to and  
32 from other institutions, which are clearly communicated to students. Board Policy (BP) and  
33 Administrative Procedure (AP) 4050 on articulation describes the College’s articulation  
34 processes and the responsibilities of the faculty Articulation Officer in ensuring course  
35 applicability for general transferability, general education, and major requirements for LBCC  
36 coursework that partnering institutions have agreed to accept as being comparable to or in lieu  
37 of their courses. As stated in AP 4050, articulation agreements between the College and the  
38 California State University (CSU) and University of California (UC) systems are housed in the  
39 public Articulation System Stimulating Inter-Institutional Transfer (ASSIST) website ([IIA10-  
40 01 BP4050-Articulation](#); [IIA10-02 AP4050-Articulation](#)). Board Policy and Administrative  
41 Procedure 4100 describe the College’s acceptance of transfer credit from other institutions  
42 ([IIA10-03 BP4100-Graduation](#); [IIA10-04 AP4100-Graduation](#)). Through the processes  
43 described in AP 4100, the College ensures that the expected learning outcomes for transferred  
44 courses are comparable to the learning outcomes of the College’s courses. These policies and  
45 procedures are regularly reviewed on a six-year cycle, as described in Standard I.B.7.  
46



1 Transfer and articulation processes are available to students on the College’s Transfer Center  
2 website, as well as in the College Catalog ([IIA10-05 TransferCenterWebsite](#); [IIA10-  
3 06 CollegeCatalog pp84-86](#)). Similarly, information on transfer of credit from other  
4 institutions is provided to students in the College Catalog, as well as on the Transfer Center’s  
5 website ([IIA10-07 CatalogTransferCredit](#); [IIA10-08 TransferCreditWebpage](#)).

6  
7 The College has developed numerous articulation agreements with CSU, UC, independent, and  
8 out-of-state colleges. The College’s Articulation Officer is responsible for developing,  
9 implementing, and evaluating articulation agreements where patterns of student enrollment  
10 have been identified. The Articulation Officer consults with discipline faculty during the  
11 curriculum development or modification process. The Articulation Officer is also a member of  
12 the College’s Committee on Curriculum and Instruction, Associate Degree/General Education  
13 Subcommittee, and Course Evaluation Subcommittee. As such, when proposed new or  
14 modified programs are submitted to the subcommittees for consideration, the Articulation  
15 Officer can ensure that when appropriate those changes are discussed and submitted to the  
16 appropriate representatives of organizations such as the UC Office of the President, CSU  
17 Chancellor’s Office and ASSIST. Furthermore, the Articulation Officer ensures that general  
18 education requirements are submitted to the UC and CSU campuses on an annual basis for  
19 approval.

## 20 21 **Analysis and Evaluation**

22  
23 Long Beach City College meets the Standard. The College makes available to students clearly  
24 stated BPs and APs on transfer of credit to and from the College in the College Catalog and on  
25 the College’s website. Through the College’s Articulation Office, Long Beach City College  
26 develops, implements, and evaluates articulation agreements with institutions where patterns of  
27 student enrollment have been identified.

28  
29 **II.A.11. The institution includes in all of its programs, student learning outcomes,  
30 appropriate to the program level, in communication competency, information  
31 competency, quantitative competency, analytic inquiry skills, ethical reasoning, the  
32 ability to engage diverse perspectives, and other program-specific learning outcomes.**

## 33 34 **Evidence of Meeting the Standard**

35  
36 Long Beach City College includes in its programs, Student Learning Outcomes (SLOs),  
37 appropriate to the program level, in communication competency, information competency,  
38 quantitative competency, analytic inquiry skills, ethical reasoning, the ability to engage diverse  
39 perspectives, and other program-specific SLOs. The College’s Associate in Arts, Associate in  
40 Science degree, Associate Degrees for Transfer, and transfer preparation requirements include  
41 general education courses with Course Student Learning Outcomes (CSLOs) that align with  
42 Institutional Student Learning Outcomes (ISLOs; [IIA11-01 CSLOsMappedToISLOs](#)).

## 43 44 **Institutional Student Learning Outcomes**

- 1 1. Appreciate and interpret a range of cultural expression in the arts and humanities to  
2 generate useful and original ideas.
- 3 2. Effectively communicate with, and respond to, varied audiences in written, spoken,  
4 signed, or artistic forms.
- 5 3. Demonstrate critical thinking, problem-solving, and diagnostics skills with an  
6 understanding of research, science, as well as information literacy and quantitative  
7 reasoning.
- 8 4. Critically and ethically engage in global and local issues with sensitivity to the diversity of  
9 individuals, groups, and cultures.
- 10 5. Demonstrate the skills required to successfully enter and advance in the workforce, fulfill  
11 one's educational goals, and make lifestyle choices that promote personal well-being.

12 The College's ISLOs appear on the College's website and are provided to faculty in  
13 instructional documents for developing and updating course mapping to ISLOs ([IIA11-  
14 02 ISLO-Website](#)).

15  
16 At the institutional level, ISLO assessment is accomplished through the Assessment of Student  
17 Learning Outcomes (ASLO) Subcommittee and Committee on Curriculum and Instruction in  
18 collaboration with discipline faculty from all departments. The College's ISLOs are derived  
19 from the general education degree requirements and published in the College Catalog ([IIA11-  
20 03 CatalogISLOs](#)). The College's ISLOs were modified and approved by the ALSO  
21 Subcommittee, the CCI, and the Board of Trustees in 2019 ([IIA11-04 BoardRevisedISLOs](#)). In  
22 2021, a six-year cycle of review was established for ISLOs by the ASLO Subcommittee to  
23 ensure regular and consistent review ([IIA11-05 SLO-ProcessesEvalCycle](#)).

24  
25 The College's ISLO assessment processes have changed over the years as the ASLO  
26 Subcommittee has continued to search for more meaningful methods of assessment. Previously,  
27 ISLOs were assessed using a college-wide student survey and standardized rubrics that faculty  
28 inquiry groups used to score student assignments from specific disciplines ([IIA11-06 2014-  
29 CCSSE-Results](#); [IIA11-07 CivicEngage-Results](#)). In 2020, the ASLO Subcommittee  
30 determined that mapping CSLOs from courses on the general education plans would be a more  
31 effective and meaningful method of assessment ([IIA11-08 ASLO-Mins-Item8.f](#)). During  
32 Summer 2020, Department Heads and SLO Facilitators were asked to map CSLOs from  
33 general education courses within their specific departments to ISLOs ([IIA11-09 CSLOtoISLO-  
34 MappingForm](#)). The CSLO to ISLO mapping was reviewed and approved by the ASLO  
35 Subcommittee and the subcommittee also established a two-year cycle for ISLO assessment,  
36 with ISLO analysis of results and actions taken to improve student learning occurring every  
37 two years, beginning with assessment of the ISLOs in Fall 2020 ([IIA11-10 ASLO-Mins-  
38 Item8.c](#)). As a part of this process, the ASLO Subcommittee piloted a new ISLO assessment  
39 method that included the use of rubrics to evaluate student performance within courses with  
40 CSLOs mapped to specific ISLOs ([IIA11-11 ISLO-Rubric](#)). To further analyze each ISLO, the  
41 IE Office also developed a Tableau dashboard that displays mapped CSLO results of  
42 assessment disaggregated by students who have successfully completed fewer than 15 units or  
43 more than 45 units at LBCC. This provides a "pre-/post-" type of analysis to show differences  
44 between students who are beginning their program and those who are close to finishing ([IIA11-  
45 12 ISLOResults-Dashboard](#)). In Spring 2021, the ASLO Subcommittee analyzed the ISLO  
46 assessment results and provided recommendations on actions to take to improve student

1 learning to the CCI ([IIA11-13 ISLO3-AAGuide](#); [IIA11-14 ISLO5-AAGuide](#); [IIA11-](#)  
2 [15 ISLOActions](#); [IIA11-16 ASLO-Mins-Item8.a](#)). The actions taken were voted on and  
3 adopted by the CCI ([IIA11-17 CCI-Mins-ItemXII](#)). In Fall 2021, the ASLO Subcommittee will  
4 determine how to make progress on implementing actions to improve student learning at the  
5 institution level.

## 6 7 **Analysis and Evaluation**

8  
9 The College meets the Standard. Every degree program includes general education course  
10 SLOs that are mapped to the College’s comprehensive ISLOs, which include SLOs appropriate  
11 to the program level in communication competency, information competency, quantitative  
12 competency, analytic inquiry skills, ethical reasoning, and the ability to engage diverse  
13 perspectives.

14  
15 **II.A.12. The institution requires of all of its degree programs a component of general**  
16 **education based on a carefully considered philosophy for both associate and**  
17 **baccalaureate degrees that is clearly stated in its catalog. The institution, relying on**  
18 **faculty expertise, determines the appropriateness of each course for inclusion in the**  
19 **general education curriculum, based upon student learning outcomes and competencies**  
20 **appropriate to the degree level. The learning outcomes include a student’s preparation**  
21 **for and acceptance of responsible participation in civil society, skills for lifelong learning**  
22 **and application of learning, and a broad comprehension of the development of**  
23 **knowledge, practice, and interpretive approaches in the arts and humanities, the**  
24 **sciences, mathematics, and social sciences. (ER 12)**

## 25 26 **Evidence of Meeting the Standard**

27  
28 The Associate Degree/General Education (AD/GE) Subcommittee reviews general education  
29 coursework based on Title 5 regulations, California State University (CSU) Executive Orders,  
30 and Intersegmental General Education Transfer Curriculum (IGETC) standards ([IIA12-](#)  
31 [01 CurriculumHandbook p12](#)). With guidance from the Committee on Curriculum and  
32 Instruction, the general education curriculum is developed by faculty members and reviewed by  
33 the AD/GE Subcommittee to ensure that the course content and outcomes meet the criteria for  
34 the relevant general education (GE) area. The requirements for the local Associate in Arts  
35 (A.A.) degree include courses from nine areas and graduation proficiencies in math, reading,  
36 writing, and information competency, adding up to at least 25 units. The requirements for the  
37 Associate in Science degree include courses from seven areas and the same graduation  
38 proficiencies as the A.A., adding up to at least 19 units. A complete list of courses that fulfill  
39 the local associate degree GE requirements is included on the website and in the College  
40 Catalog. The Associate Degree for Transfer programs require completion of the CSU GE-  
41 Breadth pattern or IGETC pattern, which are also posted on the website and included in the  
42 College Catalog ([IIA12-02 GEPatternsWebsite](#); [IIA12-03 CatalogGEPatterns](#)).

43  
44 The College Catalog describes the College’s Philosophy of General Education ([IIA12-](#)  
45 [04 CatalogGEPPhilosophy](#)). The College has also recently updated Board Policy (BP) and  
46 Administrative Procedure (AP) 4025 on the philosophy and criteria for associate degree and

1 general education, which are currently going to the Board of Trustees for second reading  
2 ([IIA12-05 BP4025-GEPhilosophy](#); [IIA12-06 AP4025-GEPhilosophy](#)). The GE Philosophy  
3 aligns with the areas of general education for local associate degree programs, CSUGE-  
4 Breadth, and IGETC ([IIA12-07 GE-PlanA](#); [IIA12-08 GE-PlanB](#); [IIA12-09 GE-PlanC](#)).  
5 Additionally, the College follows its established BP and AP on graduation requirements for  
6 degrees and certificates ([IIA12-10 BP4100-Graduation](#); [IIA12-11 AP4100-Graduation](#)). The  
7 general education patterns may be certified via completion of an associate degree or Associate  
8 Degree for Transfer. The College also offers certificates of achievement for the completion of  
9 CSUGE-Breadth or IGETC requirements. General education Course Student Learning  
10 Outcomes (CSLOs) are assessed through the CSLO assessment cycle, the Annual Planning and  
11 Program Review process, and are used to provide data for the Institutional Student Learning  
12 Outcomes, as described in standard II.A.3 and II.A.11.

### 13 14 **Analysis and Evaluation**

15  
16 The College meets the Standard. All associate degree programs at Long Beach City College  
17 require a component of general education in alignment with the College's Philosophy of  
18 General Education.

19  
20 **II.A.13. All degree programs include focused study in at least one area of inquiry or in an**  
21 **established interdisciplinary core. The identification of specialized courses in an area of**  
22 **inquiry or interdisciplinary core is based upon student learning outcomes and**  
23 **competencies, and include mastery, at the appropriate degree level, of key theories and**  
24 **practices within the field of study.**

### 25 26 **Evidence of Meeting the Standard**

27  
28 Long Beach City College offers degree programs that include focused study in at least one  
29 major or area of emphasis. The list of degrees and certificates and the requirements for each is  
30 published in the College Catalog ([IIA13-01 CollegeCatalog pp91-214](#)). The requirements for  
31 a local associate degree include completion of ([IIA13-02 CollegeCatalog pp70-71](#)):

- 32
- 33 1. A minimum of 60 degree-applicable semester units in prescribed courses;
- 34 2. A minimum of 12 semester units of study in residence;
- 35 3. A minimum of 18 semester units in a major or area of emphasis as defined by the  
36 Committee on Curriculum and Instruction;
- 37 4. Demonstration of proficiency in reading, in written expression, and in mathematics  
38 and information competency;
- 39 5. Completion of general education requirements in English composition,  
40 communication and analytical thinking, natural sciences, social and behavioral  
41 sciences, humanities and arts, physical fitness/wellness, and health education.
- 42

43 The Associate Degree for Transfer (ADT) is awarded based on completion of the lower-  
44 division major preparation requirements in alignment with the California State University  
45 (CSU) Transfer Model Curriculum template and Title 5 § 55063 and Education Code, Section  
46 66746. The ADT also requires completion of either the CSUGE-Breadth requirements or the

1 IGETC requirements. The College Catalog outlines the ADT requirements as follows ([IIA13-03 CollegeCatalog\\_p71](#)):

- 2
- 3
- 4 1. A minimum of 60 CSU-transferable semester units;
- 5 2. A minimum grade point average of 2.0 in all CSU-transferable coursework;
- 6 3. Completion of at least 18 semester units in an “AA-T” or “AS-T” major as defined
- 7 in the College Catalog;
- 8 4. Certified completion of the CSUGE-Breadth pattern or IGETC pattern. Per state
- 9 legislation, students pursuing an ADT are only required to meet the major,
- 10 CSUGE-Breadth or IGETC pattern and a minimum of 60 CSU transferable
- 11 requirements. No additional proficiencies are required.
- 12

13 Course Student Learning Outcomes (CSLO) are included in the Course Outline of Record for  
14 each course in a degree pathway. All degree and certificate programs are based upon mastery of  
15 learning outcomes at the appropriate level as students move through the program and the CSLO  
16 to Program Student Learning Outcome mapping for all awards includes designations of the  
17 level that is expected for specific outcomes (i.e., “introduced,” “reinforced” or “mastered”;  
18 [IIA13-04 AdJus-CertMap](#); [IIA13-05 DatabaseMgmt-DegreeMap](#))

## 19

### 20 **Analysis and Evaluation**

21

22 The College meets the Standard. All degree and certificate programs include a focused study in  
23 at least one major or an approved area of emphasis.

### 24

#### 25 **II.A.14. Graduates completing career-technical certificates and degrees demonstrate** 26 **technical and professional competencies that meet employment standards and other** 27 **applicable standards and preparation for external licensure and certification.**

### 28

#### 29 **Evidence of Meeting the Standard**

30

31 Long Beach City College (LBCC) assures that students who earn Career Technical Education  
32 (CTE) certificates and degrees demonstrate technical and professional competencies through a  
33 variety of methods, including hands-on training, exams, or written assignments based on  
34 Course and Program Student Learning Outcomes that in turn are based on course and program  
35 objectives.

36

37 LBCC offers CTE associate degrees and certificates of achievement in occupational/technical  
38 areas that provide training in job skills and employment opportunities. They are designed to  
39 certify a competency in a given area. Certificates of achievement above 16 units are approved  
40 by the California Community College Chancellor’s Office, the Commission, and the federal  
41 Education Department and have been designed to meet the needs of students who wish to  
42 obtain entry-level positions, upgrade their current job skills, pursue an external license and/or  
43 certification, or explore a potential area of interest. All CTE programs can be found on the  
44 College’s website. Each program webpage provides students with program of study  
45 requirements and related resources ([IIA14-01 ElectricalProgramWebpage](#); [IIA14-02 CulinaryArtsProgramWebpage](#)). Each program webpage also includes career examples

1 with average hourly wages and links to curated job postings, which are embedded in the  
2 website through the College’s contract with Economic Modeling Specialists, Inc. Career Coach  
3 to ensure information remains current and relevant ([IIA14-03\\_CSNWebpage-EMSI](#); [IIA14-  
4\\_04\\_EMSI-InfoAnalystExample](#)).

5  
6 To ensure that LBCC courses are relevant, new and modified CTE programs are reviewed by  
7 the Committee on Curriculum and Instruction, external agencies (when applicable), and  
8 Industry Advisory Committees to ensure that these programs meet employment standards. To  
9 further ensure that CTE programs meet employment standards, all CTE programs engage in a  
10 two-year Supplemental Program Review. Embedded in this process is an analysis of labor  
11 market supply and demand data, an analysis of Program Student Learning Outcome data, and a  
12 review of standard occupational codes to ensure accurate alignment with labor market  
13 outcomes ([IIA14-05\\_SPR-Templ-SectionA](#); [IIA14-06\\_SPR-SOC-FACS-Example](#)). In  
14 addition, the Los Angeles Orange County Regional Consortia curriculum recommendation  
15 process reviews all new and modified LBCC CTE credit programs of study prior to Board of  
16 Trustees approval and Chancellor’s Office submission. This process further ensures that  
17 graduates demonstrate technical and professional competencies that meet employment  
18 standards and are receiving training that has labor market demand.

19  
20 CTE programs have Industry Advisory Committees that provide input on course content and  
21 relevancy in order to ensure that the competencies taught in these classes meet industry  
22 standards ([IIA14-07\\_AdvisoryCommitteeWeldExample](#); [IIA14-08\\_AdvisoryMins-COS](#);  
23 [IIA14-09\\_AdvisoryMins-Culinary](#)). Advisory committees include representatives from  
24 business, labor, and community agencies, as well as faculty, students, and other college  
25 stakeholders. These industry partner relationships are cultivated by the faculty and the Office of  
26 Workforce Development and are all members of the College’s Center for Community and  
27 Industry Partnerships. Workforce Development works with faculty to support the logistics for  
28 the meetings including industry outreach, materials, and minutes, as well as preliminary labor  
29 market data and analysis when needed. The information gathered from the Industry Advisory  
30 Committee meetings is then used to update, revise, and improve curriculum components,  
31 ultimately ensuring that the curriculum addresses current employment standards. Advisory  
32 materials and membership information can be accessed by faculty through Canvas ([IIA14-  
33\\_10\\_CanvasAdvisoryShell](#)). To date LBCC has 34 Industry Advisory Committees with at least  
34 ten industry members on each.

35  
36 Students who complete certain CTE programs must pass state or national examinations before  
37 they can practice in the field. The College regularly monitors graduates’ licensure passing rates  
38 to ensure that graduates completing CTE degrees and certificates demonstrate technical and  
39 professional competencies that meet employment standards and are prepared for external  
40 licensure and certification ([IIA14-11\\_ACCJCAAnnualReport\\_Q18](#)).

41  
42 To further ensure the currency of employment opportunities for LBCC program graduates, the  
43 College annually reviews CTE students’ employment rates using Perkins Core 4 Employment  
44 data provided by the California Community College Chancellor’s Office ([IIA14-  
45\\_12\\_ACCJCAAnnualReport\\_Q19](#)). The College also reviews the annual LBCC CTE Employment  
46 Outcomes Survey ([IIA14-13\\_CTEOS](#)). In 2019-20, survey results indicated a 33 percent hourly

1 wage gain (i.e., five dollar increase) for students who had completed training at LBCC. In  
2 addition, 85 percent of student respondents reported being employed for pay and 92 percent of  
3 student respondents reported being very satisfied or satisfied with their training. Seventy  
4 percent of student respondents reported working fulltime with 72 percent employed in an  
5 industry closely or very closely related to their field of study.

## 6 7 **Analysis and Evaluation**

8  
9 Long Beach City College meets the Standard and provides students with easy access to  
10 information about the College’s CTE programs. Graduates demonstrate technical and  
11 professional competencies that meet employment standards and other applicable standards, as  
12 well as preparation for external licensure and certification.

### 13 14 **II.A.15. When programs are eliminated or program requirements are significantly changed,** 15 **the institution makes appropriate arrangements so that enrolled students may complete** 16 **their education in a timely manner with a minimum of disruption.**

#### 17 18 **Evidence of Meeting the Standard**

19  
20 Long Beach City College has a process for inactivating awards that requires discipline faculty  
21 to create a five-year “teach-out” plan that may include shifting students to a similar program at  
22 the College, directing students to course substitutions, credit by examination, waivers, the  
23 California Virtual College course exchange program, and/or recommending the possibility for  
24 completion at other institutions in the region ([IIA15-01\\_InactivateAwardsForm](#)). All program  
25 modifications or inactivations are submitted to the Associate Degree/General Education  
26 (AD/GE) Subcommittee for review and the College’s Curriculum Specialist assists the Dean of  
27 Academic Affairs to ensure that students have a clear path for completion if they have prior  
28 catalog rights. The College adheres to Board Policy (BP) and Administrative Procedure (AP)  
29 4024 on program establishment, program modification, and program discontinuance and is  
30 currently in the process of developing a BP and AP 4021 focused solely on program  
31 discontinuance in alignment with Community College League of California recommendations  
32 ([IIA15-02\\_BP4024-ProgramEstabModDisc](#); [IIA15-03\\_AP4024-ProgramEstabModDisc](#);  
33 [IIA15-04\\_BP4021-ProgramDiscontinuance](#); [IIA15-05\\_AP4021-ProgramDiscontinuance](#)).  
34 Information about inactivations, modifications, and teach-out plans is published in the College  
35 Catalog ([IIA15-06\\_CollegeCatalog\\_pp83-84](#)). Following an inactivation, counselors contact  
36 the students to assist with teach-out options ([IIA15-07\\_ATT-TeachOutPlan-Example](#)).  
37 Following the completion of the five-year teach-out plan, substantial changes to programs and  
38 inactivations are reported to the Chancellor’s Office, the Commission, and the Department of  
39 Education.

40  
41 All instances of program inactivation since the last accreditation cycle have been faculty-driven  
42 and occur as the result of changes to industry standards, analysis of student achievement or  
43 Student Learning Outcomes data, analysis of student demand during the Annual Planning and  
44 Program Review (APPR) process, or analysis of labor market data through the Supplemental  
45 Program Review process ([IIA15-08\\_Elect-InactForm-Example](#)). The APPR and Supplemental  
46 Program Review processes ensure that discipline faculty have opportunities for continuous

1 improvement of their programs and can respond to changes in industry or educational standards  
2 by modifying programs appropriately.

### 3 4 **Analysis and Evaluation**

5  
6 The College meets the Standard. The College has established procedures regarding program  
7 inactivation and makes appropriate arrangements for students who are enrolled in said  
8 programs so they can complete their educational goals in a timely manner. The program  
9 inactivation teach-out process is clearly communicated to students in the College Catalog.

10  
11 **II.A.16. The institution regularly evaluates and improves the quality and currency of all**  
12 **instructional programs offered in the name of the institution, including collegiate, pre-**  
13 **collegiate, career-technical, and continuing and community education courses and**  
14 **programs, regardless of delivery mode or location. The institution systematically strives**  
15 **to improve programs and courses to enhance learning outcomes and achievement for**  
16 **students.**

### 17 18 **Evidence of Meeting the Standard**

19  
20 The College regularly evaluates and improves the quality of all instructional programs and  
21 courses through the Annual Planning and Program Review (APPR), Student Learning  
22 Outcomes (SLO) assessment, and routine course review processes. As described in I.B.5, I.B.9,  
23 and II.A.2, all instructional courses and programs, including collegiate, pre-collegiate, Career  
24 Technical Education, and non-credit community education are regularly evaluated through the  
25 APPR process. Since the APPR process was redesigned and implemented in 2018-19, APPRs  
26 are now completed at the instructional discipline-level, instead of the department-level ([IIA16-01 ListofAllAPPRsContacts](#)). Each APPR is led by an APPR Faculty Contact who facilitates  
27 dialogue and data analysis amongst discipline faculty to determine areas of improvement and  
28 plans for future activities, as well as any resources needed to move discipline goals forward.

29  
30  
31 As described in Standard I.B.4, the Office of Institutional Effectiveness provides all faculty  
32 with access to dashboards for use in APPR to support faculty in analyzing disaggregated  
33 student achievement and learning outcome data. The analysis of data leads to plans for future  
34 improvements and requests for resources to accomplish those plans. For example, the  
35 Architecture program's analysis of student time to completion and transfer data in their APPR  
36 resulted in the program faculty developing plans to redesign the architecture program  
37 curriculum in order to reduce student time to completion and ensure curriculum alignment with  
38 local four-year colleges to increase transfer ([IIA16-02 APPR-Arch-2020-21\\_pp10-12](#)).  
39 Similarly, through the APPR process the College's non-credit Basic Adult Education (BAE)  
40 program evaluated declining enrollment and fill rate data for their BAE courses and  
41 implemented plans to redesign the courses into more specific non-credit curricular pathways of  
42 study through the curriculum process to meet student and community needs ([IIA16-03 APPR-LAR-2020-21\\_pp11-13](#)). To improve student learning as a result of their course SLO analyses,  
43 which indicated equity gaps in student attainment of course SLOs, the Communication Studies  
44 faculty requested resources through the APPR process to hold yearly workshops for their full  
45 and part-time faculty to examine their pedagogy and modify existing practices to close equity  
46



1 gaps ([IIA16-04 APPR-Comm-2020-21 pp24-27](#); [IIA16-05 CommResources-2020-21](#)).

2  
3 As detailed in I.B.5, CTE and non-CTE programs each conduct a Supplemental Program  
4 Review, every two and three years, respectively. This review is focused on improving aspects  
5 of program curriculum and includes course articulation and unit value analysis, roadmap  
6 review, the opportunity to update program coding, program SLO analysis and action, and for  
7 CTE programs, a labor market supply and demand analysis. For example, in analyzing the  
8 Philosophy program SLO data, the Philosophy faculty identified equity gaps in program SLO  
9 achievement for students of color and female students. As a result, they identified multiple  
10 actions to take to improve student learning for these student groups, including increasing course  
11 offerings in Feminist Philosophy and incorporating philosophy by and about women and  
12 minorities across their departmental courses through curricular redesign ([IIA16-06 SPR-  
13 Philosophy pp9-10](#)).

14  
15 In addition to the APPR process, all credit and non-credit course SLOs are assessed on a two-  
16 year cycle, as explained in Standard II.A.3. The course SLO results assessed through Canvas  
17 are visualized in a dashboard for faculty and disaggregated by student gender, ethnicity, and  
18 modality. To encourage thorough analysis of results and identification of actions to improve  
19 student learning, faculty complete an analysis and actions guide for every course SLO ([IIA16-  
20 07 Japan1-AAGuide](#)). Faculty revisit their prior analyses and actions taken to reflect on what  
21 actions have been the most meaningful and describe plans for addition improvement. Finally,  
22 on a six-year cycle, faculty are asked to again reflect on their course SLOs and prior analyses  
23 and actions as a part of the routine course review process, as described in Standard I.B.2.

### 24 25 **Analysis and Evaluation**

26  
27 The College meets the Standard. The College regularly and systematically evaluates and  
28 improves the quality and currency of all instructional programs and courses through a robust  
29 APPR process, Supplemental Program Review process, course SLO assessment cycle, and  
30 routine course review process.

---

### 32 33 **Conclusions on Standard II.A: Instructional Programs**

34  
35 Long Beach City College’s instructional programs are aligned with the College’s Mission and  
36 follow practices common to higher education. The College’s programs culminate in the  
37 attainment of Program Student Learning Outcomes, as well as the achievement of degrees,  
38 certificates, employment, and/or transfer. Degree programs include focused study in at least  
39 one major or area of emphasis and a component of general education in alignment with the  
40 College’s General Education Philosophy. Through the Committee on Curriculum and  
41 Instruction’s established curriculum processes, Annual Planning and Program Review process,  
42 Supplemental Program Review process, and Student Learning Outcomes assessment, the  
43 College regularly evaluates and improves the quality and currency of all instructional  
44 programs, regardless of delivery mode or location, to support student success and achievement.  
45 Furthermore, appropriate Board Policies and Administrative Procedures are in place and  
46 consistently followed to ensure the content and methods of instruction meet academic and

1 professional standards. In alignment with the College’s Strategic Enrollment Management  
2 Plan, and through the use of real-time and historical data, the College schedules courses  
3 efficiently and effectively to support student time to completion in ways consistent with  
4 established expectations of higher education. Board Policies and Administrative Procedures  
5 outline clearly stated processes for transfer of credit to and from other institutions and the  
6 College’s Articulation Office ensures that articulation agreements are established with  
7 institutions where patterns of student enrollment have been identified.

## 8 9 **Evidence List**

10  
11 [IIA1-01 AP4005-Curriculum pp13-17](#)  
12 [IIA1 02-CurriculumHandbook pp3-21](#)  
13 [IIA1-03 COE-LMI-CulinaryArts](#)  
14 [IIA1-04 CurriculumHandbook p16](#)  
15 [IIA1-05 CatalogProgsofStudy pp91-214](#)  
16 [IIA2-01 AP4005-Curriculum](#)  
17 [IIA2-02 CurriculumRoster](#)  
18 [IIA2-03 DMA-CourseProposal](#)  
19 [IIA2-04 CES-Membership p8](#)  
20 [IIA2-05 CourseSubmissionChecklist](#)  
21 [IIA2-06 CourseModForm](#)  
22 [IIA2-07 NewCourseForm](#)  
23 [IIA2-08 DE-Addenda](#)  
24 [IIA2-09 CurriculumTraining Slide25](#)  
25 [IIA2-10 COR-Art1 p3](#)  
26 [IIA2-11 COR-Elect202 p3](#)  
27 [IIA2-12 DE-Addendum](#)  
28 [IIA2-13 CULAR253DEAddendum](#)  
29 [IIA2-14 CO-NarrativeForm-LocalDegree](#)  
30 [IIA2-15 ADGE-Membership p7](#)  
31 [IIA2-16 ApprovalSheet-PlanBCourse](#)  
32 [IIA2-17 ApprovalSheet-PlanCCourse](#)  
33 [IIA2-18 EHTST1-ApprovalSheet-PlanA](#)  
34 [IIA2-19 PurviewofProduct](#)  
35 [IIA2-20 CCI-Agenda-060221 ItemsX-IX](#)  
36 [IIA2-21 CourseConsentAgenda-06-02-2021](#)  
37 [IIA2-22 CRRList-2021](#)  
38 [IIA2-23 FacultyAuthorReminderTips](#)  
39 [IIA2-24 ASTR1MemoCompletion](#)  
40 [IIA2-25 MUSIC38ADMemoCompletion](#)  
41 [IIA2-26-TART208AMemoCompletion](#)  
42 [IIA2-27 DPPR-Mins-091018 ItemA](#)  
43 [IIA2-28 DPPR-Mins-020620 ItemA](#)  
44 [IIA2-29 APPR-Archive](#)  
45 [IIA2-30 APPR-Hist-2019-20 pp14-16](#)  
46 [IIA2-31 APPR-ChDev-2019-20 pp12and15](#)

1 [IIA2-32 APPR-ChDev-2020-21\\_p14](#)  
2 [IIA2-33 SPR-BIW-2020-21\\_p5](#)  
3 [IIA2-34 SPR-VN-2019-20\\_p2](#)  
4 [IIA3-01 SLO-WebsiteKeySLO-Team](#)  
5 [IIA3-02 CSLO-Cycle](#)  
6 [IIA3-03 PSLO-Cycle](#)  
7 [IIA3-04 ISLO-Cycle](#)  
8 [IIA3-05 CurriculumHandbook\\_pp4and8](#)  
9 [IIA3-06 SLO-Website-CourseSLOs](#)  
10 [IIA3-07 CSLO-Checklist](#)  
11 [IIA3-08 Email-ASLO-TechReviewList](#)  
12 [IIA3-09 COR-Art1](#)  
13 [IIA3-10 Art1Syllabus](#)  
14 [IIA3-11 CSLO-Cycle](#)  
15 [IIA3-12 ASLO-Mins-Item9A](#)  
16 [IIA3-13 Example-CSLO-Rubric](#)  
17 [IIA3-14 Example-CSLO-Quiz](#)  
18 [IIA3-15 DisaggCSLO-ResultsDashbrd](#)  
19 [IIA3-16 CSLOAAGuide-Website](#)  
20 [IIA3-17 Example-CSLOAAGuide](#)  
21 [IIA3-18 MeaningfulCSLO-Actions](#)  
22 [IIA3-19 ReadingCompletedSLOWorkbook](#)  
23 [IIA3-20 ExResultsActionsNuventive](#)  
24 [IIA3-21 CatalogPSLOsExample](#)  
25 [IIA3-22 PSLO-Website](#)  
26 [IIA3-23 ProgramSLO-Checklist](#)  
27 [IIA3-24 SupplementalPR-Cycle](#)  
28 [IIA3-25 PSLO-Results-Dashboard](#)  
29 [IIA3-26 Example-PSLOAAGuide](#)  
30 [IIA4-01 CatalogCourseNumbSystem](#)  
31 [IIA4-02 CreditCourseProposalForm](#)  
32 [IIA4-03 DE-Addendum](#)  
33 [IIA4-04 COR-ENGL801B\\_p3](#)  
34 [IIA4-05 COR-ENGL105\\_p3](#)  
35 [IIA4-06 COR-ENGL1\\_p3](#)  
36 [IIA4-07 CatalogNoncredit](#)  
37 [IIA4-08 COR-ESL1S](#)  
38 [IIA4-09 COR-ENGL1S](#)  
39 [IIA5-01 SpanishADT-ProgramMap](#)  
40 [IIA5-02 BP4005-Curriculum](#)  
41 [IIA5-03 AP4005-Curriculum](#)  
42 [IIA5-04 BP4028-CreditPriorLearning](#)  
43 [IIA5-05 AP4028-CreditPriorLearning](#)  
44 [IIA5-06 BP4025-GEPhilosophy](#)  
45 [IIA5-07 AP4025-GEPhilosophy](#)  
46 [IIA5-08 BP4100-Graduation](#)

1 [IIA5-09 AP4100-Graduation](#)  
2 [IIA5-10 SampleCurriculumGuides](#)  
3 [IIA5-11 AP4100-Graduation](#)  
4 [IIA5-12 CatalogDegreeReqs](#)  
5 [IIA6-01 ScheduleofClasses](#)  
6 [IIA6-02 DHSchedulingTraining](#)  
7 [IIA6-03 CVC-OEICContract](#)  
8 [IIA6-04 EMOC-Charge](#)  
9 [IIA6-05 201720-SEMP\\_p12and18](#)  
10 [IIA6-06 SchedulingSummitAgenda](#)  
11 [IIA6-07 IEPI-SEMProject](#)  
12 [IIA6-08 CPC-SumNotes-04122018-Item10](#)  
13 [IIA6-09 StdntCenteredSchedDesign](#)  
14 [IIA6-10 ExecutiveCreditSummary](#)  
15 [IIA6-11 CreditRegistrationTracker](#)  
16 [IIA6-12 SummaryDashboard-Scheduling](#)  
17 [IIA6-13 APPR-HeathEd\\_pp9-12](#)  
18 [IIA6-14 CollegeCatalog\\_pp83-84](#)  
19 [IIA7-01 BP4105-DistanceEd](#)  
20 [IIA7-02 AP4105-DistanceEd](#)  
21 [IIA7-03 DE-Addendum](#)  
22 [IIA7-04 CanvasTeachOnlineSeminar](#)  
23 [IIA7-05 CanvasOnlineTeachingBestPractices](#)  
24 [IIA7-06 RemoteTeachingResources-Web](#)  
25 [IIA7-07 OLETWorkshops](#)  
26 [IIA7-08 CurriculumAgenda\\_ItemXII.C](#)  
27 [IIA7-09 CurriculumAgenda\\_ItemXII.A](#)  
28 [IIA8-01 BP4028-CreditPriorLearning](#)  
29 [IIA8-02 AP4028-CreditPriorLearning](#)  
30 [IIA9-01 BP4021-Grading](#)  
31 [IIA9-02 AP4021-Grading](#)  
32 [IIA9-03 BP4028-CreditPriorLearning](#)  
33 [IIA9-04 AP4028-CreditPriorLearning](#)  
34 [IIA9-05 BP4005-Curriculum](#)  
35 [IIA9-06 AP4005-Curriculum](#)  
36 [IIA9-07 BP4100-Graduation](#)  
37 [IIA9-08 AP4100-Graduation](#)  
38 [IIA9-09 COR-Chem12AExample\\_p1](#)  
39 [IIA9-10 COR-Art1Example\\_p1](#)  
40 [IIA9-11 BP4005-Curriculum](#)  
41 [IIA9-12 AP4005-Curriculum](#)  
42 [IIA9-13 CurriculumHandbook\\_p32](#)  
43 [IIA9-14 CSLO-Results-Dashboard](#)  
44 [IIA9-15 Example-CSLOAAGuide](#)  
45 [IIA9-16 RoutineReviewEmail\\_p2](#)  
46 [IIA9-17 CollegeCatalog\\_pp91-214](#)

1 [IIA9-18 CurriculumHandbook\\_p36](#)  
2 [IIA10-01 BP4050-Articulation](#)  
3 [IIA10-02 AP4050-Articulation](#)  
4 [IIA10-03 BP4100-Graduation](#)  
5 [IIA10-04 AP4100-Graduation](#)  
6 [IIA10-05 TransferCenterWebsite](#)  
7 [IIA10-06 CollegeCatalog\\_pp84-86](#)  
8 [IIA10-07 CatalogTransferCredit](#)  
9 [IIA10-08 TransferCreditWebpage](#)  
10 [IIA11-01 CSLOsMappedToISLOs](#)  
11 [IIA11-02 ISLO-Website](#)  
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20 [IIA11-11 ISLO-Rubric](#)  
21 [IIA11-12 ISLOResults-Dashboard](#)  
22 [IIA11-13 ISLO3-AAGuide](#)  
23 [IIA11-14 ISLO5-AAGuide](#)  
24 [IIA11-15 ISLOActions](#)  
25 [IIA11-16 ASLO-Mins-Item8.a](#)  
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29 [IIA12-03 CatalogGEPatterns](#)  
30 [IIA12-04 CatalogGEPPhilosophy](#)  
31 [IIA12-05 BP4025-GEPhilosophy](#)  
32 [IIA12-06 AP4025-GEPhilosophy](#)  
33 [IIA12-07 GE-PlanA](#)  
34 [IIA12-08 GE-PlanB](#)  
35 [IIA12-09 GE-PlanC](#)  
36 [IIA12-10 BP4100-Graduation](#)  
37 [IIA12-11 AP4100-Graduation](#)  
38 [IIA13-01 CollegeCatalog\\_pp91-214](#)  
39 [IIA13-02 CollegeCatalog\\_pp70-71](#)  
40 [IIA13-03 CollegeCatalog\\_p71](#)  
41 [IIA13-04 AdJus-CertMap](#)  
42 [IIA13-05 DatabaseMgmt-DegreeMap](#)  
43 [IIA14-01 ElectricalProgramWebpage](#)  
44 [IIA14-02 CulinaryArtsProgramWebpage](#)  
45 [IIA14-03 CSNWebpage-EMSI](#)  
46 [IIA14-04 EMSI-InfoAnalystExample](#)

- 1 [IIA14-05 SPR-Templ-SectionA](#)
- 2 [IIA14-06 SPR-SOC-FACS-Example](#)
- 3 [IIA14-07 AdvisoryCommitteeWeldExample](#)
- 4 [IIA14-08 AdvisoryMins-COS](#)
- 5 [IIA14-09 AdvisoryMins-Culinary](#)
- 6 [IIA14-10 CanvasAdvisoryShell](#)
- 7 [IIA14-11 ACCJCAAnnualReport Q18](#)
- 8 [IIA14-12 ACCJCAAnnualReport Q19](#)
- 9 [IIA14-13 CTEOS](#)
- 10 [IIA15-01 InactivateAwardsForm](#)
- 11 [IIA15-02 BP4024-ProgramEstabModDisc](#)
- 12 [IIA15-03 AP4024-ProgramEstabModDisc](#)
- 13 [IIA15-04 BP4021-ProgramDiscontinuance](#)
- 14 [IIA15-05 AP4021-ProgramDiscontinuance](#)
- 15 [IIA15-06 CollegeCatalog pp83-84](#)
- 16 [IIA15-07 ATT-TeachOutPlan-Example](#)
- 17 [IIA15-08 Elect-InactForm-Example](#)
- 18 [IIA16-01 ListofAllAPPRsContacts](#)
- 19 [IIA16-02 APPR-Archt-2020-21 pp10-12](#)
- 20 [IIA16-03 APPR-LAR-2020-21 pp11-13](#)
- 21 [IIA16-04 APPR-Comm-2020-21 pp24-27](#)
- 22 [IIA16-05 CommResources-2020-21](#)
- 23 [IIA16-06 SPR-Philosophy pp9-10](#)
- 24 [IIA16-07 Japan1-AAGuide](#)

25

26

## 27 **B. Library and Learning Support Services**

28

29 **II.B.1. The institution supports student learning and achievement by providing library, and**  
30 **other learning support services to students and to personnel responsible for student**  
31 **learning and support. These services are sufficient in quantity, currency, depth, and**  
32 **variety to support educational programs, regardless of location or means of delivery,**  
33 **including distance education and correspondence education. Learning support services**  
34 **include, but are not limited to, library collections, tutoring, learning centers, computer**  
35 **laboratories, learning technology, and ongoing instruction for users of library and other**  
36 **learning support services. (ER 17)**

37

### 38 **Evidence of Meeting the Standard**

39

40 Long Beach City College (LBCC) supports student learning and success by providing library  
41 and learning support services both in person and online through the Libraries at the Liberal Arts  
42 Campus (LAC) and Pacific Coast Campus (PCC), Student Success Centers (i.e., Math Success  
43 Center, Multidisciplinary Success Centers, and Writing & Reading Success Center), and  
44 Tutoring Center. To ensure student success the Libraries offer print collections, course reserve  
45 collections, eBooks, research databases, and library instruction sufficient in quantity, currency,  
46 depth, and variety to support the College’s educational programs. The Success Centers provide

1 learning support services including tutoring, supplemental learning assistance, calculator and  
2 textbook checkout, test proctoring, computer access, and study space in sufficient in quantity,  
3 currency, depth, and variety to support the College’s educational programs. The Library and  
4 Student Success Centers services are outlined in the Faculty Handbook, and overviews are  
5 included in new faculty orientations (a.k.a. College Culture Fridays) and the annual adjunct  
6 faculty orientation ([IIB1-01 2018-20-FacultyHandbook pp16-20](#); [IIB1-  
7 02 CollegeCultureFridaysAgenda 10162020](#); [IIB1-03 AdjunctOrientation2020](#)).

## 9 **LAC & PCC Libraries:**

10  
11 The Libraries offer students an array of services and resources six days a week including  
12 reference services, both at the physical libraries and online, during all hours of operation ([IIB1-  
13 04 LibraryHours](#)). The LAC Library was recently renovated with new study spaces, group  
14 study rooms, and computers ([IIB1-05 LACLLibraryMap](#)). The PCC Library includes study  
15 space, study rooms, and computers dedicated to discovering library resources ([IIB1-  
16 06 PCCLibraryMap](#)). In 2019-20, students accessed the physical Libraries 146,617 times  
17 before the College went into emergency remote instruction in March, 2020.

## 19 **Library Collections**

20  
21 The LAC and PCC Libraries contain 116,899 physical items ([IIB1-07 LibraryPhysical-  
22 InventoryCount2020](#)). The majority of library materials are located in the “Main Stacks” and  
23 are assessed for quantity, quality, depth, and variety as outlined in the Library Departments’  
24 Collection Development Policy, along with analysis of statistical reports ([IIB1-  
25 08 CollectionDevPolicy](#); [IIB1-09 CollectionDevReport](#)). The Library’s reserve collections  
26 contain 5,082 items making it one of the largest collections of textbooks in the California  
27 Community College system. This collection represents the majority of items checked out by  
28 students comprising of 85% of the circulation statistics. This collection is evaluated for  
29 quantity, quality, depth and variety through faculty recommendations and student suggestions  
30 ([IIB1-10 CourseReserveMaterialRequestForm](#)).

31  
32 There are currently 244,969 eBooks available through the Library Catalog (Primo) with many  
33 titles as Open Access or freely accessible ([IIB1-11 eBooksInventoryCount2020](#)). The Library  
34 continues to examine different avenues to bolster electronic offerings, through collaboration  
35 with other departments and an increased budget for eBooks.

36  
37 The Library currently subscribes to 109 subscription databases ([IIB1-12 LibraryDatabaseList](#)).  
38 Access to the databases is available online to all students, staff, and faculty through the Viking  
39 Portal. To address a high number of reference questions from students navigating the databases  
40 page, the Electronic Resources Librarian and Systems Librarian, along with several adjunct  
41 librarians created the “Popular Databases” page along with the “Databases by Subject” pages  
42 that are simple to navigate on both a desktop computer or mobile device ([IIB1-13 Database-  
43 REFQuestionsStatistics](#); [IIB1-14 LibraryDatabasePages](#)). In spring 2021, the Library sought  
44 feedback from students on the redesign of their database webpages and found that the majority  
45 of students were able to find the information they were searching for using the new webpage  
46 design. Over half of the student respondents who had previously visited the old webpages

1 preferred the redesigned webpages ([IIB1-15 LibraryDatabasesSurveyResults](#)).

## 3 **Library Website**

5 The LBCC Library homepage is the online gateway for students, staff, and faculty to search,  
6 locate, and access all Library resources ([IIB1-16 LibraryHomepage](#)). From the Library  
7 homepage, students, faculty, and staff can access a chat widget for quick reference questions,  
8 the online catalog of ease in searching for materials, videos for learning more about library  
9 resources, and resource guides organized by key topics and areas of high interest ([IIB1-  
10 17 ChatReference](#); [IIB1-18 CatalogOnlineLibrary](#); [IIB1-19 LibraryTutorialVideos](#); [IIB1-  
11 20 LibraryResourceGuides](#)). Additionally, students can find information about curbside pick  
12 up and digitization of files to meet their needs during the disruptions caused by the COVID-19  
13 pandemic ([IIB1-21 LibraryCurbside-Digitization](#)). These services are evaluated in department  
14 meetings and by the Systems Librarian following best practices for accessibility and user  
15 interface (UI) standards while utilizing student responses from the annual library survey ([IIB1-  
16 22 LibraryStudentSurvey2020](#)).

## 18 **Library Instruction**

20 Information literacy, library orientations, workshops, and research assistance conducted at the  
21 reference desk are several ways in which the library provides instruction to students. Library  
22 orientations take place in L-103, a classroom that has computers at each student workstation.  
23 Tailored orientations are informed through the orientation request form ([IIB1-23 Library-  
24 OrientationForm](#)). Due to the COVID-19 pandemic, all orientations were moved online and  
25 conducted through the class Canvas shell of the requesting professor. Once in person classes  
26 resume, the library will offer both online and in person sessions. The Library offers weekly  
27 Library Workshops that offer students an opportunity to consult with a librarian. The newly  
28 created online Library Workshops published through Canvas allow students to self-enroll and  
29 complete some or all the five available modules, which address search strategies, finding books  
30 and eBooks, peer reviewed journals and articles, online research, and “fake news” ([IIB1-  
31 24 LibraryCanvasWorkshops](#)). These online workshops were created in response to COVID-  
32 19 closures but, due to over 1,000 student participants over nine months, the Library plans to  
33 continue to offer them even when the physical libraries reopen ([IIB1-25 LibraryCanvas-  
34 WorkshopsStats](#)). The Library evaluates and discusses the efficacy of the library workshops in  
35 the monthly Instruction Committee meetings ([IIB1-26 LibraryInstructionMeetingNotes](#)).

37 Librarians at both the LAC and PCC reference desks perform information literacy instruction  
38 through one-on-one consultations with students in-person, by phone, or through the Libraries’  
39 online reference chat service ([IIB1-27 ReferenceSchedule2020](#)). The physical Libraries’  
40 reference desks are a much-used resource by students ([IIB1-28 ReferenceTransactions2020-  
41 21](#)). New services that go beyond simple text-based communication are now being offered to  
42 allow students to request Zoom assistance directly from the Library Chat widget and are  
43 supplemented by the Library Resource Guides ([IIB1-20 LibraryResourceGuides](#)) and Library  
44 tutorial videos ([IIB1-19 LibraryTutorialVideos](#)). The Library also participates in the College’s  
45 Starfish Early Alert System, ensuring that students get library support when it is identified as  
46 needed by faculty to support students’ success ([IIB1-29 StarfishStatistics](#)).



1  
2 **Success Centers**

3  
4 The Success Centers provide tutoring (including embedded tutoring and supplemental  
5 instruction), supplemental learning assistance, calculator and textbook checkout, test  
6 proctoring, computer access, and study space ([IIB1-30\\_CenterResources](#); [IIB1-  
7 31\\_EmbeddedTutoring](#); [IIB1-32\\_Study Resources](#); [IIB1-33\\_CalculatorLoans](#)).

8  
9 Learning assistance and related services are offered at the LAC campus via the Math Success  
10 Center, Multidisciplinary Success Center, Writing/Reading Success Center, and Science  
11 Resource Center and at PCC via the PCC Multidisciplinary Center to ensure equitable student  
12 access ([IIB1-34\\_CenterUsage](#)). Similar to the Library, the Success Centers participate in the  
13 Starfish Early Alert System and connect students to tutoring and other success center supports  
14 when identified as needed for specific students by faculty. The Academic Computing Centers at  
15 LAC and PCC campuses provide students with computers, general use and program-specific  
16 software, printing services, and other technology and office supplies needed to complete  
17 assignments ([IIB1-35\\_SuccessCenterSoftware](#)).

18  
19 The Learning Resources Oversight Committee allows each Student Success Center to  
20 collaborate among centers to problem-solve and ensure best practices and standards of service  
21 across all centers and services ([IIB1-36\\_LearningResourcesOversightMeetingNotes](#)).

22  
23 The Success Centers' services are described to students on LBCC webpages, Canvas pages,  
24 classroom orientations, and through direct student and faculty communications ([IIB1-  
25 37\\_ClassOrientation](#)). Prior to the COVID-19 pandemic, the Success Centers offered the  
26 majority of their services online, including tutoring and supplemental learning assistance. Since  
27 the COVID-19 pandemic, all services have been transitioned online to continue supporting  
28 students ([IIB1-38\\_CenterOnlineSp21](#)).

29  
30 **Equipment**

31  
32 The Success Centers utilizes various software programs to assist students within the Center  
33 ([IIB1-35\\_SuccessCenterSoftware](#)). For example, software such as Wolfram Mathematica,  
34 MATLAB R2019a, MathType, Visual Studio, Statdisk 13 and the Microsoft Office Suite are  
35 available for student use. As noted in III.C.1 and III.C.2, Information Technology Services  
36 (ITS) maintains all computers in the Success Centers, Library, and computer labs. The well-  
37 equipped Academic Computing Centers supports the College with ample available hours, a  
38 significant quantity of computers, and software ([IIB1-39\\_Spring2020Schedule](#)).

39  
40 **Library and Success Centers Evaluations**

41  
42 The Library and Success Centers have established evaluation processes to ensure that they have  
43 sufficient depth and variety of materials to meet the needs of students through the Supplemental  
44 Program Review process, Curriculum development, and Annual Planning and Program Review  
45 (APPR) processes. Beginning in 2020-2021, the Library and Success Centers added faculty  
46 surveys to the Supplemental Program Review template to identify faculty collections, textbook

1 reserve, database, equipment, and technology needs for programs and courses through this  
2 process ([IIB1-40 SPR-Templ-2020-21 pp2-3](#); [IIB1-41 LibrarySurveys](#); [IIB1-](#)  
3 [42 SuccessCentersSurvey](#)). For the Library, these surveys have also been embedded into the  
4 new course proposal and new program Chancellor’s Office Narrative templates, as well as in  
5 the Course Routine Review forms, so that faculty collections and materials needs can be  
6 identified prior to new courses or programs being offered ([IIB1-43 ADT-CONTemplate](#); [IIB1-](#)  
7 [44 NewCreditCourseProposalForm p18](#); [IIB1-45 NewNoncreditCourseProposalForm p10](#)).  
8 The Library and Success Centers evaluate this data through the APPR process and as a result of  
9 this analysis determine resource requests to support disciplines across campus.

