Standard IV.B
Board and Administrative Organization

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Standard IV.B - Board and Administrative Organization

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

IV.B.1. The institution has a governing board that is responsible for establishing policies to assure the quality, integrity, and effectiveness of the student learning programs and services and the financial stability of the institution. The governing board adheres to a clearly defined policy for selecting and evaluating the chief administrator for the college or the district/system.

Descriptive Summary

The Board makes clear its governance role through the establishment of written policies that outline governance roles and responsibilities, legal requirements and direction and oversight of the Superintendent-President, Policies 1000-1004 and 2000-2032 (4.B.1, 4.B.2, 4.B.3). Board duties and responsibilities, outlined in Board Policy 2016 (4.B.3), focus on setting ethical standards, hiring and evaluation of the Superintendent-President, delegation of authority to the Superintendent-President, assuring fiscal health and stability, monitoring and tracking institutional performance and educational quality, and advocating and protecting the district.

Board Policy 1004 (4.B.1) directs the Superintendent-President to ensure for a comprehensive, integrated and systematic participatory governance planning process that involves all college constituencies and is supported by data from institutional research. The current five-year college 2011-2016 Educational Master Plan (4.B.5) was approved by the College Planning Committee and the Board of Trustees in December 2011. For the first time in its history, the college has identified targeted, measurable outcomes and a tracking system to monitor student success and equity. The Master Plan is now able to inform the Board Goals (4.B.6) and the President’s 24-Month Agenda (4.B.7) and ensures for better alignment between both.

The current planning structure, developed by Academic Council, designates key committees with written charges for each. The committees inform and react to the EMP, Board and President’s goals, and all planning issues related to effective student learning programs. They also react to issues involving budget recommendations and priorities, as they relate to fiscal stability.

In addition, the college participated in the California Leadership Alliance for Student Success (CLASS) Initiative for trustees, CEOs, and faculty, which focused on key strategies and policies to increase successful outcomes for community college students. The Governance
Institute for Student Success (GISS) in April and October 2013 hosted by the LBCC Board of Trustees and President Oakley in conjunction with the American Association of Community Colleges, was another outgrowth of student success efforts. It brought together other trustees and CEOs to engage in policies and measures to increase student success.

The selection of the Superintendent-President as cited in Board Policy 2020 (4.B.3) requires the Board to establish a search process to fill the vacancy and that the process is fair, open and complies with relevant regulations. The current Superintendent-President, Eloy Oakley, was selected in 2006 and hired officially as of January 2007. A search and selection process presentation was presented to the full Board and public in May 2006 and detailed the critical selection elements including expectations, goals and the process.

Board Policy 2021 (4.B.3) on Evaluation of the Superintendent-President requires the Board to complete an annual evaluation. The process is developed and jointly agreed to by both the Superintendent-President and the Board. Criteria used for evaluation is based on Board policies, the Superintendent-President’s job description and performance goals and objectives developed jointly by the Superintendent-President and the Board. A new Management and Professional Development/Evaluation Personnel Plan (4.B.8), initiated by the Superintendent-President, was approved by the Board in August 2012 and provides for a comprehensive 360 evaluation of all management team employees including the Superintendent-President. In fact, the Superintendent-President was the first President and member of the management team to participate in the new evaluation process, which included input from a broader reach of constituents that included faculty, administrators, staff, professional colleagues and community members. The plan has been extended to all members of the management team starting in January 2014.

**Self Evaluation**

Faculty had expressed concerns in the past that they did not have the opportunity to participate in the Superintendent-President’s evaluation, but the new 360° process has allowed for critical input from faculty as well as administrators, classified staff and students. For the first time, this process goes beyond Board input in evaluating the Superintendent-President. The Superintendent-President’s current contract was changed by the Board in July 2013 to state that rather than an automatic four percent step increase, any increase up to four percent would be dependent upon achieving goals and objectives as reviewed and agreed upon in the President’s annual evaluation. There is no longer an automatic annual four percent step increase as set forth in the previous contract.