10  
11 In addition, the Library and Success Centers assess the effectiveness of their services during the  
12 APPR process through established service unit outcomes (SUO) that are evaluated to determine  
13 progress toward Library goals and Success Center goals, as well as plans for future activities  
14 based on these analyses ([IIB1-46 APPR-Library-2020-21](#); [IIB1-47 APPR-MDSC-2020-21](#),  
15 [IIB1-48 APPR-MS-2020-21](#), [IIB1-49 APPR-WRSC-2020-21](#)).

## 16 17 **Analysis and Evaluation**

18  
19 The College meets the standard. Faculty and staff in the Library and Student Success Centers  
20 evaluate the resources and services through the Annual Planning and Program Review (APPR)  
21 process that includes reviews of student surveys and usage statistics. The Library provides a  
22 robust collection of resources, including both physical and electronic textbooks, as well as  
23 instruction and orientations informing and familiarizing students about information literacy,  
24 library resources, and reference services that align to the standard. The Success Centers provide  
25 tutoring (including embedded tutoring and supplemental instruction), supplemental learning  
26 assistance, resources for checkout, test proctoring, computer access, and study space that align  
27 to the standard. The Academic Computing Centers supports students’ software and computing  
28 needs.

### 29 30 **II.B.2. Relying on appropriate expertise of faculty, including librarians, and other learning** 31 **support services professionals, the institution selects and maintains educational** 32 **equipment and materials to support student learning and enhance the achievement of** 33 **the mission.**

#### 34 35 **Evidence of Meeting the Standard**

36  
37 The Library works closely with the College’s faculty to select materials to support student  
38 success in alignment with the College’s Mission. The Library has a curriculum-based collection  
39 of print books, eBooks, closed-captioned DVDs, online streaming videos, audio-books, Hi-lo  
40 titles that are written for lower reading levels, children's books, and popular fiction and non-  
41 fiction books. In accordance with the Library Department’s Collection Development Policy, the  
42 selection of new materials is based on curricula and student information needs ([IIB2-](#)  
43 [01 CollectionDevPolicy](#)). As previously described in II.B.1, the Supplemental Program  
44 Review, course and program development, and course routine review processes include faculty  
45 surveys, the results of which are utilized by the Library to inform requests for new collections  
46 and materials through the APPR process. Further needs for collections are identified through

1 campus community requests and collection deficits that are identified during collection  
2 assessments ([IIB2-02\\_GeneralLibMaterialReqForm](#); [IIB2-03\\_CourseRsrvMaterialReqForm](#);  
3 [IIB2-04\\_PeriodcalRequestForm](#); [IIB2-05\\_CollectionDevReports](#)).

4  
5 Periodic collection assessments are also performed to evaluate the age and relevancy of the  
6 Library collections to ensure that the books and materials are updated to serve the academic  
7 and informational needs of students. Through the APPR process, the Library has established a  
8 holistic evaluation process of the databases to inform future activities and needed resource  
9 requests to ensure student research needs are met ([IIB2-06\\_LibNonInstrProgPln2020\\_p11](#);  
10 [IIB2-07\\_LibraryStudentSurvey2020](#); [IIB2-08\\_DatabasesStats2018-2020](#)).

11  
12 The College has one of the most extensive Course Reserve Collections in the state due to  
13 support for funding of Library resource requests through the APPR process, as well as the  
14 strategic use of unique funding sources such as student equity grants. Items in this collection  
15 are purchased through faculty recommendations and student suggestions in conjunction with  
16 analyzing usage statistics to purchase additional copies and to deselect materials ([IIB2-](#)  
17 [03\\_CourseRsrvMaterialReqForm](#); [IIB2-09\\_CourseResrvCheckOutsLAC](#); [IIB2-](#)  
18 [10\\_CourseReserveCheckOutsPCC](#)).

19  
20 Librarians correspond with faculty via instruction sessions, email, and department visits, as  
21 well as support the promotion of, and assistance with, Open Educational Resources (OER).  
22 Librarians also work with faculty and specific departments to create resources such as  
23 Nursing's program Code Green, the Latinx Library Resource Guide, the BLM Library  
24 Resource Guide, API-DESI Library Resource Guide, the LGBTQ Library Resource Guide, and  
25 the Women's History Month Library Resource Guide ([IIB2-11\\_Library-NursingCodeGreen](#);  
26 [IIB2-12\\_LibraryResourceGuides](#)). To date, the Library has collaborated with over 30 faculty to  
27 create these resource guides, which inform collection development. Librarians sit on the  
28 Committee on Curriculum and Instruction (CCI), Academic Policies and Standards  
29 Subcommittee, Associate Degree/General Education Subcommittee, Course Evaluation  
30 Subcommittee, Department Plan/Program Review Subcommittee, Assessment of Student  
31 Learning Outcomes Subcommittee, Career Technical Education Committee, and the OER  
32 Advisory Group and, based on feedback and information from those committees, recommend  
33 purchases for both new and current programs and classes to the Collection Development  
34 Librarian ([IIB2-13\\_CommitteeAssignments2020](#)).

35  
36 The Success Centers work extensively with the instructional departments to ensure that they  
37 have the materials and equipment needed to support student learning. As previously described  
38 in II.B.1, the Success Centers identify faculty needs for equipment and materials through the  
39 Supplemental Program Review process and utilize this information to inform resource requests  
40 during the APPR process. The Success Centers and the Academic Computing Centers also  
41 conduct an annual faculty survey to ensure that the centers are meeting the needs of the faculty  
42 and that their services and materials are up to date ([IIB2-14\\_SPR-SuccessCenterSurvey](#)). In the  
43 Spring 2020 semester, the Multidisciplinary Success Centers (MDSC) were awarded an Equity  
44 mini grant to purchase more calculators to distribute to students. In Spring 2017 the Life  
45 Science department was awarded a grant to purchase anatomical models and requested that the  
46 models be stored in the MDSC Tutoring Centers. The LAR department regularly collaborates

1 with departments and areas across campus to ensure it is meeting student needs with its  
2 materials and services.

3  
4 The student computers located in the Liberal Arts Campus (LAC) and Pacific Coast Campus  
5 (PCC) Libraries, LAC and PCC Academic Computing Centers, the Math Success Center, the  
6 Writing and Reading Success Center, LAC and PCC MDSC are serviced by Instructional and  
7 Information Technology Services (IITS) and are maintained and replaced according to their  
8 schedule, as detailed in III.C.2.

## 9 10 **Analysis and Evaluation**

11  
12 The College meets the standard. The Library and Success Centers select, maintain, and  
13 evaluate resources including educational equipment through the College's Supplemental  
14 Program Review, Curriculum, and APPR processes to support student learning and the  
15 College's Mission. The Library's general collection resources are further evaluated in  
16 accordance with the Collection Development Policy. The student computers located in the  
17 Libraries, Academic Computing Centers, and the multiple Student Success Centers are  
18 maintained by IITS in accordance with their policies and practices.

19  
20 **II.B.3. The institution evaluates library and other learning support services to assure their**  
21 **adequacy in meeting identified student needs. Evaluation of these services includes**  
22 **evidence that they contribute to the attainment of student learning outcomes. The**  
23 **institution uses the results of these evaluations as the basis for improvement.**

## 24 25 **Evidence of Meeting the Standard**

26  
27 The College evaluates library and learning support services through service unit outcomes  
28 (SUO) as a part of the Annual Planning and Program Review (APPR) process to assure they  
29 are adequately meeting student needs and supporting student success. The Library's service  
30 APPR includes four goals, which are each assessed by SUOs ([IIB3-01 APPR-Library-2020-](#)  
31 [21](#)). The SUOs evaluate student satisfaction with library services, library resource usage both  
32 overall and to increase equity, library outreach, and library electronic resource usage and  
33 technology access.

34  
35 Similar to the Library, the Success Centers engage in the APPR process and each complete an  
36 APPR that includes an analysis of SUO data to inform goal progress, identification of activities  
37 for the coming year, and resource requests ([IIB3-02 APPR-MDSC-2020-21](#); [IIB3-03 APPR-](#)  
38 [MSC-2020-21](#); [IIB3-04 APPR-WRSC-2020-21](#)). In addition to the APPR process, the Success  
39 Centers also evaluate their services throughout the year through administration of satisfaction  
40 surveys to students ([IIB3-05 WRSCSpring2021-StudentSurvey](#)).

41  
42 The Library also collects and evaluates data throughout the year on library entrances, library  
43 resource circulations, computer usage, database sessions, study room reservations, and student  
44 participation in library instruction ([IIB3-06 RefrncTransactions2020-21](#); [IIB3-](#)  
45 [07 LibraryReferenceTransactionStatistics](#); [IIB3-08 LAC LibraryGateCount](#); [IIB3-](#)  
46 [09 PCC LibGateCount](#); [IIB3-10 DatabaseUsageStatistics](#); [IIB3-11 CirculationTotals](#); [IIB3-](#)

1 [12 LibOrientationReqs2010-20](#)). The Library uses this data to make informed decisions about  
2 Library hours, reference desk staffing, database subscriptions, and outreach opportunities. For  
3 example, analyzing library orientations and workshop attendance resulted in the creation of  
4 online workshops that enable students to participate in library instruction virtually at their  
5 convenience, while also streamlining the ability for faculty to assign these library workshops to  
6 their students ([IIB3-13 ReferenceSchedule2020](#); [IIB3-14 EmailOutreach](#)). Statistical data for  
7 Library orientations and workshops allows the Library to target disciplines that are not utilizing  
8 this service. This data was also used to address the declining circulation totals for the general  
9 collection items, resulting in the decision to remove overdue fines for all library resources  
10 except Course Reserve items, which encourages more students to check out and use print  
11 resources from the Library along with addressing the inequities created by overdue fines.

12  
13 The Library also conducts targeted surveys to assess specific student needs and changes to  
14 services, such as when the Library databases' page was redesigned to ensure greater usability,  
15 prompted by an excess of reference questions regarding how to locate and access the library  
16 databases ([IIB3-15 DatabaseREFQuestionsStats](#)). The Library also used a targeted survey  
17 when the College migrated to the new college website, as well as a survey conducted before the  
18 LAC Library renovation to gather input from students about their needs ([IIB3-](#)  
19 [16 LibWebUsabilityTesting](#); [IIB3-17 LibraryDatebaseSurvey](#); [IIB3-](#)  
20 [18 RecsLAC LibraryRenovation](#)).

21  
22 The Success Centers collect direct student feedback through annual student satisfaction  
23 surveys, periodic student surveys of specific materials and services, and periodic faculty and  
24 tutor surveys ([IIB3-19 MDSC StudentSurveyResults](#); [IIB3-20 EmbedTutrngSurvStdtsF2019](#);  
25 [IIB3-21 EmbedTutrngSurvTutorsF2019](#)). As previously mentioned in II.B.1, to gather  
26 consistent feedback from faculty on Success Center Needs, the Centers embedded a survey in  
27 the Supplemental Program Review template, which asks all faculty to identify what academic  
28 supports they are currently utilizing in the centers and what supports they would like to request  
29 to increase student success ([IIB3-22 SPR-SuccessCenterSurvey](#)). Additionally, through  
30 collaboration in the Learning Resources Oversight Committee, the Success Centers  
31 implemented a regular review cycle of supplemental learning assistance materials that began in  
32 Spring 2020 and uses shared criteria, as well as student and faculty feedback to revise all  
33 activities every three years ([IIB3-23 OversightNotes-121119](#)).

## 34 35 **Analysis and Evaluation**

36  
37 The College meets the standard. The Library and Success Centers are evaluated through the  
38 college-wide APPR process, as well as through additional student surveys and analysis of  
39 services usage data during each academic year.

40  
41 **II.B.4. When the institution relies on or collaborates with other institutions or other sources**  
42 **for library and other learning support services for its instructional programs, it**  
43 **documents that formal agreements exist and that such resources and services are**  
44 **adequate for the institution's intended purposes, are easily accessible and utilized. The**  
45 **institution takes responsibility for and assures the security, maintenance, and reliability**  
46 **of services provided either directly or through contractual arrangement. The institution**

1 regularly evaluates these services to ensure their effectiveness. (ER 17)

### 2 3 **Evidence of Meeting the Standard**

4  
5 The College is fully responsible for the management and administration of the Library, the  
6 Success Centers, and the Academic Computing Centers. Beginning in Spring 2020, the Success  
7 Centers started offering NetTutor tutoring services to students on a variety of subjects during  
8 the days and times that the Success Centers are closed ([IIB4-01 NetTutor](#)). This service is  
9 currently provided by the California Community Colleges (CCCs) Online Education Initiative  
10 (OEI). NetTutor is evaluated by the CCC OEI to ensure it meets California accessibility  
11 standards. The Success Centers are currently developing an SUO to locally evaluate NetTutor  
12 through the Annual Planning and Program Review (APPR) process.

13  
14 The Library is currently part of the Community College League of California (CCLC) and, in  
15 partnership with the Council of Chief Librarians, conducts a program of cooperative buying for  
16 most of the electronic resources that the library offers which are evaluated during the APPR  
17 process ([IIB4-02 CommunityCollegeLeagueCA](#); [IIB4-03 CouncilofChiefLibrarians](#); [IIB4-  
18 04 LibNonInstructProgPln2020](#)). The College has a mutual lending agreement with the  
19 California State University, Long Beach (CSULB) Library that extends borrowing privileges of  
20 non-reserve library materials to students, faculty, and staff of both Colleges ([IIB4-  
21 05 LibMutualUseLendAgreemnts](#)). The Library offers Interlibrary Loan (ILL) services  
22 through OCLC's WorldShare ILL to supplement the Library collections and allow students,  
23 faculty, and staff to request any needed materials that are currently not found in the Library  
24 collections ([IIB4-06 InterlibraryLoanPolicies](#)).

25  
26 The College worked with the CCC Technology Center to adopt, implement, and support the  
27 new Library Services Platform (LSP) Project, participating in the first phase of the project as a  
28 "Vanguard College" by acting as a pilot college to establish the procedures for the CCC  
29 migration to the new LSP ([IIB4-07 LibraryServicesPlatformProject](#); [IIB4-  
30 08 VanguardCollegeStatusReports](#)). The Library participates and contributes to ongoing  
31 maintenance, governance, and California Community College (CCC) training with librarians as  
32 members of the NZ Task Force, Systems Work Group and presentations through other CCC  
33 LSP Work Groups ([IIB4-09 NZ Zone-Meeting pp3-4](#); [IIB4-10 SystemsWorkGroup-  
34 CCCLSP](#); [IIB4-11 CircWorkGroupPresCCCLSP p2](#)). The College continues to support these  
35 activities through the Library Services Platform Participation Agreement ([IIB4-  
36 12 LSPParticipationAgreement](#)).

### 37 38 **Analysis and Evaluation**

39  
40 Long Beach City College meets this standard. The College relies on system-wide governance  
41 for compliance with state standards. Collaborations with other institutions or entities in library  
42 service provisions are regulated through formal agreements. The College ensure the security,  
43 relevance, and reliability of such collaborations, as well as programs such as the LSP and  
44 NetTutor that are used to improve services provided to students. All services and programs are  
45 reviewed at the college-level with regularity for such efficacy and use.

---

1  
2 **Conclusions on Standard II.B: Library and Learning Support Services**  
3

4 Long Beach City College supports student learning, achievement, and success through Library  
5 and Success Centers provided in sufficient quantity, currency, depth and variety both in-person  
6 and online. The Library, Success Centers, and other learning resources provide students access  
7 to extensive print and online resources and services, including books, online databases,  
8 academic tutoring, supplemental instruction, textbooks, and technology that support student  
9 success. Library and Success Center faculty and staff collaborate with discipline faculty  
10 throughout the College to ensure that collections, lab materials, hardware, software and other  
11 learning resources are current, appropriate and sufficient to support the College's Mission.  
12 Through the Annual Planning and Program Review process, the Library and Success Centers  
13 analyze service unit outcome data collected via student and faculty surveys, evaluations, usage  
14 statistics to identify areas of improvement and the need for new services or resources to ensure  
15 that all student learning needs are being addressed fully in terms of both depth and quantity.  
16 The formal agreements that exist between outside vendors and the Library or the Success  
17 Centers have been evaluated to ensure the resources are both appropriate and accessible in  
18 meeting the standards of both the College and the state.  
19

20 **Evidence List**  
21

- 22 [IIB1-01 2018-20-FacultyHandbook\\_pp16-20](#)
- 23 [IIB1-02 CollegeCultureFridaysAgenda\\_10162020](#)
- 24 [IIB1-03 AdjunctOrientation2020](#)
- 25 [IIB1-04 LibraryHours](#)
- 26 [IIB1-05 LACLibraryMap](#)
- 27 [IIB1-06 PCCLibraryMap](#)
- 28 [IIB1-07 LibraryPhysical-InventoryCount2020](#)
- 29 [IIB1-08 CollectionDevPolicy](#)
- 30 [IIB1-09 CollectionDevReport](#)
- 31 [IIB1-10 CourseReserveMaterialRequestForm](#)
- 32 [IIB1-11 eBooksInventoryCount2020](#)
- 33 [IIB1-12 LibraryDatabaseList](#)
- 34 [IIB1-13 Database-REFQuestionsStatistics](#)
- 35 [IIB1-14 LibraryDatabasePages](#)
- 36 [IIB1-15 LibraryDatabasesSurveyResults](#)
- 37 [IIB1-16 LibraryHomepage](#)
- 38 [IIB1-17 ChatReference](#)
- 39 [IIB1-18 CatalogOnlineLibrary](#)
- 40 [IIB1-19 LibraryTutorialVideos](#)
- 41 [IIB1-20 LibraryResourceGuides](#)
- 42 [IIB1-21 LibraryCurbside-Digitization](#)
- 43 [IIB1-22 LibraryStudentSurvey2020](#)
- 44 [IIB1-23 Library-OrientationForm](#)
- 45 [IIB1-24 LibraryCanvasWorkshops](#)
- 46 [IIB1-25 LibraryCanvas-WorkshopsStats](#)

- 1 [IIB1-26 LibraryInstructionMeetingNotes](#)
- 2 [IIB1-27 ReferenceSchedule2020](#)
- 3 [IIB1-28 ReferenceTransactions2020-21](#)
- 4 [IIB1-20 LibraryResourceGuides](#)
- 5 [IIB1-19 LibraryTutorialVideos](#)
- 6 [IIB1-29 StarfishStatistics](#)
- 7 [IIB1-30 CenterResources](#)
- 8 [IIB1-31 EmbeddedTutoring](#)
- 9 [IIB1-32 StudyResources](#)
- 10 [IIB1-33 CalculatorLoans](#)
- 11 [IIB1-34 CenterUsage](#)
- 12 [IIB1-35 SuccessCenterSoftware](#)
- 13 [IIB1-36 LearningResourcesOversightMeetingNotes](#)
- 14 [IIB1-37 ClassOrientation](#)
- 15 [IIB1-38 CenterOnlineSp21](#)
- 16 [IIB1-35 SuccessCenterSoftware](#)
- 17 [IIB1-39 Spring2020Schedule](#)
- 18 [IIB1-40 SPR-Templ-2020-21 pp2-3](#)
- 19 [IIB1-41 LibrarySurveys](#)
- 20 [IIB1-42 SuccessCentersSurvey](#)
- 21 [IIB1-43 ADT-CONTemplate](#)
- 22 [IIB1-44 NewCreditCourseProposalForm p18](#)
- 23 [IIB1-45 NewNoncreditCourseProposalForm p10](#)
- 24 [IIB1-46 APPR-Library-2020-21](#)
- 25 [IIB1-47 APPR-MDSC-2020-21](#)
- 26 [IIB1-48 APPR-MSC-2020-21](#)
- 27 [IIB1-49 APPR-WRSC-2020-21](#)
- 28 [IIB2-01 CollectionDevPolicy](#)
- 29 [IIB2-02 GeneralLibMaterialReqForm](#)
- 30 [IIB2-03 CourseRsrvMaterialReqForm](#)
- 31 [IIB2-04 PeriodcalRequestForm](#)
- 32 [IIB2-05 CollectionDevReports](#)
- 33 [IIB2-06 LibNonInstrProgPln2020 p11](#)
- 34 [IIB2-07 LibraryStudentSurvey2020](#)
- 35 [IIB2-08 DatabasesStats2018-2020](#)
- 36 [IIB2-03 CourseRsrvMaterialReqForm](#)
- 37 [IIB2-09 CourseResrvCheckOutsLAC](#)
- 38 [IIB2-10 CourseReserveCheckOutsPCC](#)
- 39 [IIB2-11 Library-NursingCodeGreen](#)
- 40 [IIB2-12 LibraryResourceGuides](#)
- 41 [IIB2-13 CommitteeAssignments2020](#)
- 42 [IIB2-14 SPR-SuccessCenterSurvey](#)
- 43 [IIB3-01 APPR-Library-2020-21](#)
- 44 [IIB3-02 APPR-MDSC-2020-21](#)
- 45 [IIB3-03 APPR-MSC-2020-21](#)
- 46 [IIB3-04 APPR-WRSC-2020-21](#)



- 1 [IIB3-05 WRSCSpring2021-StudentSurvey](#)
  - 2 [IIB3-06 RefrncTransactions2020-21](#)
  - 3 [IIB3-07 LibraryReferenceTransactionStatistics](#)
  - 4 [IIB3-08 LAC LibraryGateCount](#)
  - 5 [IIB3-09 PCC LibGateCount](#)
  - 6 [IIB3-10 DatabaseUsageStatistics](#)
  - 7 [IIB3-11 CirculationTotals](#)
  - 8 [IIB3-12 LibOrientationReqs2010-20](#)
  - 9 [IIB3-13 ReferenceSchedule2020](#)
  - 10 [IIB3-14 EmailOutreach](#)
  - 11 [IIB3-15 DatabaseREFQuestionsStats](#)
  - 12 [IIB3-16 LibWebUsabilityTesting](#)
  - 13 [IIB3-17 LibraryDatebaseSurvey](#)
  - 14 [IIB3-18 RecsLAC LibraryRenovation](#)
  - 15 [IIB3-19 MDSC StudentSurveyResults](#)
  - 16 [IIB3-20 EmbedTutrngSurvStdtsF2019](#)
  - 17 [IIB3-21 EmbedTutrngSurvTutorsF2019](#)
  - 18 [IIB3-22 SPR-SuccessCenterSurvey](#)
  - 19 [IIB3-23 OversightNotes-121119](#)
  - 20 [IIB4-01 NetTutor](#)
  - 21 [IIB4-02 CommunityCollegeLeagueCA](#)
  - 22 [IIB4-03 CouncilofChiefLibrarians](#)
  - 23 [IIB4-04 LibNonInstructProgPln2020](#)
  - 24 [IIB4-05 LibMutualUseLendAgreemnts](#)
  - 25 [IIB4-06 InterlibraryLoanPolicies](#)
  - 26 [IIB4-07 LibraryServicesPlatformProject](#)
  - 27 [IIB4-08 VanguardCollegeStatusReports](#)
  - 28 [IIB4-09 NZ\\_Zone-Meeting\\_pp3-4](#)
  - 29 [IIB4-10 SystemsWorkGroup-CCCLSP](#)
  - 30 [IIB4-11 CircWorkGroupPresCCCLSP\\_p2](#)
  - 31 [IIB4-12 LSPParticipationAgreement](#)
- 

32

33

## 34 **C. Student Support Services**

35

36 **II.C.1. The institution regularly evaluates the quality of student support services and**  
37 **demonstrates that these services, regardless of location or means of delivery, including**  
38 **distance education and correspondence education, support student learning, and**  
39 **enhance accomplishment of the mission of the institution. (ER 15)**

40

### 41 **Evidence of Meeting the Standard**

42

43 Long Beach City College regularly evaluates the quality of student support services and  
44 demonstrates that these services support student learning to accomplish the College’s Mission.  
45 As described in Standards I.B.5 and I.B.9, the primary means by which the College evaluates  
46 the quality of all student support services is through the Annual Planning and Program Review

1 (APPR) process ([IIC1-01 APPR-StudentServices-List](#)). Through this process, each student  
2 support services department establishes goals aligned with the College’s 2016-2022 Strategic  
3 Plan goals to demonstrate alignment with the Mission. Student support services departments  
4 evaluate their goals through established Service Unit Outcomes (SUOs). As a result of these  
5 assessments, data-driven activities are identified as well as any related resource requests needed  
6 to improve services, regardless of location or means of delivery.

7  
8 Through the APPR process, student support services SUOs demonstrate the evaluation of  
9 online and in-person services, as well as planned improvements as a result of the analyses. For  
10 example, the Counseling Department has established an SUO of ensuring 90% student  
11 satisfaction with online counseling services. In 2019-20, survey results indicated that 87% of  
12 students who met with a counselor online reported being “very satisfied” or “satisfied” with  
13 their experience with online general counseling. As a result of this analysis, the department  
14 determined a planned activity to enhance student accessibility to and awareness of the different  
15 types of online counseling services by defining the services available to students in a document  
16 so they can make an informed decision on which option best suits their needs ([IIC1-02 APPR-  
17 Couns-2020-21 p11](#)). In another instance, the Matriculation Office established an SUO to  
18 increase the number of students who participate in registration workshops by 10%. Based on  
19 the analysis of the SUO, they found that workshop registration declined by 66% due to the  
20 transition online during the pandemic in spring 2020. As a result of the SUO analysis, the  
21 Matriculation Office included plans in their APPR to deliver live or synchronous registration  
22 workshops and LBCC Express Days throughout the academic year to reduce loss points in  
23 matriculation ([IIC1-03 APPR-Matric-2020-21 p7](#)).

24  
25 In addition to evaluating SUOs through the APPR process, student support services areas also  
26 evaluate the results of student satisfaction surveys throughout the year to make improvements  
27 to services. For example, the College’s Viking Summer Voyage (VSV) program, a summer  
28 bridge program for First Year College Promise students, administers a student satisfaction  
29 survey following every online and face-to-face summer bridge component and the  
30 Matriculation Office reviews the results to determine future improvements ([IIC1-04 VSV-  
31 SurveyResults](#)). Survey results for the 2020 VSV revealed that students felt confident they were  
32 prepared to take math courses and felt that VSV had improved their math study skills. Based on  
33 this survey feedback, the Matriculation Office and VSV Team decided to expand VSV math  
34 preparation in Trigonometry and Calculus.

### 35 36 **Analysis and Evaluation**

37  
38 The College meets the Standard. Through the APPR process and additional student services  
39 surveys, LBCC conducts regular evaluations of all student support services, regardless of location  
40 or means of delivery to support student learning, in alignment with the Mission.

41  
42 **II.C.2. The institution identifies and assesses learning support outcomes for its student**  
43 **population and provides appropriate student support services and programs to achieve**  
44 **those outcomes. The institution uses assessment data to continuously improve student**  
45 **support programs and services.**

1 **Evidence of Meeting the Standard**

2  
3 Long Beach City College establishes and continuously assesses Service Unit Outcomes (SUOs)  
4 to ensure appropriate student support services and programs are provided for all students, as well  
5 as to make continuous improvements to these services. Service Unit Outcomes  
6 are established and assessed by student support services faculty, staff, and administrators on an  
7 annual basis through the Annual Planning and Program Review (APPR) process ([IIC2-  
8 01\\_DeptPlanReviewTemplate\\_p3](#)). All College constituents can access the SUOs within any  
9 student support services APPR via an Office 365 link on the planning and program review  
10 webpage ([IIC2-02\\_APPR-Archive](#)). As a part of the APPR process, services utilize their  
11 SUOs to measure progress on their goals and ascertain the effectiveness of their services. Each  
12 fall during the APPR process, student support services departments meet to discuss progress  
13 on their goals, analyze data related to each SUO, and identify activities to engage in, as well as  
14 resources to request to address areas of service improvement ([IIC2-03\\_Couns-  
15 PlanningAgenda](#)).

16  
17 Through the analysis of SUO data, student support services departments have identified and  
18 implemented improvements to support student learning and achievement. The services described  
19 below highlight examples of how the assessment and analysis of SUOs has informed planning  
20 and decision-making to improve the delivery and effectiveness of services to students.

21  
22 **Dual Enrollment:**

23 The College’s dual enrollment program provides supports and services to middle and high school  
24 students enrolling in college-level courses at LBCC. One of the dual enrollment APPR goals is to  
25 increase course success rates for Latinx and Black/African American dual enrollment students.  
26 This goal was measured by an SUO of increasing course success to 80% for Latinx and 70% for  
27 Black/African American students. As a result of not achieving this SUO, Dual  
28 Enrollment identified plans in their APPR to increase collaboration with counseling services,  
29 the success centers, and embedded tutoring services to provide additional student supports and  
30 ultimately increase course success for these student demographic groups ([IIC2-04\\_APPR-DE-  
31 2020-21\\_p13](#)).

32  
33 **Transfer Center:**

34 The Transfer Center provides services to support students transferring to a four-year  
35 institution. One of the goals in the Transfer Center’s APPR is to increase the number of  
36 California State University, University of California, and private school transfers. Based on the  
37 analysis of their SUO of increasing transfers by 10%, the Transfer Center found that the number  
38 of transfers rose and fell over prior years in conjunction with the number of adjunct counselors  
39 assigned to the Transfer Center ([IIC2-05\\_APPR-TC-2020-21\\_p8](#)). To ensure continued progress  
40 toward the goal and SUO, the Center submitted a resource request through the APPR process to  
41 reinstate funding for Transfer Center part-time counselors to assist students with educational  
42 planning, Associate Degree for Transfer completion, and focused Transfer Center supports  
43 ([IIC2-06\\_TC-ResourceReqs-2020-21](#)).

44  
45 **Analysis and Evaluation**

1 The College meets the Standard. Long Beach City College has identified SUOs for all student  
2 support services. Every service engages in continuous assessment of the SUOs on an annual  
3 basis through the APPR process. Each student support services department utilizes SUO data to  
4 evaluate and improve their services to ensure that services align with the College’s Mission in  
5 support of student learning and achievement.  
6

7 **II.C.3. The institution assures equitable access to all of its students by providing**  
8 **appropriate, comprehensive, and reliable services to students regardless of service**  
9 **location or delivery method. (ER 15)**

10  
11 **Evidence of Meeting the Standard**

12  
13 Long Beach City College (LBCC) is committed to ensuring equitable access to all students by  
14 providing appropriate, comprehensive, and reliable support services regardless of service  
15 location or delivery method. The College Catalog provides detailed information about support  
16 services available to students ([IIC3-01\\_CollegeCatalog\\_pp35-48](#)). To ensure equitable access,  
17 services are provided in person, over the phone, and online ([IIC3-02\\_ServiceDeliveryInventory](#)).  
18 Additional information on student support services can be accessed on each service’s webpage  
19 on the LBCC website. Examples include Admissions and Records, Financial Aid, Counseling,  
20 and the Transfer Center. ([IIC3-03\\_AR-Webpage](#); [IIC3-04\\_FA-Webpage](#); [IIC3-05\\_Counseling-](#)  
21 [Webpage](#); [IIC3-06\\_Transfer-Webpage](#)).  
22

23 As detailed in II.C.1 and II.C.2, Long Beach City College assesses students’ needs for services  
24 regardless of location or mode of delivery through the Annual Planning and Program Review  
25 (APPR) process. This process includes the evaluation of Service Unit Outcomes to inform the  
26 effective and equitable delivery of services. As described in I.B.9, the APPR process also  
27 provides a framework through which resources are requested to provide for these services based  
28 on service area identified needs, prioritized in alignment with 2016-2022 Strategic Plan goals  
29 and institutional priorities, and allocated based on the College’s adopted budget. For example,  
30 the College has been utilizing Cranium Café, which was paid for by the Chancellor’s Office, to  
31 deliver online counseling services. With the Chancellor’s Office announcing that they will no  
32 longer provide the California Community College system with system-wide financial support for  
33 Cranium Café, a resource request to transition to Zoom-SARs integration to deliver online  
34 counseling services was requested in the 2020-2021 Counseling APPR in alignment with  
35 department-level goals, prioritized in the Counseling and Student Support Services school plan  
36 in alignment with school-level goals, prioritized in the Vice President-level plan for Student  
37 Services in alignment with Vice President-level goals, and ultimately funded in alignment with  
38 institutional priorities ([IIC3-07\\_CounselingRR-202021\\_row12](#); [IIC3-08\\_CounsSchoolRR-](#)  
39 [202021\\_row3](#); [IIC3-09\\_VPSSRR-202021\\_row4](#); [IIC3-10\\_CPCFundedRR-202021\\_p5](#)).  
40

41 The College also implements college-wide student surveys to gather student feedback to  
42 improve services, regardless of service location or delivery method. For example, in fall 2018,  
43 the College administered the Survey of Entering Student Engagement (SENSE), a survey  
44 provided by the Center for Community College Student Engagement (CCCSSE). The survey  
45 was administered to students in first-year English, math, and reading courses, as well as  
46 counseling and learning and academic services courses focused on college success, career

1 exploration, and learning and academic strategies. The results of the survey showed that  
2 students struggled to obtain the services they needed from the Financial Aid and Counseling  
3 Departments ([IIC3-11 CPC-SENSE-ResultsPPT](#)). Many changes were adopted in both  
4 departments on account of this feedback. The institution invested in technology resources that  
5 better expedited financial aid distribution allowing staff to be more available to students'  
6 specific needs. The Counseling Department expanded hours of availability to better  
7 accommodate student needs and also began offering first-come, first-serve appointments when  
8 the survey results identified that students were having difficulty making appointments with  
9 counselors.

## 10 **Analysis and Evaluation**

11  
12  
13 The College meets this Standard. As demonstrated through the College Catalog, inventory of  
14 services, and student support services websites, the College provides appropriate comprehensive  
15 and reliable services to students both online and face-to-face. Through the APPR process, the  
16 College assesses student needs for services and allocates resources to support the effectiveness of  
17 each service.

18  
19 **II.C.4. Co-curricular programs and athletics programs are suited to the institution's**  
20 **mission and contribute to the social and cultural dimensions of the educational**  
21 **experience of its students. If the institution offers co-curricular or athletic programs,**  
22 **they are conducted with sound educational policy and standards of integrity. The**  
23 **institution has responsibility for the control of these programs, including their finances.**  
24

## 25 **Evidence of Meeting the Standard**

26  
27 Long Beach City College (LBCC) offers an array of co-curricular and intercollegiate athletics  
28 programs aligned with the College's Mission to serve diverse communities. These programs  
29 contribute to the social and cultural dimensions of LBCC students' educational experiences.  
30 LBCC co-curricular programs include, but are not limited to the Associated Student Body  
31 (ASB), over 80 student clubs and organizations focused on specific interests, and a multitude of  
32 events and activities. The College also provides leadership opportunities for students through  
33 co-curricular programs such as the John Fylpaa Leadership Institute, a seven-month leadership  
34 program for students. In terms of intercollegiate Athletics, the College currently offers 18  
35 athletics programs with over 400 athletes on team rosters, which enhance the educational  
36 experience of LBCC's diverse student body.

37  
38 Co-curriculars and intercollegiate athletics are evaluated through the Annual Planning and  
39 Program Review (APPR) process. While the ASB and individual student clubs do not complete  
40 an APPR, the Office of Student Life, which supports these co-curricular activities participates  
41 in the APPR process and evaluates student satisfaction and participation in student life  
42 supported clubs, programs, events, and activities through established Service Unit Outcomes  
43 (SUOs; [IIC4-01 APPR-SdntLife-2020-21\\_pp9-10](#)). The Athletics Department also evaluates  
44 the supports they provide to their Athletics students both on and off the field through the APPR  
45 process. For example, the Athletics Department has an established goal of increasing student-  
46 athlete transfers and measures this goal through an SUO of increasing transfers by 10%. In

1 2019-20 the department saw an increase in transfers by 6%. Since the SUO was not met, they  
2 identified a plan in their APPR to increase coach and staff contact with athletes with a focus on  
3 transfer ([IIC4-02 APPR-Athl-2020-21 pp12-13](#)).

4  
5 The College also establishes policies and procedures to oversee the operation of co-curricular  
6 and intercollegiate athletics programs. Board Policy (BP) and Administrative Procedure (AP)  
7 5400 outline the organization of the ASB ([IIC4-03 BP5400-AssociatedStudentsOrg](#); [IIC4-04](#)  
8 [AP5400-AssociatedStudentsOrg](#)). The ASB Constitution further describes the procedures,  
9 structure, and budget processes for student government ([IIC4-05 ASB-Constitution](#)). New and  
10 existing student clubs must follow the procedures outlined in the club orientation training,  
11 which is required for faculty and staff club advisors to complete ([IIC4-](#)  
12 [06 ClubOrientationPPT](#)). All student clubs must elect a club president and have an identified  
13 LBCC faculty or staff advisor. The College ensures that students can easily access information  
14 on clubs and upcoming events through the College's Viking Engagement Portal ([IIC4-](#)  
15 [07 VikingEngagementPortal](#)). Board Policy and AP 5700 outline the rules governing athletic  
16 eligibility ([IIC4-08 BP5700-IntercollAthletics](#); [IIC4-09 AP5700-IntercollAthletics](#)). The  
17 College ensures that the LBCC intercollegiate athletics programs are in compliance with the  
18 Athletic Code of the Community College League of California, California Community College  
19 Athletics Association (CCCAA), South Coast Conference, Western State Conference, and the  
20 Southern California Football Association rules and requirements. The College's athletics  
21 website provides comprehensive information on athletics programs to prospective and current  
22 students, as well as to the public ([IIC4-10 AthleticsWebsite](#)).

23  
24 Athletics programs are further evaluated through R-4 and Equity in Athletics Data Analysis  
25 (EADA) reports. For the R-4 report, the Athletics Department compares LBCC annual radius  
26 of competition data to LBCC participation and interest in athletics data to determine if the  
27 College's athletics programs are currently meeting the needs and abilities of the student  
28 population ([IIC4-11 ATHL-GendEquity pp17-18](#)). This report is submitted annually to the  
29 CCCAA. The EADA is a federally mandated report that the Athletics program completes to  
30 evaluate equity in LBCC's athletics programs through an evaluation of program offerings,  
31 participation by gender, staffing, and program expenditures ([IIC4-12 EADAWebpage](#)).

### 32 33 **Analysis and Evaluation**

34  
35 The College meets the Standard. The College's co-curricular and athletics programs are in  
36 alignment with the College Mission and students. Through the APPR process and athletics  
37 reporting requirements, the College ensures regular evaluation of co-curricular and athletics  
38 programs. As evidenced through BP, AP, and additional reports and resources, LBCC's co-  
39 curricular and athletics programs operate effectively.

40  
41 **II.C.5. The institution provides counseling and/or academic advising programs to support**  
42 **student development and success and prepares faculty and other personnel responsible**  
43 **for the advising function. Counseling and advising programs orient students to ensure**  
44 **they understand the requirements related to their programs of study and receive timely,**  
45 **useful, and accurate information about relevant academic requirements, including**  
46 **graduation and transfer policies.**

1  
2 **Evidence of Meeting the Standard**  
3

4 The College employs 40 full-time and over 50 part-time counseling faculty who provide  
5 academic, career, and personal counseling to students. LBCC counseling faculty support all  
6 students through general counseling, as well as students participating in a multitude of  
7 specialized programs: Athletics, International Student Program, First Year Experience (FYE),  
8 completion interventions, Veterans, Extended Opportunities Programs and Services (EOPS),  
9 Disabled Students Programs and Services (DSPS), CalWORKS, Cooperative Agencies  
10 Resources for Education (CARE), NextUp, Guardian Scholars, Justice Scholars Program,  
11 Upward Bound, Developing Engaging Science Through Innovative New Opportunities  
12 (DESTINO), TRiO GO-Project, DREAM Services, Honors, Puente, and Umoja.  
13

14 To prepare counseling faculty for advising responsibilities, all new counselors participate in a  
15 new counselor onboarding orientation ([IIC5-01 NewCounsOrient-Agenda](#); [IIC5-02 NewCounsOrient-Agenda](#)). The Counseling Department ensures that professional  
17 development and training opportunities are available throughout each academic year to ensure  
18 all counselors remain up-to-date on academic requirements, counseling department processes,  
19 and counseling service technologies. For example, Counseling Department bi-monthly  
20 department meetings are focused on departmental procedures and professional development,  
21 with additional opportunities for training provided throughout the year ([IIC5-03 PD-Calendar-2018-2019](#);  
22 [IIC5-04 OnlineCounsTraining](#); [IIC5-05 CraniumTrainingGuide](#)). The department  
23 also holds trainings for part-time counselors twice a year, as well as an annual retreat for all  
24 counselors ([IIC5-06 AdjunctCouns-Agenda-2019](#); [IIC5-07 AdjunctCouns-Agenda-2020](#); [IIC5-08 CounsRetreat-Agenda-2018](#);  
25 [IIC5-09 CounsRetreat-Agenda-2020](#)). Counselors working in  
26 special population programs also have opportunities for continuous professional development  
27 through specialized trainings to best serve their student populations ([IIC5-10 InterventionResponsePPT](#);  
28 [IIC5-11 DSPS-Agenda-2020](#); [IIC5-12 UndocAllyPPT](#)).  
29

30 LBCC counseling services orient students to ensure they understand the requirements of their  
31 programs of study and receive timely, useful, and accurate information on relevant academic  
32 requirements. The College offers a comprehensive new student online orientation through  
33 COMEVO, which all non-exempt, first-time students are required to complete ([IIC5-13 Student-Orientat](#)).  
34 To be eligible for enrollment, students must complete a quiz at the  
35 end of the orientation with a score of 80% or higher. Specialized counseling services, such as  
36 DSPS and EOPS, also provide program-specific orientations ([IIC5-14 DSPS-Orientat](#);  
37 [IIC5-15 EOPS-Orientat](#)).  
38

39 As a part of the matriculation process, students create a one to two semester Abbreviated  
40 Student Educational Plan (ASEP) and are encouraged to make future appointments to establish  
41 a Comprehensive Student Educational Plan (CSEP) that maps out all course requirements to  
42 achieve their educational certificate, degree, and/or transfer goals. For 2019-20, the Counseling  
43 Department provided 15,225 CSEPs and 12,733 ASEPs through counseling appointments.  
44 When students are close to completion and have successfully completed 45 or 60 units, the  
45 College's completion counselors contact each student to ensure they have a CSEP, identify  
46 which courses they still need to complete, and assist each student with graduation requirements

1 ([IIC5-16 RetentionCompletion-PPT](#)). The LBCC Transfer Center further ensures that students  
2 receive timely, useful, and accurate information on graduation and transfer policies through  
3 transfer workshops, application assistance, and transcript evaluations ([IIC5-](#)  
4 [17 TransferBootcampWrkShop](#); [IIC5-18 UCApplicationWrkShop](#); [IIC5-19 TransferSupport-](#)  
5 [Webpage](#); [IIC5-20 TranscriptEvalWebpage](#)).

6  
7 Specialized counseling programs, such as DSPS, EOPS, and CalWORKs, utilize a case  
8 management model to ensure students receive timely, useful, and accurate information to  
9 accomplish their academic goals. These programs support students with a dedicated counselor  
10 who meets regularly with students throughout the duration of their program participation.  
11 Building off the success of this case management framework, the College has also  
12 implemented case management Student Success Teams for all direct matriculates through the  
13 FYE program. The Student Success Teams expand the case management approach to include  
14 not only counseling case management services, but also financial aid, admissions and records,  
15 and dedicated student success coaches who assist students in navigating processes such as  
16 registration. Expansion of the Student Success Teams is included in the Quality Focus Essay.

17  
18 As described in Standard II.C.1 and II.C.2, all counseling services are evaluated to enhance  
19 student development and success through the Annual Planning and Program Review (APPR)  
20 process ([IIC5-21 APPR-Counseling-2020-21](#); [IIC5-22 APPR-EOPS-2020-21](#); [IIC5-](#)  
21 [23 APPR-TRIO-2020-21](#); [IIC5-24 APPR-DSPS-2020-21](#)).

## 22 23 **Analysis and Evaluation**

24  
25 The College meets the Standard. LBCC provides general and specialized counseling services to  
26 support student development and success. Counseling services orient students to ensure they  
27 understand the requirements related to their programs of study and receive timely, useful, and  
28 accurate information about relevant academic requirements from student entry to completion.  
29 The College evaluates counseling services through the APPR process and offers robust  
30 professional development opportunities to ensure counseling faculty are prepared for their  
31 advising role.

32  
33 **II.C.6. The institution has adopted and adheres to admission policies consistent with its**  
34 **mission that specify the qualifications of students appropriate for its programs. The**  
35 **institution defines and advises students on clear pathways to complete degrees,**  
36 **certificate and transfer goals. (ER 16)**

## 37 38 **Evidence of Meeting the Standard**

39  
40 Long Beach City College's Board Policy (BP) and Administrative Procedure (AP) 5010 on  
41 admissions and BP and AP 5052 on open enrollment are consistent with the College's Mission  
42 to "deliver high-quality educational programs and services to our diverse communities" ([IIC6-](#)  
43 [01 BP5010-Admissions](#); [IIC6-02 AP5010-Admissions](#); [IIC6-03 BP5052-OpenEnroll](#); [IIC6-](#)  
44 [04 AP5052-OpenEnroll](#)). LBCC is an open-access institution and admits any person who has  
45 earned a high school diploma or a California high school proficiency certificate or General  
46 Education Development (GED); is 18 years of age or older who can benefit from instruction or



1 is dually enrolled from middle or high school, and if not a resident of the United States, has a  
2 valid Visa. This information is also described in the College Catalog’s admissions requirements  
3 section ([IIC6-05\\_CatalogAdmissionsReqs](#)).

4  
5 Board Policy and AP 5001 specify admissions and registration processes and requirements for  
6 dual enrollment of students under the age of 18 in middle school, high school, or home-  
7 schooling ([IIC6-06\\_BP5010-Admissions](#); [IIC6-07\\_AP5001-DualEnroll](#)). Through dual  
8 enrollment, students still enrolled in K-12 education are provided with the opportunity to enroll  
9 in and complete college-level courses concurrently while participating in K-12 education  
10 through individual dual enrollment or the LBCC Early College Pathways Partnership ([IIC6-](#)  
11 [08\\_EarlyCollege-Webpage](#); [IIC6-09\\_CatalogDualEnrollment](#)).

12  
13 The College also has admissions criteria for international students, returning students, and  
14 students interested in non-credit coursework. International student admissions are outlined in  
15 BP and AP 5012, as well as the international admissions section of the College Catalog ([IIC6-](#)  
16 [10\\_BP5012-InternationalStudents](#); [IIC6-11\\_AP5012-InternationalStudents](#); [IIC6-](#)  
17 [12\\_CatalogIntlAdmissions](#)). Returning students who have not enrolled in courses within two  
18 consecutive primary academic terms, must reapply to the College to continue taking classes  
19 ([IIC6-13\\_CatalogReturningStudents](#)). For students interested in non-credit courses only, the  
20 College has a non-credit admissions application ([IIC6-14\\_CatalogNoncreditAdmissns](#); [IIC6-](#)  
21 [15\\_AdultEdWebsiteAdmissions](#)).

22  
23 The College has an additional admissions process for certain health and sciences programs,  
24 such as Registered Nursing, which is separate from the open access admissions process. After  
25 students are admitted through the open access admissions process, those interested in these  
26 specific academic programs must complete a separate admissions application process outlined  
27 in the College Catalog ([IIC6-16\\_CatalogHealthSciProgram](#)). Each program’s website provides  
28 details regarding the admission process and the major coursework sequencing for enrolled  
29 students ([IIC6-17\\_DMIWebsite](#); [IIC6-18\\_NursingWebsite](#)).

30  
31 Board Policy and AP 5008 clearly define the readmission process for students who were  
32 previously academically dismissed from the College ([IIC6-19\\_BP5008-ReadmitDismissed](#);  
33 [IIC6-20\\_AP5008-ReadmitDismissed](#)). The readmission process is also described in the  
34 academic and progress dismissal section of the College Catalog and the admissions and records  
35 petition for readmission form ([IIC6-21\\_CatalogAcadProbDismissl](#); [IIC6-](#)  
36 [22\\_PetitionforReadmission](#)).

37  
38 The College defines and advises students on clear pathways to obtain their educational goals.  
39 The College Catalog outlines all degree and certificate major-specific and general education  
40 pattern requirements ([IIC6-23\\_CollegeCatalog\\_pp91-214](#)). The College’s academic programs  
41 website allows students to quickly find program information and requirements ([IIC6-](#)  
42 [24\\_AcademicProgramsWebsite](#)). Through the explore our programs webpage, programs are  
43 organized within the College’s Career and Academic Pathways (i.e., meta-majors; [IIC6-](#)  
44 [25\\_ExploreProgramsWebsite](#)). As described in I.C.5, comprehensive counseling services are  
45 provided to support students on their paths to complete their educational goals. Through  
46 counseling appointments, students establish Abbreviated and Comprehensive Student

1 Educational Plans which provide a map to completion of their educational goals. Students can  
2 access their plans through the Viking Student System student portal at any time.

### 3 4 **Analysis and Evaluation**

5  
6 The College meets the Standard. Long Beach City College has adopted and adheres to  
7 admission policies consistent with its Mission that specify the qualifications of students  
8 appropriate for its programs. Through the College’s website, College Catalog, and counseling  
9 services, the College advises students on clear pathways to obtain their educational goals.

### 10 11 **II.C.7. The institution regularly evaluates admissions and placement instruments and** 12 **practices to validate their effectiveness while minimizing biases.**

### 13 14 **Evidence of Meeting the Standard**

15  
16 Long Beach City College (LBCC) regularly evaluates admission and placement instruments  
17 and practices to validate their effectiveness and minimize biases. In 2016, LBCC adopted  
18 CCCApply, the secure state-wide application released by the Chancellor’s Office. To ensure  
19 that the application remains aligned with legislative changes, the Chancellor’s Office updates  
20 the application on a bi-annual basis ([IIC7-01\\_CCCApplyProjectAnnualUpdt](#)). Locally, student  
21 services departments and Instructional and Information Technology Services (IITS) consider  
22 ways to improve the use of CCCApply. These efforts have resulted in the launch of a separate  
23 non-credit application process ([IIC7-02\\_NonCreditApplication](#)).

24  
25 Board Policy and Administrative Procedure 5050 on matriculation outline placement processes  
26 for English, math, reading, and English as a Second Language (ESL) for all new, non-exempt  
27 students in compliance with Assembly Bill (AB) 705 ([IIC7-03\\_BP5050-Matriculation](#); [IIC7-](#)  
28 [04\\_AP5050-Matriculation](#); [IIC7-05\\_AB705ImplementationMemo](#)). Prior to the adoption of  
29 AB 705, LBCC utilized high school transcript data (i.e., high school grade point average,  
30 grades and highest-level coursework completed) to place direct high school matriculants for  
31 English and math ([IIC7-06\\_LongBeachCollegPromiseMOU](#)). For all indirect matriculants,  
32 those not coming directly from high school, the College utilized Accuplacer, an approved  
33 assessment instrument by the CCC Board of Governors, for English, Reading, and Math  
34 placements.

35  
36 To implement AB 705, the College activated a CCCApply self-report feature to enable all  
37 applicants to enter high school grades, highest-level coursework in math and English, and  
38 overall GPA, which is used for English, math, and reading placement in lieu of a standardized  
39 test. To ensure validity of this placement method, the College analyzed LBCC direct  
40 matriculant high school transcript data from Long Beach Unified School District and validated  
41 this against students’ CCCApply self-reported data. The results of this analysis were shared  
42 with the AB 705 workgroup, comprised of faculty, staff, and administrators from areas  
43 impacted by AB 705, and demonstrated that student self-reporting of their high school grades  
44 and highest-level coursework matched their high school transcript data. Based on the analysis  
45 of this data, the AB 705 workgroup recommended the discontinuation of Accuplacer in 2018  
46 ([IIC7-07\\_AB705WorkGroup-SumNotes-2018](#)).

1  
2 Students who do not provide self-reported information or have placement data older than 10  
3 years are required to complete a Guided Placement Tool (GPT), developed by the AB 705  
4 workgroup, to generate English, reading, and math placements ([IIC7-  
5 08 GuidedPlacementTool](#), [IIC7-09 AB705ImplGuidance](#)). In Fall 2020, the GPT was  
6 expanded to create placements for ESL credit courses ([IIC7-10 GuidedPlacementTool ESL](#)).  
7

8 To ensure continued evaluation of placement processes, the Matriculation Office meets with  
9 English, reading, math, and ESL faculty every semester, as well as the AB 705 workgroup to  
10 validate placement practices ([IIC7-11 AB705-SumNotes-ItemV](#)). At these meetings,  
11 placement and course outcome data are reviewed and revisions to the placement algorithm are  
12 identified. Any approved modifications based on the evaluation are implemented through  
13 coordination between the Matriculation Office and IITS. Presentations and informational  
14 emails are provided to counseling and instructional areas about revisions to placement  
15 practices. Informational emails and handouts are also provided to students ([IIC7-  
16 12 InformationalEmails](#), [IIC7-13 Handout](#)).  
17

18 To further ensure the consistency and effectiveness of placement processes and tools, the  
19 College Planning Council institutionalized the AB 705 workgroup as the Equitable Placement  
20 Subcommittee in Spring 2021 ([IIC7-14 CPC-SumNotes-Item8](#); [IIC7-  
21 15 EquitablePlacementCharge](#)). One of the primary functions of the Subcommittee is to  
22 evaluate the impact of placement processes through an equity lens.  
23

24 Since the beginning of the College's AB 705 implementation in 2017, the College has seen  
25 first-year transfer-level English and math successful course completions double. In addition,  
26 the equity gap in transfer-level English course completion rates for Hispanic/Latinx students  
27 has closed ([IIC7-16 AB705-Dashboard](#)).  
28

29 The College continues to administer a locally approved assessment instrument for ESL non-  
30 credit courses. The ESL non-credit placement instrument was locally constructed and is  
31 required to under-go review every seven years, with the last evaluation occurring in 2013-2014  
32 ([IIC7-17 CCCCOApprovedAssess p2](#)). The Chancellor's Office has extended the period for  
33 which the ESL placement instrument is approved to 2022 while the ESL Department works on  
34 non-credit course curricular changes to align with AB 705 legislation. The College is currently  
35 waiting to receive additional guidance from the Chancellor's Office on direction for non-credit  
36 ESL course placement in the future.  
37

### 38 **Analysis and Evaluation**

39

40 The College meets the Standard. The College has established processes to evaluate the  
41 effectiveness of admissions and placement practices and tools. Evaluations of placement  
42 processes are used to ensure their effectiveness.  
43

44 **II.C.8. The institution maintains student records permanently, securely, and confidentially,**  
45 **with provision for secure backup of all files, regardless of the form in which those files**  
46 **are maintained. The institution publishes and follows established policies for release of**

1        **student records.**

2  
3        **Evidence of Meeting the Standard**

4  
5        Long Beach City College (LBCC) maintains student records permanently, securely, and  
6        confidentially, with provision for secure backup of all files, regardless of the form in which  
7        those files are maintained. Staff are trained on Family Educational Rights and Privacy Act  
8        (FERPA) and maintaining confidentiality of records through Keenan Safe Colleges trainings  
9        ([IIC8-01 FERPA Training Website](#)). The College’s Instructional and Information Technology  
10        Services (IITS) is responsible for the design, implementation, and administration of all digital  
11        platforms that host and serve student records at LBCC. The PeopleSoft Campus Solutions  
12        application and supporting databases are hosted internally. Fault tolerance and resilience are  
13        achieved through virtualization, routine secure backups using high density tape, or backup  
14        and/or server redundancy in the Microsoft Azure Cloud. Recovery is accomplished through  
15        either traditional restoration from backup media, virtual snapshot recovery, or V-motion to  
16        functional assets within the College’s datacenters or from Microsoft’s Cloud.

17  
18        The College follows established Board Policy (BP) and Administrative Procedure (AP) for  
19        release of student records, which are posted on the College’s website ([IIC8-02 BP5040-  
20        StudentRecords](#); [IIC8-03 AP5010-StudentRecords](#); [IIC8-04 BPAP-Website](#)). LBCC also  
21        publishes FERPA on the College’s website and in the College Catalog ([IIC8-05 FERPA-  
22        Website](#); [IIC8-06 CollegeCatalog pp31-32](#)). As described in BP and AP, students who are  
23        currently enrolled or are former students have rights of access to their own student records  
24        maintained by the College and can gain access to their records by completing the Release of  
25        Information Form available on the admissions and records forms webpage ([IIC8-  
26        07 ReleaseStudentInfoFormWeb](#)). College staff are prohibited from releasing student record  
27        contents to any member of the public without the prior written consent of the student, other  
28        than directory information as defined in BP 5010.

29  
30        **Analysis and Evaluation**

31  
32        The College meets the Standard. The College maintains student records permanently, securely,  
33        and confidentially. The College follows federal, state, and LBCC policies and procedures.  
34        Student records have secure backup. The College posts guidelines and has processes in place to  
35        maintain security and confidentiality of student records.

---

36  
37  
38        **Conclusions on Standard II.C: Student Support Services**

39  
40        Long Beach City College provides comprehensive student support services in alignment with  
41        the College’s Mission. The College regularly evaluates the quality of student support services  
42        primarily through the Annual Planning and Program Review process and assessment of Service  
43        Unit Outcomes to ensure equitable access and continuous quality improvement of services,  
44        regardless of location or means of delivery. Admissions and placement instruments are also  
45        regularly evaluated to ensure effectiveness and minimization of bias. The College’s counseling  
46        services orient students and support student attainment of their educational goals. Co-curricular

1 and athletics programs support the social and cultural aspects of students' educational  
2 experiences. Through Board Policies and Administrative Procedures, the College has  
3 established and follows clear student admissions processes and release of student records  
4 processes. Student records are maintained securely, permanently, and confidentially.

## 6 **Evidence List**

- 9 [IIC1-01 APPR-StudentServices-List](#)
- 10 [IIC1-02 APPR-Couns-2020-21 p11](#)
- 11 [IIC1-03 APPR-Matric-2020-21 p7](#)
- 12 [IIC1-04 VSV-SurveyResults](#)
- 13 [IIC2-01 DeptPlanReviewTemplate p3](#)
- 14 [IIC2-02 APPR-Archive](#)
- 15 [IIC2-03 Couns-PlanningAgenda](#)
- 16 [IIC2-04 APPR-DE-2020-21 p13](#)
- 17 [IIC2-05 APPR-TC-2020-21 p8](#)
- 18 [IIC2-06 TC-ResourceReqs-2020-21](#)
- 19 [IIC3-01 CollegeCatalog pp35-48](#)
- 20 [IIC3-02 ServiceDeliveryInventory](#)
- 21 [IIC3-03 AR-Webpage](#)
- 22 [IIC3-04 FA-Webpage](#)
- 23 [IIC3-05 Counseling-Webpage](#)
- 24 [IIC3-06 Transfer-Webpage](#)
- 25 [IIC3-07 CounselingRR-202021 row12](#)
- 26 [IIC3-08 CounsSchoolRR-202021 row3](#)
- 27 [IIC3-09 VPSSRR-202021 row4](#)
- 28 [IIC3-10 CPCFundedRR-202021 p5](#)
- 29 [IIC3-11 CPC-SENSE-ResultsPPT](#)
- 30 [IIC4-01 APPR-SdntLife-2020-21 pp9-10](#)
- 31 [IIC4-02 APPR-Athl-2020-21 pp12-13](#)
- 32 [IIC4-03 BP5400-AssociatedStudentsOrg](#)
- 33 [IIC4-04 AP5400-AssociatedStudentsOrg](#)
- 34 [IIC4-05 ASB-Constitution](#)
- 35 [IIC4-06 ClubOrientationPPT](#)
- 36 [IIC4-07 VikingEngagementPortal](#)
- 37 [IIC4-08 BP5700-IntercollAthletics](#)
- 38 [IIC4-09 AP5700-IntercollAthletics](#)
- 39 [IIC4-10 AthleticsWebsite](#)
- 40 [IIC4-11 ATHL-GendEquity pp17-18](#)
- 41 [IIC4-12 EADAWebpage](#)
- 42 [IIC5-01 NewCounsOrient-Agenda](#)
- 43 [IIC5-02 NewCounsOrient-Agenda](#)
- 44 [IIC5-03 PD-Calendar-2018-2019](#)
- 45 [IIC5-04 OnlineCounsTraining](#)
- 46 [IIC5-05 CraniumTrainingGuide](#)

- 1 [IIC5-06 AdjunctCouns-Agenda-2019](#)
- 2 [IIC5-07 AdjunctCouns-Agenda-2020](#)
- 3 [IIC5-08 CounsRetreat-Agenda-2018](#)
- 4 [IIC5-09 CounsRetreat-Agenda-2020](#)
- 5 [IIC5-10 InterventionResponsePPT](#)
- 6 [IIC5-11 DSPS-Agenda-2020](#)
- 7 [IIC5-12 UndocAllyPPT](#)
- 8 [IIC5-13 Student-Orientation](#)
- 9 [IIC5-14 DSPS-Orientation](#)
- 10 [IIC5-15 EOPS-Orientation](#)
- 11 [IIC5-16 RetentionCompletion-PPT](#)
- 12 [IIC5-17 TransferBootcampWrkShop](#)
- 13 [IIC5-18 UCApplicationWrkShop](#)
- 14 [IIC5-19 TransferSupport-Webpage](#)
- 15 [IIC5-20 TranscriptEvalWebpage](#)
- 16 [IIC5-21 APPR-Counseling-2020-21](#)
- 17 [IIC5-22 APPR-EOPS-2020-21](#)
- 18 [IIC5-23 APPR-TRIO-2020-21](#)
- 19 [IIC5-24 APPR-DSPS-2020-21](#)
- 20 [IIC6-01 BP5010-Admissions](#)
- 21 [IIC6-02 AP5010-Admissions](#)
- 22 [IIC6-03 BP5052-OpenEnroll](#)
- 23 [IIC6-04 AP5052-OpenEnroll](#)
- 24 [IIC6-05 CatalogAdmissionsReqs](#)
- 25 [IIC6-06 BP5010-Admissions](#)
- 26 [IIC6-07 AP5001-DualEnroll](#)
- 27 [IIC6-08 EarlyCollege-Webpage](#)
- 28 [IIC6-09 CatalogDualEnrollment](#)
- 29 [IIC6-10 BP5012-InternationalStudents](#)
- 30 [IIC6-11 AP5012-InternationalStudents](#)
- 31 [IIC6-12 CatalogIntlAdmissions](#)
- 32 [IIC6-13 CatalogReturningStudents](#)
- 33 [IIC6-14 CatalogNoncreditAdmissns](#)
- 34 [IIC6-15 AdultEdWebsiteAdmissions](#)
- 35 [IIC6-16 CatalogHealthSciProgram](#)
- 36 [IIC6-17 DMIWebsite](#)
- 37 [IIC6-18 NursingWebsite](#)
- 38 [IIC6-19 BP5008-ReadmitDismissed](#)
- 39 [IIC6-20 AP5008-ReadmitDismissed](#)
- 40 [IIC6-21 CatalogAcadProbDismissl](#)
- 41 [IIC6-22 PetitionforReadmission](#)
- 42 [IIC6-23 CollegeCatalog\\_pp91-214](#)
- 43 [IIC6-24 AcademicProgramsWebsite](#)
- 44 [IIC6-25 ExploreProgramsWebsite](#)
- 45 [IIC7-01 CCCApplyProjectAnnualUpdt](#)
- 46 [IIC7-02 NonCreditApplication](#)

- 1 [IIC7-03 BP5050-Matriculation](#)
- 2 [IIC7-04 AP5050-Matriculation](#)
- 3 [IIC7-05 AB705ImplementationMemo](#)
- 4 [IIC7-06 LongBeachCollegPromiseMOU](#)
- 5 [IIC7-07 AB705WorkGroup-SumNotes-2018](#)
- 6 [IIC7-08 GuidedPlacementTool](#)
- 7 [IIC7-09 AB705ImplGuidance](#)
- 8 [IIC7-10 GuidedPlacementTool ESL](#)
- 9 [IIC7-11 AB705-SumNotes-ItemV](#)
- 10 [IIC7-12 InformationalEmails](#)
- 11 [IIC7-13 HandoutIIC7-14 CPC-SumNotes-Item8](#)
- 12 [IIC7-15 EquitablePlacementCharge](#)
- 13 [IIC7-16 AB705-Dashboard](#)
- 14 [IIC7-17 CCCCApprovedAssess\\_p2](#)
- 15 [IIC8-01 FERPATrainingWebsite](#)
- 16 [IIC8-02 BP5040-StudentRecords](#)
- 17 [IIC8-03 AP5010-StudentRecords](#)
- 18 [IIC8-04 BPAP-Website](#)
- 19 [IIC8-05 FERPA-Website](#)
- 20 [IIC8-06 CollegeCatalog\\_pp31-32](#)
- 21 [IIC8-07 ReleaseStudentInfoFormWeb](#)

22

23

### 24 **Standard III: Resources**

25

26 The institution effectively uses its human, physical, technology, and financial resources to  
27 achieve its mission and to improve academic quality and institutional effectiveness. Accredited  
28 colleges in multi-college systems may be organized so that responsibility for resources,  
29 allocation of resources, and planning rests with the District/system. In such cases, the  
30 District/system is responsible for meeting the Standards, and an evaluation of its performance  
31 is reflected in the accredited status of the institution(s).

32

#### 33 **A. Human Resources**

34

35 **III.A.1. The institution assures the integrity and quality of its programs and services by**  
36 **employing administrators, faculty and staff who are qualified by appropriate education,**  
37 **training, and experience to provide and support these programs and services. Criteria,**  
38 **qualifications, and procedures for selection of personnel are clearly and publicly stated**  
39 **and address the needs of the institution in serving its student population. Job**  
40 **descriptions are directly related to institutional mission and goals and accurately reflect**  
41 **position duties, responsibilities, and authority.**

42

#### 43 **Evidence of Meeting the Standard**

44

45 Long Beach City College assures the integrity and quality of its programs and services by  
46 employing highly qualified administrators, faculty, and staff.

1 In order to ensure the hiring of individuals with the appropriate education, experience, and  
2 skills, Human Resources works closely with the hiring manager for classified and management  
3 positions and the instructional dean with input from discipline faculty for faculty positions to  
4 draft job postings that accurately detail duties and responsibilities, and required and desired  
5 qualifications.

6 The College advertises job postings through appropriate venues to attract quality candidates.  
7 All job postings are publicly advertised on the College’s Human Resources Career  
8 Opportunities webpage, flown as advertisements in other publicly available publications as  
9 appropriate, and clearly address the minimum and desired qualifications, duties, professional  
10 responsibilities, and competencies for each position ([IIIA1-01\\_CareerOppsWebsite](#)). Job  
11 postings clearly define the College Mission and Values, as well as include links to the  
12 College’s Strategic Plan and 2019-2022 Equal Employment Opportunity Plan ([IIIA1-  
13 02\\_BSAMgmt-JobDesc](#)). Each job posting sets the standards for all hiring criteria. As  
14 described in III.A.12, positions are further advertised through workshops held at the College,  
15 such as the College’s “Improve Your Marketability” and “Discover LBCC” workshops, as well  
16 as at regional and local job fairs to attract diverse quality candidates.

17 The College ensures administrator and faculty hiring procedures are consistently followed in  
18 alignment with Board Policy (BP) and Administrative Procedure (AP) 3003 for administrator  
19 hiring, BP and AP 3012 for full-time faculty hiring, and BP and AP 3013 for part-time faculty  
20 hiring ([IIIA1-03\\_BP3003-AcadAdminHiring](#); [IIIA1-04\\_AP3003-AcadAdminHiring](#); [IIIA1-  
21 05\\_BP3012-HiringContractFac](#); [IIIA1-06\\_AP3012-HiringContractFac](#); [IIIA1-07\\_BP3013-  
22 HiringPTFaculty](#); [IIIA1-08\\_AP3013-HiringPTFaculty](#)). As a Merit System, classified  
23 management and staff hiring is conducted in accordance with the rules of the Personnel  
24 Commission ([IIIA1-09\\_PCRulesRegs-Chapter5](#)).

25 All applicants for positions must submit all required application elements through NeoGov,  
26 including resumes and transcripts. Human Resources ensures that applicants meet the minimum  
27 qualifications for positions through verification of official and unofficial transcripts. As  
28 described in Standard III.A.4, checks are conducted on applications regarding the equivalency  
29 of degrees from non-U.S. institutions. Any applications with foreign transcripts, must submit  
30 their transcripts during the application process with a U.S. evaluation and translation from a  
31 National Association of Credential Evaluation Services (NACES) member organization.  
32 Equivalency is ultimately determined by an equivalency committee, as described in BP and AP  
33 3022 ([IIIA1-10\\_BP3022-Equivalency](#); [IIIA1-11\\_AP3022-Equivalency](#)).

34 Human Resources ensures that safeguards are in place so that hiring procedures are consistently  
35 followed. Prior to hiring administrator or full-time faculty positions, Human Resources meets  
36 with the hiring committee chair and Equal Employment Opportunity representative to provide a  
37 template for the first hiring committee meeting, which sets expectations for the steps in the  
38 hiring committee process. At the first hiring committee meeting, a representative from Human  
39 Resources provides an orientation and training to all members of the hiring committee related  
40 to the recruitment, candidate screening, and interview process. For classified management and  
41 staff positions, all hiring panels are briefed by Human Resources prior to any interviews  
42 occurring. These briefings include discussing guidelines for the interview process and a  
43 discussion of the criteria that will be used to evaluate the candidates. Panel members for  
44 classified management and staff positions also participate in a debriefing process following the



1 interviews with Human Resources to ensure calibration of scores. As a further safeguard,  
2 Human Resources Specialists use a check list to monitor each step of the hiring process from  
3 the time each position opens to the hiring of the position ([IIIA1-12\\_HRChecklist](#)).

#### 4 **Analysis and Evaluation**

5  
6 The College meets this Standard. The College employs administrators, faculty, and staff who  
7 are qualified with appropriate education and experience in order to support its programs and  
8 services. Criteria, qualifications, and procedures are clearly outlined in job descriptions, which  
9 are publicly posted on the College’s website. Job descriptions are related to the Mission  
10 Statement, designed to meet the needs of the College’s diverse student population, and  
11 accurately reflect the duties and responsibilities of each position.

12  
13 **III.A.2. Faculty qualifications include knowledge of the subject matter and requisite skills**  
14 **for the service to be performed. Factors of qualification include appropriate degrees,**  
15 **professional experience, discipline expertise, level of assignment, teaching skills,**  
16 **scholarly activities, and potential to contribute to the mission of the institution. Faculty**  
17 **job descriptions include development and review of curriculum as well as assessment of**  
18 **learning. (ER 14)**

#### 19 20 **Evidence of Meeting the Standard**

21  
22 Board Policy (BP) and Administrative Procedures (AP) 3012 and 3013 demonstrate that the  
23 College has a consistent process to ensure that faculty selected for hire have adequate and  
24 appropriate knowledge of their subject matter and requisite skills for the service to be  
25 performed ([IIIA2-01\\_BP3012-HiringContractFac](#); [IIIA2-02\\_AP3012-HiringContractFac](#);  
26 [IIIA2-03\\_BP3013-HiringPTFaculty](#); [IIIA2-04\\_AP3013-HiringPTFaculty](#)). To ensure  
27 appropriate knowledge of subject matter, faculty must meet or exceed minimum qualifications,  
28 as outlined in the California Community Colleges Chancellor’s Office 2020 Minimum  
29 Qualifications for Faculty and Administrators in California Community Colleges Handbook  
30 ([IIIA2-05\\_CCCCO-MinQuals2020](#); [IIIA2-06\\_FTFacultyVN-JobDesc](#); [IIIA2-](#)  
31 [07\\_PTFacultyGeog-JobDesc](#)).

32 The College’s screening processes, as described in AP 3012 and AP 3013, include formal  
33 vetting processes to ensure qualified faculty are selected for hire. Candidates official transcripts  
34 are evaluated by Human Resources and employment is verified to determine that the candidate  
35 meets the minimum qualifications for the position. Further screening is done through the  
36 establishment of committees that include faculty from the discipline into which the new faculty  
37 member will be hired. These committees develop evaluation criteria and screen applicants, as  
38 well as interview and select the final candidates in alignment with the procedures outlined in  
39 AP 3012 and AP 3013. The selection of a final candidate is based on committee ranking.

40 If a candidate for a faculty position lacks the minimum qualifications specified in the job  
41 announcement, the candidate may apply for equivalency, as described in BP and AP 3022  
42 ([IIIA2-08\\_BP3022-Equivalency](#); [IIIA2-09\\_AP3022-Equivalency](#)).

43 Job descriptions for faculty positions are written in collaboration with Human Resources and

1 the area Dean with input from department faculty and describe both the minimum and desirable  
2 qualifications for the position. All job descriptions include the responsibility for curriculum  
3 course and program development and student learning outcomes assessment. Job descriptions  
4 outline further professional responsibilities and competencies in service and teaching and  
5 include: commitment to serving the needs of the student; participation in committees,  
6 participatory governance activities, the ability to adapt teaching pedagogy and facilitate  
7 learning, effectively engaging students of diverse backgrounds ([IIIA2-  
8 10 FTFacultyPhysJobDesc](#); [IIIA2-11 PTFacultyArt-JobDesc](#)).

## 9 **Analysis and Evaluation**

10  
11 Long Beach City College meets this Standard. Through procedures outlined in BP and AP, the  
12 College follows a consistent and formal process to ensure that faculty are qualified for hire and  
13 to verify that faculty selected for hire have adequate and appropriate knowledge of their subject  
14 matter. All faculty job descriptions include the responsibility of curriculum oversight and  
15 student learning outcomes assessment.

### 16 17 **III.A.3. Administrators and other employees responsible for educational programs and 18 services possess qualifications necessary to perform duties required to sustain 19 institutional effectiveness and academic quality.**

#### 20 21 **Evidence of Meeting the Standard**

22  
23 The College ensures that academic administrators, classified managers, and classified staff  
24 responsible for educational programs and services possess the qualifications necessary to  
25 perform the duties required to sustain institutional effectiveness and academic quality.

26 To ensure that academic administrators possess the qualifications necessary to perform duties  
27 required, Board Policy (BP) and Administrative Procedure (AP) 3003 outline academic  
28 administrator recruitment, screening, and hiring processes ([IIIA3-01\\_BP3003-  
29 AcadAdminHiring](#); [IIIA3-02\\_AP3003-AcadAdminHiring](#)). As a part of these processes,  
30 academic administrators are required to meet or exceed minimum qualifications outlined in the  
31 California Community Colleges Chancellor's Office 2020 Minimum Qualifications for Faculty  
32 and Administrators in California Community Colleges Handbook ([IIIA3-03\\_CCCCO-  
33 MinQuals2020](#)). Minimum qualifications on official and unofficial transcripts are verified by  
34 Human Resources. Prior to each recruitment, Human Resources works with the hiring  
35 administrator to draft the job description that includes both minimum and desirable  
36 qualifications, as well as the specific educational programs and/or services for which the  
37 position is responsible ([IIIA3-04\\_VPAA-JobDesc](#); [IIIA3-05 DeanSEM-JobDesc](#)).

38 Classified manager and classified staff hiring processes, including position specifications,  
39 application, recruitment, and examination processes are governed and approved by the  
40 District's Personnel Commission, as outlined in the College's Personnel Commission Rules  
41 and Regulations of the Classified Service ([IIIA3-06\\_PC-RulesRegs](#)). The Commission's rules  
42 and regulations ensure that classified managers and staff possess the necessary qualifications to  
43 perform required duties. Prior to recruitment for classified manager or staff positions, job  
44 descriptions are reviewed by Human Resources and the hiring manager or administrator to

1 ensure accuracy and clarity. Human Resources verifies minimum qualifications through official  
2 and unofficial transcripts, employment verifications, and reference checks.

3  
4 **Analysis and Evaluation**

5  
6 The College meets this Standard. Academic administrators, classified managers, and classified  
7 staff responsible for educational programs and services are carefully screened and  
8 documentation is verified to ensure that only qualified candidates who can sustain institutional  
9 effectiveness and academic quality are offered a position at the College.

10  
11 **III.A.4. Required degrees held by faculty, administrators and other employees are from**  
12 **institutions accredited by recognized U.S. accrediting agencies. Degrees from non-U.S.**  
13 **institutions are recognized only if equivalence has been established.**

14  
15 **Evidence of Meeting the Standard**

16  
17 Human Resources receives, reviews, and documents required transcripts to ensure the required  
18 degrees are from institutions accredited by recognized U.S. accrediting agencies. Official  
19 transcripts are required to be submitted to Human Resources prior to faculty, administrators,  
20 classified managers, and classified staff beginning their assignment. Faculty and academic  
21 administrator transcripts are stored by Human Resources in personnel files, while classified  
22 manager and classified staff transcripts are stored within NeoGov, the College's application  
23 database.

24 Degrees from non-U.S. institutions are recognized only if equivalency has been established.  
25 Board Policy and Administrative Procedure 3022 outline the equivalency process ([IIIA4-](#)  
26 [01\\_BP3022-Equivalency](#); [IIIA4-02\\_AP3022-Equivalency](#)). Applicants submitting foreign  
27 transcripts must complete a Supplemental Equivalency Application ([IIIA4-](#)  
28 [03\\_EquivalencyApplication](#)). Foreign transcripts must be accompanied by a U.S. evaluation  
29 and translation from a National Association of Credential Evaluation Services (NACES)  
30 member organization. The process is described for applicants within the job description ([IIIA4-](#)  
31 [04\\_FTFacultyEthStudiesJobDesc\\_p3](#)). Equivalency is determined by an equivalency  
32 committee comprised of ten faculty, two academic administrators, and the Vice President of  
33 Human Resources. The Human Resources manager also participates in the equivalency  
34 committee as a non-voting member. Applications with transcripts determined not to be  
35 equivalent are removed from the applicant pool.

36  
37 **Analysis and Evaluation**

38  
39 The College meets this Standard. Only candidates with the required degrees listed in the job  
40 posting or those that meet equivalency can continue in the hiring process to an interview.  
41 Degrees are verified and foreign degrees must have established equivalency through a NACES  
42 associated evaluation service.

1 **III.A.5. The institution assures the effectiveness of its human resources by evaluating all**  
2 **personnel systematically and at stated intervals. The institution establishes written**  
3 **criteria for evaluating all personnel, including performance of assigned duties and**  
4 **participation in institutional responsibilities and other activities appropriate to their**  
5 **expertise. Evaluation processes seek to assess effectiveness of personnel and encourage**  
6 **improvement. Actions taken following evaluations are formal, timely, and documented.**

7  
8 **Evidence of Meeting the Standard**  
9

10 The College evaluates all personnel systematically and at established intervals using written  
11 criteria that includes performance of assigned duties and participation in institutional  
12 responsibilities. Evaluation processes are designed to recognize achievement, evaluate job  
13 performance, encourage professional development, clarify expectations, and establish goals.  
14 Actions taken following an evaluation are formal, timely, and documented. Human Resources  
15 monitors and collects completed evaluations for all constituent groups and sends out timelines  
16 and reminders for evaluation due dates. Evaluation forms and process-related documents  
17 outlining evaluation criteria are available to all employees on the College's Human Resources  
18 website ([IIIA5-01 HRWebsiteEvalForms](#)).

19 Management employees, including academic administrator and classified management, are  
20 evaluated by their assigned supervisor annually in accordance with Board Policy (BP) and  
21 Administrative Procedure (AP) 3007 ([IIIA5-02 BP3007-EvalManagement](#); [IIIA5-03 AP3007-](#)  
22 [EvalManagement](#)) and the College's Management Handbook Evaluation/Personnel Plan  
23 ([IIIA5-04 ManagementHandbook](#)). For classified management, evaluations are aligned with  
24 the processes described in the Personnel Commission Rules and Regulations of the Classified  
25 Service ([IIIA5-05 PCRulesRegs-Chapter16](#)). The College's processes ensure that evaluation  
26 criteria accurately measure the effectiveness of management team members in performing their  
27 duties. When a management team member is hired, they develop objectives in alignment with  
28 their job duties and in consultation with their supervisor ([IIIA5-06 MgmtTeamObjectives](#)). As  
29 a part of the annual evaluation, progress toward these objectives is reviewed. The management  
30 team member also completes a self-evaluation and a behavioral rating scale is emailed out to  
31 peer evaluators ([IIIA5-07 SelfEvaluationForm](#)). This information is taken into consideration  
32 by their supervisor when evaluating progress toward the established objectives and  
33 performance of job responsibilities ([IIIA5-08 SupervisorEvalForm](#)). During the evaluation,  
34 new objectives are set for the coming year. If a management team member's evaluation results  
35 in ratings of needs improvement, the supervisor works with the management team member to  
36 develop an improvement plan to improve job performance. Salary progression is contingent on  
37 a completed and successful job performance.

38 Faculty employees are evaluated by an evaluation committee in alignment with BP and AP  
39 3006 ([IIIA5-09 BP3006-EvaluationFaculty](#); [IIIA5-10 AP3006-EvaluationFaculty](#)) and the  
40 collective bargaining agreements with the Long Beach City College Faculty Association for  
41 full-time faculty (LBCCFA) and Certificated Hourly Instructors for part-time faculty (CHI;  
42 [IIIA5-11 LBCCD-LBCCFAMastAgreemnt](#); [IIIA5-12 LBCCD-CHIMasterAgreement](#)).

- 43 • Probationary full-time faculty are evaluated annually during the first, second, and fourth  
44 year of the four-year probationary period by a Tenure Review Committee ([IIIA5-13](#)

1 [LBCCFAMastAgt Article9.4](#)). Probationary faculty are reviewed based on the  
2 professional standards contained in the bargaining unit agreement to accurately measure  
3 the effectiveness of the faculty in performing their duties ([IIIA5-14](#)  
4 [LBCCFAMastAgt AppendixE1-7](#)). The tenure review process is an extension of the  
5 hiring process during which probationary faculty are integrated into the life of the College  
6 prior to becoming permanent members of the College community. If the probationary  
7 faculty is rated as “needs improvement” in the second year, a third-year evaluation is also  
8 required to provide further support and opportunities for improvement.

- 9 • Tenured faculty are scheduled for evaluation once every three years by an Evaluation  
10 Team consisting of the tenured Department Head or a tenured faculty designee as the  
11 Evaluation Team Chair, a tenured department member selected by the Academic Senate,  
12 and a tenured department member selected by the LBCCFA President ([IIIA5-](#)  
13 [15 LBCCFAMastAgt Article9.5](#)). Tenured faculty are evaluated based on the  
14 professional standards included in the bargaining unit agreement, which evaluate the  
15 effectiveness of the tenured faculty in performing their duties ([IIIA5-](#)  
16 [16 LBCCFAMastAgt AppendixE9-14](#)). If a tenured faculty member receives an  
17 unsatisfactory or needs improvement on their evaluation, they will be evaluated again  
18 during the three-year evaluation period. The evaluation system is intended to assist and  
19 support faculty, as well as to ensure their professional competence.
- 20 • Part-time faculty are evaluated by their Department Head or a Department Head faculty  
21 designee in the first semester of employment and at least once every six semesters or three  
22 years, whichever comes first, and may be evaluated more frequently if deemed necessary  
23 ([IIIA5-17 CHIMastAgt Article6](#)). Part-time faculty are evaluated on their professional  
24 competence, professional activities, and professional responsibilities as outlined in the  
25 evaluation forms included in the bargaining unit agreement ([IIIA5-18 CHI-](#)  
26 [MastAgt AppendixB-C](#)). If the part-time faculty member receives an evaluation of needs  
27 improvement, then the faculty member must be re-evaluated in the subsequent semester of  
28 employment. The purpose of the evaluation is to provide an ongoing process by which  
29 part-time faculty receive feedback for improvement regarding their skills as educators.

30 Classified staff are evaluated annually by their immediate supervisor in accordance with their  
31 bargaining unit agreement ([IIIA5-19 LBCCEMastAgt Article15](#); [IIIA5-05 PCRulesRegs-](#)  
32 [Chapter16](#)). The immediate supervisor conducts a written evaluation of the classified staff  
33 employee using an established evaluation form as a means of enhancing job performance,  
34 measuring effectiveness of personnel in performing their duties, and furthering their career  
35 development ([IIIA5-20 ClassifiedEmplEvalForm](#)). Ratings of needs improvement or  
36 unsatisfactory for permanent classified staff must be supported by a statement of the facts and a  
37 written improvement plan with clear goals and timelines for achieving those goals. A re-  
38 evaluation of the employee occurs within 60 to 90 days following the establishment of the  
39 improvement plan.

40 During the transition to remote instruction, there was a disruption in the annual timelines for  
41 full-time faculty, part-time faculty, academic administrator, classified management, and  
42 classified staff evaluations ([IIIA5-21 AFTMOUCovid19-03-2020](#)). Due to the transition,  
43 evaluations were suspended for spring 2020. All constituent groups are now on updated cycles  
44 of evaluation, with annual evaluations occurring in alignment with established timelines. The  
45 evaluation procedures for each constituent group are described below ([IIIA5-](#)

1 [22\\_AFTMOUCovid19-07-2020](#)).

## 2 **Analysis and Evaluation**

3  
4 The College meets this Standard. All personnel are systematically evaluated at established  
5 intervals and deadlines for evaluations are monitored by Human Resources. The College  
6 follows established evaluation criteria for all employees in the performance of assigned duties  
7 and participation in institutional responsibilities. The evaluation process and any required  
8 follow-up is formal, documented and timely. The evaluation process is designed to assess  
9 employee performance, effectiveness, as well as to encourage improvement.

10  
11 ~~**III.A.6. The evaluation of faculty, academic administrators, and other personnel directly**~~  
12 ~~**responsible for student learning includes, as a component of that evaluation,**~~  
13 ~~**consideration of how these employees use the results of the assessment of learning**~~  
14 ~~**outcomes to improve teaching and learning.**~~

15  
16 Effective January 2018, Standard III.A.6 is no longer applicable. The Commission acted to  
17 delete the Standard during its January 2018 Board of Directors meeting.

18  
19 **III.A.7. The institution maintains a sufficient number of qualified faculty, which includes**  
20 **full time faculty and may include part time and adjunct faculty, to assure the fulfillment**  
21 **of faculty responsibilities essential to the quality of educational programs and services to**  
22 **achieve institutional mission and purposes. (ER 14)**

## 23 24 **Evidence of Meeting the Standard**

25  
26 The institution maintains a sufficient number of qualified faculty to assure the fulfillment of  
27 faculty responsibilities essential to the quality of educational programs and services. In Fall  
28 2021, there were 304 full-time faculty and 1,088 part-time faculty at LBCC.

29 The College identifies full-time faculty needs through the Annual Planning and Program  
30 Review (APPR) process and prioritizes and addresses these needs through the Hiring Priorities  
31 process. As described in IB.5, IB.9, and IIA.3, during each fall semester faculty develop  
32 program-level APPRs and during this process may identify and request additional full-time  
33 faculty based on their analysis of student enrollment, achievement, and learning outcome data  
34 and identified activities to accomplish their goals ([IIIA7-01\\_APPR-Bio\\_p14](#); [IIIA7-](#)  
35 [02\\_BioResourceRequests](#)). When these needs are identified during the development of their  
36 APPRs, faculty must also submit a hiring priorities packet to the Hiring Priorities Committee  
37 (HPC), which is established each fall in accordance with Board Policy (BP) and Administrative  
38 Procedure (AP) 3012 ([IIIA7-03\\_HiringPrioritiesPacket-Fall2021](#); [IIIA7-04\\_BP3012-](#)  
39 [HiringContractFac](#); [IIIA7-05\\_AP3012-HiringContractFac](#)). The Hiring Priorities Committee is  
40 co-chaired by the Vice President of Academic Affairs and the Academic Senate President, with  
41 the Vice President of Student Services, Vice President of Human Resources, instructional  
42 deans, Dean of Counseling and Student Support Services, and Academic Senate Executive  
43 Committee as members. The hiring priorities packet asks faculty to further reflect on current  
44 full-time staffing, as well as to reflect on the need for full-time faculty based on student

1 demand, external demands, new programs, and alignment with the College Mission and  
2 Strategic Plan goals ([IIIA7-06 History-HPCPacket](#); [IIIA7-07 PublicHealth-HPCPacket](#)).  
3 Faculty submitting the hiring priorities packet also have the opportunity to present to the HPC  
4 to further describe the need for their identified full-time faculty requests. The HPC utilizes an  
5 established rubric to rank faculty requests in order of priority based on their responses to the  
6 Hiring Priorities packet and presentations to the HPC ([IIIA7-08 HPCRubric](#); [IIIA7-  
7 09 RankedListHPC-2021](#)). The final list of ranked faculty requests is reviewed by the  
8 Academic Senate prior to being submitted to President’s Cabinet for consideration.

9 The number of full-time faculty who are hired each year from the ranked list is informed by the  
10 Faculty Obligation Number (FON). The FON is determined based on the California Code of  
11 Regulations, which requires California community college districts to increase their base  
12 number of full-time faculty over the prior year in proportion to the amount of growth in credit  
13 of Full-Time Equivalent Students ([IIIA7-10 CCCFall2020FON](#)).

### 14 **Analysis and Evaluation**

15  
16 The College meets the Standard. Through the APPR process, as well as the hiring priorities  
17 process established in BP and AP 3012, the College maintains a sufficient number of faculty to  
18 assure the fulfillment of faculty responsibilities essential to the quality of educational programs  
19 and services, in alignment with the College Mission.

### 20 21 **III.A.8. An institution with part time and adjunct faculty has employment policies and 22 practices which provide for their orientation, oversight, evaluation, and professional 23 development. The institution provides opportunities for integration of part time and 24 adjunct faculty into the life of the institution.**

#### 25 26 **Evidence of Meeting the Standard**

27  
28 The College has established practices for part-time faculty to provide orientations and  
29 professional development, as well as to ensure evaluation and oversight.

30 At the beginning of each fall semester, the College holds an orientation for part-time faculty  
31 that includes addressing curriculum and student learning outcomes, part-time faculty  
32 evaluation, professional development opportunities, technology and facilities supports, and  
33 other information and updates that provide part-time faculty with the opportunity to integrate  
34 into the College community and best serve its students ([IIIA8-01 AdjunctFacOrientation2020](#)).  
35 In addition, in-service/orientations are often held at the school and departmental levels to  
36 provide information and describe processes specific to each area. For example, in-service  
37 orientations are held by the Counseling Department and School of Language Arts and  
38 Communications ([IIIA8-02 AdjunctCounsAgenda-103120](#); [IIIA8-  
39 03 LACSchoolAdjunctOrient2020](#)). Part-time faculty are also invited to College Day, which  
40 occurs the day before the beginning of each fall semester and provides an opportunity for part-  
41 time faculty to learn about college-wide initiatives and updates, as well as an opportunity for  
42 them to meet with their bargaining unit, school, and department to receive additional updates  
43 for the coming academic year ([IIIA8-04 CollegeDay2021Website](#)).

1 Part-time faculty are invited and encouraged to participate in the many Professional  
2 Development opportunities available at the College through the Academic Senate, Human  
3 Resources, and at the department-level through discipline-specific opportunities. Part-time  
4 faculty are also encouraged to attend Flex Day in the fall and spring. The fall Flex Day is an  
5 opportunity for part-time faculty to engage in the process of developing the program-level  
6 Annual Plan/Program Reviews, while spring Flex Day provides professional development  
7 opportunities focused on instructional and institutional improvement. These opportunities are  
8 described further in III.A.14.

9 Part-time faculty are also encouraged to attend the College’s annual Improve Your  
10 Marketability seminar, which provides an opportunity to learn about open tenure-track  
11 positions and speak with deans, department heads, and academic administrators regarding  
12 requirements, expectations, curriculum, pedagogy, etc. in their respective discipline ([IIIA8-05 ImproveMarketability2020](#)). During this seminar, Human Resources personnel assist  
13 participants in navigating the application process.  
14

15 Part-time faculty are further integrated into the life of the institution through opportunities to  
16 participate on participatory governance committees and in leadership roles on campus. For  
17 example, part-time faculty are included on the membership of many of the College’s  
18 participatory governance committees including President’s Leadership Council, College  
19 Planning Council (CPC), and the planning committees reporting to the CPC ([IIIA8-06 CPC-ChargeMemb\\_p2](#); [IIIA8-07 CHI-PGovMembers-2021](#)). Part-time faculty are also represented  
20 as Associate Senators on the Academic Senate, as well as represented on the Committee on  
21 Curriculum and Instruction ([IIIA8-08 AcademicSenateRoster2021](#)). To support and encourage  
22 part-time faculty to serve in these capacities, all part-time faculty members serving on  
23 committees are paid an annual stipend ([IIIA8-09 CHI-MastAgt\\_p50](#)). Leadership positions,  
24 including the opportunity to serve as a Department’s Student Learning Outcomes Facilitator or  
25 student club advisor are also open to part-time faculty.  
26

27 Oversight of part-time faculty is primarily through the evaluation process, in accordance with  
28 their bargaining unit agreement, as described in III.A.5 ([IIIA8-10 CHIMastAgt\\_Article6](#)).  
29 Human Resources coordinates and tracks this process in collaboration with the Deans and  
30 Department Heads to ensure that evaluations are timely and completed as required. In addition  
31 to the evaluation process, Deans and Department Heads are available to provide guidance,  
32 expertise, and assist part-time faculty in integrating fully into their departments.

### 33 **Analysis and Evaluation**

34  
35 The College meets this Standard. Part-time faculty are provided with orientation, sufficient  
36 oversight and guidance, and formal evaluation. Participation in campus life and participatory  
37 governance, professional development opportunities, as well as guidance and inclusion at the  
38 department and school levels, provide multiple ongoing opportunities for part-time faculty to  
39 integrate into the campus community.

40  
41 **III.A.9. The institution has a sufficient number of staff with appropriate qualifications to**  
42 **support the effective educational, technological, physical, and administrative operations**  
43 **of the institution. (ER 8)**



1  
2 **Evidence of Meeting the Standard**  
3

4 The College has sufficient staff with appropriate qualifications to support the educational,  
5 technological, physical, and administrative needs of the institution. There are 564 classified  
6 staff, including management and supervisory personnel, employed in permanent positions as  
7 indicated on the College’s organization charts, which are posted on the college website ([IIIA9-  
8 01\\_OrgChartsWebpage](#)).

9 Staffing needs are identified through the Annual Planning and Program Review (APPR)  
10 process, as described in detail in Standards I.B.5 and I.B.9. Programs and Departments analyze  
11 service unit outcome data and progress toward their goals to inform any additional classified  
12 staff positions needed to accomplish their goals ([IIIA9-02\\_APPR-FYE-2020-21\\_pp7-8](#); [IIIA9-  
13 03\\_FYE-ResourceRequests-2020-21](#)). These staffing requests are prioritized at each level of  
14 the APPR process ([IIIA9-04\\_SE-SchoolPlan-RR\\_2020-21](#); [IIIA9-05\\_VPSSPlan-RR-2020-  
15 21\\_p15](#)). Position requests prioritized at the vice president-level are presented at the College  
16 Planning Council and Budget Advisory Committee joint committee meeting, where  
17 institutional priorities are established to inform the budget assumptions for the coming year  
18 ([IIIA9-06\\_CPC-FundedVPRequests\\_p6](#)). President’s Cabinet determines which positions will  
19 be funded in alignment with the institutional priorities, which are included in the adopted  
20 budget and communicated out college-wide each fall.

21 As detailed in Standard III.A.3, the College ensures that classified staff have appropriate  
22 qualifications to support the operations of the institution through established recruitment and  
23 hiring practices described in the Personnel Commission Rules and Regulations of the Classified  
24 Service ([IIIA9-07\\_PCRulesRegs\\_Chapter4-8](#)). The evaluation processes, as described in  
25 III.A.5, ensures that classified staff perform their jobs in a manner that maintains the quality  
26 and integrity of the institution.

27 **Analysis and Evaluation**  
28

29 The College meets this Standard. Through the APPR process, the College determines and  
30 prioritizes staffing needs to ensure a sufficient number of staff to effectively support the  
31 College’s programs and services. Established recruitment, hiring, and evaluation processes  
32 ensure that classified staff employees have the appropriate qualifications to support the  
33 operations of the College.

34  
35 **III.A.10. The institution maintains a sufficient number of administrators with appropriate  
36 preparation and expertise to provide continuity and effective administrative leadership  
37 and services that support the institution’s mission and purposes. (ER 8)**  
38

39 **Evidence of Meeting the Standard**  
40

41 The College maintains a sufficient number of administrators with appropriate preparation and  
42 expertise, as indicated on the LBCC Organization Charts, which are maintained on the college  
43 website ([IIIA10-01\\_OrgChartsWebpage](#)). The College employs 32 administrators that provide  
44 continuity and effective leadership and services in support of the College Mission.

1 Similar to classified staff needs, administrator needs are primarily requested and prioritized  
2 through the Annual Planning and Program Review (APPR) process, as described above in III.9  
3 ([IIIA10-02\\_VPABSPlan-RR-201920\\_p10](#)).

4 In addition to the APPR process, new administrator positions may arise out of College  
5 reorganizations. These reorganizations are determined by President’s Cabinet based on  
6 identified need.

7  
8 **Analysis and Evaluation**

9  
10 The College meets the Standard. The College utilizes the APPR process, as well as  
11 reorganizations when necessary to ensure that the College has the appropriate number of  
12 administrators needed to support the College Mission.

13  
14 **III.A.11. The institution establishes, publishes, and adheres to written personnel policies**  
15 **and procedures that are available for information and review. Such policies and**  
16 **procedures are fair and equitably and consistently administered.**

17  
18 **Evidence of Meeting the Standard**

19  
20 Long Beach City College establishes, publishes, and adheres to written personnel Board  
21 Policies (BPs) and Administrative Procedures (APs) that are publicly available for information  
22 and review. Personnel BPs and APs are contained in the 3000 band of the College’s BPs and  
23 APs and posted on the BP and AP webpages of the LBCC website ([IIIA11-01\\_3000Band-  
24 BPWebpage](#); [IIIA11-02\\_3000Band-APWebpage](#)). Full-time faculty, part-time faculty, and  
25 classified staff collective bargaining agreements, the Personnel Commission Rules and  
26 Regulations of Classified Service, and the Management Handbook contain additional clear  
27 written guidelines pertaining to personnel. These documents are posted and publicly available  
28 on the Human Resources Contracts and Salaries webpage ([IIIA11-  
29 03\\_HRCntrctSalariesWebpage](#)).

30 All new employees are oriented to personnel bargaining unit contracts or handbooks. New full-  
31 time faculty are oriented to their bargaining unit contract by the Faculty Association through an  
32 information session as a part of the Faculty Professional Development’s year-long College  
33 Culture Friday’s program ([IIIA11-04\\_CCF-LBCCFA-PPT](#); [IIIA11-05\\_CCF-TenureProcess-  
34 PPT](#)). Part-time faculty are individually oriented to personnel BPs and APs, as well as the CHI  
35 contract through the Human Resources Department. New classified staff and management are  
36 provided information on the classified bargaining unit agreement, management handbook, and  
37 Personnel Commission Rules and Regulations of Classified Service through new employee  
38 trainings held by the Human Resources Department, which occur every three weeks ([IIIA11-  
39 06\\_NewEmployee-PPT](#); [IIIA11-07\\_NewEmployeeEmail](#)).

40 Human Resources ensures that personnel policies and procedures are administered and adhered  
41 to and are designed to result in fair treatment of all personnel. The Vice President, Associate  
42 Vice President, and Executive Director of Human Resources are responsible for the equitable  
43 administration of and compliance with personnel policies and procedures, as well as to advise,

1 investigate, resolve conflicts, and ensure fairness in the hiring, discipline, and resolution of  
2 complaints and grievances in accordance with established policies and procedures.

3  
4 **Analysis and Evaluation**

5  
6 The College meets this Standard. Long Beach City College publishes all personnel BPs and  
7 APs, bargaining unit contracts, the Personnel Commission Rules and Regulations of Classified  
8 Service, and the Management Handbook publicly on the College’s website. Every new  
9 employee is oriented to the content and location of these policies and procedures. Human  
10 Resources ensures that personnel policies and procedures are consistently adhered to and are  
11 equitably administered.

12  
13 **III.A.12. Through its policies and practices, the institution creates and maintains**  
14 **appropriate programs, practices, and services that support its diverse personnel. The**  
15 **institution regularly assesses its record in employment equity and diversity consistent**  
16 **with its mission.**

17  
18 **Evidence of Meeting the Standard**

19  
20 Long Beach City College is committed to diversity, inclusion, and equal employment  
21 opportunity, in alignment with the College Mission and Values. The College’s programs,  
22 services, and practices are developed and maintained to support the College’s diverse personnel  
23 and students. Board Policy and Administrative Procedure 3001 demonstrate the College’s  
24 commitment to equitable hiring practices and treatment of all employees ([IIIA12-01\\_BP3001-](#)  
25 [EqualEmployOpp](#); [IIIA12-02\\_AP3001-EqualEmployOpp](#)).

26 The College’s 2019-2022 Equal Employment Opportunity (EEO) Plan is developed on a three-  
27 year cycle, in accordance with California Code of Regulations Title 5, the California Education  
28 Code, and the Fair Employment and Housing Act ([IIIA12-03\\_EqualEmpOppPlan2019-22](#)).  
29 The plan is developed and monitored by the College’s participatory governance Faculty and  
30 Staff Diversity Committee, which serves as the College’s EEO Advisory Committee, and is tri-  
31 chaired by the Associate Vice President of Human Resources, a faculty member appointed by  
32 the Academic Senate, and classified staff member appointed by the Long Beach Council of  
33 Classified Employees. The plan is posted on the Human Resources website, as well as the  
34 College Planning Council website and serves as a guiding document for the practice of equity  
35 and diversity within the College ([IIIA12-04\\_HR-EEO-Webpage](#); [IIIA12-05\\_CPC-Webpage](#)).

36 The institution utilizes a comprehensive applicant tracking system through NeoGov, allowing  
37 the College to recruit, hire, and track each recruitment process more efficiently, resulting in a  
38 more diverse applicant pool. An EEO statement is included in each job announcement and all  
39 hiring committees include an EEO representative to ensure that the selection process is free of  
40 bias and discrimination ([IIIA12-01\\_BP3001-EqualEmployOpp](#); [IIIA12-02\\_AP3001-](#)  
41 [EqualEmployOpp](#)).

42 The College plans for the recruitment of diverse personnel in accordance with the College  
43 Mission. Human Resources, along with campus and community partners, supports a number of

1 recruitment opportunities in commitment to equity and diversity in recruitment. For example,  
2 Improve Your Marketability (faculty) and Discover LBCC (classified) workshops are held  
3 annually at the College to attract a diverse pool of applicants. These workshops are open and  
4 advertised to the public through LBCC marketing and partnerships with community  
5 organizations ([IIIA12-06 ImprvMarktblty2020Smpls](#)). The College's Faculty Internship  
6 Program seeks to recruit and mentor a diverse faculty to support the College's diverse student  
7 body ([IIIA12-07 FacultyInternshipDocs](#)). Furthermore, the College participates in faculty  
8 regional job fairs to provide prospective faculty with application tips and resources, as well as  
9 the opportunity to interact with Deans and Human Resources staff ([IIIA12-08 JobSummit-  
10 FlyerPres](#); [IIIA12-09 CCCRgstryJobFairJan2020](#)). For classified staff, the College participates  
11 in City of Long Beach and CalJobs/Employment Development Department job fairs.

12 Furthermore, the College has streamlined the recruitment process with the goal of eliminating  
13 unnecessary barriers. For example, the College has eliminated application and testing hurdles  
14 that may have unnecessarily excluded applicants from consideration. Human Resources has  
15 also audited and revised job postings to enhance impact and appeal. All job postings include the  
16 College's diversity statement ([IIIA12-10 JobAnnounceStatement\\_p2](#)).

17  
18 Human Resources regularly evaluates the College's record in employment equity and diversity  
19 and presents the findings publicly with a Diversity Board Report at a meeting of the Board of  
20 Trustees in the fall of each year ([IIIA12-11 DiversBoardRep-2019-20](#)). The report includes  
21 demographic information for faculty, staff and management, assessment of retention, culture,  
22 and outreach impact, and statistical analysis of the historic and current ethnic diversity of  
23 recruitments, hires, and employee groups.

24 In alignment with BP and AP 3001, the EEO Plan, and the Human Resources Vice President-  
25 Level Plan, Human Resources, in cooperation with campus partners, has adopted business  
26 practices to foster a diverse and inclusive environment, eliminate barriers to access, and ensure  
27 personnel are treated fairly. For example, Human Resources has standardized disability  
28 accommodation language on all campus event announcements as well as developed a  
29 streamlined process for accommodations requests. The Human Resources Department has also  
30 included information on the Human Resources webpage to ensure individuals are aware of who  
31 to contact for inquiries and support for issues such as disability accommodation requests,  
32 LGBTQ+ concerns and issues, discrimination concerns and complaints, equal employment  
33 opportunities and general concerns ([IIIA12-12 HR-ResourcesWeblink](#)).