The Board has asked for and has received regular status reports to check progress in meeting accreditation requirements and has pushed the college to complete the process (4.B.9, 4.B.10, 4.B.11).

**Actionable Improvement Plans**

None
IV.B.1.a. The governing board is an independent policy-making body that reflects the public interest in board activities and decisions. Once the board reaches a decision, it acts as a whole. It advocates for and defends the institution and protects it from undue influence or pressure.

Descriptive Summary

LBCC is governed by a five-member Board of Trustees, elected in district-defined areas, and one student trustee who is elected by the students. Policies 2000 and 2016 states that the Board of Trustees of the Long Beach Community College District is the governing body of the district and that the Board governs on behalf of the citizens of the district in accordance with the authority granted and duties defined in Education Code Section 70902.

As reflected in the Board’s Code of Ethics/Standards of Practice Policy and Regulations 2014, (4.B.3) the Board must be “independent, impartial and responsible for governance in the district and conduct themselves in an ethical manner that does not present the appearance of a conflict of interest.” This commitment is detailed further in Administrative Regulations 2014 (4.B.4) that outline commitment, primary tasks, intra-Board relationships, relationship with the Superintendent-President, delegation of authority, Board evaluation and unethical behaviors. None of the members has any ownership in the institution.

Policy 2016 (4.B.3) states that the Board must represent the public interest and advocate and protect the district.

Public participation at Board Meetings is detailed in Policy 2031 (4.B.3) and describes how the public directly brings business related to the district to the attention of the Board. All Board meetings are public and governed by the Brown Act. The Board ensures that the public is heard through two public comments sections on the Board Agenda: one for items on the agenda; and one for items not appearing on the agenda. The Board acts by majority vote, exclusive of the student trustee’s advisory vote. Commencing in January 2014, with the current Board president, each trustee now publicly casts a verbal vote either way on action items.

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

Self Evaluation

In order to assure that the community is fairly represented, and to compensate for the increase in population as indicated by the 2010 Census, it was necessary to adjust the legal boundaries of trustee areas within the Long Beach Community College District. The new boundaries became effective in the April 2012 Board of Trustees election. A map with additional college links is on the website for the public to visit when they may not know who the trustee is for their area (4.B.12).

The Board of Trustees has worked in the past few years to clarify and improve its self-evaluation process. In a summary review of the past four years done at the July 23, 2013 retreat, the Board scored themselves the highest in the area of Board/CEO relations, and Board leadership and organization.
4.B.14). Community relation/advocating was ranked second with Policy and Board leadership ranked third and fourth. The Board believes that there is an increased focus on policy versus administrative matters but also indicates that there has been a decline in sufficient time for providing a vision for the college. Overall, the Board believes that once a decision is made, members uphold the decision. Results have consistently shown that the Board perceives itself as acting as a unified whole.

**Actionable Improvement Plans**

None

**IV.B.1.b.** The governing board establishes policies consistent with the mission statement to ensure the quality, integrity, and improvement of student learning programs and services and the resources necessary to support them.

**Descriptive Summary**

The mission statement for Long Beach City College is as follows:

Long Beach City College is a comprehensive community college that provides open and affordable access to quality associate degree and certificate programs, workforce preparation, and opportunities for personal development and enrichment. The college develops students’ college-level skills and expands their general knowledge, enables their transfer to four-year institutions, prepares them for successful careers or to advance in their current careers, and fosters their personal commitment to lifelong learning. Based upon a commitment to excellence, college programs foster and support the intellectual, cultural, economic and civic development of our diverse community - Policy on District Mission – 1002 (4.B.1).

To ensure that the college supports student learning and student success, the trustees develop Board Goals (4.B.6) on a yearly basis in alignment with the Superintendent-President’s 12-Month Agenda (4.B.7). The college planning process, in turn, aligns with these goals to inform and guide the department planning and program review process.

The LBCC Educational Master Plan’s Mission, Values and Goals statements focus directly on equitable student learning and achievement as well as academic excellence and workforce development (4.B.5). The four primary goals include Student Success, Equity, Community and Resources and each goal includes stated strategies for achieving established quantitative measurable objectives. The Master Plan now actually informs the Board Goals and the President’s 12-Month Agenda.

College policies and Administrative Regulations 4000, 4001, 4002, 4005, 4012, 4019, and 4024 (4.B.15, 4.B.16) ensure that programs, degrees and certificates are of high quality and in alignment with the college mission and educational master plan.
The College Planning Committee receives budget recommendations from the Budget Advisory Committee, which are also developed in consideration of the Board of Trustees' Goals and the President’s Twelve-Month Agenda. Institutional resource requests must be integrated into department and unit planning and program review for consideration and they must demonstrate how requests are linked to planning and achievement of major college goals (4.B.17).

Self Evaluation

College-wide planning has undergone a continuous process of alignment and improvement the past few years. Beginning with the trustees and the Superintendent-President, the college planning and review process – through its various committees and planning at the individual instructional and support area levels – has aligned planning and resource allocation with institutional goals and objectives as developed and refined each year.

From 2007 on, the primary goals at the college have been to support and measure the impacts of student success, CTE and workforce/economic development, fiscal stability and the allocation of resources in a manner that prioritizes these goals (4.B.18).

The college continues to improve the linkage of department planning and program review and resource allocation to achieve critical college goals and objectives. There is a “roll up” process for budget requests that are derived from program planning, department planning, and school planning followed by "roll-up" to vice president-level planning, which is then reviewed by the College Planning Committee (4.B.19).

In spite of continuing and improving alignment, some faculty and departments have expressed frustration that their resource requests are not acknowledged and that once requests enter their plans and move up the chain, they get “lost.” Many faculty have wondered what the reasons are for not getting funded for certain requests. To address this issue, the planning process now includes language in department plan guidelines that requires input at each level for any resource requests not accommodated: department heads to faculty, deans to department heads and vice presidents to deans. In addition, the CPC tasked a work group to review the charge of the Budget Advisory Committee (4.B.20). The CPC accepted the work group’s recommendations to include language that requires the BAC and CPC to have a joint yearly meeting to review together institutional priorities and guidelines.

There is also a level of frustration by some faculty and administrators that the planning process has gotten cumbersome with an overly burdened committee structure comprising many of the same repeat participants. In response to this, the CPC at the end of 2012-13 put forth a recommendation to the Academic Council to review and assess the current planning structure. The Academic Council in November of 2013 (4.B.21) designated a task force to review issues and recommend an improved process and possible structure to address the concerns. The current task force group met in November 2013, identified key issues and will take back to Academic Council in spring of 2014 recommendations that include improving communication and recommendations for process gaps. The goal is to complete the review process by the end of spring semester and implement any changes beginning fall 2014.
Actionable Improvement Plans

Complete the planning structure review and bring forth recommendations to Academic Council. Implement any recommendations in fall 2014.

Monitor efforts to improve communication regarding resource decisions.

IV.B.1.c. The governing board has ultimate responsibility for educational quality, legal matters, and financial integrity.

Descriptive Summary

Board Policy 1001 and Administrative Regulation 1001 (4.B.1, 4.B.2) require the LBCCD Board of Trustees to be an independent body whose actions are final and are not subject to any other entity. It also defines responsibilities of the Board and Superintendent-President. The Board approves all new courses, programs, certificates and degrees as cited in Policy 4005 and Administrative Regulation 4005 (4.B.15, 4.B.16).

Board Policy 1002 on district mission (4.B.1) and Policy 2009 on Educational Equity (4.B.3) introduce the focus on quality, effectiveness, opportunity, success and excellence in the district mission. Yearly Board Goals and the President's yearly College Agenda focus on student success and fiscal stability in support of academic excellence and a proactive pursuit of equality in educational goal attainment for students (4.B.6, 4.B.7).