34 Human Resources, along with its campus and community partners, organize and facilitate a  
35 number of campus events and activities that raise awareness of and promote respect for  
36 diversity and inclusion among college constituents. For example, the College has held  
37 workshops, webinars, and speakers including: the University of Southern California-Center for  
38 Urban Education three-part webinar series on Faculty Hiring and Equity and Inclusion and  
39 Diversity ; the Anti-Defamation League speaker series that included topics such as Nobody is  
40 Born a Bigot, Examining Power and Privilege, Challenging Biased Language and Strategies for  
41 Interrupting Bias; an awareness and inclusivity speaker series including workshops on the  
42 topics Implicit Biases and Stereotypes, Spoken Word and Gender Language, and Cultural  
43 Sensitivity; and LGBTQ+ Safe Zone and Ally Training including sessions on LGBTQ+ 101,  
44 LGBTQ+ 2.0, and Viking Pride ([IIIA12-13 USC-CUEWebinarDocuments](#); [IIIA12-  
45 14 DiversSpeakersSerFlyer](#); [IIIA12-15 LGBTQ-AllyTrainingFlyer](#)).

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**Analysis and Evaluation**

The College meets this Standard. LBCC has established Board Policy, Administrative Procedure, plans, and practices that demonstrate its commitment to diversity and equity. The College plans for the recruitment of diverse personnel through participation in recruitment opportunities that encourage a diverse applicant pool. The institution regularly assesses its record in employment consistent with the College Mission to support the diverse campus community. Personnel are supported and treated fairly through changes in business processes and through professional development.

**III.A.13. The institution upholds a written code of professional ethics for all of its personnel, including consequences for violation.**

**Evidence of Meeting the Standard**

The College has a written code of professional ethics for all of its personnel, including consequences for violation. Board Policy (BP) and Administrative Procedure (AP) 3008 describe the College’s Institutional Code of Ethics ([IIIA13-01\\_BP3008-InstlCodeEthics](#); [IIIA13-02\\_AP3008-InstlCodeEthics](#)). District employees are expected to comply with the law and exercise ethical performance of duties and standards of behavior and avoid fraudulent activities. Processes and procedures are in place to report ethical violations. Failure to comply with the Institutional Code of Ethics may result in discipline or dismissal, in accordance with procedures outlined in the existing collective bargaining agreements.

The ethics of the College are also reflected in the College’s five Values: LBCC is purposeful, focused, nurturing, connected, and respectful ([IIIA13-03\\_StrategicPlan\\_p5](#)).

**Analysis and Evaluation**

The College meets this Standard. The College upholds a written Institutional Code of Ethics outlined in BP and AP. As described in AP 3050, consequences for violation of the code of ethics may result in discipline or dismissal in accordance with the discipline procedures outlined in the College’s bargaining unit agreements.

**III.A.14. The institution plans for and provides all personnel with appropriate opportunities for continued professional development, consistent with the institutional mission and based on evolving pedagogy, technology, and learning needs. The institution systematically evaluates professional development programs and uses the results of these evaluations as the basis for improvement.**

**Evidence of Meeting the Standard**

Long Beach City College offers professional development programs consistent with the College Mission for all employee groups through Human Resources and Faculty Professional

1 Development.

2 Faculty Professional Development is under the purview of the Academic Senate. The Faculty  
3 Professional Development Coordinator (FPD; [IIIA14-01\\_FPDJobAnnouncement](#)) ensures  
4 coherent and focused faculty professional development programs that encourage collegiality,  
5 and actively facilitates professional growth in a variety of areas. The FPD office oversees two  
6 subcommittees. The Flex Approval Subcommittee consists of six full-time faculty who review  
7 individual and group flex proposals ([IIIA14-02\\_FPD-FlexProposalForm](#)). The Faculty  
8 Professional Development Resources and Opportunities Subcommittee consists of five full-  
9 time faculty who review conference requests for funding ([IIIA14-03\\_FPD-  
10 ConferenceFundForm](#)).

11 According to Title 5, section 55726(a) full-time faculty shall participate in approved  
12 professional development activities during designated days, in lieu of classroom instruction for  
13 a total of 18 hours per school year. Part-time faculty shall participate in equivalent hours for in  
14 classroom instruction whose class falls on a Flex Day. Professional development activities that  
15 fulfill Flex obligations include instructional improvement, student improvement, and  
16 institutional improvement. Faculty can obtain up to six hours of Flex for attending conferences,  
17 internal Flex approved activities, and external Flex approved activities. These activities can be  
18 attended in person or online ([IIIA14-04\\_FPDCanvasPages](#)).

19 The institution identifies professional development needs of its faculty through institutional  
20 surveys, requests made through Academic Senate meetings, and current institutional priorities  
21 ([IIIA14-05\\_DH-PDSurvey](#)).

22 Ongoing professional development opportunities coordinated by FPD include:

- 23 • The Fall Flex Day is designated to support the Annual Planning and Program Review  
24 (APPR) process. Departments use the six-hour timeframe to dialogue and work on their  
25 APPR utilizing Tableau data from previous semesters. ([IIIA14-  
26 06\\_FlexDaySampleAgendas](#)). A sign-in sheet is sent to FPD to verify participation.
- 27 • The Spring Flex Day occurs in March. The FPD office creates a comprehensive six-hour  
28 program for faculty consistent with the current institutional need.
  - 29 ○ The 2019-2020 Flex Day program was impacted by the COVID-19 pandemic. In  
30 response to COVID-19, the FPD Coordinator and Office for Learning and  
31 Educational Technology worked together to support faculty, who quickly  
32 converted courses to online instruction, by offering many training sessions on  
33 Canvas and Confer Zoom throughout the initial weeks of the transition ([IIIA14-  
34 07\\_FacultyKeepTeachingCheckList](#); [IIIA14-08\\_OLETWorkshopsGuides](#)). A  
35 tracking system was developed to ensure that all faculty, full-time and part-time,  
36 were appropriately trained. A webpage was created to provide the necessary  
37 resources and information needed to transition and teach online ([IIIA14-  
38 09\\_COVID-19InfoFacultyWeblink](#)).
  - 39 ○ The 2020-2021 program was delivered in an online format with a focus on equity  
40 in online teaching ([IIIA14-10\\_SpringFlexDay-2021](#)). The College engaged in  
41 meaningful evaluation of flex day activities and evaluated the results for  
42 improvement through an online evaluation form ([IIIA14-  
43 11\\_Spring2021FlexDayEval](#)).

- 1 • The Floating Flex Day usually falls on a Saturday in the fall semester. It allows faculty to  
2 complete the remaining six hours of flex. It also allows the departments to meet again for  
3 another flex approved meeting ([IIIA14-12 FlexDaySampleAgenda](#)).
- 4 • The Cultural Curriculum Audit (CCA) is an 18-hour training for faculty to take a deep  
5 dive into a specific course they teach and focus on developing cultural responsiveness,  
6 equity mindedness, creating engaging and relevant materials, and developing high impact  
7 practices in the spirit of Guided Pathways. The College provided two in-person trainings  
8 during Summer 2019 and Winter 2020, and four online trainings during Summer 2020,  
9 Winter 2021, Spring 2021, and Summer 2021 ([IIIA14-13 CCA-Workbook-Summer2019](#);  
10 [IIIA14-14 CCA-Workbook-Winter2020](#); [IIIA14-15 CCA-Online-Winter2021](#)). It is a  
11 dynamic training that is constantly evaluated for improvement through weekly participant  
12 evaluations, an overall concluding evaluation, and session discussions ([IIIA14-](#)  
13 [16 CCAHalfwaySurvey](#); [IIIA14-17 CCAFinalSurvey](#)).
- 14 • New tenure-track faculty participate in New Faculty Orientation prior to the start of the  
15 fall semester. It is a two-day workshop providing an overview of the institution,  
16 departments, and all constituency groups on campus ([IIIA14-18 NewFacOrient2020-](#)  
17 [Agenda](#)). Furthermore, new tenure-track faculty members also participate in College  
18 Culture Friday, a weekly four-hour meeting with the FPD Coordinator to acclimate them  
19 with the institution that continues for the duration of the first year. Topics covered include,  
20 but are not limited to, faculty resources, student services, participatory governance, the  
21 probationary evaluation process, and understanding the full-time faculty bargaining unit  
22 contract ([IIIA14-19 CollegeCultrFriSmplAgnd](#)).

23  
24 Human Resources has implemented a robust program that provides professional development  
25 and learning opportunities to all employee groups with the goals of enhancing workplace  
26 knowledge, skills, and leadership capabilities, as well as fostering an inclusive campus  
27 environment. To identify professional development needs, surveys are utilized to gather  
28 employee input. For example, for Classified Professional Development Day each fall, a survey  
29 is sent out to gauge interest in a variety of professional development topics. Based on this data,  
30 workshops are developments and held for classified staff ([IIIA14-20 ClassifiedPDSurvey2020](#);  
31 [IIIA14-21 ClassifdPDDayAgenda2020](#)).

32  
33 Ongoing professional development programs organized through Human Resources include, but  
34 are not limited to:

- 35 • The Leadership Experience program which includes employees from all constituencies  
36 within their first years of employment. The program focuses on understanding institutional  
37 structure and participation in the campus community and includes presentations on  
38 participatory governance, bargaining units contracts, Administrative and Business  
39 Services, Human Resources, Academic Affairs, and Students Services. The program also  
40 includes a self-evaluation module ([IIIA14-22 LEAnnouncement2019-20](#)).
- 41 • Classified Professional Development Day is held annually in cooperation with the  
42 classified staff bargaining unit and planned by the Classified Staff Professional  
43 Development Committee, in accordance with Article 25 of the collective bargaining  
44 agreement ([IIIA14-23 LBCCEAgt Article25](#)). The full-day professional development  
45 event offers multiple sessions and has addressed topics such as Title IX, Equal  
46 Employment Opportunity, understanding retirement benefits, the recruitment, interview,

1 and selection process, as well as personal development such as achieving success, dealing  
2 with stress, and technical skills development workshops ([IIIA14-24\\_ClassifiedPDDay-2019](#);  
3 [IIIA14-25\\_ClassifiedPDDay-2020](#); [IIIA14-26\\_ClassifiedPD-DayWeb](#)).

- 4 • The College also has a classified release time and tuition reimbursement program to  
5 provide opportunities for classified staff to gain new skills and broaden their opportunity  
6 for promotion. The program provides classified staff with the opportunity to continue their  
7 education and develop new skills by completing courses at the College.
- 8 • The College has also offered management training series that have afforded the  
9 opportunity for management and supervisory personnel to enhance their skills and  
10 effectiveness. Topics have included team building, giving and receiving feedback,  
11 performance evaluations, communicating with difficult people, and managing the  
12 marginal employee ([IIIA14-27\\_MgmtTrainingFlyer-2019](#)).

13  
14 Participants are surveyed after each professional development event and the results are used to  
15 improve and plan further professional development opportunities ([IIIA14-28\\_PDFeedbackSurveySmpls](#)).

16  
17  
18 Conference attendance is encouraged for all employees and is often an excellent way to provide  
19 professional development to personnel to meet the specific needs of individual departments and  
20 disciplines in an off-campus environment and is generally initiated at the department level. All  
21 conference attendance takes into consideration budgetary, funding, and travel restrictions and is  
22 in accordance with the College's Board Policy and Administrative Procedure 3024 on travel  
23 and professional conference attendance ([IIIA14-29\\_BP3024-TravelProfConfAtt](#); [IIIA14-30\\_AP3024-TravelProfConfAtt](#)).

24  
25 Training and development programs tailored to the specific needs of and requested by various  
26 departments and constituencies are often conducted by Human Resources. Topics are varied  
27 according to need and have included professional conduct training and probationary faculty  
28 evaluation training. Special presenters are sometimes retained for workshops specific to the  
29 needs of departments, such as The Leadership Consultancy workshop for student services  
30 ([IIIA14-31\\_LeadershipConsulWorkshop](#)).

### 31 **Analysis and Evaluation**

32  
33 Long Beach City College meets this Standard. The institution provides all personnel groups  
34 with meaningful and appropriate opportunities for professional development consistent with the  
35 Strategic Plan, Board Policies and Administrative Procedures, and prevailing collective  
36 bargaining agreements. The College systematically evaluates professional development  
37 programs for improvement.

38  
39 **III.A.15. The institution makes provision for the security and confidentiality of personnel**  
40 **records. Each employee has access to his/her personnel records in accordance with law.**

### 41 **Evidence of Meeting the Standard**



1 The District ensures that personnel records, whether maintained on paper or electronically, are  
2 secure and kept confidential within the Human Resources Department. Access to personnel  
3 records is strictly limited to the employee, confidential Human Resources personnel with the  
4 need to access such records in the course of their responsibilities, the Superintendent-President,  
5 administrators of the District when in the proper administration of the District’s affairs, and a  
6 representative of the bargaining unit with the employee’s written authorization.

7 Board Policy and Administrative Procedure 3021 specifies that employees have the right to  
8 examine their personnel file pursuant to Education Code section 87031 and may contact  
9 Human Resources to arrange to do so ([IIIA15-01\\_BP3021-PersonnelFiles](#); [IIIA15-02\\_AP3021-](#)  
10 [PersonnelFiles](#)).

11  
12 **Analysis and Evaluation**

13  
14 The College meets this Standard. The College has clear provisions to ensure the confidentiality  
15 and security of employee records and makes the records available for inspection to the  
16 employee when requested.

17 \_\_\_\_\_

18  
19 **Conclusions on Standard III.A: Human Resources**

20  
21 Long Beach City College meets the Standards set forth in III.A. The institution assures the  
22 integrity and quality of its programs and services by employing administrators, faculty, and  
23 staff who are qualified and whose qualifications meet the standards required by their positions.  
24 Required degrees must be from accredited institutions or meet equivalency standards.  
25 Personnel are evaluated systematically and at regular intervals and criteria for evaluation is  
26 clearly established and includes the assessment of student learning outcomes. While there was a  
27 disruption of evaluations due to the College’s response to the COVID-19 pandemic, clear,  
28 agreed-upon plans were put in place to update evaluation cycles. The institution maintains a  
29 sufficient number of qualified faculty, staff, and administrators to assure the quality of  
30 programs and to achieve the College Mission. Part-time faculty are integrated into the life of  
31 the institution and are provided with orientation, oversight, and professional development  
32 opportunities. Fair and equitable Board Policies and Administrative Procedures are established  
33 and publicly available on the college website and help create practices and services to support  
34 the College’s diverse personnel, as well as outline a professional code of ethics. The institution  
35 plans and provides for professional development opportunities for all employee groups and  
36 regularly assesses professional development programs for relevancy and effectiveness.  
37 Personnel records are kept confidential and secure, and employees have access to their  
38 personnel records in accordance with law.

39 **Evidence List**

- 40  
41 [IIIA1-01\\_CareerOppsWebsite](#)  
42 [IIIA1-02\\_BSAMgmt-JobDesc](#)  
43 [IIIA1-03\\_BP3003-AcadAdminHiring](#)

1 [IIIA1-04 AP3003-AcadAdminHiring](#)  
2 [IIIA1-05 BP3012-HiringContractFac](#)  
3 [IIIA1-06 AP3012-HiringContractFac](#)  
4 [IIIA1-07 BP3013-HiringPTFaculty](#)  
5 [IIIA1-08 AP3013-HiringPTFaculty](#)  
6 [IIIA1-09 PCRulesRegs-Chapter5](#)  
7 [IIIA1-10 BP3022-Equivalency](#)  
8 [IIIA1-11 AP3022-Equivalency](#)  
9 [IIIA1-12 HRChecklist](#)  
10 [IIIA2-01 BP3012-HiringContractFac](#)  
11 [IIIA2-02 AP3012-HiringContractFac](#)  
12 [IIIA2-03 BP3013-HiringPTFaculty](#)  
13 [IIIA2-04 AP3013-HiringPTFaculty](#)  
14 [IIIA2-05 CCCCCO-MinQuals2020](#)  
15 [IIIA2-06 FTFacultyVN-JobDesc](#)  
16 [IIIA2-07 PTFacultyGeog-JobDesc](#)  
17 [IIIA2-08 BP3022-Equivalency](#)  
18 [IIIA2-09 AP3022-Equivalency](#)  
19 [IIIA2-10 FTFacultyPhysJobDesc](#)  
20 [IIIA2-11 PTFacultyArt-JobDesc](#)  
21 [IIIA3-01 BP3003-AcadAdminHiring](#)  
22 [IIIA3-02 AP3003-AcadAdminHiring](#)  
23 [IIIA3-03 CCCCCO-MinQuals2020](#)  
24 [IIIA3-04 VPAA-JobDesc](#)  
25 [IIIA3-05 DeanSEM-JobDesc](#)  
26 [IIIA3-06 PC-RulesRegs](#)  
27 [IIIA4-01 BP3022-Equivalency](#)  
28 [IIIA4-02 AP3022-Equivalency](#)  
29 [IIIA4-03 EquivalencyApplication](#)  
30 [IIIA4-04 FTFacultyEthStudiesJobDesc\\_p3](#)  
31 [IIIA5-01 HRWebsiteEvalForms](#)  
32 [IIIA5-02 BP3007-EvalManagement](#)  
33 [IIIA5-03 AP3007-EvalManagement](#)  
34 [IIIA5-04 ManagementHandbook](#)  
35 [IIIA5-05 PCRulesRegs-Chapter16](#)  
36 [IIIA5-06 MgmtTeamObjectives](#)  
37 [IIIA5-07 SelfEvaluationForm](#)  
38 [IIIA5-08 SupervisorEvalForm](#)  
39 [IIIA5-09 BP3006-EvaluationFaculty](#)  
40 [IIIA5-10 AP3006-EvaluationFaculty](#)  
41 [IIIA5-11 LBCCD-LBCCFAMastAgreemnt](#)  
42 [IIIA5-12 LBCCD-CHIMasterAgreement](#)  
43 [IIIA5-13 LBCCFAMastAgt Article9.4](#)  
44 [IIIA5-14 LBCCFAMastAgt AppendixE1-7](#)  
45 [IIIA5-15 LBCCFAMastAgt Article9.5](#)  
46 [IIIA5-16 LBCCFAMastAgt AppendixE9-14](#)

1 [IIIA5-17 CHIMastAgt Article6](#)  
2 [IIIA5-18 CHI-MastAgt AppendixB-C](#)  
3 [IIIA5-19 LBCCEMastAgt Article15](#)  
4 [IIIA5-05 PCRulesRegs-Chapter16](#)  
5 [IIIA5-20 ClassifiedEmpIEvalForm](#)  
6 [IIIA5-21 AFTMOUCovid19-03-2020](#)  
7 [IIIA5-22 AFTMOUCovid19-07-2020](#)  
8 [IIIA7-01 APPR-Bio p14](#)  
9 [IIIA7-02 BioResourceRequests](#)  
10 [IIIA7-03 HiringPrioritiesPacket-Fall2021](#)  
11 [IIIA7-04 BP3012-HiringContractFac](#)  
12 [IIIA7-05 AP3012-HiringContractFac](#)  
13 [IIIA7-06 History-HPCPacket](#)  
14 [IIIA7-07 PublicHealth-HPCPacket](#)  
15 [IIIA7-08 HPCRubric](#)  
16 [IIIA7-09 RankedListHPC-2021](#)  
17 [IIIA7-10 CCCFall2020FON](#)  
18 [IIIA8-01 AdjunctFacOrientation2020](#)  
19 [IIIA8-02 AdjunctCounsAgenda-103120](#)  
20 [IIIA8-03 LACSchoolAdjunctOrient2020](#)  
21 [IIIA8-04 CollegeDay2021Website](#)  
22 [IIIA8-05 ImproveMarketability2020](#)  
23 [IIIA8-06 CPC-ChargeMemb p2](#)  
24 [IIIA8-07 CHI-PGovMembers-2021](#)  
25 [IIIA8-08 AcademicSenateRoster2021](#)  
26 [IIIA8-09 CHI-MastAgt p50](#)  
27 [IIIA8-10 CHIMastAgt Article6](#)  
28 [IIIA9-01 OrgChartsWebpage](#)  
29 [IIIA9-02 APPR-FYE-2020-21 pp7-8](#)  
30 [IIIA9-03 FYE-ResourceRequests-2020-21](#)  
31 [IIIA9-04 SE-SchoolPlan-RR 2020-21](#)  
32 [IIIA9-05 VPSSPlan-RR-2020-21 p15](#)  
33 [IIIA9-06 CPC-FundedVPRequests p6](#)  
34 [IIIA9-07 PCRulesRegs Chapter4-8](#)  
35 [IIIA10-01 OrgChartsWebpage](#)  
36 [IIIA10-02 VPABSPlan-RR-201920 p10](#)  
37 [IIIA11-01 3000Band-BPWebpage](#)  
38 [IIIA11-02 3000Band-APWebpage](#)  
39 [IIIA11-03 HRCntrctSalariesWebpage](#)  
40 [IIIA11-04 CCF-LBCCFA-PPT](#)  
41 [IIIA11-05 CCF-TenureProcess-PPT](#)  
42 [IIIA11-06 NewEmployee-PPT](#)  
43 [IIIA11-07 NewEmployeeEmail](#)  
44 [IIIA12-01 BP3001-EqualEmployOpp](#)  
45 [IIIA12-02 AP3001-EqualEmployOpp](#)  
46 [IIIA12-03 EqualEmpOppPlan2019-22](#)

- 1 [IIIA12-04 HR-EEO-Webpage](#)
- 2 [IIIA12-05 CPC-Webpage](#)
- 3 [IIIA12-01 BP3001-EqualEmployOpp](#)
- 4 [IIIA12-02 AP3001-EqualEmployOpp](#)
- 5 [IIIA12-06 ImprvMarktblty2020Smpls](#)
- 6 [IIIA12-07 FacultyInternshipDocs](#)
- 7 [IIIA12-08 JobSummit-FlyerPres](#)
- 8 [IIIA12-09 CCCRgstryJobFairJan2020](#)
- 9 [IIIA12-10 JobAnnounceStatement\\_p2](#)
- 10 [IIIA12-11 DiversBoardRep-2019-20](#)
- 11 [IIIA12-12 HR-ResourcesWeblink](#)
- 12 [IIIA12-13 USC-CUEWebinarDocuments](#)
- 13 [IIIA12-14 DiversSpeakersSerFlyer](#)
- 14 [IIIA12-15 LGBTQ-AllyTrainingFlyer](#)
- 15 [IIIA13-01 BP3008-InstlCodeEthics](#)
- 16 [IIIA13-02 AP3008-InstlCodeEthics](#)
- 17 [IIIA13-03 StrategicPlan\\_p5](#)
- 18 [IIIA14-01 FPDJobAnnouncement](#)
- 19 [IIIA14-02 FPD-FlexProposalForm](#)
- 20 [IIIA14-03 FPD-ConferenceFundForm](#)
- 21 [IIIA14-04 FPDCanvasPages](#)
- 22 [IIIA14-05 DH-PDSurvey](#)
- 23 [IIIA14-06 FlexDaySampleAgendas](#)
- 24 [IIIA14-07 FacultyKeepTeachingCheckList](#)
- 25 [IIIA14-08 OLETWorkshopsGuides](#)
- 26 [IIIA14-09 COVID-19InfoFacultyWeblink](#)
- 27 [IIIA14-10 SpringFlexDay-2021](#)
- 28 [IIIA14-11 Spring2021FlexDayEval](#)
- 29 [IIIA14-12 FlexDaySampleAgenda](#)
- 30 [IIIA14-13 CCA-Workbook-Summer2019](#)
- 31 [IIIA14-14 CCA-Workbook-Winter2020](#)
- 32 [IIIA14-15 CCA-Online-Winter2021](#)
- 33 [IIIA14-16 CCAHalfwaySurvey](#)
- 34 [IIIA14-17 CCAFinalSurvey](#)
- 35 [IIIA14-18 NewFacOrient2020-Agenda](#)
- 36 [IIIA14-19 CollegeCultrFriSmplAgnd](#)
- 37 [IIIA14-20 ClassifiedPDSurvey2020](#)
- 38 [IIIA14-21 ClassifdPDDayAgenda2020](#)
- 39 [IIIA14-22 LEAnnouncement2019-20](#)
- 40 [IIIA14-23 LBCCEAgt Article25](#)
- 41 [IIIA14-24 ClassifiedPDDay-2019](#)
- 42 [IIIA14-25 ClassifiedPDDay-2020](#)
- 43 [IIIA14-26 ClassifiedPD-DayWeb](#)
- 44 [IIIA14-27 MgmtTrainingFlyer-2019](#)
- 45 [IIIA14-28 PDFeedbackSurveySmpls](#)
- 46 [IIIA14-29 BP3024-TravelProfConfAtt](#)

1 [IIIA14-30 AP3024-TravelProfConfAtt](#)  
2 [IIIA14-31 LeadershipConsulWorkshop](#)  
3 [IIIA15-01 BP3021-PersonnelFiles](#)  
4 [IIIA15-02 AP3021-PersonnelFiles](#)  
5

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6  
7 **B. Physical Resources**  
8

9 **III.B.1. The institution assures safe and sufficient physical resources at all locations where it**  
10 **offers courses, programs, and learning support services. They are constructed and**  
11 **maintained to assure access, safety, security, and a healthful learning and working**  
12 **environment.**  
13

14 **Evidence of Meeting the Standard**  
15

16 Long Beach City College provides sufficient physical resources that are safe, accessible,  
17 secure, and promote a healthy learning and working environment at all locations where courses,  
18 programs, and learning support services are offered.  
19

20 The College's 2041 Facilities Master Plan (FMP) demonstrates the College's commitment to  
21 planning for new and upgraded educational and workplace facilities for continuous  
22 improvement ([IIIB1-01 FacilitiesMasterPlan](#)). The College has received two Bond Measures  
23 and was awarded Measure LB in 2016 for \$850 million and Measure E in 2008 for \$660  
24 million for new construction, repairs, and renovations. The FMP outlines plans for construction  
25 and renovation utilizing these funds through 2041. The College has also developed and  
26 implemented an Integrated Energy Master Plan (IEMP), which is implemented in alignment  
27 with the FMP and ensures that all new and renovated facilities are constructed to meet green  
28 building standards, in alignment with California state legislation ([IIIB1-02 IEMP](#)).  
29

30 Construction projects are implemented in alignment with the timelines described in the FMP,  
31 however when safety issues are identified with existing buildings, feasibility studies are  
32 conducted to determine whether the order of prioritized construction projects in the FMP needs  
33 to be adjusted. For example, the College identified safety issues in the College's stadium,  
34 which has resulted in a feasibility study to assess next steps and determine if the stadium needs  
35 to be prioritized for renovation earlier than the year listed in the FMP ([IIIB1-](#)  
36 [03 FeasibilityStudy](#)).  
37

38 During construction, the Facilities Division's Bond Management Team alerts all constituents  
39 via email of any construction activity on campus and how this may impact use of facilities,  
40 walk ways, or parking ([IIIB1-04 ConstructionAlertEmail1](#); [IIIB1-](#)  
41 [05 ConstructionAlertEmail2](#)). The College ensures that all construction sites have appropriate  
42 construction signage and barricades to ensure the safety of all constituents on campus.  
43

44 To further ensure the safety of campus facilities, the College contracts with Keenan Insurance  
45 Brokerage, Risk Management, and Consulting firm to conduct an annual Statewide Association  
46 of Community Colleges (SWACC) safety inspection of both the Liberal Arts and Pacific Coast

1 Campuses. Any areas of concern identified in the report are addressed and prioritized by the  
2 Facilities Division. For example, Keenan identified a medium priority concern of raised or  
3 uneven carpet in the baseball locker room that could cause a trip hazard and recommended  
4 replacement or repair ([IIIB1-06\\_KeenanReport\\_p30](#)). As a result of this finding, the Facilities  
5 staff replaced the carpet with rubber flooring ([IIIB1-07\\_LockerRoomFloor](#)). In alignment with  
6 Administrative Procedure 6005, the College's Facilities Maintenance Manager and Facilities  
7 Maintenance Supervisor walk the entire LAC and PCC campuses on a weekly basis to identify  
8 and evaluate any safety issues or preventative maintenance to maintain compliance with  
9 Occupational Safety and Health Administration (OSHA) Standards ([IIIB1-08\\_AP6005-  
10\\_RiskMgmtInsurance](#)). Any identified issues or maintenance is promptly addressed by facilities  
11 staff. The College also has an Emergency Preparedness and Safety Advisory Committee  
12 (EPSAC) which focuses on providing recommendations to Risk Services and Facilities on  
13 campus safety functions including reviewing campus construction activities which impact  
14 campus safety, employee safety trainings, campus security, monthly crime statistics and trends  
15 and emergency operations management ([IIIB1-09\\_EPSACAgenda](#)).

16  
17 All constituents, including students, are empowered to report facilities safety concerns and  
18 maintenance by submitting a work order through the College's SchoolDude work order system,  
19 which is hyperlinked on the College's Facilities webpage ([IIIB1-  
20\\_10\\_FacilitiesServiceDeskPage](#)). Constituents can also call the Facilities Service Desk phone  
21 line to submit work orders. Work orders are reviewed and assigned out by the Facilities  
22 Maintenance Manager and Facilities Maintenance Supervisor to facilities staff. Works orders  
23 are prioritized, with the highest priority assigned to identified OSHA safety concerns and life  
24 safety concerns.

25  
26 The College regularly evaluates whether it has sufficient physical resources at all locations  
27 through the Annual Planning and Program Review process and Building User Groups,  
28 described in further detail in III.B.2.

### 29 30 **Analysis and Evaluation**

31  
32 The College meets the standard. Through institutional planning, procedures, and processes  
33 the College effectively evaluates and maintains resources to ensure safe and sufficient physical  
34 resources.

35  
36 **III.B.2. The institution plans, acquires or builds, maintains, and upgrades or replaces its  
37 physical resources, including facilities, equipment, land, and other assets, in a manner  
38 that assures effective utilization and the continuing quality necessary to support its  
39 programs and services and achieve its mission.**

### 40 41 **Evidence of Meeting the Standard**

42  
43 Long Beach City College plans, builds, maintains, and upgrades the College's physical  
44 resources to ensure effective utilization and quality in support of programs, services, and the  
45 College's Mission. The planning of facilities development and renovation is guided by the  
46 College's 2041 Facilities Master Plan (FMP). The FMP is developed in alignment with the

1 College’s Mission to deliver high quality programs and support services to serve LBCC’s  
2 diverse communities. Effective implementation of the plan is also embedded in goal four of the  
3 College’s 2016-2022 Strategic Plan ([IIIB2-01\\_FMP\\_pp9-37](#); [IIIB2-02\\_StrategicPlan\\_p13](#)).  
4

5 The FMP was developed with broad input from all constituent groups through the Facilities  
6 Advisory Committee in 2015-16 and was approved by the College Planning Council prior to  
7 approval by the Board of Trustees ([IIIB2-03\\_FAC-SumNotes-021716\\_p6](#); [IIIB2-04\\_CPC-  
8\\_SumNotes-042116\\_Item3](#); [IIIB2-05\\_BoardMins-051016\\_Item8.1](#)). While the College has an  
9 established Citizen’s Oversight Committee to ensure appropriate use of bond funds in relation  
10 to FMP implementation, the Facilities Advisory Committee is charged with making  
11 recommendations on the implementation of the FMP, bond implementation, and on facilities  
12 issues that arise from constituent groups ([IIIB2-06\\_FAC-ChargeMembership](#)). These  
13 recommendations from the FAC are considered by the Facilities bond management team  
14 throughout the planning and construction phases of FMP projects.  
15

16 When planning building renovation and construction in alignment with the FMP, the College  
17 also ensures that the needs of the programs and services that will utilize the buildings are  
18 considered. Building User Groups are formed for every building identified in the FMP for new  
19 or renovation construction. User Groups consist of Facilities Bond Management Team  
20 members, as well as faculty, staff, and administrators who will utilize the new or renovated  
21 facilities. Throughout the planning and construction phases, User Group meetings occur to  
22 determine needs and ensure sufficient physical resources in construction ([IIIB2-  
23\\_07\\_UserGroupMins](#)). To ensure continuous improvement in the end-user experience  
24 throughout the planning and construction process, as well as following the move back into the  
25 renovated spaces, the Facilities Department administers satisfaction surveys to those who teach  
26 or have offices in the buildings. The results of these surveys are reviewed and discussed with  
27 the Facilities Advisory Committee to determine improvements for future construction ([IIIB2-  
28\\_08\\_FAC-Agenda-051519](#); [IIIB2-09\\_FAC-SummaryNotes-051519](#)).  
29

30 The institution also ensures that program and service needs determine facilities equipment  
31 replacement and maintenance through the annual planning and program review (APPR)  
32 process. As detailed in Standard I.B.5 and I.B.9, all programs and departments have the  
33 opportunity to request resources, including facilities equipment and maintenance, through the  
34 APPR process in alignment with their planned goals and activities ([IIIB2-10\\_InstructResource-  
35\\_RequestExample](#)). While all other resource requests, including those requested by the facilities  
36 department, are prioritized through the levels of planning described in I.B.9, instructional  
37 program and student services facilities equipment and maintenance requests are prioritized  
38 through a separate process due to the complex nature of the requests that requires additional  
39 evaluation. Following submission of the program and department plans, facilities and  
40 instructional equipment requests are removed from the list of resource requests that moves  
41 forward to the school planning level and a combined list of all instructional and student  
42 services requests is provided to the Vice President of Academic Affairs who works with the  
43 Department Heads and instructional and student services deans, as well as facilities and  
44 technology department representatives to determine the prioritization for funding these requests  
45 based on identified need, feasibility, and available funding from specific redevelopment,  
46 instructional equipment, and lottery funds the College receives.

1  
2 Ultimately, President’s Cabinet approves funding for requests based on this evaluation ([IIIB2-11 RedevelopmentApprovals](#)). Once the requests are approved and funding is solidified, the  
3 Deans and Department Heads are notified and submit a Project Request Form, which can be  
4 found on the LBCC website ([IIIB2-12 ProjectRequestForm](#)). This form is utilized by all  
5 Administrative and Business Services areas to prioritize projects that involve facilities and  
6 technology for implementation. For example, the Family and Consumer Studies department  
7 needed old air conditioners replaced and included this request in their annual department plan.  
8 This request was funded as a result of the process described above and replaced with new air  
9 conditioning units ([IIIB2-13 FACSResourceReqs-2020-21](#); [IIIB2-14 FACSProjectReqForm](#);  
10 [IIIB2-15 FACSNewACUnit](#); [IIIB2-16 FACSNewACUnit2](#)). If approved facilities resource  
11 requests require construction, Construction Meetings are held with areas involved throughout  
12 the construction process to ensure all needs are addressed and updates are provided to those  
13 whom the construction will impact.  
14

### 15 16 **Analysis and Evaluation**

17  
18 The College meets the standard. The College’s FMP drives facilities improvements and  
19 maintenance in alignment with the College’s Mission and 2016-2022 Strategic Plan goals. The  
20 College ensures that the needs of programs and services are considered when planning its  
21 buildings through Facilities Advisory Committee recommendations, End User Groups, and  
22 satisfaction surveys. Program and services equipment replacement and maintenance needs are  
23 identified and used to inform improvements through the APPR process.  
24

### 25 **III.B.3. To assure the feasibility and effectiveness of physical resources in supporting** 26 **institutional programs and services, the institution plans and evaluates its facilities and** 27 **equipment on a regular basis, taking utilization and other relevant data into account.** 28

### 29 **Evidence of Meeting the Standard**

30  
31 The College regularly assesses facility and equipment use through a multi-pronged approach.  
32 As previously described in II.B.2, faculty, staff, and administrators regularly assess and identify  
33 facilities needs through the Annual Planning and Program Review (APPR). During this process  
34 instructional and student services programs review data, including enrollment and scheduling  
35 data, and analyze programmatic needs. This analysis informs facilities and equipment requests  
36 which are then prioritized through the APPR process as detailed in II.B.2. For needs arising  
37 outside of the planning cycle, they are addressed on a case by case basis considering competing  
38 demands and costs. Managers identify the need and work to address it with support and  
39 approval from their area Vice President. Facility modifications approved by Vice Presidents are  
40 requested through this Project Request Form, which requires the identification of the funding  
41 source ([IIIB3-01 ProjectRequestForm](#)).  
42

43 Each semester, Department Heads and area Deans draft and finalize course schedules for the  
44 upcoming academic terms. To manage space utilization and inform scheduling, the College  
45 relies on 25 Live, which tracks space usage and provides utilization reports to inform  
46 Department Head and Dean scheduling practices ([IIIB3-02 UtilizationReportExample](#)).



1 Furthermore, during the APPR process, faculty review trends in course fill rates to ensure  
2 schedules meet student demand, and also work to utilize space accordingly ([IIIB3-03 APPR-  
3 Instr-Templ-2020-21\\_pp6-8](#)).

4  
5 As described in II.B.1, throughout the year, any facilities concerns can be submitted by  
6 constituents or students through the SchoolDude work order system and each request remains  
7 open until completed. Updates on progress to completion are automated and sent to the  
8 requester. Once work is completed, the work order is closed. Facilities staff check to confirm  
9 completion and quality of work, which allows for facilities to be used most effectively ([IIIB3-  
10 04\\_SchoolDudeRequestProcess](#)).

11  
12 Capital construction projects are planned in accordance with all local and state regulatory  
13 requirements. The District conducted Environmental Impact Reports and went through the  
14 California Environmental Quality Act (CEQA) process for all Measure E and Measure LB  
15 projects ([IIIB3-05 LAC-EIR](#); [IIIB3-06 PCC-EIR](#); [IIIB3-07 CEQA-FindingofFact-Stmt](#)). As  
16 projects are planned and implemented, logistics and campus impacts are discussed with the  
17 College during monthly Bond Management Capital Improvement Program (CIP) meetings  
18 ([IIIB3-08 BondUpdateCIPMins-111621](#)).

## 19 20 **Analysis and Evaluation**

21  
22 The College meets the standard. Facilities are regularly assessed for utilization, efficiency, and  
23 to determine unmet needs. Facility use information gathered through the methods described  
24 above contributes to the APPR process by which facilities and equipment use is examined and  
25 needs identified. The APPR process allows the College to evaluate and improve facilities and  
26 equipment on a planned basis.

### 27 28 **III.B.4. Long-range capital plans support institutional improvement goals and reflect 29 projections of the total cost of ownership of new facilities and equipment.**

#### 30 31 **Evidence of Meeting the Standard**

32  
33 Long-range capital plans are linked to institutional planning through planning documents such  
34 as the Long Beach City College District (LBCCD) 2041 Facilities Master Plan, the five-year  
35 state capital construction plan, and the College's 2016-2022 Strategic Plan ([IIIB4-01 FMP-  
36 2041](#); [IIIB4-02 5YRConstructionPlan](#); [IIIB4-03 StrategicPlan](#)). The 2041 Facilities Master  
37 Plan provides long-range planning needed to maintain updated and renovated spaces to serve  
38 student learning and support services, and includes a project development timeline, as well as  
39 funding sources. Cordoba Corporation, an external Bond Management team, works with the  
40 District to ensure that bond funded projects are developed and implemented within the scope  
41 and resources allocated through the bond measure. Needs that are identified through the Annual  
42 Planning & Program Review process inform the alignment of the 2041 Facilities Master Plan  
43 with the College's goals. In some cases, the College will re-prioritize projects in order to meet  
44 current needs, as previously described in Standard III.B.1.

45  
46 Through the institutional self-evaluation process, it was identified that the College can make

1 documentation of the total cost of ownership more explicit. The first evidence of this change in  
2 process is found in the feasibility study for changes to the College’s omni-code system which  
3 outlines personnel and other related costs the changes will incur for the life of the project  
4 ([IIIB4-04\\_OMNICodeTCO\\_p11](#)). To ensure that recently completed projects are sufficiently  
5 maintained, the required costs are analyzed and incorporated into the annual budget process to  
6 ensure that long-range building investments are fully maintained and supported as appropriate.  
7

8 As previously described in III.B.2 and III.B.3, the College assesses the effectiveness of long-  
9 range capital planning in advancing the College’s goals. The 2041 Facilities Master Plan  
10 provides a road map for the development of long-term building projects in alignment with the  
11 2016-2022 Strategic Plan. Regular review of college needs through the Annual Planning and  
12 Program Review process ensure that the College adjusts plans in light of District needs.  
13

### 14 **Analysis and Evaluation**

15  
16 The College meets the standard. Long-range capital plans are linked to institutional planning  
17 which ensure that capital projects support College goals. The District has identified the  
18 elements which comprise the total cost of ownership to use when making decisions about  
19 facilities and equipment.  
20

---

### 22 **Conclusions on Standard III.B: Physical Resources**

23  
24 Long Beach City College provides safe, sufficient, and sustainable physical resources at all  
25 locations. The College has established processes to ensure facilities are constructed and  
26 maintained for access, safety, and security. The planning of facilities development and  
27 renovation is guided by the 2041 Facilities Master Plan. Through User Groups, the School  
28 Dude Work Order System, and the APPR process, the facilities construction, equipment, and  
29 maintenance needs of instructional programs and services are considered and prioritized to  
30 ensure the continued quality of facilities in supporting equitable student learning to achieve the  
31 Mission. Through these and additional processes such as weekly inspections of the entire  
32 campus, the Facilities Division evaluates its facilities and equipment on a regular basis. Long  
33 Beach City College has defined total cost of ownership and ensures this is considered when  
34 making decisions about facilities and equipment.  
35

### 36 **Evidence List**

- 37
- 38 [IIIB1-01\\_FacilitiesMasterPlan](#)
- 39 [IIIB1-02\\_IEMP](#)
- 40 [IIIB1-03\\_FeasibilityStudy](#)
- 41 [IIIB1-04\\_ConstructionAlertEmail1](#)
- 42 [IIIB1-05\\_ConstructionAlertEmail2](#)
- 43 [IIIB1-06\\_KeenanReport\\_p30](#)
- 44 [IIIB1-07\\_LockerRoomFloor](#)
- 45 [IIIB1-08\\_AP6005-RiskMgmtInsurance](#)
- 46 [IIIB1-09\\_EPSACAgenda](#)

- 1 [IIIB1-10 FacilitiesServiceDeskPage](#)
- 2 [IIIB2-01 FMP\\_pp9-37](#)
- 3 [IIIB2-02 StrategicPlan\\_p13](#)
- 4 [IIIB2-03 FAC-SumNotes-021716\\_p6](#)
- 5 [IIIB2-04 CPC-SumNotes-042116\\_Item3](#)
- 6 [IIIB2-05 BoardMins-051016\\_Item8.1](#)
- 7 [IIIB2-06 FAC-ChargeMembership](#)
- 8 [IIIB2-07 UserGroupMins](#)
- 9 [IIIB2-08 FAC-Agenda-051519](#)
- 10 [IIIB2-09 FAC-SummaryNotes-051519](#)
- 11 [IIIB2-10 InstructResource-RequestExample](#)
- 12 [IIIB2-11 RedevelopmentApprovals](#)
- 13 [IIIB2-12 ProjectRequestForm](#)
- 14 [IIIB2-13 FACSResourceReqs-2020-21](#)
- 15 [IIIB2-14 FACSProjectReqForm](#)
- 16 [IIIB2-15 FACSNewACUnit](#)
- 17 [IIIB2-16 FACSNewACUnit2](#)
- 18 [IIIB3-01 ProjectRequestForm](#)
- 19 [IIIB3-02 UtilizationReportExample](#)
- 20 [IIIB3-03 APPR-Instr-Templ-2020-21\\_pp6-8](#)
- 21 [IIIB3-04 SchoolDudeRequestProcess](#)
- 22 [IIIB3-05 LAC-EIR](#)
- 23 [IIIB3-06 PCC-EIR](#)
- 24 [IIIB3-07 CEQA-FindingofFact-Stmt](#)
- 25 [IIIB3-08 BondUpdateCIPMins-111621](#)
- 26 [IIIB4-01 FMP-2041](#)
- 27 [IIIB4-02 5YRConstructionPlan](#)
- 28 [IIIB4-03 StrategicPlan](#)
- 29 [IIIB4-04 OMNICodeTCO\\_p11](#)

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31  
32 **C. Technology Resources**

33  
34 **III.C.1. Technology services, professional support, facilities, hardware, and software are**  
35 **appropriate and adequate to support the institution’s management and operational**  
36 **functions, academic programs, teaching and learning, and support services.**

37  
38 **Evidence of Meeting the Standard**

39  
40 Long Beach City College supports the needs of the academic learning environment, the  
41 efficiency of the administration, and provides services that increase equitable learning and  
42 quality of life of our students through the use of technology.

43  
44 LBCC has 3,500 physical computers, 700 virtual desktops, and 92 printers available to students  
45 through the academic computer environment ([IIIC1-01 LabInventory](#), [IIIC1-02 LabPrinters](#),  
46 [IIIC1-03 VirtualLabs](#)). The College has 350 smart-classrooms with media racks at the teaching

1 stations to manage projection inputs such as classroom desktops, laptops, and document  
2 cameras ([IIIC1-04\\_MultimedialInventory](#)). There are over 1,350 computers in offices assigned  
3 to faculty, staff, and administrators ([IIIC1-05\\_ComputerInventory](#)).  
4

5 The College’s physical network enterprise is hosted from a primary datacenter located on the  
6 Liberal Arts Campus and a secondary datacenter located at the Pacific Coast Campus ([IIIC1-  
7\\_06\\_NetworkOverview](#)). Both datacenters and every other facility within the District are woven  
8 together using a high-speed matrix of Single/Multi-Mode Fiber Optic Cables tied together  
9 using more than 400 network switches ([IIIC1-07\\_NetworkInventory](#)). The District’s physical  
10 server infrastructure is built upon 814 LAC and 85 PCC physical server hosts which lay the  
11 foundation for a virtual hosting environment operating over 1000 virtual servers and over 700  
12 remotely accessible Desktop/Virtual Machines. Two Solid State Storage Arrays and a  
13 combination of Microsoft’s S2D technology provide over 250 Terabytes of usable file and  
14 application storage ([IIIC1-08\\_ServerInventory](#)). LBCC is committed to protecting and  
15 managing its information assets, and has developed information security standards, best  
16 practices, and guidelines in alignment with the California Community College Information  
17 Security Standard ([IIIC1-09\\_InformationSecurity](#)). LBCC also provides faculty, staff, and  
18 students with 37 core cloud-based and on-premises software solutions to support day-to-day  
19 operations and student success ([IIIC1-10\\_Software-Apps](#)).  
20

21 The Chief Information Systems Officer (CISO) has the responsibility for managing information  
22 technology for the College. Planning and decision-making regarding technology is guided by  
23 the College’s 2016-2022 Strategic Plan and the 2018-2021 Technology Plan ([IIIC1-  
24\\_11\\_StrategicPlan](#); [IIIC1-12\\_ITPlan](#)). The CISO works with College leadership to provide the  
25 appropriate technology support for new College initiatives and for needs that are identified by  
26 the campus community through the Annual Planning and Program Review (APPR) process.  
27

28 Support for educational technology is provided by the Office of Online Learning and Education  
29 Technology (OLET). OLET maintains and ensures the stability of the Canvas Learning  
30 Management System and related applications ([IIIC1-13\\_OLET-LTIs](#)). OLET also supports the  
31 adoption and integration of the California Virtual Campus-Online Education Initiative (CVC-  
32 OEI) online ecosystem and online course exchange which enables LBCC to host online courses  
33 for students across the California Community College system ([IIIC1-14\\_CVC-OEI](#)). Guidance  
34 in the efficient and effective development, implementation, and support of online education  
35 initiatives is provided through the Online Education Committee, which is a standing committee  
36 that reports to the College Planning Council ([IIIC1-15\\_OECCharge](#)).  
37

38 In 2017, LBCC initiated a Student Technology Help Desk (STHD). The STHD is staffed with  
39 knowledgeable, helpful, and skilled student team members to provide peer guidance on  
40 successfully using LBCC technologies by meeting students where they are with their exposure  
41 and experience to technology. STHD student team members are trained monthly by the Student  
42 Technology Help Desk Manager on how to support technology questions and needs, how to  
43 address student technology complaints, and how to support students who are emotionally  
44 distressed or stressed by referring them to specific resources on campus. The STHD is available  
45 to support students via phone, email, in-person, chat, and Zoom. Students can also locate  
46 STHD resources and support via the website and in Canvas ([IIIC1-16\\_STHDWebsite](#); [IIIC1-](#)

1 [17\\_STHDResourceLocations](#)).

2  
3 The College's departments occasionally need specific functionality that is not included with the  
4 core PeopleSoft systems. PeopleSoft allows its customer to modify the delivered product  
5 through in-house development or the installation of third-party bolt-on applications  
6 and application program interfaces (API). When this need arises, a department representative,  
7 usually a Dean or Department Head, submits a PeopleSoft Project Request Form ([IIIC1-  
8 18\\_ProjectRequest-Form](#)). The form collects the basic business requirements for the project  
9 and helps to identify if the project will be developed in-house or if a third-party product or  
10 consultant is needed.

## 11 **Analysis and Evaluation**

12  
13  
14 The College provides appropriate and adequate technology services, professional support,  
15 facilities, hardware, and software to support the College's academic programs, teaching and  
16 learning, support services, and management and operational functions.

17  
18 **III.C.2. The institution continuously plans for, updates and replaces technology to ensure its  
19 technological infrastructure, quality and capacity are adequate to support its mission,  
20 operations, programs, and services.**

## 21 **Evidence of Meeting the Standard**

22  
23  
24 Long Beach City College continuously and methodically upgrades and replaces technology,  
25 network infrastructure, and equipment to meet the needs of the College. Goal four of the  
26 College's 2016-2022 Strategic Plan highlights the importance of information and technology to  
27 support transformation in alignment with the College's Mission ([IIIC2-01\\_StrategicPlan](#)).

28  
29 The Information Technology Advisory Committee (ITAC) is a standing committee under the  
30 College Planning Council ([IIIC2-02\\_ITACCharge](#)). ITAC is responsible for the 2018-2021  
31 Technology Plan ([IIIC2-03\\_ITPlan](#)). The 2018-2021 Technology Plan has four guiding  
32 principles: usability and mobility, privacy and safety, reliability and sustainability, and  
33 transparency and simplicity. These principles were designed to focus on technology efforts that  
34 are intuitive for students so technology and processes are not a barrier and are secure and safe,  
35 reliable and robust, and transparent. The 2018-2021 Technology Plan's five initiatives link to  
36 goals in the College's 2016-2022 Strategic Plan and to ACCJC's III.C standards, as well as  
37 other college-wide plans including the 2020-2023 Strategic Enrollment Management Plan, the  
38 2019-2022 Student Equity Plan, and the Facilities Master Plan ([IIIC2-04\\_ITPlanIntegration](#)).  
39 The 2018-2021 Technology Plan is monitored by ITAC and progress is regularly updated and  
40 available on the Technology Plan website ([IIIC2-05\\_ITPlan-ProgressExample](#)). ITAC will  
41 develop a new Technology Plan when the College's 2022-2028 Strategic Plan is finalized at the  
42 end of Spring 2022 to ensure alignment and model the Technology Plan's development on this  
43 cycle moving forward.

44  
45 The Online Education Committee (OEC) is a standing committee under the College Planning  
46 Council ([IIIC2-06\\_OECCharge](#)) which acts as the coordinating body to provide guidance to the

1 Office of Online Learning and Educational Technology (OLET) in the efficient and effective  
2 development, implementation, and support of online education initiatives. Among these  
3 initiatives is the use of the Canvas Learning Management System (LMS) and various  
4 applications in the LMS to enhance the quality of teaching and learning by utilizing these  
5 technologies to support various teaching methodologies which support student equity,  
6 accessibility needs, and overall student success ([IIIC2-07 OLET-LTIs](#)).

7  
8 Through the Annual Planning and Review (APPR) process, additional technology and software  
9 can be requested to enhance learning or improve administrative processes. These resource  
10 requests are vetted and prioritized through the APPR process as described in more detail in  
11 standards I.B.5 and I.B.9. Once prioritized requests are identified and approved by Cabinet in a  
12 given planning year, the department contacts IITS to assist with procurement and  
13 implementation ([IIIC2-08 VPAA Funded Resources-2018-19 p2](#)).

14  
15 IITS maintains a technology refresh plan to ensure employees and District technology continue  
16 to function at the highest level of quality. There is a five-year replacement plan for computers  
17 in academic computer labs and classrooms, a four-year replacement plan for employee  
18 computers, and a routine replacement cycle for the multimedia equipment located in  
19 classrooms, conference rooms, and multipurpose spaces, and the network infrastructure ([IIIC2-  
20 09 TechRefreshPlan](#)). These refresh cycles are fully funded and included in the latest bond  
21 program Measure LB discussed in more detail in standard III.D.11. The College's refresh cycle  
22 helps reduce or eliminate interruptions to essential instruction and services designed to support  
23 students and campus operations.