The Educational Master Plan 2011-2016 (4.B.5) provides a mission statement and a set of written values and goals with measurable objectives and a process for determining and tracking objectives. The Office of Institutional Effectiveness provides leadership and coordination of efforts involving Accreditation, institutional planning, program planning and review, and institutional research. The Board has asked for and receives regular updates on both Accreditation and progress of SLO implementation at the college (4.B.22).

Board Policy 1001 and Administrative Regulation 1001 (4.B.1, 4.B.2) requires policies to be consistent with provisions of law and that all district employees are expected to know and observe all provisions of law pertinent to their job responsibilities. Board Policy 2016 on Board Duties and Responsibilities (4.B.3) defines the institutional mission and sets prudent, ethical and legal standards for college operations.

Board Policy 6008 on Delegation of Authority for General Business (4.B.23) stipulates that the Board delegates certain authority to the Superintendent-President including the “budget, audit and accounting of funds” and requires the President to “make periodic reports to the Board…. and keep the Board fully advised regarding the financial status of the district.”

Administrative Regulation 6010 (4.B.24) delineates the budget development process, guidelines and timeline. In 2005, the Board of Trustees adopted Board Policy and Administrative Regulation 2013 (4.B.3, 4.B.4) which requires an annual, independent audit report. Both were updated again in 2009 with another revision to the AR occurring in 2013. Within the AR, the Board has established an Audit Committee comprising of the Board President and one additional Board member that is appointed annually. As required by Title
5 regulations, the audit reports are submitted to the Chancellor’s Office by December 31st of each year after they have been presented to the Board of Trustees for adoption (4.B.25 - see item 12.9 as an example).

Furthermore, Proposition 39, which passed in 2000, requires any district that has a Bond Fund, approved by voters under Proposition 39 guidelines, conduct both an annual financial and performance audit of the Bond Funds. Both the Bond Financial and Performance Audits are presented to both the Board of Trustees and the Citizens’ Oversight Committee (COC) (4.B.26) on an annual basis (4.B.25 - see item 12.9 and 12.10 as examples).

Self Evaluation

In response to state budget reductions and to maintain structural and operational fiscal stability, budget cuts have taken place the past four years and included reduction in force for administrators, classified staff and faculty. The need for reductions led to a thorough review and assessment of 19 instructional programs considered for program discontinuance. The College Planning Committee developed and agreed on criteria for budget reductions and the Academic Council heard presentations from 19 programs. The Board of Trustees allowed testimony from all considered programs and 11 gave presentations. In addition, the Board heard public testimony from hundreds of people at Board meetings from August 2013 through January 2014. The entire process began in March 2011 and was completed in January 2013, at which time the Board voted to discontinue 11 programs.

The Board changed the required reserve from 5.5 percent to 5 percent in the 2012-13 fiscal year in response to continuing budget reductions imposed by the state.

During each of the last six years, the district has undergone independent external audits for both the district funds and the Bond Funds (under Proposition 39 guidelines). The external auditors met with the Board Audit Committee related to the district Audits each year on the following date April 17, 2013. Furthermore, as evidenced by the COC meeting agendas, the audit reports were presented to the COC each year as well (4.B.26, 4.B.27). The audit reports can be found on district Audits and Bond Audits webpages (4.B.28, 4.B.29).

Actionable Improvement Plans

None
IV.B.1.d. The institution or the governing board publishes the board bylaws and policies specifying the board’s size, duties, responsibilities, structure, and operating procedures.

Descriptive Summary
The 2000 series of Policies and Regulations on Board governance describe the Board’s size, duties, responsibilities, structure and operating procedures as well as election procedures, terms of office and process for elections or provisional appointments, timelines and public notifications (4.B.3, 4.B.4).

The Board publishes its policies and procedures on the college website as follows:

- Board’s Size - Policy 2023 (4.B.3)
- Duties and Responsibilities - Policy 2016 (4.B.3)
- Structure - Policy/Regulations 2015 (4.B.4)
- Policy 2026, 2028, and 2029 (4.B.3)

Self Evaluation
Board minutes are on file and posted on the college website for public access but to accommodate increased access and transparency, all Board meetings are videotaped and shown via the college website on YouTube and on local cable stations.