### 24 25 **Analysis and Evaluation**

26  
27 The College has a variety of processes in place to ensure that the College plans for technology.  
28 Upgrades can be requested at the user level through the APPR process, through other College  
29 plans, or, carefully planned for at the administrator level. The College has a funded  
30 replacement cycle, which is systematic and provides continuity.

### 31 32 **III.C.3. The institution assures that technology resources at all locations where it offers 33 courses, programs, and services are implemented and maintained to assure reliable 34 access, safety, and security.**

### 35 36 **Evidence of Meeting the Standard**

37  
38 All college technology resources are implemented and maintained to provide reliable access,  
39 safety, and security. The Network Services division in Instructional and Information  
40 Technology Services (IITS) is tasked with providing consistent and reliable data and  
41 communications infrastructure to support the technological requirements of the Long Beach  
42 City College, including data, unified communications (voice and email), environmental  
43 controls, surveillance and security, network monitoring, Wi-Fi, and access controls.

44  
45 Every network closet is physically secured, and power is conditioned and backed up with  
46 dedicated Uninterruptible Power Supplies (UPS; [IIIC3-01 UPSInventory](#)). Resources are

1 provided consistently across locations. The main data centers located at the Liberal Arts  
2 Campus (LAC) and the Pacific Coast Campus (PCC) have larger capacity UPS, fire  
3 suppression systems, and diesel fueled generators. The college also maintains a series of  
4 instructional servers strategically located at both the LAC and PCC. These servers host  
5 applications and provide storage for the College's instructional labs.

6  
7 In the beginning of April 2018, LBCC experience a cyber incident that encrypted commonly  
8 accessed files on the majority of servers and workstations, rendering most computers unusable.  
9 Although business functionality was repaired and restored in approximately one week,  
10 individual servers and workstations required more time to bring back online. These systems  
11 were reimaged and, where possible, data and files were restored from back-ups. The majority  
12 of workstations were restored within the first two months.

13  
14 In order to better protect our systems from future incidents, LBCC focused on implementing  
15 the basic (top 6) controls as outlined by the Center for Internet Security (CIS), implementing  
16 tools and services offered by the California Community College Security Center, and  
17 implementing software and tools designed to support the CIS controls. The protections  
18 described below capture the work of the IITS division to improve technology safety and  
19 security at the College.

20  
21 Backup of the College's data processes, methods, and restoration occurs via Microsoft Data  
22 Protection Manager (DPM). The District's data is segregated by functional group and has its  
23 own backup schedule based on operational calendars to define specific maintenance windows  
24 for each backup job. These schedules run in parallel and in tandem to ensure the most efficient  
25 duplication of critical data from each server and to minimize time requirements and the return  
26 of production server resources back into operation as quickly as possible ([IIC3-02 Backup-  
27 Directory](#)). Most of the College's server resources are virtualized which offers resiliency and  
28 scalability. Virtualization allows for the ability to expand, duplicate, scale, and relocate  
29 information and technology resources and maximize uptime availability which enabled the  
30 District to nimbly transition many processes into a virtual environment during the Covid-19  
31 pandemic.

32  
33 In order to maintain security and optimal levels of service to students, faculty, and staff,  
34 LBCC's core PeopleSoft systems follow a scheduled maintenance plan in alignment with  
35 Oracle PeopleSoft's quarterly release of PeopleSoft Update Manager (PUM) updates for  
36 systems and features and routine Critical Patch Updates (CPU) for security. Additionally, the  
37 College will perform major upgrades to core PeopleSoft systems within a reasonable timeframe  
38 of between one to two years after a stable upgrade is released by Oracle. LBCC recently  
39 upgraded its installation of PeopleSoft Campus Solutions from version 9.0 to 9.2 in December  
40 2019.

41  
42 Because securing the College's data is a high priority, numerous safeguards are in place to  
43 protect the College's technical resources and improve security and privacy for faculty, staff,  
44 and student use of technology. To that end, the District has implemented a multi-layered  
45 security approach that includes: Palo Alto Next-Generation Firewalls for each campus to  
46 provide deep-packet inspection, and an intrusion prevention system; network segmentation to

1 isolate, limit, and prevent access between segments; SecureWorks Managed Security Services  
2 to actively scan the network, provide advanced threat detection, shared threat intelligence, and  
3 rapid incident mitigation; Cylance Next-Generation Antivirus to protect servers and desktops  
4 by detecting behavioral patterns (tactics, techniques, and procedures); PortalGuard for multi-  
5 factor authentication and single-sign on to District applications; and Microsoft Office 365  
6 Online Protection services to filter spam and malware as well as provide data-loss protection  
7 ([IIIC3-03 Secureworks](#); [IIIC3-04 Cylance](#); [IIIC3-05 PortalGuard](#); [IIIC3-](#)  
8 [06 OnlineProtection](#)).

## 10 **Analysis and Evaluation**

11  
12 Long Beach City College provides reliable, safe, and secure access to technology resources on  
13 and off campus. The College makes use of standard security and safety products and  
14 procedures, including firewalls, advanced threat protections, next generation anti-virus  
15 software, and backups for both the Liberal Arts Campus and Pacific Coast Campus.

16  
17 **III.C.4. The institution provides appropriate instruction and support for faculty, staff,**  
18 **students, and administrators, in the effective use of technology and technology systems**  
19 **related to its programs, services, and institutional operations.**

## 21 **Evidence of Meeting the Standard**

22  
23 Long Beach City College provides training opportunities and support mechanisms for faculty,  
24 staff, and students in the effective use of technology and systems related to its programs,  
25 services, and institutional operations.

26  
27 Instructional and Information Technology Services (IITS) provides support to all employees  
28 via phone, email, and in-person. Additionally, IITS utilizes a centralized ticket system to serve  
29 as a single point of contact for all technology support. Staff and faculty may access the IITS  
30 Ticket System from the IITS website or connect with the IITS Help Desk to submit a ticket  
31 ([IIIC4-01 TicketSystemIIIC4-02 TicketSysSum-StsfctnData](#)).

32  
33 The IITS Help Desk also provides technology workshops each semester for all employees.  
34 These workshops are also approved for faculty FLEX credit, when applicable. Workshop topics  
35 are chosen based on feedback provided by employees during help desk calls and after attending  
36 workshops, from Classified and Academic Senate suggestions, and via a survey sent to the  
37 management team ([IIIC4-03 IITSWorkshopTopic-Survey](#)). Additionally, topics are also  
38 selected as an outreach effort to demonstrate technologies available at LBCC. Workshop  
39 subjects range from Office 365, OneDrive, Skype, Zoom, and Outlook email, to specific  
40 applications such as Microsoft applications, MS Teams, and Sway. Workshops are offered at a  
41 variety of levels from introduction to advanced and are infused with safe computing tips to  
42 support the College's two campuses. Workshops are held both in-person and via Zoom ([IIIC4-](#)  
43 [04 IITSWorkshops](#)). A survey is sent out after each workshop to identify satisfaction, but also  
44 to support IITS in deciding what topics to consider for the next semester ([IIIC4-](#)  
45 [05 IITSWorkshopsSurvey](#)). Additionally, a wide variety of technology help guides are  
46 available to all employees on the IITS website ([IIIC4-06 IITSHelpGuides](#)).



1  
2 LBCC’s Online Learning and Educational Technology (OLET) Department offers full and  
3 part-time faculty Flex credit for Canvas online training, along with Canvas Step-by-Step  
4 Guides to support faculty instruction (IIC4-07\_CanvasTraining; IIC4-  
5 08\_CanvasHelpGuides).

6  
7 The Student Technology Help Desk (STHD) supports students’ technology needs through a  
8 peer-to-peer model with walk-in, phone call, chat, and email options available to students for  
9 support. Additionally, the STHD collaborates with faculty to provide in-classroom workshops  
10 via classroom visits that provide training and resources to support students in successfully  
11 using LBCC technologies. Classroom workshops cover technology such as Office 365, Canvas,  
12 and Outlook e-mail. From 2017 to present, over 2,280 students have been reached through  
13 these workshops. A Student Technology Help Desk Virtual Classroom Visit Video has been  
14 developed to serve online classes, classes held outside of regular business hours, and for faculty  
15 who prefer this medium. To date over 470 views have been recorded on this video. The STHD  
16 tracks visits to ensure that peers are well-informed and prepared to serve students’ needs  
17 (IIC4-09\_STHDdata).

## 18 19 **Analysis and Evaluation**

20  
21 LBCC offers and provides a variety of training opportunities for employees and students to  
22 learn about technology, online learning, and professional development. Employees have  
23 trainings both in person and online throughout the year on a variety of topics. Students have  
24 dedicated student to student support available to them and have learning opportunities both in  
25 and out of the classroom. A variety of training guides and videos are also available for College  
26 constituents.

### 27 28 **III.C.5. The institution has policies and procedures that guide the appropriate use of** 29 **technology in the teaching and learning processes.**

#### 30 31 **Evidence of Meeting the Standard**

32  
33 Long Beach City College has policies and procedures in place to ensure technology is  
34 appropriately used on campus and users are aware of and committed to the appropriate use of  
35 technology.

36  
37 Board Policy (BP) and Administrative Procedure (AP) 6006 applies to faculty, staff, and  
38 students in support of the College’s Mission and covers copyrights of software, maintaining the  
39 integrity of data and systems, protecting unauthorized access to data, and the appropriate use of  
40 electronic communication at the College (IIC5-01\_BP6006-CompNetworkUse; IIC5-  
41 02\_AP6006-Comp-Network-Use). Once hired, new employees are required to sign a  
42 “Computer and Network Use Agreement” acknowledging they have read and understood AP  
43 6006 (IIC5-03\_ComputerUseAgreement).

44  
45 When a student or employee uses a Long Beach City College computer, a message appears  
46 reminding them that the use of college-provided technology is governed by BP 6006 (IIC5-

1 [04 AP6006-CompNetworkUse](#)). In addition, employees are required to complete Keenan Safe  
2 Colleges FERPA training.

3  
4 To ensure quality education, BP and AP 4037 apply to faculty teaching distance education  
5 courses and covers maintaining regular and substantive interaction, as well as ensuring that all  
6 distance education classes use Canvas, the College’s Learning Management System ([IIIC5-  
7 05 BP4105-DistanceEd](#), [IIIC5-06 AP4105-DistanceEd](#)).

8  
9 Additional BPs and APs cover topics regarding the release of student information, prevention  
10 of identity theft, public records, securing copyright protection, and accessibility of information  
11 and communication technology ([IIIC5-07 BP5040-StudentRecords](#), [IIIC5-08 AP5040-  
12 StudentRecords](#), [IIIC5-09 BP5800-PrevIDTheftStdnt](#), [IIIC5-10 AP5800-PrevIDTheftStdnt](#),  
13 [IIIC5-11 BP6017-PublicRecords](#), [IIIC5-12 AP6017-PublicRecords](#), [IIIC5-13 BP6001-  
14 SecCopyrightProt](#), [IIIC5-14 AP6001-SecCopyrightProt](#), [IIIC5-15 BP6018-A11yInfo-  
15 CommTech](#), [IIIC5-16 AP6018-A11yInfo-CommTech](#)).

## 16 17 **Analysis and Evaluation**

18  
19 The acceptable uses of college-provided technology is defined by the Board of Trustees and  
20 made clear to employees during the onboarding process. These processes, BPs, and APs,  
21 demonstrate the College’s commitment to protecting students, faculty, and staff with the  
22 appropriate use of technology in teaching and the learning processes. The College meets this  
23 standard.

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## 24 25 26 **Conclusions on Standard III.C: Technology Resources**

27  
28 Technology resources available to College constituencies are designed to support the College’s  
29 Mission of providing equitable access to a quality education. Instructional and Information  
30 Technology Services (IITS) has the primary responsibility for managing, maintaining, and  
31 supporting technologies, as well as educating students, faculty, and staff about how to access  
32 and use College-provided technologies. Through the College’s Annual Planning and Program  
33 Review (APPR) process, IITS ensures new and innovative technological needs are met for  
34 programs and departments. The College’s Information Technology Advisory Committee  
35 ensures that systemic technological needs are met through the development and implementation  
36 of the Technology Plan, which aligns with and supports the College’s 2016-2022 Strategic  
37 Plan. The use of technology is regulated by established Board Policies and Administrative  
38 Procedures.

## 39 40 **Evidence List**

41  
42 [IIIC1-01 LabInventory](#)

43 [IIIC1-02 LabPrinters](#)

44 [IIIC1-03 VirtualLabs](#)

45 [IIIC1-04 MultimediaInventory](#)

46 [IIIC1-05 ComputerInventory](#)

- 1 [IIC1-06 NetworkOverview](#)
- 2 [IIC1-07 NetworkInventory](#)
- 3 [IIC1-08 ServerInventory](#)
- 4 [IIC1-09 InformationSecurity](#)
- 5 [IIC1-10 Software-Apps](#)
- 6 [IIC1-11 StrategicPlan](#)
- 7 [IIC1-12 ITPlan](#)
- 8 [IIC1-13 OLET-LTIs](#)
- 9 [IIC1-14 CVC-OEI](#)
- 10 [IIC1-15 OECCharge](#)
- 11 [IIC1-16 STHDWebsite](#)
- 12 [IIC1-17 STHDResourceLocations](#)
- 13 [IIC1-18 ProjectRequest-Form](#)
- 14 [IIC2-01 StrategicPlan](#)
- 15 [IIC2-02 ITACCharge](#)
- 16 [IIC2-03 ITPlan](#)
- 17 [IIC2-04 ITPlanIntegration](#)
- 18 [IIC2-05 ITPlan-ProgressExample](#)
- 19 [IIC2-06 OECCharge](#)
- 20 [IIC2-07 OLET-LTIs](#)
- 21 [IIC2-08 VPAAFundedResources-2018-19\\_p2](#)
- 22 [IIC2-09 TechRefreshPlan](#)
- 23 [IIC3-01 UPSInventory](#)
- 24 [IIC3-02 Backup-Directory](#)
- 25 [IIC3-03 Secureworks](#)
- 26 [IIC3-04 Cylance](#)
- 27 [IIC3-05 PortalGuard](#)
- 28 [IIC3-06 OnlineProtection](#)
- 29 [IIC4-01 TicketSystem](#)
- 30 [IIC4-02 TicketSysSum-StsfctnData](#)
- 31 [IIC4-03 IITWorkshopTopic-Survey](#)
- 32 [IIC4-04 IITWorkshops](#)
- 33 [IIC4-05 IITWorkshopsSurvey](#)
- 34 [IIC4-06 IITSHelpGuides](#)
- 35 [IIC4-07 CanvasTraining](#)
- 36 [IIC4-08 CanvasHelpGuides](#)
- 37 [IIC4-09 STHDdata](#)
- 38 [IIC5-01 BP6006-CompNetworkUse](#)
- 39 [IIC5-02 AP6006-Comp-Network-Use](#)
- 40 [IIC5-03 ComputerUseAgreement](#)
- 41 [IIC5-04 AP6006-CompNetworkUse](#)
- 42 [IIC5-05 BP4105-DistanceEd](#)
- 43 [IIC5-06 AP4105-DistanceEd](#)
- 44 [IIC5-07 BP5040-StudentRecords](#)
- 45 [IIC5-08 AP5040-StudentRecords](#)
- 46 [IIC5-09 BP5800-PrevIDTheftStdnt](#)

- 1 [IIIC5-10 AP5800-PrevIDTheftStdnt](#)
  - 2 [IIIC5-11 BP6017-PublicRecords](#)
  - 3 [IIIC5-12 AP6017-PublicRecords](#)
  - 4 [IIIC5-13 BP6001-SecCopyrightProt](#)
  - 5 [IIIC5-14 AP6001-SecCopyrightProt](#)
  - 6 [IIIC5-15 BP6018-A1lyInfo-CommTech](#)
  - 7 [IIIC5-16 AP6018-A1lyInfo-CommTech](#)
- 

8

9

10 **D. Financial Resources**

11

12 *Planning*

13

14 **III.D.1. Financial resources are sufficient to support and sustain student learning programs and services and improve institutional effectiveness. The distribution of resources supports the development, maintenance, allocation and reallocation, and enhancement of programs and services. The institution plans and manages its financial affairs with integrity and in a manner that ensures financial stability. (ER 18)**

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18

19

20 **Evidence of Meeting the Standard**

21

22 Long Beach City College’s (LBCC) financial resources are sufficient to support and sustain student learning programs and services and to improve institutional effectiveness. As described in the College’s Mission statement and 2016-2022 Strategic Plan goals, the College’s top priority is providing equitable student learning and achievement and this commitment drives the distribution of resources to develop, maintain, and enhance programs and services. The College plans and manages its finances with integrity to ensure long-term financial stability.

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29 The College has sufficient revenues to support educational improvement and innovation. When the District’s Adopted Budget identified an operating deficit of \$3.6 million in 2018-19 due to anticipation of the change in revenue and expenses in the new Student-Centered Funding Formula, as well as increases in STRS and PERS retirement costs, the College developed a Deficit Reduction Plan (DRP; [IIID1-01 DeficitReductionPlanPPT](#)). As a result of implementing the DRP, the District was able to eliminate the projected deficit. For 2019-20, the District’s end of fiscal year cash balance for combined unrestricted and restricted accounts was \$45,892,429 ([IIID1-02 ACCJCFiscalRep-2020\\_p6](#)).

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38 The annual planning and program review (APPR) process, provides a means for setting priorities for funding institutional improvements. As described in I.B.5 and I.B.9, the College’s multi-level APPR process is guided by the College’s 2016-2022 Strategic Plan and Mission to inform goal and activity-setting and resource request prioritization at each level. The process results in the establishment of annual Institutional Priorities at a joint College Planning Council (CPC) and Budget Advisory Committee meeting. These priorities are informed by the College’s 2016-2022 Strategic Plan, Chancellor’s Office Vision for Success goals, and Vice President-Level Plan goals ([IIID1-03 InstPriorities-2020-21](#)). The Institutional Priorities drive the College’s resource allocation process and are utilized by President’s Cabinet to inform decisions on which

1 prioritized resource requests that arose through the APPR process will be funded based on the  
2 adopted budget ([IIID1-04 PlanBudgTimeline-2021-22](#)). For example, in alignment with the  
3 2020-21 Institutional Priority of implementing guided pathways to increase retention,  
4 completion, and transfer to close equity gaps in student success, President’s Cabinet approved  
5 funding for faculty stipends for participation in the Academic Senate’s Cultural Curriculum  
6 Audit, a prioritized resource request from the Academic Affairs Vice President-Level Plan  
7 ([IIID1-05 AdoptBudgPPT-2020-21\\_p9](#); [IIID1-06 CPC-ResourceReqUpdts\\_p4](#)).

8  
9 Long Beach City College’s finances are planned and managed with integrity to ensure financial  
10 stability to sustain learning programs and services. Board Policy and Administrative Procedure  
11 outline the procedures followed by the College to ensure the annual budget is developed on an  
12 annual timeline and is aligned with the APPR process in support of the Mission ([IIID1-  
13 07 BP6010-BudgetPreparation](#); [IIID1-08 AP6010-BudgetPreparation](#)). The College also  
14 undergoes an annual fiscal audit and has consistently received an unmodified opinion each year  
15 during this accreditation cycle. When significant deficiencies have been identified, the College  
16 has worked to quickly resolve them.

### 17 **Analysis and Evaluation**

18  
19  
20 Long Beach City College meets the standard. The College manages its finances with integrity  
21 and has sufficient financial resources to support learning programs and services to accomplish  
22 the Mission, as evidenced by the cash balance and reserves. The APPR process ensures that  
23 institutional priorities aligned with the 2016-2022 Strategic Plan and Mission drive resource  
24 allocation to support the development, maintenance, and enhancement of programs and services.

25  
26 **III.D.2. The institution’s mission and goals are the foundation for financial planning, and  
27 financial planning is integrated with and supports all institutional planning. The  
28 institution has policies and procedures to ensure sound financial practices and financial  
29 stability. Appropriate financial information is disseminated throughout the institution  
30 in a timely manner.**

### 31 **Evidence of Meeting the Standard**

32  
33  
34 The LBCC Mission and 2016-2022 Strategic Plan goals are the foundation for financial planning  
35 and financial planning is integrated with and supports all institutional planning. As described in  
36 Standard I.A.4, the College’s Mission and 2016-2022 Strategic Plan are updated on a six-year  
37 cycle. Through the Annual Planning and Program Review (APPR) process, detailed in I.B.9, all  
38 goals that are established at each level of the APPR process are aligned with the 2016-2022  
39 Strategic Plan goals and relevant college-wide plan goals. Furthermore, any resource requests  
40 must be clearly aligned to the established goals at each level of the APPR process. The College’s  
41 Integrated Planning Model demonstrates that the APPR process is critical for both short and  
42 long-term planning and resource allocation ([IIID2-01 PGIPHandbook\\_p24-27](#)).

43  
44 Through the APPR process, the College has established priorities among competing needs to  
45 inform future resource allocation and the financial planning process relies primarily on the APPR  
46 process for content and timelines ([IIID2-02 PlanBudgTimeline-2021-22](#)). As described in I.B.9,

1 the College Planning Council holds a joint meeting with the Budget Advisory Committee to  
2 establish Institutional Priorities for the coming fiscal year based on the Vice President-Level  
3 Plan goals and in alignment with the 2016-2022 Strategic Plan goals. This joint meeting is  
4 intentionally designed to provide an explicit connection between planning and budget and to  
5 support all constituent in understanding this critical link. Upon agreement on the Institutional  
6 Priorities, the Budget Advisory Committee aligns the Institutional Priorities with the budget  
7 assumptions. Throughout the development of the tentative and adopted budgets, President’s  
8 Cabinet meets to determine which resource requests that arose from the APPR process will be  
9 prioritized for funding in alignment with the Institutional Priorities. The connection between  
10 resource allocation and the institutional priorities is clearly documented in the College’s tentative  
11 and adopted budgets each year ([IIID2-03 TentativeBudgetPres-2021-22](#); [IIID2-04 Adopted-  
12 BudgetPres-2021-22](#)).

13  
14 To ensure sound financial practices and financial stability, LBCC has adopted Board Policies  
15 (BP) and Administrative Procedures (AP) on a variety of fiscal practices including revolving  
16 cash fund, budget preparation, debt issuance, investments, and bids and contracts, among others  
17 ([IIID2-05 BPs6000-Webpage](#); [IIID2-06 APs6000-Webpage](#)). All BPs and APs are publicly  
18 available on the college website.

19  
20 Finally, the College ensures that information about fiscal planning and its alignment with  
21 institutional planning is disseminated throughout the institution, including to the Board of  
22 Trustees and college leadership. The tentative and adopted budgets are presented each year to the  
23 Board of Trustees and include a connection between resources that arose out of the APPR  
24 process and the institutional priorities ([IIID2-03 TentativeBudgetPres-2021-22](#)). The Board of  
25 Trustees also receives a presentation on the APPR process each year that documents how the  
26 process is connected to fiscal planning. These presentations are posted publicly on Board Docs  
27 and shared out through college-wide emails that summarize the Board of Trustees meetings  
28 ([IIID2-07 BoardAgenda-090821\\_item4.3](#)). Each September, the Vice Presidents provide an  
29 update to the College Planning Council, which is comprised of leadership from all constituent  
30 groups, on which resource requests were funded based on alignment with Institutional Priorities  
31 and the adopted budget. This presentation is posted on Board Docs with the CPC agenda, shared  
32 out by each Vice President to their respective areas, and posted in the College’s ‘In The Loop’  
33 emails for the fall term each year as programs and departments work on completing their APPRs  
34 ([IIID2-08 BoardDocScreenshotCPCMtg](#); [IIID2-09 IntheLoopEmailExample](#)). The Vice  
35 President of Business Services also sends college-wide email updates when the College receives  
36 updates from the state on the outlook for the coming year’s budget ([IIID2-10 MayReviseEmail](#)).

### 37 38 **Analysis and Evaluation**

39  
40 Long Beach City College meets the standard. Through the APPR process, the institution’s  
41 Mission and goals are the foundation for financial planning and financial planning is clearly  
42 linked to institutional planning. The College ensures sound financial practices and stability by  
43 following established BPs and APs. Information on the tentative and adopted budgets, as well as  
44 their connection to planning is disseminated college-wide and to the Board of Trustees.

### 45 46 **III.D.3. The institution clearly defines and follows its guidelines and processes for financial**

1 **planning and budget development, with all constituencies having appropriate**  
2 **opportunities to participate in the development of institutional plans and budgets.**

3  
4 **Evidence of Meeting the Standard**

5  
6 The College has adopted clearly defined financial planning and budget development processes  
7 and guidelines. Board Policy (BP) and Administrative Procedure (AP) 6010 describe LBCC’s  
8 budget preparation processes. The College’s planning and budget timeline, which is updated on  
9 an annual basis, further details the budget development steps in alignment with the Annual  
10 Planning and Program Review timeline ([IIID3-01 PlanBudgTimeline-2021-22](#)). This timeline  
11 is shared widely with all college constituents at each level of the APPR process ([IIID3-](#)  
12 [02 APPR-ExampleEmail](#); [IIID3-03 ExampleSchoolPlanAgenda](#)).

13  
14 The Budget Advisory Committee (BAC), which reports directly to the College Planning  
15 Council, ensures that all constituents have the opportunity to participate in financial planning  
16 and budget development. The BAC is co-chaired by the Vice President of Business Services  
17 and a faculty member appointed by Academic Senate with representative members from all  
18 constituent groups, including students ([IIID3-04 BAC-ChargeMembership](#)). The BAC  
19 discusses and reviews state budget updates, the College’s quarterly and mid-year budget  
20 performance reports, the budget assumptions, tentative budget, and adopted budget. The  
21 committee also makes recommendations on underlying principles and practices for reallocation  
22 of funds, identifies strategies to make the budgeting process user-friendly, and is responsible  
23 for educating members of the campus on the budget and budget development process. As  
24 described in IIID.1 and IIID.2, the College Planning Council and BAC ensure planning and  
25 budget are integrated with broad constituent group participation to accomplish the College’s  
26 2016-2022 Strategic Plan and Mission.

27  
28 The Tentative Budget and Adopted Budget are each presented annually to the Board of Trustees  
29 through open meetings. Public comment is another opportunity for constituent groups and the  
30 public to participate in budget development processes by providing feedback on the tentative and  
31 adopted budgets, prior to approval by the Board of Trustees.

32  
33 **Analysis and Evaluation**

34  
35 The College meets the standard. Long Beach City College clearly follows its budget  
36 development process in accordance with Board Policies and Administrative Procedures. Through  
37 the BAC, CPC, and public Board of Trustees meetings, the College ensures that all constituents  
38 have appropriate opportunities to participate in the development of institutional plans and the  
39 budget.

40  
41 ***Fiscal Responsibility and Stability***

42  
43 **III.D.4. Institutional planning reflects a realistic assessment of financial resource**  
44 **availability, development of financial resources, partnerships, and expenditure**  
45 **requirements.**

1 **Evidence of Meeting the Standard**

2  
3 Institutional planning at Long Beach City College reflects a realistic assessment of financial  
4 resource availability, development of financial resources, partnerships, and expenditure  
5 requirements. To ensure effective planning, College Planning Council and the Budget Advisory  
6 Committee hold regular meetings throughout the year with their members to discuss the  
7 budget, institutional planning and budgeting processes, and the distribution of funding, as  
8 explained in Standard III.D.1, III.D.2, and III.D.3.

9  
10 The College establishes a realistic assessment of financial resource availability and  
11 expenditures on an annual basis, as well as through three-year projections. This budget  
12 information is sufficient in content and timing to support realistic institutional and financial  
13 planning. Annually, the College utilizes information received from the California Community  
14 College Chancellor’s Office (CCCCO), as well as known COLA, negotiated contract increases,  
15 and recurring and on-time funding commitments to inform the College’s budget assumptions,  
16 tentative budget, and adopted budget. Throughout the year, the College reviews quarterly and  
17 mid-year budget performance reports ([IIID4-01\\_QuarterlyBudgetRep-093020](#); [IIID4-02\\_MidYearRep-123120](#)). As described in III.D.3, these budgets and reports are discussed with  
18 the BAC and pertinent updates are shared with the CPC ([IIID4-03\\_BAC-Agenda-021021](#);  
19 [IIID4-04\\_BAC-SumNotes-110220](#); [IIID4-05\\_CPC-SumNotes-090921](#)). The tentative and  
20 adopted budgets are shared with, and approved by, the Board of Trustees at open meetings,  
21 with mid-term and quarterly reports shared as information ([IIID4-06\\_BoardMins-TentBudg-062321](#);  
22 [IIID4-07\\_BoardMins-QuartRpt-052621](#)). All budgets and reports are posted on Board  
23 Docs, on the LBCC website, and communicated college-wide in summary emails following the  
24 Board of Trustees meetings ([IIID4-08\\_FiscalServicesWebsite](#); [IIID4-09\\_BoardSummary-Email](#)). The three-year budget projections incorporate known and likely revenues and  
25 expenditures and are also shared with the BAC ([IIID4-10\\_MultYearBudgPlan-2019-23](#); [IIID4-11\\_BAC-SumNotes-090220\\_Item7](#)). As a result of this long-term fiscal planning, when budget  
26 deficits are projected, early intervention in the budget planning process allows for expenditures  
27 to be reduced through organized and non-disruptive means.  
28  
29  
30  
31

32 To plan for current and future fiscal needs, the College reviews its past financial results. During  
33 the development of the tentative budget, the College begins work to close the yearend budget  
34 and utilizes this information to inform tentative budget development. Furthermore, Fiscal  
35 Services managers meet with the Vice President of Business Services, who meets with  
36 President’s Cabinet to discuss budget comparisons over multiple years and anticipated needs  
37 for the future. Through the College’s Annual Planning and Program Review (APPR) process  
38 all constituents reflect on progress toward accomplishment of their goals, which includes a  
39 reflection on resource requests that were or were not funded through the prioritization process  
40 ([IIID4-12\\_APPR-Example\\_pp7-8](#)). This follow-up evaluation informs future program and  
41 department needs and may result in new or continuing resource requests through the APPR  
42 process.  
43

44 The College augments its state revenue through additional means, including grants, bonds,  
45 partnerships, LBCC Foundation support, LBCC Auxiliary support, and contract education.  
46 APPR resource requests approved for funding that are specifically aligned with progress toward



1 the accomplishment of grants or augmenting partnerships are funded through the appropriate  
2 funding sources. For example, the College was awarded a Title V grant that led to the creation  
3 of the Developing Engaging Science Through Innovative New Opportunities (DESTINO)  
4 program to serve Latinx students in STEM fields. To support the program, additional funds for  
5 tutoring and embedded tutoring were requested and prioritized through the Annual Planning  
6 and Program Review Process. Funds received from the grant were ultimately utilized as the  
7 funding source for these resource requests ([IIID4-13 CPC-ResourceReqUpdate p4](#)). All  
8 partnerships and resource development are also included in the budget information available to  
9 the public and all constituents on Board Docs and the LBCC website.

## 11 **Analysis and Evaluation**

13 Long Beach City College meets the standard. The College's annual and three-year budget  
14 processes reflect a realistic assessment of financial resource availability. Information contained  
15 in the budget assumptions, tentative budget, adopted budget, and budget reports is accurate,  
16 sufficient in content, and provided to constituents and the Board of Trustees in a timely manner  
17 to support realistic institutional and financial planning. Through the APPR and budget  
18 development processes, the College reviews its past financial results to inform future needs to  
19 accomplish the Mission. Additional resources are also generated for the College to augment the  
20 revenue received from the state to support institutional planning.

22 **III.D.5. To assure the financial integrity of the institution and responsible use of its financial  
23 resources, the internal control structure has appropriate control mechanisms and  
24 widely disseminates dependable and timely information for sound financial decision  
25 making. The institution regularly evaluates its financial management practices and uses  
26 the results to improve internal control systems.**

## 28 **Evidence of Meeting the Standard**

30 Long Beach City College has an established internal control structure with appropriate control  
31 mechanisms to assure financial integrity and responsible use of financial resources. The  
32 College utilizes PeopleSoft for budget development and reporting. The budget in PeopleSoft  
33 involves an account code structure that allows the Fiscal Services Department to allocate funds  
34 to departments, schools, and vice presidents per the approved budget. The College also has a  
35 requisition process for expenditures in PeopleSoft to initiate requisitions and purchase orders.  
36 When purchase requests have insufficient funding in an account they are not approved.  
37 Purchase requests in excess of \$25,000 must be approved by the Board of Trustees and are  
38 included on consent agendas at Board of Trustees meetings ([IIID5-01 BoardMins-072821](#)). All  
39 approved expenditures are tied to specific types of transactions in the PeopleSoft system.

41 The Fiscal Services Department has a separation of duties for budget-related approvals that  
42 serves as an internal control. For example, the Accounts Payable staff are approved to cut  
43 checks, but cannot authorize payments. No single employee has access to approve all steps in  
44 any budget-related or purchasing approval process. To further ensure internal control, the  
45 College also has designated Security Administrators, such as the Director of Financial Aid,  
46 who provide the correct level of financial account access to designated account administrators.

1 Prior to Security Administrators providing account access, the request for access must be  
2 submitted for approval to the Deputy Director of Finance and Accounting. The College has  
3 established a two-step authentication log-in process to PeopleSoft Financials to enhance  
4 security and further ensure internal control.

5  
6 All account administrators are responsible for monitoring their budgets on an ongoing basis.  
7 Account administrators can run reports that include their annual budget and available funds at  
8 any time throughout the year. The Fiscal Services Department frequently communicates with  
9 all account administrators via email by providing helpful fiscal information and reminders. For  
10 example, toward the end of the fiscal year, the Fiscal Services Department provides all account  
11 administrators with information on yearend expense deadlines, including deadlines for services  
12 that have not yet been rendered and deadlines for purchase orders for the current fiscal year  
13 ([IIID5-02\\_FY2021YearEndEmail](#); [IIID5-03\\_YearEndUpdatesEmail](#)).

14  
15 The College prepares accurate financial budget information that is sufficient in content and  
16 timing to support sound financial management. As explained in III.D.7, annual audits  
17 demonstrate financial integrity of internal financial management practices. As described in  
18 III.D.4, budget information including the tentative and adopted budgets, as well as quarterly  
19 and midterm-reports is made available to all constituents and the Board of Trustees on a regular  
20 basis. As described in III.D.8, annual audits and the Annual Planning and Program Review  
21 process provide mechanisms through which the institution regularly evaluates its financial  
22 management practices. The results of these evaluations are used to improve internal control  
23 systems.

## 24 **Analysis and Evaluation**

25  
26  
27 The College meets the standard. Through the College's Fiscal Services Department, separation  
28 of duties structure, and PeopleSoft system, LBCC has established a structured financial budget  
29 management system with internal controls that ensures the financial integrity and responsible use  
30 of financial resources. Each year the College's tentative and adopted budgets, as well as budget  
31 reports are widely disseminated. Through the APPR process and external audits, LBCC regularly  
32 evaluates its financial management practices and utilizes the results to improve internal control  
33 systems.

## 34 **III.D.6. Financial documents, including the budget, have a high degree of credibility and 35 accuracy, and reflect appropriate allocation and use of financial resources to support 36 student learning programs and services.**

### 37 **Evidence of Meeting the Standard**

38  
39  
40  
41 Throughout the year, the Budget Advisory Committee (BAC) reviews the state of California's  
42 budget impact on the College. As described in III.D.2, each year, the BAC utilizes this  
43 information along with the institutional priorities which reflect the 2016-2022 Strategic Plan  
44 goals and Board of Trustees goals to establish budget assumptions which are documented in the  
45 annual Tentative and Adopted Budgets. This process ensures that funds are allocated in a  
46 manner that will achieve the College Mission and 2016-2022 Strategic Plan goals.

1  
2 Per Board Policy 2013, an annual audit is performed each fiscal year by certified public  
3 accountants licensed by the California Board of Accountancy, who conducts the audit in  
4 accordance with California Community Colleges Chancellors Office Contracted District Audit  
5 Manual ([IIID6-01\\_BP2013-Audits](#)). Each year the College has received an unmodified opinion  
6 and except for audit findings in 2017-2018 and 2018-2019, which will be elaborated on in more  
7 detail in III.D.7, audit reports are substantially clean. There were no audit adjustments needed  
8 in the last seven years. Results of the annual audits are presented to the Board of Trustees and  
9 are available on the College’s website ([IIID6-02\\_BoardAuditPres-122120](#); [IIID6-  
10\\_03\\_DistrictAuditRep-Website](#)).

11  
12 Variances between budgeted and actual expenditures are analyzed and communicated to the  
13 campus community through the Adopted Budget presentation provided to the Board of  
14 Trustees each year ([IIID6-04\\_AdoptedBudgetPres-2020-21](#)). Variances are shown by fund, and  
15 within each fund, by revenue type (federal, state, local) and account descriptions (academic  
16 salaries, classified salaries, benefits, supplies, contract, etc.). Furthermore, instructional and  
17 non-instructional activities are on the Annual Financial and Budget Report, CCFS-311 Actuals,  
18 which is presented to the Board of Trustees annually and posted on the College’s website  
19 ([IIID6-05\\_BoardCCFSActuals-2020-21](#); [IIID6-06\\_CCFS311-Webpage](#)). For the 2020-2021  
20 fiscal year 53.7% of expenditures were for instructional salaries and supports ([IIID6-  
21\\_07\\_ExpendituresBreakdown](#)).

### 22 23 **Analysis and Evaluation**

24  
25 The College meets this standard. Financial documents have a high degree of credibility, as  
26 noted by external auditors, and resources are allocated to support student learning and  
27 achievement. Fiscal documents and budget allocations are disseminated through the BAC and  
28 to the Board of Trustees, as well as provided on the College’s website.

### 29 30 **III.D.7. Institutional responses to external audit findings are comprehensive, timely, and 31 communicated appropriately.**

### 32 33 **Evidence of Meeting the Standard**

34  
35 Information about fiscal conditions and audit results are provided throughout the College.  
36 The Annual District Audit is performed each fiscal year by certified public accountants  
37 licensed by the California Board of Accountancy. The independent audit is for the District,  
38 bond financial statements, and the bond performance audit. Currently, the District has a  
39 contract with CliftonLarsonAllen LLP. They conduct the audit in accordance with auditing  
40 standards generally accepted in the United States of America and the standards applicable to  
41 financial audits contained in Government Audit Standards and the California Community  
42 Colleges Chancellors Office Contracted District Audit Manual. Auditors also audit several  
43 federal and state compliance areas and report on any issues found. Annual audits from 2001-  
44 2002 to the present are publicly available on the District’s Fiscal Services webpage ([IIID7-  
45\\_01\\_Annual-AuditWebpage](#)). Additionally, audit findings and the institutional responses are  
46 available to the public through annual presentations to the Board of Trustees and shared out in

1 Board of Trustees meeting summary emails to all constituent groups ([IIID7-02 BoardMins-032421\\_p8](#); [IIID7-03 BoardEmailSummary](#)).

2  
3  
4 The District remediates audit findings in a timely manner. For fiscal years 2014-2015, 2015-  
5 2016, 2016-2017, 2017-2018, and 2018-2019, the external auditors' opinion was that the basic  
6 District and Bond financial statements prepared by the District presented fairly, in all material  
7 aspects, the financial position of the District, however significant deficiencies were found in the  
8 2017-2018 and 2018-2019, which will be described in more detail below, along with the  
9 process to remedy concerns. The external auditors also indicated that the Districts Measure E,  
10 2008 election, and Measure LB, 2016 election bond funds were expended on voter  
11 approved school facilities projects only and not on prohibited expenses in all significant  
12 respects.

13  
14 The LBCCD Annual Audit, 2017-2018, received an unmodified opinion with no audit  
15 adjustments. However, a significant deficiency was identified within a student financial aid  
16 cluster ([IIID7-04 Audit-2017-18 pp88-95](#)). The auditor identified that the District did not  
17 return its portion of unearned aid within 45 days after the institution determined that students  
18 withdrew. Notifications did not go out to students within 30 days after determining the student's  
19 withdrawal and the District did not disburse within 180 days of the student's response. To  
20 address this, the College formed and implemented an automated return to Title IV process  
21 during fiscal year 2018-2019. The District's response to this finding was adequate as evidenced  
22 by the fact that a reoccurring finding was not included in subsequent audits. Additionally, in  
23 fiscal year 2019-2020, the District added a Business Systems Analyst IV to the Financial Aid  
24 team to ensure the necessary support was provided to comply with federal and state financial  
25 aid regulations.

26  
27 The LBCCD Annual Audit, 2018-2019, received an unmodified opinion with no audit  
28 adjustments. However, two significant deficiencies were identified ([IIID7-05 Audit-2018-19 pp89-96](#)). The auditor identified that the District's purchasing manual did not reflect  
29 applicable State and local laws and regulations. The manual was immediately updated to meet  
30 the procurement standards contained in the Uniform Guidance. A process was put in place to  
31 ensure compliance with the Uniform Guidance standards ([IIID7-06 PurchasingManual](#)). The  
32 second deficiency the auditor identified was that the District exceeded the cap on the proportion  
33 of high school dual enrolled students that could be enrolled in physical education courses and  
34 claimed for apportionment. The immediate corrective action was to submit a recalculation  
35 report (CFSS-317) to the CCCC before the November 1, 2019 deadline. The updated  
36 submission removed claims on FTES generated by the two sections with confirmed dual  
37 enrollment over ten percent of FTES. Admissions and Records updated the end of term  
38 processing Standard Operation Procedure to include a Dual Enrollment validation. An age  
39 validation was added to the CCFS-320 report, and Instructional and Information Technology  
40 Systems Department added a validation code to identify physical education activity courses that  
41 have more than ten percent of FTES generated by dual-enrolled students.

42  
43  
44 The LBCCD Annual Audit, 2019-2020 was presented to the Board of Trustees on December  
45 21, 2020. The federal compliance supplement release was delayed in 2021, so final audit  
46 testing had to be completed in February 2021. The final audit report was included in the March

1 24, 2021 Board agenda ([IIID7-07 BoardAgenda-032421 item10.2](#)). Results show that the  
2 District received an unmodified opinion with no audit adjustments and no audit findings  
3 ([IIID7-08 AuditReport-2019-20](#)).  
4

### 5 **Analysis and Evaluation**

6

7 The College meets the standard. The District makes information about fiscal condition and  
8 audit reports publicly available through presentation to the Board of Trustees and by providing  
9 information on the LBCC website. The District's responses are timely and documented in the  
10 audit reports. Suggestions and management letter recommendations regarding basic financial  
11 statements, internal controls, new pronouncements, and accounting issues are promptly  
12 addressed to avoid future audit report findings. When internal control deficiencies are  
13 identified, the District responds promptly to address such shortfalls by updating workflows  
14 accordingly.  
15

### 16 **III.D.8. The institution's financial and internal control systems are evaluated and assessed** 17 **for validity and effectiveness, and the results of this assessment are used for** 18 **improvement.**

19

### 20 **Evidence of Meeting the Standard**

21

22 Long Beach City College's financial and internal control systems are evaluated and assessed  
23 through external audits and the Annual Planning and Program Review (APPR) process. The  
24 results of these assessments are utilized to inform improvements. For example, as described in  
25 Standard III.D.7, while the College has consistently received an unmodified opinion for annual  
26 fiscal audits, for the 2017-18 and 2018-19 annual audits, deficiencies were identified ([IIID8-](#)  
27 [01 Audit-2017-18 pp88-95](#); [IIID8-02 Audit-2018-19 pp89-96](#)). As a result of these audit  
28 findings, the College immediately took appropriate steps to remedy the deficiencies.  
29

30 Every fall, the Fiscal Services Department engages in the APPR process. Through this process,  
31 the department establishes goals and measures service unit outcomes (SUO) to improve fiscal  
32 processes and practices. For example, as a result of the audit findings from 2018-19, Fiscal  
33 Services established an SUO to ensure future compliance with Uniform Guidance standards by  
34 updating the Uniform Guidance requirements at least once a year ([IIID8-03 APPR-FiscServ-](#)  
35 [2020-21 p14](#)).  
36

### 37 **Analysis and Evaluation**

38

39 Through annual audits and the APPR process, Fiscal Services regularly reviews and evaluates  
40 the effectiveness of internal controls. The College has continued to receive unmodified opinions  
41 on annual audits, demonstrating the integrity of financial management practices at LBCC.  
42

### 43 **III.D.9. The institution has sufficient cash flow and reserves to maintain stability, support** 44 **strategies for appropriate risk management, and, when necessary, implement** 45 **contingency plans to meet financial emergencies and unforeseen occurrences.**

46

1 **Evidence of Meeting the Standard**

2  
3 The District has sufficient cash flow and reserves to maintain stability, the appropriate  
4 strategies for risk management, and the ability to meet financial emergencies and unforeseen  
5 circumstances. The Chancellor’s Office requires a 5% minimum reserve. Prior to 2017, the  
6 District was required by the Chancellor’s Office’s Institutional Effectiveness Department to  
7 establish short-term and long-term reserve goals. The Budget Advisory Committee (BAC)  
8 approved a plan to maintain a long-term reserve goal of 15%, which is close to the two months  
9 of expenditures reserve goal suggested by the California Community College Chancellor’s  
10 Office ([IIID9-01 IEPIReport p1](#)). Board Policy (BP) 6010 stipulates a minimum reserve  
11 requirement of 5.5% ([IIID9-02 BP6010-BudgetPreparation](#)). For the last seven years, the  
12 District has maintained the long-term reserve balance of 15%, thereby exceeding the BP  
13 minimum.  
14

15 During the 2019-2020 fiscal year, the District utilized the Financial Crisis and Management  
16 Assistance Team (FCMAT) self-assessment tool on fiscal health risk analysis to evaluate the  
17 District’s fiscal health and found that the District was at low risk as presented to the Board of  
18 Trustees in November 2019 ([IIID9-03 FCMATToolBoardPres-112019](#)).  
19

20 The District’s process for managing cash receipts and disbursements does not pose cash-flow  
21 difficulties. Cash flow data provides information about cash receipts and cash payments during  
22 the fiscal year. The operating cash flow for the Unrestricted General Fund (UGF), showing the  
23 net cash used for the operating activities of the District, is reviewed monthly and  
24 projections are adjusted accordingly ([IIID9-04 CashFlowProjections](#)). Operating activities are  
25 derived from a variety of sources, including student fees, enterprise activities, and from federal,  
26 state, local, and private grants. Uses of cash include salaries and benefits for employees,  
27 payments to vendors, and financial aid to students. Cash receipts and payments vary based on  
28 timing of the District receiving and disbursing cash; however, throughout the year, the District  
29 always maintains a positive cash position. Bond fund cash flow projections are done to estimate  
30 the timing of bond issuances to continue to fund bond construction projects. The Director of  
31 Fiscal Services and the Deputy Director of Accounting and Finance monitor cash flow on an  
32 ongoing basis. UGF cash flow projections are done more often when cash flow is delayed  
33 including state apportionment deferrals. Deferrals occurred in fiscal years after the great  
34 recession of 2018-19 and due to the COVID-19 pandemic in 2020-21. At this time, all  
35 community colleges are slated to receive only about 70% of the state aid during fiscal year  
36 2021. The College is closely monitoring cash and will borrow funds, as needed, to cover any  
37 cash deficits. Currently, the state deferrals stretch from February 2021 to November 2021.  
38

39 For 2020-21, the District used Tax Revenue Anticipation Notes (TRAN) for short-term  
40 financing to offset the impacts of the deferral in payments from the state and to ensure the  
41 District maintains the appropriately needed cash flow and fiscal resources. The District was  
42 able to use cash reserves to issue less than the full amount (\$16 million) approved. The TRANs  
43 were issued at a 2.00% coupon and a 0.14% yield and were scheduled to be repaid December  
44 30, 2021. Due to positive cash flow, the TRANs were paid off ahead of schedule in August  
45 2021 ([IIID09-05 TRANsFinancingOS pB2](#)).  
46

1 The District has sufficient insurance to cover its needs. Minimum insurance expectations are  
2 outlined in Board Policy 6005 ([IIID9-06\\_BP6005-RiskManagement](#)). The District carries \$50  
3 million of primary comprehensive general liability insurance through the Statewide Association  
4 of Community Colleges (SWACC) and Schools Association for Excess Risk (SAFER) Joint  
5 Powers Authorities (JPAs). In addition, the District also carries \$250,000,000 of property  
6 insurance covering loss by fire and theft through the same JPAs. Business interruption coverage  
7 is included in the coverage.

8  
9 The Vice President of Administrative and Business Services in conjunction with the Director of  
10 Business Support Services and Manager of Environmental Health and Safety administer  
11 the District’s risk services activities. The District has a Risk Management Department that  
12 works closely with the College’s general counsel to ensure that proactive approaches are made  
13 to reduce risk. All contracts are reviewed by general counsel to consider potential risk to the  
14 District. When potential litigation or risk arises, Risk Management works with legal counsel to  
15 determine the best strategy to move forward. When such litigation involves District employees,  
16 Risk Management works in conjunction with Human Resources, as well as legal counsel, to  
17 determine the best strategy. Legal counsel provides updates to the Board of Trustees and  
18 District executives during closed sessions prior to the Board meetings. This allows all parties to  
19 stay current and discuss options.

20  
21 **Analysis and Evaluation**

22  
23 The College meets the standard. The District maintains the appropriate policies and procedures  
24 to ensure that unrestricted general fund reserves are available to meet financial emergencies  
25 and other unforeseen circumstances with minimal detrimental impact to the District. Cash flow  
26 activity is regularly analyzed to ensure that all cash obligations are met by the District and that  
27 cash flows maintain a positive balance. The District maintains the appropriate insurance needed  
28 to protect assets, facilities, and people and the District engages in ongoing risk management  
29 practices to offset the need to use insurance.

30  
31 **III.D.10. The institution practices effective oversight of finances, including management of**  
32 **financial aid, grants, externally funded programs, contractual relationships, auxiliary**  
33 **organizations or foundations, and institutional investments and assets.**

34  
35 **Evidence of Meeting the Standard**

36  
37 The District has established processes to assess its use of financial resources. The CCFS 311  
38 Financial Budget Reports provide quarterly updates to the unrestricted general fund  
39 (UGF) budgets versus actuals ([IIID10-01\\_CCFS311FinancialBudgRep-033121](#)). These reports  
40 are shared with the Budget Advisory Committee, the participatory governance committee  
41 charged with serving as a forum for ongoing fiscal reporting and for educating members of the  
42 college community on the budget process, as well as the Board of Trustees, usually at their  
43 May meeting ([IIID10-02\\_BACChargeMembership](#); [IIID10-03\\_BoardAgenda-052621](#)).  
44 Quarterly reports are also submitted to the Chancellor’s Office to monitor financial stability.  
45 The adopted budget that is presented to the Board of Trustees every year illustrates the  
46 District’s plans to distribute resources which support the development, maintenance,

1 allocation and reallocation, and enhancement of programs and services ([IIID10-04 AdoptBudgPresWebpage](#)). Furthermore, at every Board of Trustees meeting, Fiscal  
2 Services provides a summary of budget transfers that were processed for the period between  
3 each meeting ([IIID10-05 BoardAgenda-072821\\_item6.6](#); [IIID10-06 BudgetTransfersRep-072821](#)).  
4  
5

6  
7 An annual district audit is completed every fiscal year to ensure that procedures and policies  
8 are being followed ([IIID10-07 AnnualDistrictAudit-2020](#)). Annual audit findings, if any, and  
9 the institutional responses related to these findings, are communicated on the annual district  
10 audit reports and are also available to the public as outlined in III.D.9. Financial aid and the  
11 Long Beach City College Auxiliary are both part of the District's external audit process. The  
12 Long Beach City College Foundation is a separate entity and is not included in the annual  
13 audit.  
14

15 The Auxiliary is a separate not-for-profit corporation formed to promote and assist the  
16 educational program of the District. The Auxiliary Board of Directors is elected independent of  
17 District Board of Trustees appointments, however, the District's Board of Trustees has fiscal  
18 responsibility over the Auxiliary ([IIID10-08 BP6013-AuxiliaryOps](#)).  
19

20 Accounting records for the Associated Student Body's (ASB) are managed by the District's  
21 Fiscal office. ASB financial activity is included in District budgets, annual CCFS-311 reports,  
22 and annual audit reports.  
23

24 The District disburses financial aid while adhering to Title IV regulations. The District works  
25 with several funding agencies (such as the U.S. Department of Education [DOE], California  
26 Student Aid Commission, California Community Colleges Chancellor's Office [CCCCO]) to  
27 ensure effective oversight of financial aid, grants, externally funded programs, and contractual  
28 relationships. The Financial Aid Department submits to the DOE the amount of financial aid  
29 paid to students through its Pell Grant and Direct Loan programs weekly and, in addition, it must  
30 submit the Fiscal Operation Report and Application to Participate (FISAP) report each  
31 September. Cal Grant program reconciliation is performed with the California Student Aid  
32 Commission after every disbursement, as well as yearly, to ensure adequate awarding and  
33 payment per student. In addition to FISAP and Cal Grant program information submissions,  
34 financial aid must submit the Board Financial Assistance Program year-end report to the  
35 CCCCCO. This report ensures the correct use of allocated financial aid operational funding and is  
36 completed in consultation with Fiscal Services.  
37

38 The Long Beach City College Foundation is a nonprofit organization that operates  
39 independently of the District to raise funds used to support the College and the students it  
40 serves ([IIID10-09 LBCCFoundationWebsite](#)). Since the Foundation is a separate, independent  
41 entity and it is not operated by District administration or accounting staff, its accounting and  
42 financial reporting are completely separate from the District. Foundation activity and financial  
43 transactions are recorded in their own separate statements, which are reviewed and audited  
44 separately from the District. The Foundation is not included as a component unit in the  
45 District's annual audit report.  
46



1 Prior to preparing a submission for grant funds, the Grants Office ensures that the appropriate  
2 approvals are in place, including from President’s Cabinet. Prior to submitting a grant on behalf  
3 of the District, the signature page must be signed by District personnel who have signatory  
4 authority, which are the Superintendent-President, Vice-President of Business Services, and the  
5 Director of Fiscal Services. If awarded the grant funds, the Board of Trustees approves the  
6 contract by which the District will obtain and administer the funds. This approval allows for the  
7 appropriate budgets to be set up for the receipt and expenditure of the funds.

8  
9 As discussed further in III.D.14, the Citizens’ Oversight Committee is responsible for ensuring  
10 appropriate expenditure of Measure E and Measure LB bond funds and meets twice annually to  
11 review bond activity and expenditures with meetings open to the public and a website with  
12 agendas and minutes. Furthermore, there are two annual audits of the bond funds; a financial  
13 audit as well as a performance audit ([IIID10-10\\_BondFinancialAudit-2020](#); [IIID10-  
14 11\\_BondPerfAudit-2020](#)). These combined efforts ensure that the District maintains effective  
15 oversight of the bond funds.

### 16 **Analysis and Evaluation**

17  
18  
19 Through the annual audit and the establishment of regular processes of review, the District  
20 ensures effective oversight of finances in all areas over which the District has oversight  
21 including auxiliary, financial aid, and external grants. The College meets the standard.

### 22 *Liabilities*

23  
24  
25 **III.D.11. The level of financial resources provides a reasonable expectation of both short-  
26 term and long-term financial solvency. When making short-range financial plans, the  
27 institution considers its long-range financial priorities to assure financial stability. The  
28 institution clearly identifies, plans, and allocates resources for payment of liabilities and  
29 future obligations.**

### 30 **Evidence of Meeting the Standard**

31  
32  
33 The District assesses and adjusts its capital structure and cash management strategies to ensure  
34 both short-term and long-term financial solvency. The District addresses short-term resource  
35 allocations and long-term obligations in the annual budget development process, annual  
36 planning and program review process, and audit reports.

37  
38 The Budget Advisory Committee (BAC) reviews current budget performance and multi-year  
39 projections that are ultimately presented to the Board of Trustees in the annual tentative and  
40 adopted budget presentations ([IIID11-01\\_TentBudgetPresWebpage](#); [IIID11-  
41 02\\_AdoptBudgPresWebpage](#)). These provide an overview of the District’s financial standing.  
42 Moreover, college-wide plans, such as 2016-2022 Strategic Plan, 2016-2041 Facilities Master  
43 Plan, and 2018-2021 Technology Plan, provide direction for allocating short- and long-range  
44 resources ([IIID11-03\\_CollegeWidePlansWebpage](#)).

45  
46 The District’s efforts in addressing future obligations were evidenced by multiple examples,

1 including:

- 2
- 3 • Budgeting for the constant increase of pension obligations of PERS and STRS;
- 4 • Contributions to the Other Post Employment Benefits (OPEB) plan which is a single-
- 5 employer defined benefit healthcare plan (contributions are made annually from the
- 6 unrestricted general fund to the retiree health fund to cover current year retiree medical
- 7 benefits as well as an additional amount up to the actuarially determined annual
- 8 required contribution [ARC]. That amount is the amount required to fund current
- 9 employees' future benefits);
- 10 • Contributions are also made annually to the District's irrevocable trust, the Futuris
- 11 Public Entity Investment Trust (i.e., Retiree Health Benefit Trust);
- 12 • A total of \$850 million in bonds was authorized under 2016 Measure LB in June 2016
- 13 by the voters. The projects funded by the 2008 Measure E and the 2016 Measure LB
- 14 will continue to further the modernization of the campuses in accordance with the
- 15 2041 Facilities Master Plan;
- 16 • Ongoing cost of ownership is one of the assumptions included in annual budget
- 17 reports (this includes planning for future ongoing costs of current purchases such as
- 18 ongoing technology refreshment, and copiers' ongoing expenses like ink, repair,
- 19 maintenance and lease costs);
- 20 • And the District offered a Supplemental Employee Retirement Plan (SERP) in FY
- 21 2017-2018 to full-time faculty, management and permanent classified staff. 53.5
- 22 employees (17 faculty, 11 management, and 25.5 classified) enrolled for the SERP.
- 23 Total net savings included in the 2018-19 unrestricted general fund budget is \$2.3
- 24 million ([IIID11-04 AdoptBudget-2018-19 p4](#)).
- 25

26 In addition, the District closely monitors its revenue, cash flow, and reserve levels, to ensure  
27 short-term liabilities are met, such as vendor payments; employee salaries; faculty load  
28 banking; employee accrued vacation; and technology and equipment refresh. More information  
29 about the cash flow analysis is found in III.D.9.

30  
31 Prudently, the District is using Tax Revenue Anticipation Notes (TRAN) for short-term  
32 financing for \$8M to offset the impacts of the anticipated \$27M deferral in payments from the  
33 state and to ensure the District maintains the appropriately needed cash flow and fiscal  
34 resources. The District was able to use cash reserves to issue less than the full amount (\$16  
35 million) approved. The TRANs were issued at a 2.00% coupon and a 0.14% yield and were  
36 scheduled to be repaid December 30, 2021. Due to positive cash flow, the TRANs were paid  
37 off ahead of schedule in August 2021 ([IIID11-05 TRANsFinancingOS pB2](#)).

38  
39 The District's bond rating is A.A. (S&P) and Aa2 (Moody's; [IIID11-06 Audit-2018-19 pxiv](#)).

#### 40 41 **Analysis and Evaluation**

42  
43 The College meets the standard. The District has processes in place to ensure short-term and  
44 long-term fiscal solvency. Long-term liabilities are incorporated into annual budgets and future  
45 budget projections. Regular review of revenue and cash flow demands ensure the District meets  
46 current obligations. The District's strong credit rating further demonstrates prudent fiscal

1 management for short-term and long-term needs.

2  
3 **III.D.12. The institution plans for and allocates appropriate resources for the payment of**  
4 **liabilities and future obligations, including Other Post-Employment Benefits (OPEB),**  
5 **compensated absences, and other employee related obligations. The actuarial plan to**  
6 **determine Other Post-Employment Benefits (OPEB) is current and prepared as**  
7 **required by appropriate accounting standards.**

8  
9 **Evidence of Meeting the Standard**

10  
11 The District plans and allocates appropriate resources for the payment of liabilities and future  
12 obligations. Compensated absence liabilities (i.e., accrued vacations and faculty load-banking)  
13 are increased as vacations and banked hours are earned and reduced as employees take those  
14 earned leaves. Dollar payments are made to an employee if balances remain when the  
15 employee leaves the College. Annual budget and cash flow monitoring allow for sufficient  
16 resources to pay ongoing vacation pay-outs.

17  
18 Specific to Other Post-Employment Benefits (OPEB), the District’s retiree current health  
19 benefit costs and liabilities for future costs are budgeted and recorded in the Retiree Health  
20 Fund. As of the most recent actuarial study dated June 30, 2019, the total actuarially  
21 determined liability (Total OPEB Liability – TOL) for current and future retirees is  
22 \$36,301,571. Due to the implementation of GASB 74/75, the Annual Required Contribution  
23 (ARC) is no longer part of the actuarial study. For budgeting purposes, the actuary has  
24 provided a calculation of the actuarially determined ARC, which is \$4,136,003 or 5.47% of  
25 covered payroll ([IIID12-01 AdoptedBudget-20-21 p73](#)).

26  
27 Actuarial studies are prepared every two years for OPEB liabilities as required. The  
28 implementation of GASB 74/75 require that OPEB liabilities now be reported on District audit  
29 reports, along with required footnotes. The College has the actuary, Total Compensation  
30 Systems, prepare a roll-forward actuarial report every other year, in between the full actuarial  
31 studies to provide updated information for the annual audit reports.

32  
33 The District has been transferring funds to meet the Annual Required Contribution (ARC)  
34 calculated by the actuarial study. The Unrestricted General Fund (UGF) transfers amounts to  
35 cover current (i.e., pay-as-you-go) retiree benefits as well as any additional funds needed to  
36 reach our ARC amount of \$4,136,003 into the Retiree Health Fund. Additionally, the College  
37 has been contributing annually to its OPEB irrevocable trust ([IIID12-02 FuturisInvestment-](#)  
38 [2021](#)). According to the College’s actuary, the ARC payment is the amount that the College  
39 should contribute to be fully funded in 30 years. The ARC calculation begins with the full  
40 OPEB liability calculated by the actuarial study. Then, the actuary calculates the amount  
41 needed to fund that liability over 30 years, like a 30-year loan amortization ([IIID12-](#)  
42 [03 ActuarialStudy-2019](#)). A college is considered to be reasonably funding the ARC by setting  
43 aside the annual ARC amount in the same manner that a 30-year home mortgage is considered  
44 to be adequately repaid as long as scheduled amortized payments are being made. In both  
45 instances, there is an ongoing liability, but both are being adequately funded.

1 **Analysis and Evaluation**

2  
3 The College meets the standard. The District plans for and allocates appropriate resources for  
4 the payment of future obligations including OPEB. Actuarial services are engaged to ensure  
5 that the District allocates sufficient resources to OPEB and due diligence is taken to ensure  
6 there is updated actuarial projections for each annual audit cycle. The College contributes the  
7 Annual Required Contribution to the Retiree Health Fund.

8  
9 **III.D.13. On an annual basis, the institution assesses and allocates resources for the**  
10 **repayment of any locally incurred debt instruments that can affect the financial**  
11 **condition of the institution.**

12  
13 **Evidence of Meeting the Standard**

14  
15 The District assesses and allocates resources to repay locally incurred debt as part of the  
16 District’s annual budget development process. Due to the impacts of the Covid-19 pandemic,  
17 the State of California deferred payments to the District. Prudently, the District is using Tax  
18 Revenue Anticipation Notes (TRAN) for short-term financing for \$8M to offset the impacts of  
19 the anticipated \$27M deferral in payments from the state and to ensure the District maintains  
20 the appropriately needed cash flow and fiscal resources. The District was able to use cash  
21 reserves to issue less than the full amount (\$16 million) approved. The TRANs were issued at  
22 a 2.00% coupon and a 0.14% yield and were scheduled to be repaid December 30, 2021. Due  
23 to positive cash flow, the TRANs were paid off ahead of schedule in August 2021 ([IIID13-](#)  
24 [01\\_TRANsFinancingOS\\_pB2](#)).

25  
26 In 2002, 2008, and 2016, community voters approved bond measure for LBCC to engage in  
27 capital improvement projects. The approval of these funds allows the District to modernize,  
28 improve, and build facilities to meet the changing demands of a quality post-secondary  
29 education as outlined in the 2041 Facilities Master Plan ([IIID13-02\\_FacilitiesMasterPlan](#)). As  
30 of June 30, 2020, the District had expended \$117.1 million of 2016 Measure LB funds with  
31 \$738.4 million of the authorization remaining for future years ([IIID13-03\\_BondPerformance](#)  
32 [Report-2020](#)).

33  
34 In addition to the general obligation bonds, the District’s long-term debt includes compensated  
35 absences (accrued vacation and faculty load banking), Other Post-Employment Benefits  
36 (OPEB), Medicare Premium Payment (MPP) Program, pension liability (STRS, PERS &  
37 Auxiliary PERS), and Supplemental Employee Retirement Plan (SERP) debt. Liabilities for  
38 compensated absences, SERP obligations, pension liabilities, and OPEB obligations are  
39 liquidated by the governmental fund in which associated salaries are reported. General  
40 obligation bond liabilities are liquidated through property tax collections as administered by the  
41 County Controller’s office through the Bond Interest and Redemption Fund. The District  
42 participates in the MPP Program of the California State Teachers’ Retirement Plan (STRP;  
43 [IIID13-04\\_AuditReport-2019-20\\_p47](#)).

44  
45 The District has set aside funds to cover retiree health liabilities in a GASB 75 qualifying  
46 irrevocable trust. The Fiduciary Net Position of this trust on June 30, 2021, was \$10,984,927.

1 This leaves a Net OPEB Liability (NOL) of \$34,668,161. As of the 2021 measurement date for  
2 the District’s previous actuarial study, the District has continuity increased its fiduciary  
3 position ([IIID13-05 ActuarialStudy-2021](#)). Supplemental Employee Retirement Plans (SERP)  
4 incentive programs have been offered to employees to provide long-term employee expense  
5 savings. SERPs generally provide payments to participating retirees over five years. The  
6 District also appropriately plans for the SERP as a long-term liability. The District offered a  
7 SERP in 2018 and in 2021.

## 8 9 **Analysis and Evaluation**

10  
11 The College meets the standard. Local debt repayment is always taken into consideration in  
12 annual budgeting. Efforts are made to reduce and manage local debt so that it does not have a  
13 negative impact on the institutional financial stability. The majority of debt noted in the  
14 District’s annual audits are related to general obligation bonds, pension liability, and  
15 Supplemental Employee Retirement Plans. Most recently, locally incurred debt includes  
16 TRANs prudently taken by the District in response to the State of California’s deferral payment  
17 plan to offset the economic downturn caused by the pandemic and these were paid off ahead of  
18 schedule.

19  
20 **III.D.14. All financial resources, including short- and long-term debt instruments (such as**  
21 **bonds and Certificates of Participation), auxiliary activities, fund-raising efforts, and**  
22 **grants, are used with integrity in a manner consistent with the intended purpose of the**  
23 **funding source.**

## 24 25 **Evidence of Meeting the Standard**

26  
27 As discussed in standard III.D.7, each year the District goes through an annual external  
28 compliance audit that includes general funds, the auxiliary, grant funds, and bond measures that  
29 ensures resources are used with integrity and in a manner consistent with the intended purpose  
30 of the funding source. Furthermore, each annual budget is developed to include short-term and  
31 long-term financial obligations. Annual budgets are reviewed by the Budget Advisory  
32 Committee as well as approved by the Board of Trustees ([IIID14-01 BAC-SumNotes-032921](#);  
33 [IIID14-02 BoardMins-090821](#)). As noted in standard III.D.13, the District used Tax Revenue  
34 Anticipation Notes (TRAN) for short-term financing to offset the impacts of the deferral of  
35 payments from the State of California to the District as a means of mediating the impacts of the  
36 pandemic on the state budget. Due to positive cash flow, the TRANs were paid off ahead of  
37 schedule in August 2021 ([IIID14-03 TRANsFinancingOS\\_pB2](#)).

38  
39 Long-term debt instruments are summarized in the annual District audit report which shows  
40 that a substantial portion of the District’s long-term debt is general obligation (GO) bonds  
41 ([IIID14-04 AuditReport-2019-20\\_p47](#)). Adherence to bond measure expenditures are  
42 confirmed through the work of the Citizens’ Oversight Committee, as well as the annual  
43 District financial audit and the annual bond performance audit. The bond performance audit  
44 confirms that bond fund expenditures meet all requirements including complying with voters’  
45 approved project lists ([IIID14-05 BondPerfAudit-2020](#); [IIID14-06 BondPerfAuditWebpage](#);  
46 [IIID14-07 BondFinancialAudit-2020](#)).

1  
2 Restricted funds, including grant funds and state categorical funds, are managed and tracked  
3 via PeopleSoft using unique budget codes to ensure funds are used as intended. Project  
4 directors who manage the restricted funds ensure expenditures meet requirements, while  
5 accountants in Fiscal Services work closely with the project director to ensure expenditures are  
6 aligned with approved uses.

### 7 8 **Analysis and Evaluation**

9  
10 The College meets this standard. Annual audits and oversight committees ensure that short-  
11 term and long-term debt obligations are included in each year's budget and that bond funds are  
12 utilized only for allowable expenses. Project directors work with accountants to ensure  
13 restricted funds are expended per allowable requirements.

### 14 15 **III.D.15. The institution monitors and manages student loan default rates, revenue streams, 16 and assets to ensure compliance with federal requirements, including Title IV of the 17 Higher Education Act, and comes into compliance when the federal government 18 identifies deficiencies.**

### 19 20 **Evidence of Meeting the Standard**

21  
22 Long Beach City College monitors and manages student loan default rates to ensure compliance  
23 with federal requirements. The College's three-year default rate is within federal guidelines.  
24 Long Beach City College had a default rate of 13.6% in 2018, 7.9% in 2017, and 17.5% in 2016  
25 ([IIID15-01 USDE-DefaultRate-2018](#)). The District's annual financial audit demonstrates that  
26 the College complies with Title IV requirements ([IIID15-02 2018Audit](#); [IIID15-03 2017Audit](#);  
27 [IIID15-04 2016Audit](#)).

28  
29 Since 2015, the College has contracted with the Educational Credit Management Corporation  
30 (ECMC) to monitor and manage student loan borrowers who are in repayment to ensure  
31 compliance with Federal Regulation. The ECMC is a comprehensive solution that includes data  
32 management of the College's student loan portfolio and communication with borrowers to  
33 ensure they are informed of their options at grace, forbearance, deferment-end, throughout  
34 delinquency, and default. The corporation provides the LBCC Financial Aid Office with  
35 regular status updates, as well as steps they are taking to address any issues they anticipate as  
36 having an impact on students' abilities to pay their loans in a timely manner and according to  
37 their promissory notes.

### 38 39 **Analysis and Evaluation**

40  
41 Long Beach City College meets the standard. The College's three-year default rate is within  
42 federal guidelines and financial audits demonstrate the College complies with federal  
43 requirements pertaining to Title IV. Through a contractual relationship with ECMC, the College  
44 monitors and manages student loan default rates.

### 45 46 ***Contractual Agreements***

1  
2 **III.D.16. Contractual agreements with external entities are consistent with the mission and**  
3 **goals of the institution, governed by institutional policies, and contain appropriate**  
4 **provisions to maintain the integrity of the institution and the quality of its programs,**  
5 **services, and operations.**  
6

7 **Evidence of Meeting the Standard**  
8

9 The College abides by the guidelines established in Board Policy and Administrative Procedure  
10 6009 to ensure that contractual agreements with external entities are consistent with the  
11 College’s Mission and 2016-2022 Strategic Plan goals ([IIID16-01\\_BP6009-BidsContracts](#);  
12 [IIID16-02\\_AP6009-BidsContracts](#)). The College’s Handbook of Purchasing, Contracts, and  
13 Warehouse Regulations further outlines guidelines for bids and contracts ([IIID16-03\\_Handbook-](#)  
14 [ofPurchasing](#)). All contracts are processed through the Business Support Services Department  
15 and vetted with President’s Cabinet to ensure alignment with the Mission and 2016-2022  
16 Strategic Plan goals.  
17

18 Long Beach City College maintains appropriate control over all external contracts and contracts  
19 are managed in a manner to ensure state and federal guidelines are met. The College follows  
20 California Uniform Public Construction Cost Accounting Act (CUPCCAA) guidelines for public  
21 works contracts and has standardized contracts and agreements templates that have been  
22 developed and approved by the District’s general counsel to ensure compliance with appropriate  
23 laws, regulations, and guidelines ([IIID16-04\\_CallForBids\\_pp50-52](#)). All templates also include  
24 termination clauses, as well as consideration of insurance and liabilities. When contracts require  
25 modifications from the standard agreement, modifications are drafted and reviewed by Business  
26 Support Services staff in conjunction with general counsel, to ensure continued law and  
27 regulatory compliance.  
28

29 In alignment with CUPCCAA guidelines, the Superintendent-President is provided with the  
30 delegation of authority to award contracts under \$60,000 through an informal bidding procedure.  
31 All contracts above \$60,000 are submitted to the Board of Trustees for approval ([IIID16-](#)  
32 [05\\_BoardMins-032421](#)). All contracts are managed by the Business Support Services  
33 Department.  
34

35 **Analysis and Evaluation**  
36

37 Long Beach City College meets the standard. The College’s external contracts are consistent  
38 with the College’s Mission and 2016-2022 Strategic Plan goals. Through consultation with  
39 general counsel, the College ensures that all contracts meet state and federal guidelines and that  
40 appropriate termination clauses are included. External contracts are managed by Business  
41 Support Services.  
42

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43 **Conclusions on Standard III.D: Fiscal Resources**  
44

45  
46 Long Beach City College plans and manages financial matters with integrity. The College’s

1 Mission and Strategic Plan goals are the foundation for financial planning and financial  
2 planning is directly integrated with the College’s Annual Planning and Program Review  
3 process. The College’s Budget Advisory Committee (BAC) ensures that all constituents have  
4 the opportunity to participate in budget development and fiscal planning. The BAC participates  
5 in this process through discussion and review of budget reports, budget assumptions, and the  
6 tentative and adopted budgets. The College utilizes PeopleSoft for budget management and  
7 reporting and has established an internal control structure with appropriate control mechanisms  
8 in place. Each year the College undergoes an external Annual District Audit and has  
9 consistently received an unmodified opinion. When deficiencies are identified as a result of an  
10 audit, they are documented and addressed in a timely manner. The College has sufficient cash  
11 flow and has consistently maintained a 15% long-term reserve balance to ensure stability and  
12 the ability to meet financial emergencies. The College has sufficient funds for Other Post-  
13 Employment Benefits (OPEB) and debt management. Student loan default rates are monitored  
14 and managed, with the College’s three-year default rate remaining within federal guidelines. In  
15 alignment with Board Policy and Administrative Procedure, external contracts are managed in  
16 a manner to ensure appropriate control over these contracts and to ensure state and federal  
17 guidelines are met.

18  
19 **Evidence List**

- 20  
21 [IIID1-01 DeficitReductionPlanPPT](#)  
22 [IIID1-02 ACCJCFiscalRep-2020\\_p6](#)  
23 [IIID1-03 InstPriorities-2020-21](#)  
24 [IIID1-04 PlanBudgTimeline-2021-22](#)  
25 [IIID1-05 AdoptBudgPPT-2020-21\\_p9](#)  
26 [IIID1-06 CPC-ResourceReqUpdts\\_p4](#)  
27 [IIID1-07 BP6010-BudgetPreparation](#)  
28 [IIID1-08 AP6010-BudgetPreparation](#)  
29 [IIID2-01 PGIPHandbook\\_p24-27](#)  
30 [IIID2-02 PlanBudgTimeline-2021-22](#)  
31 [IIID2-03 TentativeBudgetPres-2021-22](#)  
32 [IIID2-04 Adopted-BudgetPres-2021-22](#)  
33 [IIID2-05 BPs6000-Webpage](#)  
34 [IIID2-06 APs6000-Webpage](#)  
35 [IIID2-03 TentativeBudgetPres-2021-22](#)  
36 [IIID2-07 BoardAgenda-090821\\_item4.3](#)  
37 [IIID2-08 BoardDocScreenshotCPCMtg](#)  
38 [IIID2-09 IntheLoopEmailExample](#)  
39 [IIID2-10 MayReviseEmail](#)  
40 [IIID3-01 PlanBudgTimeline-2021-22](#)  
41 [IIID3-02 APPR-ExampleEmail](#)  
42 [IIID3-03 ExampleSchoolPlanAgenda](#)  
43 [IIID3-04 BAC-ChargeMembership](#)  
44 [IIID4-01 QuarterlyBudgetRep-093020](#)  
45 [IIID4-02 MidYearRep-123120](#)  
46 [IIID4-03 BAC-Agenda-021021](#)



- 1 [IID4-04 BAC-SumNotes-110220](#)
- 2 [IID4-05 CPC-SumNotes-090921](#)
- 3 [IID4-06 BoardMins-TentBudg-062321](#)
- 4 [IID4-07 BoardMins-QuartRpt-052621](#)
- 5 [IID4-08 FiscalServicesWebsite](#)
- 6 [IID4-09 BoardSummary-Email](#)
- 7 [IID4-10 MultYearBudgPlan-2019-23](#)
- 8 [IID4-11 BAC-SumNotes-090220 Item7](#)
- 9 [IID4-12 APPR-Example\\_pp7-8](#)
- 10 [IID4-13 CPC-ResourceReqUpdate\\_p4](#)
- 11 [IID5-01 BoardMins-072821](#)
- 12 [IID5-02 FY2021YearEndEmail](#)
- 13 [IID5-03 YearEndUpdatesEmail](#)
- 14 [IID6-01 BP2013-Audits](#)
- 15 [IID6-02 BoardAuditPres-122120](#)
- 16 [IID6-03 DistrictAuditRep-Website](#)
- 17 [IID6-04 AdoptedBudgetPres-2020-21](#)
- 18 [IID6-05 BoardCCFSActuals-2020-21](#)
- 19 [IID6-06 CCFS311-Webpage](#)
- 20 [IID6-07 ExpendituresBreakdown](#)
- 21 [IID7-01 Annual-AuditWebpage](#)
- 22 [IID7-02 BoardMins-032421\\_p8](#)
- 23 [IID7-03 BoardEmailSummary](#)
- 24 [IID7-04 Audit-2017-18\\_pp88-95](#)
- 25 [IID7-05 Audit-2018-19\\_pp89-96](#)
- 26 [IID7-06 PurchasingManual](#)
- 27 [IID7-07 BoardAgenda-032421\\_item10.2](#)
- 28 [IID7-08 AuditReport-2019-20](#)
- 29 [IID8-01 Audit-2017-18\\_pp88-95](#)
- 30 [IID8-02 Audit-2018-19\\_pp89-96](#)
- 31 [IID8-03 APPR-FiscServ-2020-21\\_p14](#)
- 32 [IID9-01 IEPIReport\\_p1](#)
- 33 [IID9-02 BP6010-BudgetPreperation](#)
- 34 [IID9-03 FCMATToolBoardPres-112019](#)
- 35 [IID9-04 CashFlowProjections](#)
- 36 [IID9-05 TRAnsFinancingOS\\_pB2](#)
- 37 [IID9-06 BP6005-RiskManagement](#)
- 38 [IID10-01 CCFS311FinancialBudgRep-033121](#)
- 39 [IID10-02 BACChargeMembership](#)
- 40 [IID10-03 BoardAgenda-052621](#)
- 41 [IID10-04 AdoptBudgPresWebpage](#)
- 42 [IID10-05 BoardAgenda-072821\\_item6.6](#)
- 43 [IID10-06 BudgetTransfersRep-072821](#)
- 44 [IID10-07 AnnualDistrictAudit-2020](#)
- 45 [IID10-08 BP6013-AuxiliaryOps](#)
- 46 [IID10-09 LBCCFoundationWebsite](#)

- 1 [IIID10-10 BondFinancialAudit-2020](#)
- 2 [IIID10-11 BondPerfAudit-2020](#)
- 3 [IIID11-01 TentBudgetPresWebpage](#)
- 4 [IIID11-02 AdoptBudgPresWebpage](#)
- 5 [IIID11-03 CollegeWidePlansWebpage](#)
- 6 [IIID11-04 AdoptBudget-2018-19 p4](#)
- 7 [IIID11-05 TRANsFinancingOS pB2](#)
- 8 [IIID11-06 Audit-2018-19 pxiv](#)
- 9 [IIID12-01 AdoptedBudget-20-21 p73](#)
- 10 [IIID12-02 FuturisInvestment-2021](#)
- 11 [IIID12-03 ActuarialStudy-2019](#)
- 12 [IIID13-01 TRANsFinancingOS pB2](#)
- 13 [IIID13-02 FacilitiesMasterPlan](#)
- 14 [IIID13-03 BondPerformance Report-2020](#)
- 15 [IIID13-04 AuditReport-2019-20 p47](#)
- 16 [IIID13-05 ActuarialStudy-2021](#)
- 17 [IIID14-01 BAC-SumNotes-032921](#)
- 18 [IIID14-02 BoardMins-090821](#)
- 19 [IIID14-03 TRANsFinancingOS pB2](#)
- 20 [IIID14-04 AuditReport-2019-20 p47](#)
- 21 [IIID14-05 BondPerfAudit-2020](#)
- 22 [IIID14-06 BondPerfAuditWebpage](#)
- 23 [IIID14-07 BondFinancialAudit-2020](#)
- 24 [IIID15-01 USDE-DefaultRate-2018](#)
- 25 [IIID15-02 2018Audit](#)
- 26 [IIID15-03 2017Audit](#)
- 27 [IIID15-04 2016Audit](#)
- 28 [IIID16-01 BP6009-BidsContracts](#)
- 29 [IIID16-02 AP6009-BidsContracts](#)
- 30 [IIID16-03 Handbook-ofPurchasing](#)
- 31 [IIID16-04 CallForBids pp50-52](#)
- 32 [IIID16-05 BoardMins-032421](#)

33  
34

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## 35 **Standard IV: Leadership and Governance**

36

37 The institution recognizes and uses the contributions of leadership throughout the organization  
38 for promoting student success, sustaining academic quality, integrity, fiscal stability, and  
39 continuous improvement of the institution. Governance roles are defined in policy and are  
40 designed to facilitate decisions that support student learning programs and services and  
41 improve institutional effectiveness, while acknowledging the designated responsibilities of the  
42 governing board and the chief executive officer. Through established governance structures,  
43 processes, and practices, the governing board, administrators, faculty, staff, and students work  
44 together for the good of the institution. In multi-college districts or systems, the roles within  
45 the district/system are clearly delineated. The multi-college district or system has policies for  
46 allocation of resources to adequately support and sustain the colleges.

1  
2 **A. Decision-Making Roles and Processes**

3  
4 **IV.A.1. Institutional leaders create and encourage innovation leading to institutional**  
5 **excellence. They support administrators, faculty, staff, and students, no matter what**  
6 **their official titles, in taking initiative for improving the practices, programs, and**  
7 **services in which they are involved. When ideas for improvement have policy or**  
8 **significant institution-wide implications, systematic participative processes are used to**  
9 **assure effective planning and implementation.**

10  
11 **Evidence of Meeting the Standard**

12  
13 Long Beach City College (LBCC) has institutional leaders and governance structures that  
14 create and encourage institutional excellence through innovation. The College’s participatory  
15 governance committee structure ensures that all faculty, classified professionals, students, and  
16 administrators can take initiative and innovate to achieve the College’s Mission ([IVA1-01 PGIP-Handbook pp8-13](#)). All campus constituencies, including the Academic Senate,  
17 Classified Senate, Associated Student Body (ASB), Long Beach City College Faculty  
18 Association (LBCCFA), Long Beach Council of Classified Employees (LBCCE), and  
19 Certificated Hourly Instructors (CHI) are encouraged to bring forward ideas for institutional  
20 improvement through the committee structure.  
21

22  
23 The College Planning Council (CPC), the College’s highest-level institutional planning  
24 participatory governance body, includes leaders from all constituent groups who encourage  
25 faculty, staff, student, and administrator innovation and initiative in institutional planning,  
26 evaluation, and improvement processes. One of the CPC’s primary functions is the  
27 development and implementation of LBCC’s six-year Strategic Plan. The development of the  
28 2016-2022 Strategic Plan had institution-wide implications and demonstrates how the CPC has  
29 encouraged innovation using a systematic participative process. In 2015, the CPC established  
30 the Strategic Plan Oversight Taskforce (SPOT) to lead the work of drafting the 2016-2022  
31 Strategic Plan ([IVA1-02 SPOTChargeMembership](#)). Throughout the plan’s development the  
32 SPOT worked closely with the CPC to encourage all constituents to take initiative and  
33 contribute to the plan by sharing innovative ideas, input, and feedback through retreats and a  
34 college-wide self-assessment ([IVA1-03 SelfAssessment-2016](#); [IVA1-04 StratPlanRetreatII-Email](#)). The 2016-2022 Strategic Plan approved by the CPC was the result of the collective  
35 work of individuals across the College and includes innovative goals and strategies, including  
36 implementation of guided pathways ([IVA1-05 2016-2022-StrategicPlan](#)).  
37

38  
39 To achieve the College’s Mission and 2016-2022 Strategic Plan goals, the CPC encourages all  
40 constituents to innovate and take initiative to improve practices, programs, and services through  
41 the planning committee structure, as detailed in Standard I.B.9 ([IVA1-06 PGIP-Handbook pp12-14](#)). For example, to encourage faculty and staff to engage in innovative work  
42 to close student equity gaps in alignment with the 2019-2022 Student Equity Plan goals, the  
43 Student Equity Subcommittee worked with college leadership to develop an application for  
44 student equity mini-grants ([IVA1-07 SE-SC-SumNotes-111819-Item2](#); [IVA1-08 SE-SC-SumNotes-030920-Item2](#)). By completing and submitting the application, faculty and staff, as  
45  
46

1 well as student clubs, can apply for funding for projects intended to close equity gaps in student  
2 access, course success, completion, and/or transfer. The Student Equity Subcommittee  
3 reviewed and approved submitted applications for fall 2020 funding ([IVA1-  
4 09\\_MinigrantAppExample](#); [IVA1-10\\_ApprovalLetterExample](#)).

5  
6 Through the Annual Planning and Program Review (APPR) process, detailed in I.B.9, the CPC  
7 has established a structure to further encourage constituent groups to take initiative and  
8 innovate to improve the practices, programs, and services in which they are involved. For  
9 example, during the 2019-2020 APPR process, many instructional programs identified a need  
10 for embedded tutors to support their goal of increasing course success rates ([IVA1-11\\_APPR-  
11 English-RR-2019-20](#); [IVA1-12\\_APPR-Math-RR-2019-20](#)). Through discussion amongst the  
12 school and vice president-level planning groups, funding for embedded tutors was prioritized in  
13 alignment with school goals and vice president goals ([IVA1-13\\_HKSM-SchoolPlanPPT\\_p2](#);  
14 [IVA1-14\\_LAC-SchoolPlanPPT\\_p2](#); [IVA1-15\\_VPAA-Plan-2019-2020\\_p13](#)). Ultimately the  
15 request for embedded tutors was funded by President’s Cabinet in support of the College’s  
16 institutional priorities, which are guided by the College’s Mission and 2016-2022 Strategic  
17 Plan goals ([IVA1-16\\_CPC-VP-PlanUpdt-091020\\_p4](#)).

18  
19 When ideas for improvement have significant policy implications, they are discussed through  
20 the President’s Leadership Council and for academic policies, through the Academic Policy  
21 and Standards Subcommittee of the Committee on Curriculum and Instruction ([IVA1-  
22 17\\_AP2006-ParticipationInGov](#); [IVA1-18\\_AP4005-Curriculum](#)).

## 23 24 **Analysis and Evaluation**

25  
26 Long Beach City College meets this Standard. The College’s leadership provides systematic  
27 participative processes that ensure effective planning and implementation, as well as encourage  
28 innovation in support of institutional excellence. Individuals from all constituent groups bring  
29 forth ideas for innovation and institutional improvement through the participatory governance  
30 structure and the APPR process.

31  
32 **IV.A.2. The institution establishes and implements policy and procedures authorizing  
33 administrator, faculty, and staff participation in decision-making processes. The policy  
34 makes provisions for student participation and consideration of student views in those  
35 matters in which students have a direct and reasonable interest. Policy specifies the  
36 manner in which individuals bring forward ideas and work together on appropriate  
37 policy, planning, and special-purpose committees.**

## 38 39 **Evidence of Meeting the Standard**

40  
41 Board Policy (BP) 2006, Administrative Procedure (AP) 2006, and the College’s Participatory  
42 Governance and Institutional Planning (PGIP) Handbook describe the roles of administrators,  
43 faculty, and staff in decision-making through Long Beach City College’s (LBCC) established  
44 participatory governance committee structure ([IVA2-01\\_BP2006-ParticipationInGov](#); [IVA2-  
45 02\\_AP2006-ParticipationInGov](#); [IVA2-03\\_PGIP-Handbook\\_pp8-10](#)). Board Policy and AP  
46 2006 also describe the responsibilities and authority of faculty and academic administrators in

1 academic and professional matters, described in further detail in Standard IV.A.4.

2  
3 The College encourages student participation in participatory governance and takes into  
4 consideration the student perspective when making decisions. Board Policy and AP 2006  
5 denote that the ASB Cabinet is the representative body and official voice of LBCC students.  
6 ASB Cabinet members and students at-large appointed by ASB serve alongside full and part-  
7 time faculty, staff, and administrators on participatory governance and Academic Senate  
8 committees ([IVA2-01\\_BP2006-ParticipationInGov](#); [IVA2-02\\_AP2006-ParticipationInGov](#);  
9 [IVA2-04\\_ASB-Constitution\\_II.VI](#)). To support students and ensure the student voice is heard  
10 during committee meetings, the PGIP Handbook includes committee member responsibilities  
11 and the expectation for engaging student members in committee conversations and decisions  
12 ([IVA2-05\\_PGIPHandbook\\_pp19-21](#)). LBCC students are also represented on the LBCC  
13 District Board of Trustees by a Student Trustee with an advisory vote.

14  
15 The PGIP Handbook’s participatory governance communication flow-chart indicates how  
16 communication and ideas are shared between constituent groups, committees, the  
17 Superintendent-President, and the Board of Trustees ([IVA2-06\\_PGIP-Handbook\\_p16](#)).

### 18 **Analysis and Evaluation**

19  
20  
21 The College meets the Standard. Through BP and AP 2006, LBCC ensures that there is broad  
22 participation from faculty, staff, students, and administrators in decision-making. Through an  
23 established participatory governance committee structure, the College has processes that  
24 meaningfully include all constituent groups in matters that range from BP and AP development  
25 and modifications, to budgeting and planning. The College’s collaborative approach to  
26 governance supports the realization of the Mission and 2016-2022 Strategic Plan.

### 27 28 **IV.A.3. Administrators and faculty, through policy and procedures, have a substantive and** 29 **clearly defined role in institutional governance and exercise a substantial voice in** 30 **institutional policies, planning, and budget that relate to their areas of responsibility** 31 **and expertise.**

### 32 33 **Evidence of Meeting the Standard**

34  
35 As described in Board Policy (BP) 2006 and Administrative Procedure (AP) 2006,  
36 administrators, faculty, classified staff, and students have a substantive and clearly defined role  
37 in institutional governance and a substantial voice in institutional planning, budget, and policy  
38 decision-making that relate to their areas of responsibility and expertise ([IVA3-01\\_BP2006-](#)  
39 [ParticipationInGov](#); [IVA3-02\\_AP2006-ParticipationInGov](#)).

40  
41 The College Planning Council (CPC) is the central coordinating body for institutional planning,  
42 which includes budget allocation and is tri-chaired by the Superintendent-President, Academic  
43 Senate President, and Classified Senate President ([IVA3-03\\_CPC-ChargeMembership](#)). The  
44 CPC is responsible for establishing and monitoring long-term planning priorities for the  
45 College, including the 2016-2022 Strategic Plan and the College Mission. The CPC also  
46 establishes charges and memberships for planning committees, subcommittees, and taskforces

1 to ensure all constituents have a voice in the development and implementation of long-term  
2 college-wide plans and budget processes. Planning committees, subcommittees, and taskforces  
3 are each either co-chaired by an administrator and faculty member or tri-chaired by an  
4 administrator, faculty, and classified staff member and include representatives from all  
5 constituent groups. When specific expertise is needed to accomplish tasks, these areas of  
6 expertise are outlined in the membership to support constituent groups in the appointment of  
7 members. Examples include the Facilities Advisory Committee, Budget Advisory Committee,  
8 Enrollment Management Oversight Committee, and Student Equity Subcommittee ([IVA3-04 FAC-ChargeMembership](#); [IVA3-05 BAC-ChargeMembership](#); [IVA3-06 EMOC-ChargeMembership](#); [IVA3-07 StudentEquity-ChargeMemb](#)).

11  
12 As described in Standard I.B.9, the CPC also oversees the Annual Planning and Program  
13 Review (APPR) process and ensures that there is broad participation from all constituent  
14 groups in planning and resource allocation ([IVA3-02 AP2006-ParticipationInGov](#); [IVA3-08 CPC-ChargeMembership](#)). The CPC has established school and vice president-level plan  
15 charges and memberships to ensure all constituent groups have a voice in the development of  
16 school and vice president-level plans and the prioritization of resource requests ([IVA3-09 VP-ChargeMembership](#); [IVA3-10 AASchoolChargeMembership](#); [IVA3-11 SSSchoolPlanChargeMembership](#)). The Participatory Governance and Institutional  
17 Planning (PGIP) Handbook further describes the roles of each constituent group in the APPR  
18 process and how all constituent groups exercise a substantial voice in planning and budget as it  
19 relates to their areas of responsibility and expertise ([IVA3-12 PGIP-Handbook pp25-27](#)).  
20 Faculty also have a clearly defined role in recommending modifications to the instructional  
21 APPR process through the Department Plan/Program Review (DP/PR) Subcommittee, which is  
22 comprised of all faculty Department Heads and instructional Deans ([IVA3-13 BP4005-Curriculum](#); [IVA3-14 AP4005-Curriculum 6.H.4](#)).

27  
28 All constituent groups, including administrators and faculty, exercise a substantial voice in  
29 institutional policies. The President's Leadership Council (PLC) is charged with reviewing  
30 proposed new and modified BPs and APs ([IVA3-15 AP2006-ParticipationInGov 6.A.2](#);  
31 [IVA3-16 IVA-PLC-SumNotes-092021](#)). The PLC is chaired by the Superintendent-President  
32 and includes the presidents of all constituent groups in the membership, among others. In  
33 addition to the PLC, the Academic Policies and Standards (AP&S) Subcommittee, a  
34 subcommittee of the Committee on Curriculum and Instruction (CCI), is charged with  
35 reviewing and approving new and modified BPs and APs on academic and professional matters  
36 where the Board of Trustees has agreed to rely primarily on the advice of the Academic Senate  
37 ([IVA3-17 AP4005-Curriculum 6.H.1](#)). The subcommittee is comprised of CCI faculty  
38 representatives, academic administrators, the matriculation coordinator, a student  
39 representative, and the Curriculum Chair ([IVA3-18 APS-Agenda-12022021](#)). BPs and APs  
40 approved by the AP&S are also reviewed and approved by the CCI and are presented to the  
41 PLC as information prior to BPs going to the Board of Trustees for approval and APs going to  
42 the Board of Trustees as information ([IVA3-19 Curric-Agenda-05052021](#); [IVA3-20 PLC-Agenda-05172021](#); [IVA3-21 BoardAgenda-11172021 Item9.2](#)). As described in I.B.7  
43 and IV.C.7, LBCC is establishing a six-year board policy and administrative procedure review  
44 cycle. This cycle delineates the areas with appropriate expertise who are ultimately responsible  
45 for ensuring BPs and APs remain updated through PLC or AP&S ([IVA3-](#)

1 [22 PolicyReviewCycle](#)).

## 3 **Analysis and Evaluation**

5 The College meets this Standard. Long Beach City College administrators, faculty, classified  
6 staff, and students have clearly defined roles in institutional governance, including in policy,  
7 planning, and budget development.

9 **IV.A.4. Faculty and academic administrators, through policy and procedures, and through  
10 well-defined structures, have responsibility for recommendations about curriculum and  
11 student learning programs and services.**

### 13 **Evidence of Meeting the Standard**

15 Board Policy (BP) and Administrative Procedure (AP) 2006 describe that the Board of Trustees  
16 will rely primarily upon the advice of the Academic Senate for the development and review of  
17 curriculum offerings ([IVA4-01 BP2006-ParticipationInGov](#); [IVA4-02 AP2006-  
18 ParticipationInGov 2006.8](#)). The Academic Senate’s Committee on Curriculum and Instruction  
19 (CCI) is the primary recommending body on curriculum, as detailed in BP and AP 4005  
20 ([IVA4-03 BP4005-Curriculum](#); [IVA4-04 AP4005-Curriculum item4005.6](#)). The CCI ensures  
21 broad academic perspectives on curriculum and instruction through a robust membership  
22 including both faculty and administrators ([IVA4-05 CurricComm-Roster-2020-21](#)).

24 The CCI has well-defined faculty-driven structures for development and modification of  
25 curriculum and student learning programs. The CCI is responsible for reviewing and approving  
26 new and modified courses and programs, including general education courses. Courses and  
27 programs approved by the CCI are presented to the Board of Trustees for approval ([IVA4-  
28 06 BoardMins-10132021 Item8](#)). The CCI also reviews and approves new and modified  
29 academic Board Policies and Administrative Procedures ([IVA4-07 CurriculumHandbook p2](#);  
30 [IVA4-08 CCI-Mins-060221 ItemsIX-XI](#)). All academic policies approved by the CCI are  
31 presented to the President’s Leadership Council for input prior to being presented to the Board  
32 of Trustees for approval ([IVA4-09 PLC-SumNotes-041921](#); [IVA4-10 BoardMins-  
33 062321 Item9](#)).

35 To support the work of the CCI, the committee has established five subcommittees, each  
36 comprised of faculty and academic administrator members. The Academic Policy and  
37 Standards (AP&S) Subcommittee reviews and recommends new and modified academic BPs  
38 and APs to the CCI. As described in I.B.7 and IV.C.7, a six-year review cycle is currently  
39 being established to review all BPs and APs, including academic BPs and APs in the 4000 band  
40 ([IVA4-11 4000BPs](#); [IVA4-12 4000APs](#); [IVA4-13 PolicyReviewCycle](#)). The Assessment of  
41 Student Learning Outcomes (ASLO) Subcommittee provides guidance to faculty for Course  
42 and Program Student Learning Outcomes (SLO) assessment, approves Course and Program  
43 SLOs, and leads the Institutional SLO assessment process. The Subcommittee establishes SLO  
44 processes and evaluates them on a six-year cycle ([IVA4-14 ASLO-Mins-111020](#); [IVA4-  
45 15 SLOProcessesCycle](#)). All approved SLOs, processes, and practices are provided as  
46 information to the CCI. The Associate Degree/General Education (AD/GE) Subcommittee

1 reviews and provides recommendations to the CCI on new and modified degrees and  
2 certificates, general education patterns, and proficiency requirements for the College's  
3 curriculum through established processes ([IVA4-16 ADGE-Website](#)). The Course Evaluation  
4 (CE) Subcommittee reviews and recommends to the CCI new courses, faculty proposals to  
5 offer existing courses through distance education, as well as proposed course modifications,  
6 requisites, and inactivations ([IVA4-17 CE-Website](#)). The Department Planning/Program  
7 Review (DP/PR) Subcommittee evaluates the instructional program and school Annual  
8 Planning and Program Review (APPR) processes on a six-year cycle, as well as recommends to  
9 the CCI and CPC modifications to instructional APPR, Supplemental Program Review, and  
10 instructional school planning templates and procedures ([IVA4-18 DPPR-Website](#)).

## 11 **Analysis and Evaluation**

12  
13  
14 The College meets this Standard. Through the Academic Senate's CCI and CCI  
15 subcommittees, Long Beach City College has an established system to ensure both faculty and  
16 administrator input on curriculum and student learning programs and services.

17  
18 **IV.A.5. Through its system of board and institutional governance, the institution ensures**  
19 **the appropriate consideration of relevant perspectives; decision-making aligned with**  
20 **expertise and responsibility; and timely action on institutional plans, policies, curricular**  
21 **change, and other key considerations.**

## 22 **Evidence of Meeting the Standard**

23  
24  
25 Long Beach City College ensures the appropriate consideration of relevant perspectives;  
26 decision-making aligned with expertise and responsibility; and timely action on institutional  
27 plans, policies, curricular change, and key considerations. To ensure the consideration of  
28 relevant perspectives, Board Policy (BP) and Administrative Procedure (AP) 2006 outline the  
29 Board of Trustees' commitment to the full participation of all constituent groups, including  
30 classified staff and students, in decision-making processes ([IVA5-01 BP2006-  
31 ParticipationInGov](#); [IVA5-02 AP2006-ParticipationInGov 6.2](#)). Members of councils and  
32 committees are appointed by their respective constituent groups and the College's participatory  
33 governance practices ensure broad participation in planning, policy, and key initiatives. When  
34 collaborating on academic and professional matters involving the District and the Academic  
35 Senate, BP 2006 and AP 2006 delineate roles and responsibilities ([IVA5-03 AP2006-  
36 ParticipationInGov 6.9](#)).

37  
38 All constituent groups, including classified staff and students, are well-informed of their  
39 respective roles in decision-making processes. At the first meeting of each academic year, the  
40 chairs of each committee are expected to orient their members to their committee purpose and  
41 functions and provide guidance on how all constituents can contribute to committee work  
42 ([IVA5-04 PGIIP-Handbook p18](#); [IVA5-05 CCI-Mins-090121 ItemIX](#); [IVA5-06 CPC-  
43 Agenda-090921 Item3](#); [IVA5-07 SSCAgenda-092021 Item3](#)). The Participatory Governance  
44 and Institutional Planning Handbook is shared broadly with college constituents and includes  
45 co- and tri-chair, member, resource, and guest responsibilities for committee meetings ([IVA5-  
46 08 PGIIP-Handbook pp18-22](#)). The College further ensures that students are informed of their



1 respective roles on committees through support provided by the Student Activities Advisor,  
2 annual participatory governance trainings for the ASB, and ASB Committee Interest Forms  
3 ([IVA5-09\\_ActivitiesAdvisorJobDescr](#); [IVA5-10\\_ASBAgenda-110920\\_ItemIIA](#); [IVA5-](#)  
4 [11\\_ASBCommitteesInterestForm](#)).

5  
6 The College has also developed structures of communication that demonstrate LBCC's  
7 commitment to diverse perspectives. All participatory governance councils, committees,  
8 subcommittees, and taskforces include faculty, classified staff, student, and administrator  
9 members. Members are expected to communicate back updates to and gather input from their  
10 constituent groups on initiatives discussed at committee meetings ([IVA5-12\\_CSUpdateEmail](#);  
11 [IVA5-13\\_PGIP-Handbook\\_p20](#)).

12  
13 In 2019, LBCC also established the President's Taskforce on Race, Equity, and Inclusion.  
14 Following the national and local reactions to the murder of George Floyd, the Board of  
15 Trustees passed a resolution for a Framework for Reconciliation in support of the Black  
16 community ([IVA5-14\\_BoardResolution](#)). This was operationalized with support from The  
17 California Conference for Equality and Justice (CCEJ) who contracted with the College to  
18 support the development of a four-part framework. This framework began with an  
19 acknowledging phase in which the Board of Trustees, along with College leadership, were  
20 provided training designed to prepare leaders to lead anti-racist work ([IVA5-15\\_CCEJ-](#)  
21 [Training-101520](#)). The second phase consisted of listening and CCEJ hosted listening sessions  
22 to collect experiential feedback from college constituents, including multiple sessions with the  
23 President's Task Force on Race, Equity, and Inclusion. The third phase consisted of a  
24 convening stage which included establishing the President's Advisory Councils to provide  
25 representative perspectives from historically marginalized groups ([IVA5-16\\_CCEJ-](#)  
26 [SlidesBoard-022421](#)). The fourth step, focused on catalyzing action, will commence during the  
27 2021-2022 academic year, beginning with engaging the President's Leadership Council ([IVA5-](#)  
28 [17\\_PLC-SumNotes-09202\\_Item5](#)).

29  
30 Through relevant and diverse college constituent group perspectives in decision-making  
31 processes the College takes timely action on plans and policies resulting in institutional  
32 improvement. For instance, to accomplish the 2016-2022 Strategic Plan goals, the CPC  
33 developed the Viking Pathways Taskforce to implement guided pathways at LBCC ([IVA5-](#)  
34 [18\\_CPC-SumNotes-052418\\_Item6](#)). The Taskforce's work, through close collaboration with  
35 the Academic Senate and faculty across campus, has resulted in the development of program  
36 roadmaps and Career and Academic Pathways (i.e., CAPs; meta-majors). To ensure that  
37 roadmaps and CAPs remain relevant and accurate, the Taskforce worked with the Department  
38 Plan/Program Review Subcommittee to integrate roadmap and CAP review into the  
39 Supplemental Program Review process ([IVA5-19\\_SPR-Template-2020-21\\_PartB](#)).