Actionable Improvement Plans
None

IV.B.1.e. The governing board acts in a manner consistent with its policies and bylaws. The board regularly evaluates its policies and practices and revises them as necessary.

Descriptive Summary
A primary duty of the Board is to establish policies consistent with the California Community College Board of Governors and applicable laws of the state of California for college governance. Policy 1001 (4.B.1), updated in February 2009, describes the process of recommending policies and for developing all administrative regulations.

The Superintendent-President is responsible for recommending policies and developing administrative regulations in consultation with the appropriate areas of the college. The
college is nearing the end of a comprehensive review of all policies and regulations in response to the Superintendent-President’s directive.

A board policy matrix was developed to assist in tracking which policies are determined by law, or deemed necessary to the operations of the district. Agenda samples containing policy actions and regulations information: February 17, 2009, and July 24, 2012, Board Agendas (4.B.30, 4.B.31).

Self Evaluation

In the last accreditation cycle, the college recognized that many policies needed to be updated and that when a policy change was approved, there was no procedure to ensure that the new policy was documented and placed in the manual. Since the last report, the Superintendent-President has directed all vice presidents to initiate a review of policies and procedures related to their areas. The district has created or revised 67 of the 141 (47 percent) board policies and 59 of the 125 (47 percent) administrative regulations since the last accreditation visit.

Per a planning agenda item from the last accreditation cycle, Policy 1001 was updated but further work needs to be done on a regulation to ensure that there is a written policy for documenting and placing new policies in the Policy and Administrative Regulations Manual.

Actionable Improvement Plans

None

IV.B.1.f. The governing board has a program for board development and new member orientation. It has a mechanism for providing for continuity of board membership and staggered terms of office.

Descriptive Summary

The Board recently revised the policy on Board Development and Orientation (Policy 2017 on Board Education) to include additional detail regarding trustee orientation, orientation to the mission and Educational Master Plan of the college and professional development opportunities to increase knowledge of governance, finance, accreditation and student success. Three of the five trustees are currently enrolled in the Effective Trustee Program offered through the California Community College League (CCLC) and, in fact, the current president of the Board, Jeff Kellogg, is the first trustee graduate. The program is designed to facilitate the ongoing education of all trustees in California community colleges by providing a solid foundation for effective board governance. The CCLC also provides all new trustees a Trustees’ Handbook which includes a progress tracking system (4.B.3, 4.B.4).
Terms of Office

Policy 2023 on Board of Trustees Election, revised and adopted October 25, 2011 details the election process for the Board including areas, terms and staggered terms (4.B.3). Policy and Regulation 2024 speak to resignations and vacancies on the Board as well as elections and provisional appointments to fill vacancies as subject to conditions outlined in Education Code 5091. Regulation 2024 outlines procedures for appointments, elections and special elections (4.B.4).

Self Evaluation

The Board has recognized that new member orientations are critical to establishing a coherent and informed governance body and governance process for the college. Their efforts to define and clarify policies better are intended to meet this need. Due to two Board resignations and other city-wide elections, at least two and perhaps more Board seats will be up for consideration. It is anticipated that the new Board orientation process will be implemented beginning in July 2014.

Actionable Improvement Plans

None

IV.B.1.g. The governing board’s self-evaluation processes for assessing board performance are clearly defined, implemented, and published in its policies or bylaws.

Descriptive Summary

Administrative Regulations 2018 and Board Policy 2018 provide for completion of an annual evaluation by Board members each year. At a full day retreat and study session, the Board discusses the results of their yearly self-assessment survey. The evaluation process includes quantitative measurements in the areas of: Governance and Policy Role; Community Relations and Advocating for the college; Board and CEO Relations; and Board Leadership and Organization. Also at this retreat, the Board identifies accomplishments and sets goals for the next year (4.B.3 to 4.B.4).

Self Evaluation

A new Board Self-Assessment Form was adopted by the Board in August of 2008 with the intent of aligning more closely and clearly Board- and college-established goals. Modification of Parts II and III have allowed for better alignment and opportunities to consider new issues facing the college. The process is public and results are available to the public also in written form. It should be noted that the form used by the Board since 2008 now allows for a scoring process with quantitative measures tracked over time and showing
areas that need improvement. This enables the Board to focus discussions and actions to be taken on areas of concern (4.B.32 to 4.B.39).

**Actionable Improvement Plans**
None

**IV.B.1.h. The governing board has a code of ethics that includes a clearly defined policy for dealing with behavior that violates its code.**

**Descriptive Summary**
In 2008, Board Policy and Administrative Regulation 2014 - Board of Trustees’ Code of Ethics/Standards of Practice was adopted to list ethics and standards of practice which included regulations for monitoring commitment, primary tasks, intra-Board relationships, Superintendent-President/Board relationship, delegation of authority, evaluation of the Board and unethical behavior. The policy states that the trustees “shall be independent, impartial and responsible in their governance of the district and shall conduct themselves in an ethical manner that does not present a conflict of interest” (4.B.3, 4.B.4).

**Self Evaluation**
The Board of Trustees has developed a code of ethics that includes a clearly defined policy for dealing with behavior that violates its code. Fortunately, they have never been put into the position of having to deal with any issues in violation of the code of ethics (Board Policy and Administrative Regulation 2014, 4.B.3, 4.B.4).

**Actionable Improvement Plans**
None

**IV.B.1.i. The governing board is informed about and involved in the accreditation process.**

**Descriptive Summary**
The Superintendent-President ensures that the district complies with the accreditation process and standards of the Accrediting Commission of Community and Junior Colleges and of other district programs that seek special accreditation. The President keeps the Board informed of approved accrediting organizations and the status of accreditations and makes
sure that the Board is involved in any accreditation process in which Board participation is required (4.B.9, 4.B.10).

On July 24, 2012 during the reorganizational meeting, Board Member Otto was appointed as the Board’s liaison to serve as a resource to Standard IV: Governance and Leadership. The appointment ended in July 2013, but Member Otto, with the Board’s consent, has continued working with the team for Standard IV (4.B.38).

Self Evaluation

In the Board Goals 2009-11, updated and adopted in August 2010, report dates were assigned to respond to the goals that would provide trustees the ability to measure the progress of the below adopted Board Goal:

1. Measure and Improve Student Success

D. By September 2010, review progress in implementing the 2009 ACCJC Accreditation Recommendations and the 2008 Institutional Self-Study Planning Agendas. Thereafter, receive Periodic Reports on the status of meeting the criteria of the ACCJC for reaching proficiency for institutional effectiveness, as defined by the ACCJC Rubric (4.B.39).

The district’s Accreditation Liaison Officer regularly presents information to the Board on the accreditation process. In addition, Member Otto has been participating in committee work and provides both input to the committee and information to the Board on the progress of Standard IV committee work. The Superintendent-President also provides the Board with a summary of any accreditation commission reports, recommendations and any actions taken or to be taken in response to recommendations by the Commission (4.B.22, 4.B.9, 4.B.10, 4.B.11).

Actionable Improvement Plans

None

IV.B.1.j. The governing board has the responsibility for selecting and evaluating the district/system chief administrator (most often known as the chancellor) in a multi-college district/system or the college chief administrator (most often known as the president) in the case of a single college. The governing board delegates full responsibility and authority to him/her to implement and administer board policies without board interference and holds him/her accountable for the operation of the district/system or college, respectively. In multi-college districts/systems, the governing board establishes a clearly defined policy for selecting and evaluating the presidents of the colleges.
Descriptive Summary

The Board hired a new Superintendent-President in 2006 through a broad-based screening and selection committee with representation from all constituent groups including external community members. Open forums were held for all candidates. Board Policy 2020 requires establishment of a search process that is fair, open and complies with regulations (4.B.3).

Board Policy 2021 requires an annual evaluation of the Superintendent-President that complies with the contract of employment (4.B.5). Each year, the job description, performance goals and objectives are developed jointly by the Board.