40 The Committee on Curriculum and Instruction (CCI), which includes faculty, administrator, and  
41 student members, also ensures timely action on course and program curriculum through  
42 established curriculum approval processes. Proposals for new and modified programs and  
43 courses are accepted through the CCI committee structure (described in detail in II.A.2), and the  
44 CCI committee and subcommittees ensure proposals are both efficiently and rigorously reviewed  
45 through this approval process, with the majority of courses and programs receiving local

1 approval and Chancellor’s Office chaptering during the same semester in which faculty  
2 originally submitted the proposals. For instance, when legislation was passed in 2020 that  
3 required California State University students to complete a lower division 3-unit course in ethnic  
4 studies, the CCI Chair immediately reached out to faculty to solicit interest in developing this  
5 course. The History and Political Science Department faculty developed a new course proposal  
6 for an Introduction to Ethnic Studies course, in compliance with all requirements. In fall 2020,  
7 the course was reviewed and approved by the Course Evaluation Subcommittee, CCI, Board of  
8 Trustees, and was chaptered at the Chancellor’s Office ([IVA5-20 CourseEvalMins-021020-  
9 ItemV.A](#); [IVA5-21 CCI-Mins-121620 ItemXI.B](#); [IVA5-22 BoardPlanBMod](#)). In early Spring  
10 2021, the course was submitted to the California State University (CSU) system for approval to  
11 be offered as a part of LBCC’s Plan B CSU general education pattern. The course has been  
12 approved by the CSU system and is being offered as part of the College’s general education Plan  
13 B to satisfy Area F for Fall 2021 ([IVA5-23 PlanB-2021-2022](#)).

#### 14 **Analysis and Evaluation**

15  
16 The College meets the Standard. The College ensures the appropriate consideration of relevant  
17 and diverse perspectives and aligns decision-making with expertise and responsibility. Through  
18 defined participatory governance structures, all constituents contribute to institutional  
19 improvements and ensure timely action on plans, policies, and curriculum.  
20

#### 21 **IV.A.6. The processes for decision-making and the resulting decisions are documented and 22 widely communicated across the institution.**

#### 23 **Evidence of Meeting the Standard**

24  
25  
26 The processes for decision-making and the resulting decisions are documented and widely  
27 communicated across the College. Agendas and summary notes from the President’s  
28 Leadership Council, as well as agendas and minutes from the Academic Policies and Standards  
29 Subcommittee, are posted on BoardDocs and document discussions and decisions on new and  
30 modified Board Policies (BPs) and Administrative Procedures (APs; [IVA6-  
31 01 BoardDocsPLC](#); [IVA6-02 PLC-SumNotes-051721 Item4](#); [IVA6-03 BoardDocsAPS](#)). All  
32 approved BPs and APs that describe decision-making processes are publicly accessible on the  
33 LBCC website ([IVA6-04 BPAP-Webpage](#)).  
34

35 The College’s Participatory Governance and Institutional Planning (PGIP) Handbook describes  
36 the decision-making processes at LBCC and is updated, reviewed, and vetted by the College  
37 Planning Council (CPC) on a three-year cycle. The Handbook is available for all constituents  
38 and the public on the CPC, planning committees, Academic Senate, Classified Senate, and  
39 Associated Student Body (ASB) webpages ([IVA6-05 CPC-Webpage](#); [IVA6-06 AS-Webpage](#);  
40 [IVA6-07 CS-Webpage](#); [IVA6-08 ASB-Webpage](#)).  
41

42 The Office of Institutional Effectiveness and Department Plan/Program Review (DP/PR)  
43 Subcommittee post information on their websites for Annual Planning and Program Review  
44 (APPR), as well as Supplemental Program Review processes and deadlines ([IVA6-09 DPPR-  
45 Webpage](#); [IVA6-10 IEPlanning-Webpage](#)). Completed APPRs and resource allocation

1 decisions are available to all constituents through SharePoint links on the Office of Institutional  
2 Effectiveness and DP/PR websites ([IVA6-11 APPRArchive](#)). Each fall, the link to these  
3 documents is also posted in the College’s “In The Loop” weekly college-wide informational  
4 email as faculty, staff, and management work on developing their APPRs ([IVA6-  
5 12 InTheLoopEmailPlanning\\_p3](#)).

6  
7 The CPC is the primary recommending body to the Superintendent-President on college-wide  
8 planning and budget ([IVA6-13 AP2006-ParticipationInGov Item6.B.4](#)). As detailed in I.B.5  
9 and I.B.9, the CPC establishes institutional priorities to be included in the College’s budget  
10 assumptions, which inform President’s Cabinet’s decisions on the final prioritization of  
11 resource requests that arise from the APPR process. The institutional priorities and a  
12 description of how they are established and utilized is included on the CPC website ([IVA6-  
13 14 InstitutionalPriorities](#)). President’s Cabinet’s decisions on resource request allocation,  
14 which are based on resource alignment with the institutional priorities and the adopted budget,  
15 are communicated to the CPC in September and included with the CPC agenda on BoardDocs  
16 ([IVA6-15 CPC-BoardDocs-Docs-091020](#)). The CPC also provides final recommendations to  
17 the Superintendent-President on any updates to the Mission Statement and approves the  
18 College’s long-term college-wide goals through the strategic planning process ([IVA6-16 CPC-  
19 ChargeMembership](#)). The CPC ensured campus-wide communication of the 2016-2022  
20 Strategic Plan following their approval of the plan and a presentation of the plan to the Board  
21 of Trustees. The CPC also communicates any updates to the Mission following approval of  
22 these modifications by the Board of Trustees ([IVA6-17 PreCollegeDayAgenda-082516](#)).

23  
24 The Board of Trustees, Academic Senate, Classified Senate, and ASB adhere to the Brown Act.  
25 Agendas, and minutes including decisions are posted publicly through the College’s  
26 BoardDocs account and all meetings include opportunities for public comment ([IVA6-  
27 18 BoardDocsLink](#)). Discussions and decisions made by the Board of Trustees are also  
28 summarized in an email to all constituents following every Board meeting ([IVA6-  
29 19 BoardCampusEmailUpdate](#)). Decisions and discussions made by committees that are not  
30 under the Brown Act are included in the summary notes of meetings and posted on Board Docs  
31 ([IVA6-20 BoardDocs-CPCEexample](#)). Committee members are also responsible for bringing  
32 information back to their constituency groups, as described in the PGIP Handbook’s planning  
33 committee member responsibilities ([IVA6-21 PGIP-Handbook\\_p20](#)).

34  
35 Academic Senate, Classified Senate, and ASB decision-making processes are described within  
36 their constitutions and when applicable, in their bylaws ([IVA6-22 ASConstitution](#); [IVA6-  
37 23 CS-Constitution](#); [IVA6-24 CS-ByLaws](#); [IVA6-25 ASB-Constitution](#)). College council,  
38 committee, subcommittee, and taskforce appointments are made by the appropriate constituent  
39 groups. All constituent groups notify their constituents of committee vacancies by email  
40 ([IVA6-26 ASRecruitmentEmail-051520](#); [IVA6-27 ASCommRecruitEmail-030519](#); [IVA6-  
41 28 CSRecruitmentEmail-102620](#)). Students also have the opportunity to complete a form  
42 indicating their interest in serving on specific college committees ([IVA6-29 ASB-  
43 CommitteeInterestForm](#)). Constituent groups share information about decisions in a variety of  
44 ways including through email, their websites, BoardDocs, and through Canvas Shells  
45 accessible by their constituent groups ([IVA6-30 AS-Website](#); [IVA6-31 AS-BoardDocs](#);  
46 [IVA6-32 ClassifiedCorner-102020](#); [IVA6-33 ClassifiedCorner-021818](#)).

1  
2 Another means of communicating decisions is through College Day, which is held prior to the  
3 start of every fall term and provides an opportunity to inform faculty, staff, and administrators  
4 about college-wide initiatives and decisions to move forward the 2016-2022 Strategic Plan  
5 ([IVA6-34\\_CollegeDayAgenda-fall2020](#); [IVA6-35\\_CollegeDayAgenda-fall2018](#)). College Day  
6 also provides an opportunity for unions and the Management Association to meet with their  
7 constituents and provide critical updates. Meetings at the school, division, and department level  
8 also provide opportunities to share important updates, as well as to begin discussions about the  
9 APPR process ([IVA6-36\\_SchoolCollegeDayAgenda](#); [IVA6-37\\_DeptCollegeDayAgenda](#)).

10  
11 Decisions and updates are also disseminated to campus constituents through weekly In The  
12 Loop emails, monthly Campus Community Newsletters, faculty flex days, classified  
13 professional development days, the College website carousel, and website pop-up notifications  
14 ([IVA6-38\\_InTheLoopExample](#); [IVA6-39\\_CommunityNewslettersWebpage](#); [IVA6-](#)  
15 [40\\_WebsitePopUp](#)).

## 16 17 **Analysis and Evaluation**

18  
19 The College meets this Standard. Long Beach City College ensures decision-making processes  
20 are documented and broadly communicated to constituent groups and the public.

21  
22 **IV.A.7. Leadership roles and the institution’s governance and decision-making policies,**  
23 **procedures, and processes are regularly evaluated to assure their integrity and**  
24 **effectiveness. The institution widely communicates the results of these evaluations and**  
25 **uses them as the basis for improvement.**

## 26 27 **Evidence of Meeting the Standard**

28  
29 Long Beach City College regularly evaluates its governance and decision-making policies,  
30 procedures, and processes to assure their integrity and effectiveness. Participatory governance  
31 and decision-making policies, as well as the College’s Annual Planning and Program Review  
32 process are evaluated on a cyclical basis, as described in detail in Standard I.B.7. Results of  
33 these evaluations are used to implement improvements, which are determined through  
34 discussion with the appropriate participatory governance committees.

35  
36 One means by which the College evaluates its participatory governance structure is through the  
37 three-year Participatory Governance and Institutional Planning Handbook cycle. The College  
38 Planning Council (CPC) develops a workgroup that is charged with updating the handbook and  
39 presenting the updated draft to CPC for approval. Through this process, the workgroup also  
40 identifies recommendations for improvement to participatory governance processes based on  
41 the discussions that arise from the identified updates to the handbook ([IVA7-01\\_CPC-](#)  
42 [SumNotes-100319\\_Item3](#); [IVA7-02\\_CPC-RecImprovementsList](#)). The workgroup presents  
43 these recommendations to the CPC for consideration, approval, and implementation. For  
44 example, after reviewing Administrative Procedure 2006 and the charge of the Data Use  
45 Committee, the work group realized that this committee may not be in alignment with the  
46 purpose and functions of the College’s planning committees. In discussion with the Data Use

1 Committee chairs, the work group recommended the CPC disband the Data Use Committee.  
2 The Committee was dissolved in fall 2019, following further discussion with the Data Use  
3 Committee and committee administrative and faculty co-chairs at the CPC ([IVA7-03 CPC-](#)  
4 [SumNotes-110719\\_Item5](#)).

5  
6 Through the institutional self-evaluation process, the CPC identified the need for a more  
7 formal, cyclical, and holistic evaluation of the College’s participatory governance structure  
8 ([IVA7-04 CPC-SumNotes-042221\\_Item6](#)). As a result, the CPC established a participatory  
9 governance evaluation cycle, that includes a comprehensive evaluation every six years in  
10 alignment with the development of the Strategic Plan, as well as a mid-point evaluation that  
11 occurs halfway through the six-year cycle ([IVA7-05 PGovEvalCycle](#)). At the December 2021  
12 CPC meeting, a draft of the survey was shared with the CPC for feedback and a plan was  
13 established to administer the survey in late February so that the CPC can review the results and  
14 identify areas of improvement before the end of the Spring 2022 semester ([IVA7-06 CPC-](#)  
15 [Agenda-120221](#)). The CPC plans to broadly communicate any identified improvements to  
16 campus constituents.

### 17 **Analysis and Evaluation**

18  
19  
20 The College meets the Standard. Participatory governance and decision-making policies, as  
21 well as the Annual Planning and Program Review process are evaluated to assure their integrity  
22 and effectiveness. One way the College evaluates and makes improvements to the participatory  
23 governance structure is through the process of updating the Participatory Governance and  
24 Institutional Planning Handbook. The College has also recently established a six-year  
25 participatory governance evaluation cycle to gather feedback from all campus constituents on  
26 the current participatory governance structure, processes, and practices. The CPC will identify  
27 improvements based on the results of this evaluation and communicate them broadly with the  
28 campus community in Spring 2022.

---

### 30 **Conclusions on Standard IV.A: Decision-Making Roles and Processes**

31  
32  
33 Long Beach City College’s decision-making roles and processes are robust and well-  
34 documented. Through established policies, procedures, and practices, the College demonstrates  
35 its commitment to student achievement, student learning, and academic quality in support of  
36 the College’s Mission. Faculty, staff, administrators, and students have clearly defined  
37 leadership roles in decision-making processes. The College is committed to its participatory  
38 governance philosophy and supporting the College’s participatory governance committee  
39 structure, including the College Planning Council, President’s Leadership Council, Academic  
40 Senate, Classified Senate, and Associated Student Body. These, along with other committees,  
41 promote collaboration and facilitate dialogue across all constituencies and lead to timely action  
42 on decisions. Innovation is encouraged in decision-making processes to support continuous  
43 improvement through the development and implementation of college-wide plans, the Annual  
44 Planning and Program Review process, and curriculum processes. Resulting decisions are  
45 communicated broadly across the institution through publicly posted agendas and minutes,  
46 emails, newsletters, and the College’s website to ensure transparency and awareness among all

1 college constituents. Through cyclical updates to the Participatory Governance and Institutional  
2 Planning Handbook, as well as through the recently established participatory governance  
3 evaluation cycle, the College regularly evaluates the participatory governance and decision-  
4 making structure to identify weaknesses and make needed improvements.

## 6 **Evidence List**

- 8 [IVA1-01 PGIP-Handbook pp8-13](#)
- 9 [IVA1-02 SPOTChargeMembership](#)
- 10 [IVA1-03 SelfAssessment-2016](#)
- 11 [IVA1-04 StratPlanRetreatII-Email](#)
- 12 [IVA1-05 2016-2022-StrategicPlan](#)
- 13 [IVA1-06 PGIP-Handbook pp12-14](#)
- 14 [IVA1-07 SE-SC-SumNotes-111819-Item2](#)
- 15 [IVA1-08 SE-SC-SumNotes-030920-Item2](#)
- 16 [IVA1-09 MinigrantAppExample](#)
- 17 [IVA1-10 ApprovalLetterExample](#)
- 18 [IVA1-11 APPR-English-RR-2019-20](#)
- 19 [IVA1-12 APPR-Math-RR-2019-20](#)
- 20 [IVA1-13 HKSM-SchoolPlanPPT p2](#)
- 21 [IVA1-14 LAC-SchoolPlanPPT p2](#)
- 22 [IVA1-15 VPAA-Plan-2019-2020 p13](#)
- 23 [IVA1-16 CPC-VP-PlanUpdt-091020 p4](#)
- 24 [IVA1-17 AP2006-ParticipationInGov](#)
- 25 [IVA1-18 AP4005-Curriculum](#)
- 26 [IVA2-01 BP2006-ParticipationInGov](#)
- 27 [IVA2-02 AP2006-ParticipationInGov](#)
- 28 [IVA2-03 PGIP-Handbook pp8-10](#)
- 29 [IVA2-01 BP2006-ParticipationInGov](#)
- 30 [IVA2-02 AP2006-ParticipationInGov](#)
- 31 [IVA2-04 ASB-Constitution II.VI](#)
- 32 [IVA2-05 PGIPHandbook pp19-21](#)
- 33 [IVA2-06 PGIP-Handbook p16](#)
- 34 [IVA3-01 BP2006-ParticipationInGov](#)
- 35 [IVA3-02 AP2006-ParticipationInGov](#)
- 36 [IVA3-03 CPC-ChargeMembership](#)
- 37 [IVA3-04 FAC-ChargeMembership](#)
- 38 [IVA3-05 BAC-ChargeMembership](#)
- 39 [IVA3-06 EMOC-ChargeMembership](#)
- 40 [IVA3-07 StudentEquity-ChargeMemb](#)
- 41 [IVA3-02 AP2006-ParticipationInGov](#)
- 42 [IVA3-08 CPC-ChargeMembership](#)
- 43 [IVA3-09 VP-ChargeMembership](#)
- 44 [IVA3-10 AASchoolChargeMembership](#)
- 45 [IVA3-11 SSSchoolPlanChargeMembership](#)
- 46 [IVA3-12 PGIP-Handbook pp25-27](#)

- 1 [IVA3-13 BP4005-Curriculum](#)
- 2 [IVA3-14 AP4005-Curriculum 6.H.4](#)
- 3 [IVA3-15 AP2006-ParticipationInGov 6.A.2](#)
- 4 [IVA3-16 IVA-PLC-SumNotes-092021](#)
- 5 [IVA3-17 AP4005-Curriculum 6.H.1](#)
- 6 [IVA3-18 APS-Agenda-12022021](#)
- 7 [IVA3-19 Curric-Agenda-05052021](#)
- 8 [IVA3-20 PLC-Agenda-05172021](#)
- 9 [IVA3-21 BoardAgenda-11172021\\_Item9.2](#)
- 10 [IVA3-22 PolicyReviewCycle](#)
- 11 [IVA4-01 BP2006-ParticipationInGov](#)
- 12 [IVA4-02 AP2006-ParticipationInGov 2006.8](#)
- 13 [IVA4-03 BP4005-Curriculum](#)
- 14 [IVA4-04 AP4005-Curriculum\\_item4005.6](#)
- 15 [IVA4-05 CurricComm-Roster-2020-21](#)
- 16 [IVA4-06 BoardMins-10132021\\_Item8](#)
- 17 [IVA4-07 CurriculumHandbook\\_p2](#)
- 18 [IVA4-08 CCI-Mins-060221\\_ItemsIX-XI](#)
- 19 [IVA4-09 PLC-SumNotes-041921](#)
- 20 [IVA4-10 BoardMins-062321\\_Item9](#)
- 21 [IVA4-11 4000BPs](#)
- 22 [IVA4-12 4000APs](#)
- 23 [IVA4-13 PolicyReviewCycle](#)
- 24 [IVA4-14 ASLO-Mins-111020](#)
- 25 [IVA4-15 SLOProcessesCycle](#)
- 26 [IVA4-16 ADGE-Website](#)
- 27 [IVA4-17 CE-Website](#)
- 28 [IVA4-18 DPPR-Website](#)
- 29 [IVA5-01 BP2006-ParticipationInGov](#)
- 30 [IVA5-02 AP2006-ParticipationInGov 6.2](#)
- 31 [IVA5-03 AP2006-ParticipationInGov 6.9](#)
- 32 [IVA5-04 PGIP-Handbook\\_p18](#)
- 33 [IVA5-05 CCI-Mins-090121\\_ItemIX](#)
- 34 [IVA5-06 CPC-Agenda-090921\\_Item3](#)
- 35 [IVA5-07 SSC-Agenda-092021\\_Item3](#)
- 36 [IVA5-08 PGIP-Handbook\\_pp18-22](#)
- 37 [IVA5-09 ActivitiesAdvisorJobDescr](#)
- 38 [IVA5-10 ASB-Agenda-110920\\_ItemIIA](#)
- 39 [IVA5-11 ASB-CommitteesInterestForm](#)
- 40 [IVA5-12 CSUpdateEmail](#)
- 41 [IVA5-13 PGIP-Handbook\\_p20](#)
- 42 [IVA5-14 BoardResolution](#)
- 43 [IVA5-15 CCEJ-Training-101520](#)
- 44 [IVA5-16 CCEJ-SlidesBoard-022421](#)
- 45 [IVA5-17 PLC-SumNotes-092021\\_Item5](#)
- 46 [IVA5-18 CPC-SumNotes-052418\\_Item6](#)

- 1 [IVA5-19 SPR-Template-2020-21 PartB](#)
- 2 [IVA5-20 CourseEvalMins-021020-ItemV.A](#)
- 3 [IVA5-21 CCI-Mins-121620 ItemXI.B](#)
- 4 [IVA5-22 BoardPlanBMod](#)
- 5 [IVA5-23 PlanB-2021-2022](#)
- 6 [IVA6-01 BoardDocsPLC](#)
- 7 [IVA6-02 PLC-SumNotes-051721 Item4](#)
- 8 [IVA6-03 BoardDocsAPS](#)
- 9 [IVA6-04 BPAP-Webpage](#)
- 10 [IVA6-05 CPC-Webpage](#)
- 11 [IVA6-06 AS-Webpage](#)
- 12 [IVA6-07 CS-Webpage](#)
- 13 [IVA6-08 ASB-Webpage](#)
- 14 [IVA6-09 DPPR-Webpage](#)
- 15 [IVA6-10 IEPlanning-Webpage](#)
- 16 [IVA6-11 APPRArchive](#)
- 17 [IVA6-12 InTheLoopEmailPlanning p3](#)
- 18 [IVA6-13 AP2006-ParticipationInGov Item6.B.4](#)
- 19 [IVA6-14 InstitutionalPriorities](#)
- 20 [IVA6-15 CPC-BoardDocs-Docs-091020](#)
- 21 [IVA6-16 CPC-ChargeMembership](#)
- 22 [IVA6-17 PreCollegeDayAgenda-082516](#)
- 23 [IVA6-18 BoardDocsLink](#)
- 24 [IVA6-19 BoardCampusEmailUpdate](#)
- 25 [IVA6-20 BoardDocs-CPCExample](#)
- 26 [IVA6-21 PGIP-Handbook p20](#)
- 27 [IVA6-22 ASConstitution](#)
- 28 [IVA6-23 CS-Constitution](#)
- 29 [IVA6-24 CS-ByLaws](#)
- 30 [IVA6-25 ASB-Constitution](#)
- 31 [IVA6-26 ASRecruitmentEmail-051520](#)
- 32 [IVA6-27 ASCommRecruitEmail-030519](#)
- 33 [IVA6-28 CSRecruitmentEmail-102620](#)
- 34 [IVA6-29 ASB-CommitteeInterestFormIVA6-30 AS-Website](#)
- 35 [IVA6-31 AS-BoardDocs](#)
- 36 [IVA6-32 ClassifiedCorner-102020](#)
- 37 [IVA6-33 ClassifiedCorner-021818](#)
- 38 [IVA6-34 CollegeDayAgenda-fall2020](#)
- 39 [IVA6-35 CollegeDayAgenda-fall2018](#)
- 40 [IVA6-36 SchoolCollegeDayAgenda](#)
- 41 [IVA6-37 DeptCollegeDayAgenda](#)
- 42 [IVA6-38 InTheLoopExample](#)
- 43 [IVA6-39 CommunityNewlettersWebpage](#)
- 44 [IVA6-40 WebsitePopUp](#)
- 45 [IVA7-01 CPC-SumNotes-100319 Item3](#)
- 46 [IVA7-02 CPC-RecImprovementsList](#)



- 1 [IVA7-03 CPC-SumNotes-110719 Item5](#)
  - 2 [IVA7-04 CPC-SumNotes-042221 Item6](#)
  - 3 [IVA7-05 PGovEvalCycle](#)
  - 4 [IVA7-06 CPC-Agenda-120221](#)
- 

6

7 **B. Chief Executive Officer**

8

9 **IV.B.1. The institutional chief executive officer (CEO) has primary responsibility for the**

10 **quality of the institution. The CEO provides effective leadership in planning,**

11 **organizing, budgeting, selecting and developing personnel, and assessing institutional**

12 **effectiveness.**

13

14 The Superintendent-President has the primary responsibility for the quality of the College.

15 Through Board Policies (BP) 2016 and 2019, the Board of Trustees delegates authority to the

16 Superintendent-President to lead the District and administer board policies ([IVB1-01 BP2016-](#)

17 [BoardDutiesResp](#); [IVB1-02 BP2019-DelegAuthorityPres](#)). Board Policy 6008 delegates to the

18 Superintendent-President authority to supervise the general business procedures of the District

19 ([IVB1-03 BP6008-DelegAuthGenBus](#)). The LBCC Superintendent-President job description

20 further demonstrates the Superintendent-President’s responsibility for the quality of the College

21 including through implementing the College’s 2016-2022 Strategic Plan and fostering an

22 ongoing commitment to student success ([IVB1-04 SuperintendentPresProfile](#)).

23

24 The Superintendent-President provides effective college leadership. As the administrative tri-

25 chair of the College Planning Council (CPC), the Superintendent-President leads the College’s

26 planning efforts, as well as ensures that planning is data-driven, and aligned with budget and

27 resource allocation processes to achieve the College Mission ([IVB1-05 CPC-](#)

28 [ChargeMembership](#)). Through the CPC, the Superintendent-President collaborates with the

29 faculty and classified tri-chairs, as well as all committee members, to regularly review and

30 internally communicate the College’s institution-set standards, institutional priorities, progress

31 on Annual Planning and Program Review, and progress toward the accomplishment of the

32 College’s 2016-2022 Strategic Plan goals ([IVB1-06 CPC-SumNotes-032521](#)). The

33 Superintendent-President also ensures this information is communicated externally to

34 community stakeholders through presentations and Superintendent-President updates at Board of

35 Trustees meetings ([IVB1-07 BoardPresentation-012721](#); [IVB1-08 BoardSumNotes-012721](#)).

36

37 While the College has seen transitions in the CEO position since the last site visit, the Board has

38 ensured continuity in leadership by identifying former Vice-Presidents of the institution to serve

39 as Interim Superintendent-Presidents, as described in more detail in standard IV.C.3. A search

40 for the permanent position has just culminated in identifying the current ISP, Dr. Mike Muñoz,

41 as the new Superintendent-President. Under these leadership changes, the College has continued

42 to strive towards its goals with year over year increases in completions and limited declines in

43 enrollments despite the pandemic, as discussed in the introduction, with ongoing progress on the

44 Framework for Reconciliation, as described in standard IV.B.3, and continued fiscal health, as

45 discussed in standard area III.D.

46

1 **Analysis and Evaluation**

2  
3 The College meets the standard. Through board policies and administrative procedures, the  
4 Superintendent-President is responsible for the quality of the College. The Superintendent-  
5 President communicates the importance of a culture of evidence and a focus on student learning  
6 through leadership on the CPC with a focus on data in Annual Planning and Program Review  
7 and the 2016-2022 Strategic Plan.

8  
9 **IV.B.2. The CEO plans, oversees, and evaluates an administrative structure organized and**  
10 **staffed to reflect the institution’s purposes, size, and complexity. The CEO delegates**  
11 **authority to administrators and others consistent with their responsibilities, as**  
12 **appropriate.**

13  
14 **Evidence of Meeting the Standard**

15  
16 The Superintendent-President oversees and evaluates an administrative structure organized and  
17 staffed to reflect the institution’s purpose, size, and complexity. The College’s administrative  
18 organizational chart demonstrates that the President’s senior administrators are responsible to,  
19 and are evaluated by, the Superintendent-President ([IVB2-01\\_SP-Office-OrgChart](#)). Board  
20 Policy (BP) 2019 empowers the Superintendent-President to delegate duties and appropriate  
21 authority to administrators, as outlined in their job descriptions ([IVB2-02\\_BP2019-](#)  
22 [DelegationofAuth](#); [IVB2-03\\_VPAA-JobDesc](#); [IVB2-04\\_VPSS-JobDesc](#); [IVB2-05\\_VPAB-](#)  
23 [JobDesc](#); [IVB2-06\\_VPHR-JobDesc](#); [IVB2-07\\_DeanIE-JobDesc](#); [IVB2-08\\_EDirPublicAffairs-](#)  
24 [JobDesc](#)). Additional organizational charts show that the Superintendent-President’s direct  
25 reports are responsible for the managers in their areas ([IVB2-09\\_OrgChartWebpage](#)).

26  
27 The Superintendent-President delegates authority to administrators in a wide range of areas, as  
28 demonstrated through various Administrative Procedures ([IVB2-10\\_AP4040-LibraryLearning](#);  
29 [IVB2-11\\_AP5700-IntercollegiateAthletics](#); [IVB2-12\\_AP6023-PayrollFunctions](#)). The  
30 Superintendent-President oversees and stays informed regarding the work of the administrative  
31 leadership through weekly President’s Cabinet meetings with the Vice Presidents, weekly  
32 meetings with Extended Cabinet including all direct reports to the Superintendent-President as  
33 well as area managers, and regular meetings with direct reports and others as appropriate.

34  
35 **Analysis and Evaluation**

36  
37 Long Beach City College meets the standard. The College’s BP and AP authorize the  
38 Superintendent-President to oversee and ensure evaluation of an organizational structure  
39 appropriate to the College. The College’s AP and organizational charts demonstrate that the  
40 Superintendent-President delegates appropriate authority to administrators, who carry out those  
41 responsibilities or further delegate to their subordinates.

42  
43  
44 **IV.B.3. Through established policies and procedures, the CEO guides institutional**  
45 **improvement of the teaching and learning environment by:**

- 46
  - **establishing a collegial process that sets values, goals, and priorities;**

- 1 • ensuring the College sets institutional performance standards for student
- 2 achievement;
- 3 • ensuring that evaluation and planning rely on high quality research and analysis of
- 4 external and internal conditions;
- 5 • ensuring that educational planning is integrated with resource planning and
- 6 allocation to support student achievement and learning;
- 7 • ensuring that the allocation of resources supports and improves learning and
- 8 achievement
- 9 • and
- 10 • establishing procedures to evaluate overall institutional planning and
- 11 implementation efforts to achieve the mission of the institution.

### 12 Evidence of Meeting the Standard

13 LBCC Board Policy (BP) 1004 directs the Superintendent-President to implement a

14 comprehensive, systematic, and integrated system of planning that involves appropriate

15 representatives of the college community and is based upon institutional effectiveness research

16 ([IVB3-01 BP1004-InstnlPlanning](#); as noted in IV.C.7, the District is undertaking a review of

17 current BPs and APs and this will be updated when the site team arrives).

18 As the administrative tri-chair of the College Planning Council (CPC), the Superintendent-

19 President ensures effective planning and budgeting processes that are aligned with the

20 College’s Mission and focused on improving student learning and achievement. One of CPC’s

21 primary functions is the development and implementation of LBCC’s six-year strategic plan

22 ([IVB3-02 CPC-ChargeMembership](#)). As described in IV.A.1, the CPC established the

23 Strategic Plan Oversight Taskforce (SPOT) in 2015 to lead the work of drafting the 2016-2022

24 Strategic Plan ([IVB3-03 SPOTChargeMembership](#)). The development of the strategic plan

25 relies on research and broad input to inform the College’s Mission and strategic plan goals, as

26 well as performance metrics to measure progress ([IVB3-04 SelfAssessment-2016](#); [IVB3-](#)

27 [05 2016-2022-SP-Metrics](#)).

28 Through the CPC, the Superintendent-President and Academic and Classified tri-chairs also

29 ensure that planning is integrated with resource allocation to support student achievement and

30 learning through the Annual Planning and Program Review (APPR) process, as described in

31 further detail in standards I.B.5, I.B.9, and III.D.2. The CPC has established a six-year APPR

32 evaluation cycle, detailed in I.B.7, to ensure efficacy of the process in effectively achieving the

33 College Mission ([IVB3-06 APPR-Inst-EvalCycle](#)).

34 To further guide institutional improvement of the teaching, learning, and campus environment,

35 the Superintendent-President established the President’s Task Force on Race, Equity, and

36 Inclusion in 2019 ([IVB3-07 TaskforceEmail](#)). Following the national and local reactions to the

37 murder of George Floyd, the Board of Trustees passed a resolution for a Framework for

38 Reconciliation in Support of the Black Community ([IVB3-08 BoardRes-062420I](#)). This was

39 operationalized with support from the California Conference for Equity and Justice (CCEJ)

40 who contracted with the College to support the development of a four-part framework. This

41 framework began with an acknowledging phase in which the Board of Trustees, along with

1 College leadership, were provided training designed to prepare leaders to lead anti-racist work  
2 ([IVB3-09\\_CCEJ-Training-101520](#)). The second phase consisted of listening and CCEJ hosted  
3 listening sessions to collect experiential feedback from college constituents, including multiple  
4 sessions with the President’s Task Force on Race, Equity, and Inclusion. The third phase  
5 consisted of a convening stage which included establishing the President’s Advisory Councils  
6 to provide representative perspective from historically marginalized groups ([IVB3-10\\_CCEJ-  
7\\_SlidesBoard-022421](#)). The fourth step, focused on catalyzing action, will commence during the  
8 2021-2022 academic year, beginning with engaging the President’s Leadership Council ([IVB3-  
9\\_11\\_PLC-SumNotes-092021](#)).

## 10 11 **Analysis and Evaluation**

12  
13 The College meets the standard. Through board policy and the College Planning Council, the  
14 Superintendent-President leads the College in institutional planning, evaluation, and  
15 improvement and ensures that resources are effectively allocated through the APPR process to  
16 support the teaching and learning environment.

17  
18 **IV.B.4. The CEO has the primary leadership role for accreditation, ensuring that the**  
19 **institution meets or exceeds Eligibility Requirements, Accreditation Standards, and**  
20 **Commission policies at all times. Faculty, staff, and administrative leaders of the**  
21 **institution also have responsibility for assuring compliance with accreditation**  
22 **requirements.**

## 23 24 **Evidence of Meeting the Standard**

25  
26 The Superintendent-President has the primary leadership role for accreditation and ensures that  
27 the College meets or exceeds Eligibility Requirements, Accreditation Standards, and  
28 Commission Policies at all times, as described in Board Policy (BP) 1003 ([IVB4-01\\_BP1003-  
29\\_Accreditation](#)). The Superintendent-President meets regularly with the Accreditation Liaison  
30 Officer to ensure for the effective oversight and coordination of accreditation efforts, reviews  
31 all reports, and sends out college-wide accreditation updates ([IVB4-02\\_AccreditationEmail-  
32\\_051321](#); [IVB4-03\\_AccreditationEmail-091721](#)).

33  
34 Through Administrative Procedure 2006, the Superintendent-President involves all college  
35 constituencies in the accreditation process ([IVB4-04\\_AP2006-ParticipationInGov](#)). To develop  
36 the Institutional Self-Evaluation Report, the College establishes an Accreditation Steering  
37 Committee (ASC) to lead this effort. The ASC is tri-chaired by the ALO, faculty accreditation  
38 tri-chair, and classified accreditation tri-chair, and includes the Superintendent-President is a  
39 member of the committee who contributes to conversations and decisions ([IVB4-05\\_ASC-  
40\\_ChargeMembership](#)).

41  
42 The Superintendent-President ensures that all constituents understand accreditation and that  
43 faculty, classified professionals, and administrators have responsibility for assuring compliance  
44 with accreditation requirements. The ASC established the Standard Committees to focus on  
45 writing each area of the ISER. Like the ASC, the Standard Committees were tri-chaired by  
46 faculty, classified professionals, and administrators and were made of up of a combination of

1 content experts and constituency representatives, including students, to ensure accurate  
2 information and board perspectives were included in the evaluation and writing process ([IVB4-  
3 06 StandardComm-ChargeMemb](#)).

4  
5 As elaborated further in IV.C.13, the Superintendent-President provides regular professional  
6 development and updates regarding accreditation to the Board of Trustees ([IVB4-  
7 07 BoardPres-012121](#); [IVB4-08 BoardPres-052621](#); [IVB4-09 BoardPres-081821](#); [IVB4-  
8 10 BoardPres-101321](#)).

## 9 10 **Analysis and Evaluation**

11  
12 The College meets the standard. The Superintendent-President holds the primary leadership  
13 role for accreditation as described in BP and collaborates with the ALO to guide the College's  
14 accreditation efforts. The Superintendent-President ensures faculty, staff, students,  
15 administrators, and the Board of Trustees understand accreditation and provides regular updates  
16 on accreditation and the self-evaluation process to all constituents.

### 17 18 19 **IV.B.5. The CEO assures the implementation of statutes, regulations, and governing board 20 policies and assures that institutional practices are consistent with institutional mission 21 and policies, including effective control of budget and expenditures.**

#### 22 23 **Evidence of Meeting the Standard**

24  
25 The Superintendent-President assures the implementation of statutes, regulations, and  
26 governing board policies as described in Board Policy (BP) 2019 ([IVB5-01 BP2019-  
27 DelegationofAuth](#)). The Superintendent-President ensures that the Board of Trustees is  
28 informed of statutory and compliance expectations to support informed decision-making  
29 through regular updates and presentations at monthly Board of Trustees meetings. For example,  
30 as elaborated on in III.D.10, regular updates on the financial status of the District are presented  
31 to the Board of Trustees ([IVB5-02 BoardAgen-022421 items10.1-10.2](#)).

32  
33 As further described in BP 2019, the Superintendent-President delegates responsibility for  
34 implementation of statutes, policies, and regulations to the Vice Presidents ([IVB5-01 BP2019-  
35 DelegationofAuth](#)). For example, in Administrative Procedure 6005 on risk management and  
36 insurance, responsibility is delegated to the Vice President of Administrative and Business  
37 Services ([IVB5-03 AP6005-RiskMgmtInsurance](#)). To exercise oversight of these  
38 responsibilities, the Superintendent-President meets weekly with the President's Cabinet, as  
39 well as holds regular individual meetings with each Vice President. These meetings also  
40 provide opportunities for discussion of new requirements, regulations, and statutes. Any  
41 recommended revisions to Board Policies and Administrative Procedures are taken to the  
42 President's Leadership Council for review by constituency leadership ([IVB5-04 PLC-  
43 SumNotes-092021](#))

44  
45 A noted in IV.B.3, the Superintendent-President serves as the administrative tri-chair of the  
46 College Planning Council (CPC) and ensures that all governance decisions, including planning

1 and budget decisions, are aligned with the College’s Mission.

2  
3 **Analysis and Evaluation**

4  
5 Long Beach City College meetings the standard. The Superintendent-President regularly  
6 communicates statutory and compliance expectations to the Board of Trustees through updates  
7 and presentations at Board of Trustees meetings. To exercise oversight of these responsibilities  
8 regarding all areas of the College, the Superintendent-President delegates to and works directly  
9 with the Vice Presidents. Through the CPC, the Superintendent-President ensures all  
10 governance decisions are linked to the institutional Mission.

11  
12 **IV.B.6. The CEO works and communicates effectively with the communities served by the**  
13 **institution.**

14  
15 **Evidence of Meeting the Standard**

16  
17 The Superintendent-President works and communicates effectively with the communities  
18 served by Long Beach City College. To start each fall semester, the Superintendent-President  
19 holds College Day to discuss priorities for the coming year and share key updates with all  
20 constituents ([IVB6-01\\_CollegeDayAgenda2020](#)). The Superintendent-President also  
21 communicates with the campus community through the College’s online Campus Community  
22 Newsletter, college-wide email communications, and campus town halls ([IVB6-](#)  
23 [02\\_CampusCommunityNewsltrWeb](#); [IVB6-03\\_ISP-Memo-071720](#); [IVB6-04\\_ISP-Memo-](#)  
24 [112121](#); [IVB6-05\\_Townhall-120821](#)).

25  
26 The Superintendent-President ensures that local communities served by the College are  
27 regularly updated about the College. Each year, typically in the spring, the Superintendent-  
28 President holds an annual “State of the College” address where community partners and college  
29 personnel learn about recent accomplishments, projects, and anticipated challenges at the  
30 College ([IVB6-06\\_StateCollegePressRelease-072219](#); [IV6-07\\_StateCollegeVirtual-031121](#)).  
31 Updates on Long Beach City College (LBCC) are also provided to the community through  
32 community newsletters, President’s Cabinet and Board of Trustees participation in local events,  
33 and timely press releases ([IVB6-08\\_PressReleaseWebpage](#)). The Superintendent-President also  
34 engages with the community by serving on the Boards of such entities as the Long Beach  
35 Chamber of Commerce, the Los Angeles/Orange County Regional Consortium CEO  
36 Governance Council, and the CSU5 Reconnecting Los Angeles Youth (ReLAY) Institute  
37 Advisory Board.

38  
39 The Superintendent-President sits on the Board of Governors of the LBCC Foundation and  
40 participates in the Board’s meetings. Board members consist of community leaders who work  
41 with the Superintendent-President and the College to develop fundraising efforts and  
42 scholarship opportunities to meet the needs of the College and support the College’s students  
43 ([IVB6-09\\_LBCCFoundationWebsite](#)).

44  
45 The Superintendent-President maintains an effective relationship with the Long Beach Unified  
46 School District, California State University, Long Beach, the City of Long Beach, and the Port

1 of Long Beach through leadership and support of the Long Beach College Promise, a program  
2 that guarantees transfer from LBCC to CSULB for qualifying graduates of LBUSD.

### 3 4 **Analysis and Evaluation**

5  
6 The LBCC Superintendent-President communicates effectively with the communities served by  
7 the College to ensure they are regularly informed about LBCC. The Superintendent-President  
8 accomplishes this purpose through events such as the State of the College, service on local  
9 boards, and through digital publications.

---

### 11 12 **Conclusions on Standard IV.B: Chief Executive Officer**

13  
14 The Superintendent-President has the primary responsibility for the daily administration and  
15 operation of the College to ensure institutional quality. The Superintendent-President provides  
16 effective leadership in planning, organizing, budgeting, selecting and developing personnel,  
17 and assessing institutional effectiveness. This is achieved through tri-chairing the College  
18 Planning Council and delegating authority to an appropriately staffed administration to ensure  
19 compliance with statutes, regulations, and policies. The Superintendent-President takes a lead  
20 role in accreditation processes through communication of accreditation updates, collaboration  
21 with the Accreditation Liaison Officer, and participation on the Accreditation Steering  
22 Committee. Through events, participation on local boards, and community newsletters, the  
23 Superintendent-President effectively communicates with the communities served by the  
24 College.

### 25 26 **Evidence List**

- 27
- 28 [IVB1-01\\_BP2016-BoardDutiesResp](#)
- 29 [IVB1-02\\_BP2019-DelegAuthorityPres](#)
- 30 [IVB1-03\\_BP6008-DelegAuthGenBus](#)
- 31 [IVB1-04\\_SuperintendentPresProfile](#)
- 32 [IVB1-05\\_CPC-ChargeMembership](#)
- 33 [IVB1-06\\_CPC-SumNotes-032521](#)
- 34 [IVB1-07\\_BoardPresentation-012721](#)
- 35 [IVB1-08\\_BoardSumNotes-012721](#)
- 36 [IVB2-01\\_SP-Office-OrgChart](#)
- 37 [IVB2-02\\_BP2019-DelegationofAuth](#)
- 38 [IVB2-03\\_VPAA-JobDesc](#)
- 39 [IVB2-04\\_VPSS-JobDesc](#)
- 40 [IVB2-05\\_VPAB-JobDesc](#)
- 41 [IVB2-06\\_VPHR-JobDesc](#)
- 42 [IVB2-07\\_DeanIE-JobDesc](#)
- 43 [IVB2-08\\_EDirPublicAffairs-JobDesc](#)
- 44 [IVB2-09\\_OrgChartWebpage](#)
- 45 [IVB2-10\\_AP4040-LibraryLearning](#)
- 46 [IVB2-11\\_AP5700-IntercollegiateAthletics](#)

1 [IVB2-12 AP6023-PayrollFunctions](#)  
2 [IVB3-01 BP1004-InstnlPlanning;](#)  
3 [IVB3-02 CPC-ChargeMembership](#)  
4 [IVB3-03 SPOTChargeMembership](#)  
5 [IVB3-04 SelfAssessment-2016](#)  
6 [IVB3-05 2016-2022-SP-Metrics](#)  
7 [IVB3-06 APPR-Instr-EvalCycle](#)  
8 [IVB3-07 TaskforceEmail](#)  
9 [IVB3-08 BoardRes-062420I](#)  
10 [IVB3-09 CCEJ-Training-101520](#)  
11 [IVB3-10 CCEJ-SlidesBoard-022421](#)  
12 [IVB3-11 PLC-SumNotes-092021](#)  
13 [IVB4-01 BP1003-Accreditation](#)  
14 [IVB4-02 AccreditationEmail-051321](#)  
15 [IVB4-03 AccreditationEmail-091721](#)  
16 [IVB4-04 AP2006-ParticipationInGov](#)  
17 [IVB4-05 ASC-ChargeMembership](#)  
18 [IVB4-06 StandardComm-ChargeMemb](#)  
19 [IVB4-07 BoardPres-012121](#)  
20 [IVB4-08 BoardPres-052621](#)  
21 [IVB4-09 BoardPres-081821](#)  
22 [IVB4-10 BoardPres-101321](#)  
23 [IVB5-01 BP2019-DelegationofAuth](#)  
24 [IVB5-02 BoardAgen-022421\\_items10.1-10.2](#)  
25 [IVB5-01 BP2019-DelegationofAuth](#)  
26 [IVB5-03 AP6005-RiskMgmtInsurance](#)  
27 [IVB5-04 PLC-SumNotes-092021](#)  
28 [IVB6-01 CollegeDayAgenda2020](#)  
29 [IVB6-02 CampusCommunityNewsltrWeb](#)  
30 [IVB6-03 ISP-Memo-071720](#)  
31 [IVB6-04 ISP-Memo-112121](#)  
32 [IVB6-05 Townhall-120821](#)  
33 [IVB6-06 StateCollegePressRelease-072219](#)  
34 [IV6-07\\_StateCollegeVirtual-031121](#)  
35 [IVB6-08 PressReleaseWebpage](#)  
36 [IVB6-09 LBCCFoundationWebsite](#)

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38  
39 **C. Governing Board**

40  
41 **IV.C.1. The institution has a governing board that has authority over and responsibility for**  
42 **policies to assure the academic quality, integrity, and effectiveness of the student**  
43 **learning programs and services and the financial stability of the institution. (ER 7)**

44  
45 **Evidence of Meeting the Standard**

46



1 LBCCD is governed by a Board of Trustees, consisting of five publicly elected members by  
2 Trustee area and a non-voting Student Trustee in accordance with California Education Code,  
3 Section 70902. Board Policy 1001 ensures that the Board of Trustees, through its written  
4 policies, governs the College ([IVC1-01\\_BP1001-PoliciesRegs](#)). Policies may be adopted or  
5 revised at any regular board meeting by a majority vote.

6  
7 Board Policy 2016 speaks to the Board of Trustees' commitment to the policies that ensure  
8 operational integrity in support of the College's Mission as related to fiscal stability, adherence  
9 to legal matters, and support of students and student success ([IVC1-02\\_BP2016-BoardDuties](#)).

10  
11 Board policies are undergoing an extensive review that includes updating the numbering and  
12 organization to align with the functional areas as recommended by the Community College  
13 League of California (CCLC). More details are provided in standard IV.C.7.

14  
15 The Board of Trustees' review and approval of policies in the 4000 (Academic Affairs) and 5000  
16 (Student Services) bands assure that the Board of Trustees has authority and responsibility for  
17 academic quality, integrity, and effectiveness of the College's student learning programs and  
18 support services.

19  
20 The Board of Trustees has also established policies to ensure the fiscal health of the institution,  
21 including Board Policy 2013 which stipulates that audit results shall be publicly reported to the  
22 Board of Trustees as required by law and which occurs annually ([IVC1-03\\_BP2013-Audits](#);  
23 [IVC1-04\\_BoardAuditPres-122120](#)). Members of the Board also participate on the Audit  
24 Subcommittee ([IVC1-05\\_AP2013-Audits](#)). Additionally, quarterly financial reports, and other  
25 fiscal reports, such as updates on the use of HEERF funding in response to the Covid-19  
26 pandemic, are presented to the Board of Trustees throughout the year ([IVC1-](#)  
27 [06\\_QuarterlyReports-033121](#); [IVC1-07\\_HEERFPresentation](#)). Per Board Policy 6010, the Board  
28 of Trustees reviews and approves the annual budget with appropriate time allocated for the  
29 Board of Trustees to review budget assumptions and hear public comments ([IVC1-08\\_BP6010-](#)  
30 [BudgetPreparation](#); [IVC1-09\\_TentativeBudgetPres-2021-22](#); [IVC1-10\\_AdoptedBudgetPres-](#)  
31 [2021-22](#)).

### 32 33 **Analysis and Evaluation**

34  
35 The Board of Trustees, as an independently elected body, has authority over, and responsibility  
36 for, policies that make clear the institution's commitment to academic quality, integrity, and  
37 effectiveness within all areas, including student services programs, and the financial well-being  
38 of the institution.

39  
40 **IV.C.2. The governing board acts as a collective entity. Once the board reaches a decision,**  
41 **all board members act in support of the decision.**

### 42 43 **Evidence of Meeting the Standard**

44  
45 Board Policy (BP) 2014 states that the Board of Trustees acts as a collective entity where all  
46 members support a decision once it has been made ([IVC2-01\\_BP2014-BoardCodeEthics](#)). The

1 corresponding Administrative Procedure 2014 explains that the Board of Trustees' authority  
2 exists through the work conducted at its public meetings rather than with individual board  
3 members ([IVC2-02 AP2014-BoardCodeEthics](#)).

4  
5 All business matters for discussion, review, or action by the Board of Trustees are considered  
6 in open session at Board meetings. If appropriate in the judgement of the Board of Trustees,  
7 and only for those purposes permitted by law, the Board of Trustees will hold a closed session  
8 and report out in open session, if legally required as reportable action.

9  
10 The Board of Trustees adheres to the Ralph M. Brown Act, per BP 2014, and cannot conduct or  
11 discuss District business with others when not at a recognized and properly announced Board  
12 meeting ([IVC2-01 BP2014-BoardCodeEthics](#)). This section of government code prohibits a  
13 broad range of conduct to ensure transparency in all Board operations.

#### 14 15 **Analysis and Evaluation**

16  
17 Board policies stipulate that the Board of Trustees will act as a collective entity when making  
18 decisions in the best interest of the College. Decisions are made publicly and in accordance  
19 with the Brown Act, except in legally permissible and appropriate circumstances in which  
20 decisions are made in a closed session and reported on in a public meeting.

#### 21 22 **IV.C.3. The governing board adheres to a clearly defined policy for selecting and evaluating** 23 **the CEO of the college and/or the district/system.**

#### 24 25 **Evidence of Meeting the Standard**

26  
27 In alignment with Board Policy 2020, the Board of Trustees will establish a fair and open  
28 search process to fill the position of Superintendent-President when a vacancy occurs ([IVC3-](#)  
29 [01 BP2020-SP-Selection](#)). In 2016, when the College's Superintendent-President, Eloy  
30 Oakley, accepted the position as Chancellor of the California Community Colleges after nine  
31 years at LBCC, the Board of Trustees hired an external search firm to oversee the process of  
32 recruiting and selecting a new Superintendent-President. Their approach provided opportunities  
33 for broad engagement from constituency groups and the local community, including the  
34 formation of a local screening committee ([IVC3-02 SP-SearchACCT](#)). The Board of Trustees  
35 conducted final interviews, and appointed a new Superintendent-President, Reagan Romali,  
36 who started in 2017 ([IVC3-03 BoardMins-042517](#)).

37  
38 On March 4, 2020, the Superintendent-President Romali left the institution ([IVC3-](#)  
39 [04 BoardMins-030420](#)). An Interim Superintendent-President (ISP), Lou Anne Bynum, was  
40 named at a special Board meeting on March 14, 2020 and given a one-year appointment  
41 ([IVC3-05 BoardMins-031420](#); [IVC3-06 ISP-Contract](#)). In January 2021, the Board of  
42 Trustees voted to contract with a search firm for senior leadership recruitment ([IVC3-](#)  
43 [07 BoardMin-011321](#)). However, in March, 2021, when the Board of Trustees and ISP Bynum  
44 were unable to come to an agreement for renewing her contract, a new ISP was appointed, Dr.  
45 Mike Muñoz ([IVC3-08 BoardMins-030221](#)). The Board of Trustees also decided to delay the  
46 Superintendent-Presidential search to ensure ample time for constituency input for the

1 permanent replacement ([IVC3-09 EmailtoCampus](#)). Both ISPs appointed held Vice-  
2 Presidential positions at the College and were able to provide continuity in leadership and  
3 direction for the District. At the August 25<sup>th</sup>, 2021 Regular Board meeting, the Board of  
4 Trustees agreed to move the Superintendent-President search process forward by posting the  
5 position on August 30<sup>th</sup>, and following the timeline as presented by the search firm for a  
6 January 2022 start date for the permanent Superintendent-President ([IVC3-10 BoardMins-  
7 082521](#)). As with the search in 2017, the approach for the new SP search included forming a  
8 local screening committee, open forums of candidates, and final interviews with the Board of  
9 Trustees. The Board appointed ISP Muñoz to the permanent position.

10  
11 Per Board Policy 2021, the Superintendent-President (SP) is evaluated at least annually based  
12 on performance goals and objectives developed in conjunction with the Board of Trustees and  
13 per the expectations delegating authority to the SP as outlined in BP 2019 ([IVC3-11 BP2021-  
14 EvalSP](#); [IVC3-12 BP2019-DelegationofAuth](#)). The current Interim Superintendent-President  
15 has had two evaluations since taking the position in March, 2021 ([IVC3-13 ISP-Eval-042821](#);  
16 [IVC3-14 ISP-Eval-090821](#)). The prior Interim Superintendent-President, ISP Bynum, had two  
17 evaluations during her yearlong contract with the College ([IVC3-15 ISP-Eval-111820](#); [IVC3-  
18 16 ISP-Eval-022421](#)).

## 19 **Analysis and Evaluation**

20  
21  
22 The Long Beach Community College District has policies in place for the selection and  
23 evaluation of the Superintendent-President. While there have been multiple leadership changes  
24 in recent years, the Board of Trustees is committed to following institutional processes to  
25 ensure interim Superintendent-Presidents are evaluated regularly and that the permanent  
26 replacement meets the needs of the College.

### 27 28 **IV.C.4. The governing board is an independent, policy-making body that reflects the public 29 interest in the institution’s educational quality. It advocates for and defends the 30 institution and protects it from undue influence or political pressure. (ER 7)**

#### 31 32 **Evidence of Meeting the Standard**

33  
34 The Board of Trustees is an independent five-member policy-making body that strives to reflect  
35 the public interest in the institution’s educational quality and protects the District from undue  
36 influence or political pressure. Board Policy 2014 states that conflicts of interest and the  
37 perception of conflicts of interests do not occur and that the Board of Trustees acts with best  
38 interests of the entire College community ([IVC4-01 BP2014-BoardCodeEthics](#)).

39  
40 Newly elected members of the Board of Trustees are sworn in at the December board meeting  
41 following the November election. Any vacancies on the of Trustees are filled in adherence with  
42 Board Policy 2024 which requires that an election be ordered, or a provisional appointment be  
43 made within sixty days to fill a vacancy ([IVC4-02 BP2024-Vacancies](#)). Per Board Policy 2005,  
44 the student trustee is elected each spring semester by the Associated Student Body and serves a  
45 one-year term beginning on June 1 of each year ([IVC4-03 BP2005-StudentMember](#)).

1 Board Policy 2022 commits that the Board of Trustees does not take positions on local, state, or  
2 national issues unless those issues are directly related to matters involving the College ([IVC4-  
3 04\\_BP2022-BoardResolutions](#)).

4  
5 The public is provided opportunities, through Board Policy 2031, to address the Board of  
6 Trustees on items related to the agenda or items related to the business of the District that are  
7 not on the agenda ([IVC4-05\\_BP2031-PublicParticipation](#)). Further, all regular meetings are  
8 open, and recordings, agendas, and minutes are made available on the College’s website to  
9 ensure transparency in its decision-making processes.

10  
11 **Analysis and Evaluation**

12  
13 The Board of Trustees reflects the public interest in providing high quality education and  
14 support services. It strives to ensure that the District is free from undue influence or political  
15 pressure.

16  
17 **IV.C.5. The governing board establishes policies consistent with the college/district/sys- tem  
18 mission to ensure the quality, integrity, and improvement of student learning programs  
19 and services and the resources necessary to support them. The governing board has  
20 ultimate responsibility for educational quality, legal matters, and financial integrity and  
21 stability.**

22  
23 **Evidence of Meeting the Standard**

24  
25 The Board of Trustees has established policies that relate to District function and governance  
26 and are designed to ensure governing board support of the District’s Mission, educational  
27 programs, and student support services ([IVC5-01\\_BP1001-PoliciesRegs](#)). The Board of  
28 Trustees holds the ultimate responsibility in educational, legal, and fiscal matters. The Board of  
29 Trustees establishes and adheres to policies that ensure operational integrity in support of the  
30 College’s Mission in areas pertaining to fiscal stability, adherence to legal matters, and the  
31 oversight of the College’s performance in support of students and student success ([IVC5-  
32 02\\_BP2016-BoardDuties](#)).

33  
34 The Board of Trustees places a high priority on the financial integrity and stability of the  
35 District, as reflected in the published board goals ([IVC5-03\\_BoardGoals-2021-22-Revised](#)). As  
36 elaborated in more detail in III.D.7, Board Policy 2013 ensures that an outside audit of all  
37 District accounts occurs annually and that the results are reported publicly to the Board of  
38 Trustees ([IVC5-04\\_BP2013-Audits](#), [IVC5-05\\_BoardMin-122120](#)).

39  
40 **Analysis and Evaluation**

41  
42 The College’s board policies outline and codify the roles of the District’s Board of Trustees.  
43 The Board of Trustees exercises its authority in appropriately monitoring all matters of  
44 educational quality, legal issues, and fiduciary responsibilities.

45  
46 **IV.C.6. The institution or the governing board publishes the board bylaws and policies**

1 specifying the board’s size, duties, responsibilities, structure, and operating procedures.

2  
3 **Evidence of Meeting the Standard**

4  
5 All board policies and procedures are published on the College’s website under Board of  
6 Trustees ([IVC6-01\\_LocationBPs](#)). The Board of Trustees’ size, duties, responsibilities,  
7 structure, and operating procedures are codified in board policies.

8  
9 Board Policy 2035 stipulates the size of the five-member board and Board Policy 2023  
10 identifies the trustee areas and the length of the term ([IVC6-02\\_BP2035-BoardMembership](#),  
11 [IVC6-03\\_BP2023-BoardElection](#)). Board Policy and Administrative Procedure 2005 explain  
12 the requirements and process for the election of the Student Trustee ([IVC6-04\\_BP2005-](#)  
13 [StudentMember](#), [IVC6-05\\_AP2005-StudentMember](#)).

14  
15 Board structure and operating procedures are explained in multiple board policies and  
16 administrative procedures ([IVC6-06\\_BP2034-BoardCommittees](#), [IVC6-07\\_BP2004-](#)  
17 [BoardRecords](#), [IVC6-08\\_AP2004-BoardRecords](#), [IVC6-09\\_AP2024-Vacancies](#), [IVC6-](#)  
18 [10\\_BP2025-BoardAgendas](#), [IVC6-11\\_AP2025-BoardAgendas](#), [IVC6-12\\_BP2026-](#)  
19 [BoardQuorum](#), [IVC6-13\\_BP2027-BoardCompensation](#), [IVC6-14\\_BP2028-RegularMeetings](#),  
20 [IVC6-15\\_BP2020-SP-Selection](#), [IVC6-16\\_BP2030-SpecialMeetings](#), [IVC6-17\\_BP2031-](#)  
21 [PublicParticipation](#), [IVC6-18\\_BP2032-Recordings](#)).

22  
23 **Analysis and Evaluation**

24  
25 Board Policies and Administrative Procedures pertaining to the Board of Trustees’ size, duties,  
26 responsibilities, structure, and operating procedures exist and are easily accessible on the  
27 College’s website.

28  
29 **IV.C.7. The governing board acts in a manner consistent with its policies and bylaws. The**  
30 **board regularly assesses its policies and bylaws for their effectiveness in fulfilling the**  
31 **college/district/system mission and revises them as necessary.**

32  
33 **Evidence of Meeting the Standard**

34  
35 The Board of Trustees acts in a manner consistent with its policies and procedures. The District  
36 recently contracted with the Community College League of California (CCLC) to assist with  
37 updating all board policies and administrative procedures and align the numbering system with  
38 the CCLC’s ([IVC7-01\\_CCLC-Contract](#)). Once all of the updates are completed in Spring 2022,  
39 the District will maintain a six-year rotational cycle of BP and AP review that will also be  
40 finalized in Spring 2022 and will start in the 2022-2023 academic year ([IVC7-](#)  
41 [02\\_PolicyReviewCycle](#); [IVC7-03\\_PLC-SumNotes-051820](#)). As noted in the Policy Review  
42 Cycle, CCLC legal and recommended updates will be incorporated into the annual review  
43 process. This process will support the Board of Trustees in ensuring policies and procedures are  
44 effective in fulfilling the District’s Mission and implementing revisions as necessary per  
45 changes in institutional practice, California Education Code, or federal requirements.

1 The process for the development, review, and revision of board policies and procedures is set  
2 forth in BP/AP 1001, including that recommended changes may come from any constituency of  
3 the College ([IVC7-04\\_BP1001-PoliciesRegs](#), [IVC7-05\\_AP1001-PoliciesRegs](#)). New or revised  
4 policies and regulations go to the President’s Leadership Council, which consists of  
5 constituency group leaders including the Academic Senate and Classified Senate, as well as the  
6 academic bargaining units: LBCCFA for full time faculty, CHI for certified hourly faculty, and  
7 AFT for classified professionals. After being approved by this body, the policies go to the  
8 Board of Trustees for approval and procedures for information purposes, aside from those  
9 involving the Board of Trustees specifically.

10  
11 **Analysis and Evaluation**

12  
13 The Board of Trustees acts in a manner consistent with its policies and regularly reviews its  
14 actions with respect to its policies. If improvements are identified, the Board of Trustees works  
15 in a consistent manner to implement them. Furthermore, the District has taken steps to ensure  
16 Board Policies and Administrative Procedures are reviewed and revised in a regular, consistent,  
17 and timely manner.

18  
19 **IV.C.8. To ensure the institution is accomplishing its goals for student success, the**  
20 **governing board regularly reviews key indicators of student learning and achievement**  
21 **and institutional plans for improving academic quality.**

22  
23 **Evidence of Meeting the Standard**

24  
25 The Board of Trustees is regularly provided with reports and presentations that pertain to student  
26 success, student learning and achievement, and institutional plans for improving academic quality.  
27 For example, the Board of Trustees is provided the strategic plan and receives updates on a  
28 regular basis ([IVC8-01\\_BoardMins-062816\\_item3.3](#); [IVC8-02\\_BoardPresentation-012220](#),  
29 [IVC8-03\\_BoardPresentation-012721](#)).

30  
31 Up until 2018, the CCCCO required that the Board of Trustees be presented with opportunities to  
32 discuss the institution’s performance on scorecard measures that were established by the CCCCO  
33 and this was done annually ([IVC8-04\\_BoardScorecard-022817](#); [IVC8-05\\_BoardScorecard-](#)  
34 [012318](#); [IVC8-06\\_BoardScorecard-012319](#)).

35  
36 Board meetings frequently feature presentations on academic programs, college initiatives,  
37 academic integrity, and student success. Recent examples include presentations on the LBCC  
38 Cultural Curriculum Audit, the 2020-2023 Strategic Enrollment Management Plan, and the 2019-  
39 2022 Student Equity Plan and prior to that, the Integration of SSSP, BSI, and Student Equity  
40 plans ([IVC8-07\\_CCA-072220](#); [IVC8-08\\_SEMPSummary-042220](#); [IVC8-09\\_EquitySummary-](#)  
41 [062619](#); [IVC8-10\\_IntegratedPlan-012318](#)). The Board of Trustees also hears the results of  
42 important student surveys such as the SENSE survey results ([IVC8-11\\_SENSE-102319](#)). Moving  
43 forward, the District will also provide the Board of Trustees with regular review of the CCCCO’s  
44 Student Success Dashboard to ensure the Board of Trustees is aware of how the District’s  
45 performance compares across the state so that plans for improving academic quality and student  
46 outcomes focus on areas in most need of improvement ([IVC8-12\\_BoardMins-081821](#)).

1  
2 **Analysis and Evaluation**  
3

4 The Board of Trustees regularly reviews key indicators of student learning and achievement as  
5 well as institutional plans and annual updates of these plans. The Board of Trustees is provided  
6 with periodic reports on key indicators and institution-wide efforts and plans to improve  
7 student success, student learning, and completion.  
8

9 **IV.C.9. The governing board has an ongoing training program for board development,**  
10 **including new member orientation. It has a mechanism for providing for continuity of**  
11 **board membership and staggered terms of office.**  
12

13 **Evidence of Meeting the Standard**  
14

15 The governing board participates in board training per Board Policy 2017 ([IVC9-01\\_BP2017-](#)  
16 [BoardEducation](#)). Within six months of being seated as a Board Member, a new Trustee must  
17 attend an orientation program provided by the Community College League of California,  
18 Association of Community College Trustees, or a similar organization. Additionally, new  
19 board members meet with the Superintendent-President and receive an orientation as to the  
20 board goals, the Mission and Values of the College, and the 2016-2022 Strategic Plan. When a  
21 new Trustee was seated in January 2021, briefings by all executive leaders was also provided  
22 ([IVC9-02\\_NewTrustee-Orientation](#)).  
23

24 The Superintendent-President orients the Student Trustee and arranges for this individual to  
25 meet with a Student Affairs manager to become familiar with the District’s policies and  
26 procedures, the role of the student trustee, and professional development that is available and  
27 encouraged ([IVC9-03-StudentTrustee-032621](#)).  
28

29 Board Policy 2017 also states that each board member shall attend annual professional  
30 development training, which might also include continuing education or university courses.  
31 Board members have attended conferences pertinent to their role hosted by the Community  
32 College League of California and the Association of Community College Trustees where a  
33 board member also presented ([IVC9-04\\_Conferencelist-022620](#), [IVC9-05\\_ACCT-](#)  
34 [Presentation-101719](#)).  
35

36 Board Policy 2001 speaks to how funds for Board of Trustees travel support attendance at  
37 conferences and conventions that are in line with the best interests of the College ([IVC9-](#)  
38 [06\\_BP2001-BoardTravel](#)). Administrative Procedure 2017 states that Board of Trustees will  
39 receive regular training on topics such as board roles and responsibilities, the Superintendent-  
40 President/Board relationship, accreditation standards, board policy making, parliamentary  
41 procedure and the Brown Act, Board fiduciary responsibilities, confidentiality of closed session  
42 and legal matters, board communication and protocols, board ethics, and participatory  
43 governance ([IVC9-07\\_AP2017-BoardEducation](#)). Board of Trustees retreats help ensure these  
44 topics are covered for the Board of Trustees ([IVC9-08\\_BoardRetreatAgenda-011321](#); [IVC9-](#)  
45 [09\\_BoardRetreat-Agenda-012121](#); [IVC9-10\\_RetreatAgenda-081821](#)). Additionally, in  
46 alignment with the Framework for Reconciliation, discussed in more detail in IV.B.3, the

1 Board of Trustees went through a training with the California Conference for Equality and  
2 Justice (CCEJ) in October 2020 ([IVC9-11 BoardMins-101520](#)).

3  
4 The five trustees serve four-year terms, per Board Policy 2023 and those terms are staggered to  
5 ensure that there are at least two experienced trustees who continue during the possible  
6 transition of other seats ([IVC9-12 BP2023-BoardElection](#)).

## 7 8 **Analysis and Evaluation**

9  
10 The College has an orientation for new trustees and requires that board members receive  
11 ongoing professional development. Resources are allocated to support travel to conferences and  
12 conventions for this purpose. Board member terms are staggered for continuity of board  
13 membership.

14  
15 **IV.C.10. Board policies and/or bylaws clearly establish a process for board evaluation. The**  
16 **evaluation assesses the board’s effectiveness in promoting and sustaining academic**  
17 **quality and institutional effectiveness. The governing board regularly evaluates its**  
18 **practices and performance, including full participation in board training, and m a k e s**  
19 **public the results. The results are used to improve board performance, academic**  
20 **quality, and institutional effectiveness.**

## 21 22 **Evidence of Meeting the Standard**

23  
24 The process for board evaluation is described in Board Policy 2018 ([IVC10-01 BP2018-](#)  
25 [BoardSelfEval](#)), which states that it will conduct a self-assessment annually at a time  
26 determined by the Board of Trustees. The evaluation, which looks at accomplishments and  
27 areas for improvement, is used to create the next year’s board goals.

28  
29 Board members fully participated in the process for the 2019-2020 Board evaluation with the  
30 results published and discussed in open session ([IVC10-02 BoardMins-072220](#)). The Board of  
31 Trustees held two Board Retreat sessions in January 2021 to reflect on the findings in the self-  
32 evaluation. Led by a consultant, the first session focused on team building strategies ([IVC10-](#)  
33 [03 BoardRetreat-011321](#)). At the second session, the Board of Trustees discussed board goals  
34 as well as Board/CEO Protocols ([IVC10-04 BoardRetreat-012121](#)). The Board approved the  
35 2020-2021 Board goals in April 2021 ([IVC10-05 BoardMins-042821](#); [IVC10-](#)  
36 [06 BoardGoals-2021-22](#)).

37  
38 Through this self-evaluation process, it was identified that the Board of Trustees had not  
39 consistently completed the self-evaluation as described in Administrative Procedure 2018  
40 ([IVC10-07 AP2018-BoardSelfEval](#)). The Board committed to improving this process,  
41 including updating AP 2018 to better reflect a realistic workflow for the Board in alignment  
42 with the ongoing review process of board policies elaborated on in standard IV.C.7. At the  
43 April 2021 Board meeting, the Board of Trustees committed to having an annual retreat in  
44 summer ([IVC10-05 BoardMins-042821](#)). The updated AP language under review, which  
45 includes updating the numbering to 2745, also includes conducting the annual self-evaluation  
46 in time for the summer Board Retreat and making final changes to Board goals by the October



1 meeting ([IVC10-08 AP2745-BoardSelfEvalDraft](#); [IVC10-09 BP2745-BoardSelfEvalDraft](#)).  
2 The Board of Trustees utilized the August 2021 retreat to reflect on their 2020-2021 self-  
3 evaluation, conducted prior to the meeting, and to reflect on progress made with respect to  
4 previous evaluations ([IVC10-10 BoardMins-081821](#)). The Board of Trustees used the  
5 evaluation to reflect on their 2021-2022 Board goals and made updates at the November 2021  
6 meeting ([IVC10-11 BoardMins-111721 item3.2](#); [IVC10-12 BoardGoals-2021-22 Revised](#)).  
7 While the Board had full intention of following the timeline outlined in the AP under review,  
8 the disruptions caused by the ongoing COVID-19 pandemic required the Board to prioritize  
9 discussions and decisions regarding a vaccine mandate at the October meeting ([IVC10-  
10 13 BoardMins-101321](#); [IVC10-14 BoardMins-102121](#)).

## 11 **Analysis and Evaluation**

12  
13  
14 The Board of Trustees has a policy in place with regards to Board of Trustees evaluation, and  
15 these evaluations are linked to the creation of new Board goals. The Board of Trustees is  
16 currently up to date on its evaluation and is in the process of creating its new board goals. The  
17 Board of Trustees has committed to the creation and adherence of a regular board calendar  
18 which will remedy the inconsistency.

19  
20 **IV.C.11. The governing board upholds a code of ethics and conflict of interest policy, and**  
21 **individual board members adhere to the code. The board has a clearly defined policy**  
22 **for dealing with behavior that violates its code and implements it when necessary. A**  
23 **majority of the board members have no employment, family, ownership, or other**  
24 **personal financial interest in the institution. Board member interests are disclosed and**  
25 **do not interfere with the impartiality of governing body members or outweigh the**  
26 **greater duty to secure and ensure the academic and fiscal integrity of the institution.**  
27 **(ER 7)**

## 28 **Evidence of Meeting the Standard**

29  
30  
31 The Board's code of ethics is written into Board Policy 2014 ([IVC11-01 BP2014-  
32 BoardCodeEthics](#)). The Board of Trustees expects high levels of ethical behavior from its  
33 members, which includes avoidance of conflicts of interest or the perception of such conflicts.  
34 The corresponding Administrative Procedure 2014 states that the Board of Trustees will  
35 faithfully conform to the Mission of the College, will act as a collective body, and will avoid  
36 any situation that may constitute a conflict of interest or the appearance of such and that Board  
37 members will disqualify themselves if there is a conflict of interest ([IVC11-02 AP2014-  
38 BoardCodeEthics](#)). Administrative Procedure 2014 also describes the procedure for addressing  
39 behavior that violates the code of ethics or conflict of interest policy.

40  
41 This process was followed in August 2019 when a formal ethics complaint was presented by  
42 the Board President about another Board member. The incident led to a vote at the August 28,  
43 2019 Board meeting to censure the accused Board member ([IVC11-03 BoardMins-082819](#)).

44  
45 Each year, members of the Board of Trustees complete a Statement of Economic Interests from  
46 the California Fair Political Practices Commission where they disclose any possible personal

1 financial interests ([IVC11-04 Form700-2020](#)). None of the board members has employment,  
2 family, ownership, or any other personal financial interest in the institution. Board of Trustees'  
3 interests do not interfere with the impartiality of governing body members or outweigh the  
4 greater duty to secure and ensure the academic and fiscal integrity of the institution.  
5

## 6 **Analysis and Evaluation**

7

8 The Board of Trustees has a code of ethics and a conflict of interest policy and accompanying  
9 procedures, which includes a process for handling written complaints about behavior that may  
10 violate the code of ethics. The Board of Trustees follows these policies and procedures when  
11 incidents occur that violate these policies. Board members do not have personal interests in the  
12 institution and if such interests occur, there is a process by which they are disclosed and  
13 addressed.  
14

### 15 **IV.C.12. The governing board delegates full responsibility and authority to the CEO to** 16 **implement and administer board policies without board interference and holds the** 17 **CEO accountable for the operation of the district/system or college, respectively.** 18

## 19 **Evidence of Meeting the Standard**

20

21 The District has board policies in place that clearly delegate full responsibility and authority to the  
22 CEO to implement and administer board policies without board interference. Board Policy 2016  
23 explains that the Board of Trustees delegates power and authority to the Superintendent-President  
24 to lead the College ([IVC12-01\\_BP2016-BoardDuties](#)). Board Policy 2019 describes that the  
25 responsibility for administering the policies adopted by the Board of Trustees and executing  
26 decisions of the Board of Trustees that require administrative action is delegated to the  
27 Superintendent-President ([IVC12-02\\_BP2019-DelegationofAuth](#)). Administrative Procedure  
28 2014 delineates that the Board of Trustees holds the CEO accountable for the operation of the  
29 District as contained within the Superintendent-President's job description and through annual  
30 goal-setting and evaluation sessions ([IVC12-03\\_AP2014-BoardCodeEthics](#)).  
31

32 The Superintendent-President implements and administers board policies and keeps the Board  
33 of Trustees informed through regular written and oral updates ([IVC12-04\\_BoardMins-082521](#),  
34 [IVC12-05\\_BoardMins-090821](#)). In the second January 2021 Board retreat, following the Board  
35 self-evaluation, the consultant introduced a set of Board/CEO protocols ([IVC12-](#)  
36 [06\\_BoardMins-012121](#)). Many of these protocols were adopted by the Board of Trustees at the  
37 April, 2021 meeting and have led to a substantial decrease in the length of the meetings  
38 ([IVC12-07\\_BoardMins-042821](#)). The current Interim Superintendent-President (ISP) is  
39 working closely with the Board of Trustees to ensure the delegation of duties is clear and that  
40 the Board of Trustees formally and informally evaluates the ISP with respect to those duties, as  
41 described in more detail in standard IV.C.3.  
42

## 43 **Analysis and Evaluation**

44

45 The College has policies and procedures in place that delegate full responsibility and authority  
46 to the CEO to implement and administer board policies without board interference.

1  
2 **IV.C.13. The governing board is informed about the Eligibility Requirements, the**  
3 **Accreditation Standards, Commission policies, accreditation processes, and the college’s**  
4 **accredited status, and supports through policy the college’s efforts to improve and excel.**  
5 **The board participates in evaluation of governing board roles and functions in the**  
6 **accreditation process.**  
7

8 **Evidence of Meeting the Standard**  
9

10 Board Policy 1003 states that the Superintendent-President shall ensure that the Board of  
11 Trustees is informed of accreditation organizations and the status of accreditations ([IVC13-](#)  
12 [01 BP1003-Accreditation](#)). The Board of Trustees is regularly updated on accreditation  
13 including Eligibility Requirements, Standards, Commission policies, accreditation processes,  
14 and the College’s accredited status. In March 2018, the Board of Trustees held a special  
15 meeting at which members reviewed Accreditation Standard IVC ([IVC13-02 BoardRetreat-](#)  
16 [031318](#)). Later that same year, the Board of Trustees passed Resolution 111318A, Governing  
17 Board Commitment to ACCJC Standards ([IVC13-03 ResolutionA-111318](#)). Regular updates  
18 and presentations have been provided to the Board of Trustees over the past three years that  
19 cover various aspects of the accreditation process, expectations for the Board of Trustees, and  
20 updates on progress to date, including reflections by the Board of Trustees on the IV.C  
21 standards ([IVC13-04 BoardGuideAccred-042419](#); [IVC13-05 BoardAccred-Proc-112019](#),  
22 [IVC13-06 BoardStandard-IVC-022620](#), [IVC13-07 BoardAccredUpdt-052720](#), [IVC13-](#)  
23 [08 BoardRetreat-011321](#), [IVC13-09 AccredUpdate-052621](#), [IVC13-10 AccredUpdate-](#)  
24 [081821](#); [IVC13-11 AccredPres-101321\\_item4.1](#)).

25  
26 The Board of Trustees reviewed and approved the Institutional Self-Evaluation Report on  
27 November 17, 2021, and December 15, 2021, respectively ([IVC13-12 BoardAgenda-](#)  
28 [111721\\_item5.4](#); [IVC13-13 BoardAgenda-121521\\_item3.3](#)).

29  
30 **Analysis and Evaluation**  
31

32 The Board of Trustees is involved in the process of accreditation and is regularly updated with  
33 presentations and updates from the ALO and the Superintendent-President in this regard. The  
34 Board of Trustees, as a whole, received presentations and was advised of progress on the  
35 development of the College’s Institutional Self-Evaluation Report.  
36

---

37  
38 **Conclusions on Standard IV.C: Governing Board**  
39

40 The Long Beach Community College District is governed by a publicly elected governing  
41 board that has authority over policies to assure academic quality and institutional effectiveness  
42 in alignment with the District’s Mission. The Board of Trustees adheres to established policies  
43 and procedures that include acting as a single entity, protecting the institution from undue  
44 influence, and ensuring financial integrity. The Board of Trustees’ size, duties, and  
45 responsibilities are outlined in policies and procedures and followed by Board members.  
46 Authority to implement and administer board policies is delegated to the CEO and the selection

1 and evaluation of the CEO occurs per policy. The Board of Trustees regularly review key  
2 metrics of student learning and achievement, understands the accreditation process, and  
3 engages in professional development appropriate to their scope of experience. The Board of  
4 Trustees engages in a regular self-evaluation process and continues to strive to improve in  
5 ongoing support of the District.

6  
7 **Evidence List**

- 8  
9 [IVC1-01 BP1001-PoliciesRegs](#)  
10 [IVC1-02 BP2016-BoardDuties](#)  
11 [IVC1-03 BP2013-Audits](#)  
12 [IVC1-04 BoardAuditPres-122120](#)  
13 [IVC1-05 AP2013-Audits](#)  
14 [IVC1-06 QuarterlyReports-033121](#)  
15 [IVC1-07 HEERFPresentation](#)  
16 [IVC1-08 BP6010-BudgetPreparation](#)  
17 [IVC1-09 TentativeBudgetPres-2021-22](#)  
18 [IVC1-10 AdoptedBudgetPres-2021-22](#)  
19 [IVC2-01 BP2014-BoardCodeEthics](#)  
20 [IVC2-02 AP2014-BoardCodeEthics](#)  
21 [IVC2-01 BP2014-BoardCodeEthics](#)  
22 [IVC3-01 BP2020-SP-Selection](#)  
23 [IVC3-02 SP-SearchACCT](#)  
24 [IVC3-03 BoardMins-042517](#)  
25 [IVC3-04 BoardMins-030420](#)  
26 [IVC3-05 BoardMins-031420](#)  
27 [IVC3-06 ISP-Contract](#)  
28 [IVC3-07 BoardMin-011321](#)  
29 [IVC3-08 BoardMins-030221](#)  
30 [IVC3-09 EmailtoCampus](#)  
31 [IVC3-10 BoardMins-082521](#)  
32 [IVC3-11 BP2021-EvalSP](#)  
33 [IVC3-12 BP2019-DelegationofAuth](#)  
34 [IVC3-13 ISP-Eval-042821](#)  
35 [IVC3-14 ISP-Eval-090821](#)  
36 [IVC3-15 ISP-Eval-111820](#)  
37 [IVC3-16 ISP-Eval-022421](#)  
38 [IVC4-01 BP2014-BoardCodeEthics](#)  
39 [IVC4-02 BP2024-Vacancies](#)  
40 [IVC4-03 BP2005-StudentMember](#)  
41 [IVC4-04 BP2022-BoardResolutions](#)  
42 [IVC4-05 BP2031-PublicParticipation](#)  
43 [IVC5-01 BP1001-PoliciesRegs](#)  
44 [IVC5-02 BP2016-BoardDuties](#)  
45 [IVC5-03 BoardGoals-2021-22-Revised](#)  
46 [IVC5-04 BP2013-Audits](#)

- 1 [IVC5-05 BoardMin-122120](#)
- 2 [IVC6-01 LocationBPs](#)
- 3 [IVC6-02 BP2035-BoardMembership](#)
- 4 [IVC6-03 BP2023-BoardElection](#)
- 5 [IVC6-04 BP2005-StudentMember](#)
- 6 [IVC6-05 AP2005-StudentMember](#)
- 7 [IVC6-06 BP2034-BoardCommittees](#)
- 8 [IVC6-07 BP2004-BoardRecords](#)
- 9 [IVC6-08 AP2004-BoardRecords](#)
- 10 [IVC6-09 AP2024-Vacancies](#)
- 11 [IVC6-10 BP2025-BoardAgendas](#)
- 12 [IVC6-11 AP2025-BoardAgendas](#)
- 13 [IVC6-12 BP2026-BoardQuorum](#)
- 14 [IVC6-13 BP2027-BoardCompensation](#)
- 15 [IVC6-14 BP2028-RegularMeetings](#)
- 16 [IVC6-15 BP2020-SP-Selection](#)
- 17 [IVC6-16 BP2030-SpecialMeetings](#)
- 18 [IVC6-17 BP2031-PublicParticipation](#)
- 19 [IVC6-18 BP2032-Recordings](#)
- 20 [IVC7-01 CCLC-Contract](#)
- 21 [IVC7-02 PolicyReviewCycle](#)
- 22 [IVC7-03 PLC-SumNotes-051820](#)
- 23 [IVC7-04 BP1001-PoliciesRegs](#)
- 24 [IVC7-05 AP1001-PoliciesRegs](#)
- 25 [IVC8-01 BoardMins-062816 item3.3](#)
- 26 [IVC8-02 BoardPresentation-012220](#)
- 27 [IVC8-03 BoardPresentation-012721](#)
- 28 [IVC8-04 BoardScorecard-022817](#)
- 29 [IVC8-05 BoardScorecard-012318](#)
- 30 [IVC8-06 BoardScorecard-012319](#)
- 31 [IVC8-07 CCA-072220](#)
- 32 [IVC8-08 SEMPSummary-042220](#)
- 33 [IVC8-09 EquitySummary-062619](#)
- 34 [IVC8-10 IntegratedPlan-012318](#)
- 35 [IVC8-11 SENSE-102319](#)
- 36 [IVC8-12 BoardMins-081821](#)
- 37 [IVC9-01 BP2017-BoardEducation](#)
- 38 [IVC9-02 NewTrustee-Orientation](#)
- 39 [IVC9-03-StudentTrustee-032621](#)
- 40 [IVC9-04 Conferencelist-022620](#)
- 41 [IVC9-05 ACCT-Presentation-101719](#)
- 42 [IVC9-06 BP2001-BoardTravel](#)
- 43 [IVC9-07 AP2017-BoardEducation](#)
- 44 [IVC9-08 BoardRetreatAgenda-011321](#)
- 45 [IVC9-09 BoardRetreat-Agenda-012121](#)
- 46 [IVC9-10 RetreatAgenda-081821](#)

- 1 [IVC9-11 BoardMins-101520](#)
  - 2 [IVC9-12 BP2023-BoardElection](#)
  - 3 [IVC10-01 BP2018-BoardSelfEval](#)
  - 4 [IVC10-02 BoardMins-072220](#)
  - 5 [IVC10-03 BoardRetreat-011321](#)
  - 6 [IVC10-04 BoardRetreat-012121](#)
  - 7 [IVC10-05 BoardMins-042821](#)
  - 8 [IVC10-06 BoardGoals-2021-22](#)
  - 9 [IVC10-07 AP2018-BoardSelfEval](#)
  - 10 [IVC10-05 BoardMins-042821](#)
  - 11 [IVC10-08 AP2745-BoardSelfEvalDraft](#)
  - 12 [IVC10-09 BP2745-BoardSelfEvalDraft](#)
  - 13 [IVC10-10 BoardMins-081821](#)
  - 14 [IVC10-11 BoardMins-111721\\_item3.2](#)
  - 15 [IVC10-12 BoardGoals-2021-22 Revised](#)
  - 16 [IVC10-13 BoardMins-101321](#)
  - 17 [IVC10-14 BoardMins-102121](#)
  - 18 [IVC11-01 BP2014-BoardCodeEthics](#)
  - 19 [IVC11-02 AP2014-BoardCodeEthics](#)
  - 20 [IVC11-03 BoardMins-082819](#)
  - 21 [IVC11-04 Form700-2020](#)
  - 22 [IVC12-01 BP2016-BoardDuties](#)
  - 23 [IVC12-02 BP2019-DelegationofAuth](#)
  - 24 [IVC12-03 AP2014-BoardCodeEthics](#)
  - 25 [IVC12-04 BoardMins-082521](#)
  - 26 [IVC12-05 BoardMins-090821](#)
  - 27 [IVC12-06 BoardMins-012121](#)
  - 28 [IVC12-07 BoardMins-042821](#)
  - 29 [IVC13-01 BP1003-Accreditation](#)
  - 30 [IVC13-02 BoardRetreat-031318](#)
  - 31 [IVC13-03 ResolutionA-111318](#)
  - 32 [IVC13-04 BoardGuideAccred-042419](#)
  - 33 [IVC13-05 BoardAccred-Proc-112019](#)
  - 34 [IVC13-06 BoardStandard-IVC-022620](#)
  - 35 [IVC13-07 BoardAccredUpdt-052720](#)
  - 36 [IVC13-08 BoardRetreat-011321](#)
  - 37 [IVC13-09 AccredUpdate-052621](#)
  - 38 [IVC13-10 AccredUpdate-081821](#)
  - 39 [IVC13-11 AccredPres-101321\\_item4.1](#)
  - 40 [IVC13-12 BoardAgenda-111721\\_item5.4](#)
  - 41 [IVC13-13 BoardAgenda-121521\\_item3.3](#)
- 

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43

## 1 **H. Quality Focus Essay**

### 3 **Introduction of Project – Student Success Teams**

5 To support implementation of the College’s 2016-2022 Strategic Plan and in alignment with  
6 the California Community College Chancellor’s Office Guided Pathways program, the College  
7 is implementing Guided Pathways as “Viking Pathways” in order to close equity gaps and  
8 increase student achievement. Guided by the goals and pillars of Viking Pathways, the Student  
9 Services and Academic Affairs divisions assembled cross-functional teams of faculty,  
10 classified professionals, student success coaches, and administrators to develop the Student  
11 Success Teams. During Fall 2020, LBCC implemented a pilot of the Student Success Teams  
12 that was incorporated into two main groups: 1) incoming first year students Fall 2020 cohort  
13 and 2) a selected group of continuing students (i.e., Puente, Umoja, DESTINO, Dreamers, and  
14 International students). The pilot project focused on developing and coordinating support  
15 services into a cohesive model to help students navigate their educational journey. Cross-  
16 functional Student Success Teams consist of counseling faculty and classified professionals  
17 from financial aid, counseling, transfer, career, enrollment services, cashier’s office and staff  
18 from special programs including DESTINO, First Year Experience, Dreamers, Male Success  
19 Initiative, International Students, Justice Scholars, Umoja, and Puente. A case management  
20 approach was used to ensure students received the supports they needed and the development  
21 of key milestones helped guide intentional outreach and support. Being able to effectively  
22 address challenges in a preventative manner is at the core of the Student Success Teams’  
23 mission. Having built in supports can allow students to feel a sense of community and to be a  
24 part of a process where they have a continuous support team. While this was a pilot project at  
25 the College, it is founded in best practices in supporting student success outcomes.  
26 Furthermore, student participation feedback was overwhelmingly positive as students reported  
27 finding the outreach, communications, and focused supports helpful. For these reasons, the  
28 College will expand this project and further refine the efforts to ensure ongoing improvement  
29 of student outcomes.

### 31 **Anticipated Impact on Student Learning and Achievement**

33 Students persisted from Fall 2019 to Fall 2020 at a rate of 44%. The persistence rate has not  
34 changed dramatically in the last 5 years. If students do not persist, then they cannot complete  
35 their educational goals. The Student Success Team approach is intended to change this trend in  
36 persistence rates. The pilot effort has proved useful to students and increased their engagement  
37 with the college which research shows is an important component to student persistence.

39 Cross-functional teams monitor and share student progress in a dynamic fashion, allowing  
40 Student Success Teams to provide just-in-time support based on milestones that students  
41 should achieve in their first academic year. The case management approach is a high-touch  
42 model that ensures students have connections to the College even outside of their classroom  
43 experience. During the pilot, collaborative teams across departments worked together to  
44 provide consistent messaging to students and began unpacking where potential barriers may be  
45 negatively impacting students.

1 Three questions guide the efforts of Student Success Teams: What holistic and critical  
2 milestones do students experience in their educational journey? What services are associated  
3 with those milestones? How will we work as a team to support students in achieving the  
4 milestones? By establishing key milestones and monitoring student progress towards those  
5 milestones, the Student Success Coaches are better able to provide focused and intentional  
6 support to students most in need thereby aligning the efforts with the College's overall mission  
7 to provide equitable access to a quality education.

8  
9 Currently the Student Success Teams focus services and interventions on first year students as  
10 well as certain special populations mentioned above. One anticipated impact of this Action Plan  
11 is that efforts can be scaled up to meet the needs of all LBCC students. Scaling the Success  
12 Teams will involve including programmatic faculty from instructional departments and wrap  
13 around services, such as the Success Centers and Library. In addition, Student Success Teams  
14 will continue to utilize Starfish Early Alert to direct students to critical support services such as  
15 tutoring, academic counseling, mental health services, and basic needs support to increase  
16 student retention. Furthermore, scaling will involve expanded Starfish functionalities by  
17 connecting the existing excel case management model with existing workflows in Starfish to  
18 streamline and best support the College's students.

19  
20 Finally, part of reducing student equity gaps includes looking at the most disproportionately  
21 disadvantaged populations at LBCC. By establishing Student Success Teams, the College  
22 hopes to increase term-to-term persistence and improve student retention for Black/African  
23 American, Hispanic/Latinx, and Pacific Islander students. Furthermore, through Student  
24 Success Teams we intend to increase completion, transfer rates, and degree attainment. This  
25 will be accomplished by using an anti-racist framework to provide targeted interventions to  
26 better support these student populations. We will utilize prior academic year data to establish a  
27 baseline (and a reference group) and use this as a benchmark to track our persistence and  
28 retention rates.

## 29 30 **Measurable Outcomes**

### 31 32 **Summative**

- 33 • Increasing fall to fall persistence rates for degree seeking students from 48% in 2020-2021  
34 to 58% in 2027-2028
- 35 • Closing equity gaps in persistence rates by 100%
- 36 • Increasing the annual number of degrees awarded by 7% each year from 2399 in 2020-  
37 2021 to 4122 in 2027-2028
- 38 • Closing equity gaps in annual number of degrees awarded by 100%
- 39 • Increasing in annual number of transfers to four-year institutions by 8% each year from  
40 2234 in 2020-2021 to 3487 in 2027-2028
- 41 • Closing equity gaps in annual number of transfers to four-year institutions by 100%

### 42 43 44 **Formative**



- 1 • Increasing students’ reports of engagement and sense of belonging
- 2 • Unit attainment of 15, 30, and 45 units
- 3 • Successful completion of transfer level math and English in students’ first year

4

5 **Action Plan - Scaling of Student Success Teams (SSTs)**

<b>Activity</b>	<b>Responsible Party</b>	<b>Resources</b>	<b>Timeline</b>
(Phase I before Scaling) Scale Starfish for Case Management for existing SST supported student groups	<ul style="list-style-type: none"> <li>• IITS</li> <li>• SSTs Leadership</li> </ul>	<ul style="list-style-type: none"> <li>• Business Systems Analysts time/funding</li> </ul>	2021-22 (Summer Focus)
(Phase I before Scaling) Start conversations to identify what a CAPs Student Success Team model will look like and discuss possible Student Success Team Model infrastructure in Starfish.	<ul style="list-style-type: none"> <li>• SSTs Leadership and Guided Pathway coordinators will meet with the following constituent groups:</li> <li>• Counseling faculty and instructional faculty</li> <li>• Guided Pathways faculty coordinators</li> <li>• Faculty and classified professionals from the Library and Success Centers</li> <li>• Classified professionals from financial aid, counseling, transfer, career, admissions and records, and the cashier’s office</li> </ul>	<ul style="list-style-type: none"> <li>• Business Systems Analysts time/funding</li> <li>• SSTs time/funding</li> </ul>	2021-22 (Fall Focus)

<p>(Phase I before Scaling) Identify a small CAP to pilot CAP Student Success Team infrastructure</p>	<ul style="list-style-type: none"> <li>• SSTs will collaborate with constituent groups mentioned above to identify participating members</li> </ul>	<ul style="list-style-type: none"> <li>• Business Systems Analysts time/funding</li> <li>• SSTs time/funding</li> </ul>	<p>2021-22 (Spring Focus)</p>
<p>(Phase II Scaling) Align SSTs with Career and Academic Pathways (CAPs)</p>	<ul style="list-style-type: none"> <li>• SSTs Leadership through collaboration with the following constituent groups:</li> <li>• Counseling faculty and instructional faculty</li> <li>• Guided Pathways faculty coordinators</li> <li>• Faculty and classified professionals from the Library and Success Centers</li> <li>• Classified professionals from financial aid, counseling, transfer, career, admissions and records, and the cashier's office</li> </ul>	<ul style="list-style-type: none"> <li>• Personnel time/funding</li> <li>• New request for Full-time SSTs Coordinator position, additional counselors and coaches.</li> </ul>	<p>2022-23</p>
<p>(Phase II Scaling) Recruit and train instructional faculty to be a part of SSTs</p>	<ul style="list-style-type: none"> <li>• SSTs Leadership</li> </ul>	<ul style="list-style-type: none"> <li>• Personnel time</li> <li>• Faculty stipends for training and participation in SST</li> </ul>	<p>2022-23</p>
<p>(Phase II Scaling) Collaborate with Library and Success Centers to identify and train librarians</p>	<ul style="list-style-type: none"> <li>• SSTs Leadership</li> </ul>	<ul style="list-style-type: none"> <li>• Personnel time</li> <li>• Library and Success Center Faculty stipends for training</li> </ul>	<p>2022-23</p>

and success center staff		and participation in SST	
(Phase III Scaling Up) Develop college-wide communication plan <ul style="list-style-type: none"> <li>• Students: to plan for communication to students once SST are scaled (raise awareness of SST, develop plan for at scale communication throughout the year to students)</li> <li>• Faculty/Staff: to raise awareness of scaling and SST structure/benefits in alignment with guided pathways</li> </ul>	<ul style="list-style-type: none"> <li>• SSTs Leadership</li> </ul>	<ul style="list-style-type: none"> <li>• Marketing funding</li> <li>• Office of Communications and Community Engagement time</li> </ul>	2023-24
(Phase III Scaling Up) Implement Communication Plan college-wide	<ul style="list-style-type: none"> <li>• SSTs Leadership</li> </ul>	<ul style="list-style-type: none"> <li>• Personnel time/funding</li> </ul>	2024-25

<p>(Phase III Scaling Up) Scale participation and training of:</p> <ul style="list-style-type: none"> <li>• Counseling faculty and instructional faculty</li> <li>• Faculty and classified professionals from the Library and Success Centers</li> <li>• Classified professionals from financial aid, counseling, transfer, career, admissions and records, and the cashier's office</li> </ul>	<ul style="list-style-type: none"> <li>• SSTs Leadership</li> <li>• Existing SST members to train new SST members</li> </ul>	<ul style="list-style-type: none"> <li>• Personnel time/funding</li> <li>• Starfish professional development (stipends for faculty)</li> </ul>	<p>2024-25</p>
<p>(Phase III Scaling Up) Scale student success coach, lead student success coach, and part-time counselor support</p>	<ul style="list-style-type: none"> <li>• Dean of Counseling and Student Support Services</li> </ul>	<ul style="list-style-type: none"> <li>• Funding for additional student success coach and part-time counselor positions</li> <li>• Personnel time/funding for providing trainings to new hires</li> </ul>	<p>2024-25</p>
<p>(Phase III Scaling Up) Evaluate scaling of program</p>	<ul style="list-style-type: none"> <li>• SSTs Leadership</li> <li>• Research Leads</li> </ul>	<ul style="list-style-type: none"> <li>• Personnel time</li> <li>• Institutional Effectiveness time for data/research</li> </ul>	<p>2024-25</p>
<p>(Phase IV Full Scale) Full implementation of success teams for all LBCC students</p>	<ul style="list-style-type: none"> <li>• SSTs Leadership</li> </ul>	<ul style="list-style-type: none"> <li>• Personnel time/funding</li> <li>• Stipends for ongoing training opportunities</li> </ul>	<p>2025-26</p>

		<ul style="list-style-type: none"> <li>• Institutional Effectiveness time for data/research</li> </ul>	
(Phase IV Full Scale) Continued assessment and improvement of full-scale SST	<ul style="list-style-type: none"> <li>• SSTs Leadership</li> </ul>	Personnel time/funding Stipends for ongoing trainings and debrief/feedback or retreat opportunities	2025-26 and beyond

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2  
3

1 **Cultural Curriculum Audit**

2  
3 **Introduction and Rationale**

4  
5 In Spring 2018 Long Beach City College began creating the Cultural Curriculum Audit, a  
6 project where faculty assess their curriculum through an equity lens. The Cultural Curriculum  
7 Audit engages cohorts of faculty in a collaborative evaluation and design (or redesign) of their  
8 on-ground and distance learning courses. Each faculty participant chooses one course that they  
9 teach to design (or redesign) from an equity perspective. Sessions provided training in  
10 designing Canvas sites, syllabi, assignments, grading, as well as developing equitable practices  
11 for synchronous, asynchronous online teaching, and face to face instruction.

12  
13 Throughout the seminar, participants focused on developing cultural responsiveness, equity  
14 mindedness, creating engaging and relevant materials, and developing high impact practices, in  
15 the spirit of Guided Pathways. Participants are required to submit deliverables, which include a  
16 cultural analysis of the Course Outline of Record (with potential revisions), an equitized  
17 syllabus, a welcoming Canvas home page, evidence of culturally-responsive course content,  
18 sample transparent assignments and active learning strategies and, finally, a slideshow  
19 presentation that highlights the work completed in the Audit. The final deliverable ensures that  
20 faculty are ready to share their newly-acquired knowledge and experience across campus. Once  
21 submitted, participants are compensated for their time and efforts with a \$1,000 stipend. We  
22 have currently trained 306 full-time and part-time faculty from 44 disciplines across campus,  
23 including English, Mathematics, Life and Physical Sciences, Business, Visual and Performing  
24 Arts, Social Sciences, Communication Studies, Computer Science, Trades and Public Services.

25  
26 **Anticipated Impact on Student Learning and Achievement**

27  
28 The Cultural Curriculum Audits serves to guide faculty in creating (or improving) courses  
29 through an equity lens to work towards closing equity gaps, improving student retention and  
30 success over time in line with the College goals.

31  
32 **Outcome Measures**

33  
34 The Cultural Curriculum Audit will work with the Office of Institutional Effectiveness and the  
35 Committee on Curriculum and Instruction to assess the implementation of the following goals  
36 of audit participants. Anticipated formative outcomes include: an increase in the  
37 implementation of specific equity-minded strategies to increase student success rates over time,  
38 an increase in accessible online content, revisions of the Course Outline of Record to reflect  
39 best practices as well as incorporating culturally relevant content, and maintain positive  
40 feedback from audit participants who strongly agree that the audit trains them to incorporate  
41 equity in their classes.

42  
43 Summative outcomes include the following:

- 44  
45
  - Increasing course success rates by one percentage point each year, or a total of seven  
46 percentage points, from 69% in 2020-2021 to 76% in 2027-2028

- 1 • Closing equity gaps in course success rates by 100%
- 2 • Increasing fall to fall persistence rates for degree seeking students from 48% in 2020-2021
- 3 to 58% in 2027-2028
- 4 • Closing equity gaps in persistence rates by 100%
- 5 • Increasing the annual number of degrees awarded by 7% each year from 2399 in 2020-
- 6 2021 to 4122 in 2027-2028
- 7 • Closing equity gaps in annual number of degrees awarded by 100%
- 8 • Increasing in annual number of transfers to four-year institutions by 8% each year from
- 9 2234 in 2020-2021 to 3487 in 2027-2028
- 10 • Closing equity gaps in annual number of transfers to four-year institutions by 100%

11 **Cultural Curriculum Audit Action Plan**

12

Activity	Responsible Party	Resources	Timeline
Equity focused workshops from the first audit version, offered during the semester with flex credit	Cultural Curriculum Audit Coordinator  Faculty Professional Development Coordinator	Personnel time  Release Time  Stipends  Collaborations with faculty	2022- 23
Consistent offerings of the audit during the winter and summer session	Cultural Curriculum Audit Coordinator	Personnel time  Release Time  Stipends	2021- 2026 (Summer and Winter focus)
Recruitment and training for new audit presenters and facilitators	Cultural Curriculum Audit Coordinator and Leadership Team	Professional development for current best practices  Personnel time  Collaborations with faculty	2022- 26
Implementation of a more advanced version of the current audit	Cultural Curriculum Audit Coordinator	Personnel time  Release time  Stipends	Summer 2022

Professional development opportunities for leadership team	Faculty Professional Development  Academic Senate	Professional development for current best practices	Academic year
Investigate best way to assess student success data and best practices for disaggregating data	Cultural Curriculum Audit Leadership Team  Institutional Effectiveness	Personnel time	2022 -26
Assessment of the implementation of specific strategies and impacts on student success rates over time <ul style="list-style-type: none"> <li>● Equitized syllabus</li> <li>● Transparent assignments</li> <li>● Culturally relevant content (where applicable)</li> </ul>	Cultural Curriculum Audit Coordinator	Release Time  Stipends  Audit participant's time for assessment  Ability to track changes	2022 -26
Create and administer survey to Department Heads who completed the audit and collect data addressing <ul style="list-style-type: none"> <li>● how they encouraged department faculty to participate in the audit</li> <li>● changes made in their courses in alignment with the audit</li> </ul>	Cultural Curriculum Audit Coordinator	Audit participant's time for assessment  Personnel time	2023- 24
Monitor increase in accessibility in course content and design	Cultural Curriculum Audit Coordinator  Online Education Faculty Coordinator (OLET)	Data/ Institutional Research  Ability to track changes	2023- 26
Monitor revisions of Course Outline of Record for audit participants	Cultural Curriculum Audit Coordinator  Curriculum Chair	Data/ Institutional Research  Collaboration with Committee on Curriculum and	2023- 26



		Instruction Ability to track changes	
<p>Monitor audit participants who</p> <ul style="list-style-type: none"> <li>● are in college leadership roles <ul style="list-style-type: none"> <li>○ Department Head</li> <li>○ Coordinator positions</li> </ul> </li> <li>● are in professional leadership roles outside of the college <ul style="list-style-type: none"> <li>○ Cerego</li> <li>○ Spitfire Strategies “Leaders Driving Change”</li> <li>○ Interview for Strengthening Student Success Conference 2021</li> </ul> </li> </ul>	<p>Cultural Curriculum Audit Leadership Team</p> <p>Institutional Effectiveness</p>	<p>Audit participant’s time for assessment</p> <p>Personnel time</p>	2023- 26
<p>Administer survey to past audit participants who are actively using the practices learned in the audit</p> <ul style="list-style-type: none"> <li>● Administer a needs assessment survey for these specific past participants</li> </ul>	<p>Cultural Curriculum Audit Coordinator</p>	<p>Audit participant’s time for assessment</p> <p>Personnel time</p>	2023- 26
<p>Collect data regarding the employment/retention of part-time faculty participants</p>	<p>Cultural Curriculum Audit Leadership Team</p> <p>Institutional Effectiveness</p>	<p>Audit participant’s time for assessment</p> <p>Personnel time</p>	2023- 26
<p>Collect data regarding the tenure of full-time probationary faculty participants</p>	<p>Cultural Curriculum Audit Leadership Team</p>	<p>Audit participant’s time for assessment</p>	2023- 26

	Institutional Effectiveness	Personnel time	
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