Board Policy 2019 delegates authority from the Board to the Superintendent-President. The Board provides oversight to the district for governance and authorizes the Superintendent-President to administer and execute policies and decisions of the Board and responsibility for district operations. The Superintendent-President recommends policies to the Board and develops recommended administrative regulations for each policy. The Superintendent-President fulfills the duties of the job description as determined in his contract, Board of Trustee goal setting and annual evaluation process (4.B.3).

The Board President communicates with the Superintendent-President and requests that the Board receives bi-annual, annual or quarterly updates on these performances. Policy 2019 states that the Superintendent-President shall make available any information or give any report requested by the Board as a whole.

Self Evaluation

In 2009, the Board developed Board Policy 2020 on the selection of the Superintendent-President that requires the Board to establish a search process that is fair, open and complies with relevant regulations (4.B.3).

The Board pushed for a more comprehensive evaluation plan for the Superintendent-President. In 2012, the Superintendent-President established a new performance-based Management Professional Development/Evaluation Plan for the entire management team (4.B.8). It provided for broader input of college constituencies via a 360 evaluation. This included input from faculty who had expressed concerns in the past that they had not been able to evaluate the Superintendent-President.

The Superintendent-President was the first administrator to complete the new evaluation plan and it has been extended to all management team members as of January of 2014.

Actionable Improvement Plans

None
IV.B.2. The president has primary responsibility for the quality of the institution he/she leads. He/she provides effective leadership in planning, organizing, budgeting, selecting and developing personnel, and assessing institutional effectiveness.

Descriptive Summary

As the Chief Executive Officer of the district, President Oakley is ultimately responsible for the quality of instructional programs and services provided to students and the community. Board Policy 1004 on Institutional Planning directs the Superintendent-President to ensure that the district has and implements a broad-based comprehensive, systematic and integrated system of planning that involves appropriate segments of the college community and is supported by the Office of Institutional Effectiveness (4.B.1). In collaboration with constituent leadership, the Superintendent-President is responsible for establishing a viable, supportive, transparent college planning process that ensures constituent input into college decision-making with a focus on student success and completion. The Superintendent-President is also responsible for ensuring a financially viable college and encouraging appropriate staff development in support of student learning. The Superintendent-President makes sure that institutional decisions are supported by robust institutional effectiveness efforts that provide timely and relevant data for institutional decision-making.

Self Evaluation

The college planning structure is the process by which recommendations are made and decisions are acted upon regarding planning for academic and professional matters as well as budgetary matters. Under the leadership of the Superintendent-President and faculty leaders, the college underwent a reorganization of its planning process in 2007. This reorganization ensured more constituent participation with a modified committee structure. One problem was that the number of official planning committees had increased to a point that was deemed unmanageable. It was recommended by the College Planning Committee and supported by the Academic Council last academic year that, once again, there were too many committees and some of the key committees needed a thorough review of charges. The Academic Council will continue to assess the current committee structure and charges for a possible reorganization of the planning structure.

The Superintendent-President is responsible for bringing to the Board a tentative and final budget each year. The budget process is tied directly to planning through the college planning and review process. The Budget Advisory Committee provides recommended budget assumptions to the CPC, which makes recommendations to the Superintendent-President who then makes recommendations to the Board of Trustees.

The college has college-wide professional development programs that focus on legal compliance and various staff development trainings. In addition, each staff division at the college provides professional development opportunities to its staff. Faculty oversee professional development for full and part-time faculty. Budget reductions the last four years have reduced funding for professional development in general and the college is looking at ways to increase funding and opportunities for faculty and other staff. Through the
leadership of the Superintendent-President and the Board, the college continues to have a
very focused agenda on student success and completion and the college planning groups have
had discussion regarding the need to look at institution-wide professional development as a
way to foster greater support for student success.

With increasing needs for data driven decision–making, the Superintendent-President has
pushed for and the college has increased staff and expertise in the Office of Institutional
Effectiveness.

**Actionable Improvement Plans**

None

**IV.B.2.a. The president plans, oversees, and evaluates an administrative structure
organized and staffed to reflect the institution’s purposes, size, and complexity. He/she delegates authority to administrators and others
consistent with their responsibilities, as appropriate.**

**Descriptive Summary**

In 2007, the Superintendent-President published an 18-Month Agenda for the Advancement
of Student Success and Community Development, which identified academic excellence and
student success (learning and equity), institutional advancement (teamwork and
organization), and community and economic development (infrastructure and learning) as
key areas of focus in achieving the mission of the college (4.B.40). These areas were further
advanced in the president’s 12-month agenda presented in July 2008 and 24-month agendas

In support of these agendas, the Superintendent-President has implemented an administrative
structure that encourages progress towards student success and community development
outcomes. In 2008, an academic administrative reorganization was implemented that created
an instructional School of Student Success and a new dean position with oversight of newly
created student success centers at both campuses. In this reorganization, the district also
promoted the integration of student success across college divisions by housing distance
learning under Administrative Services; in 2011, this integration was further extended by
moving the Kinesiology department under Student Support Services. The 2008
reorganization also included the creation of the dean of Academic Services position, whose
major duties include curriculum and scheduling and the associate dean of Institutional
Effectiveness, whose duties and responsibilities include research and planning. To support
the growth in economic development efforts, multiple new administrative positions were
created, including the executive director of Economic Development and the director of
College Advancement, Public Affairs and Governmental Relations. These changes aligned
the college’s administrative structure with the college’s objectives that would ultimately be
captured in the 2011-2016 Educational Master Plan (4.B.5).
Evaluation procedures for managers are outlined in Board Policy and Administrative Regulation 3007 (4.44, 4.45). A process for evaluating academic reorganizations was also discussed through Academic Council to review all academic reorganizations since 2008 (4.46).

Self Evaluation

In 2007, the Superintendent-President hired the existing interim vice president of Academic Affairs in order to bring continuity and continuation of initiatives to the college. This position was flown unsuccessfully and the interim was retained through 2012 until a successful hiring process for a permanent vice president could be completed. In 2012, a permanent vice president of Academic Affairs was hired but then resigned after a year, leaving the position vacant once again. The Superintendent-President filled the interim position for 2013-14 with a seasoned administrator who had previously served as vice president of Academic Affairs for the college. A new hiring committee has been convened with the intent to fill the permanent vice president of Academic Affairs position for the 2014-15 academic year.

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

In response to multiple years of budget reductions, the district reorganized its academic administrative structure by eliminating two academic dean positions and combining a dean and an associate vice president position. In this reorganization, oversight of the Pacific Coast Campus was combined with oversight of Academic Services and the Office of Institutional Effectiveness was aligned with the academic School of Student Success. Both of these reorganizations are being closely monitored to ensure the new structures are able to produce the student success outcomes outlined in the Educational Master Plan and a review will occur in spring 2014.

In fall 2013, the article related to faculty department head assignments in the faculty contract was revised to clarify the responsibilities of department heads, modify the formula for assigning reassigned time and stipends, and increase department head visibility through designated on-campus hours. The changes also included an assessment process for department heads to be performed by the area dean and two faculty members with the opportunity for performance improvement and/or removal from the position where appropriate. In addition, the article includes a new section on department head departmental recall procedures, again to ensure accountability for these quasi-administrative positions (4.47).

In 2012-13, the Superintendent-President introduced to the Board of Trustees a performance-based incentive plan for the management team (Management Professional Development Evaluation Personnel Plan), which as piloted in 2012-13 and fully implemented in 2013-14 (4.48). The plan replaces guaranteed annual step increases with salary increases contingent upon a management team member achieving “exceeds expectations” in the overall
performance evaluation. The performance evaluation was also modified to include a
weighted formula factoring in a management team member’s performance of duties listed in
the job description, the completion and level of difficulty of management objectives,
performance of other assignments, completion of professional development activities, and the
results of a behavioral rating survey completed by a group of 15 employees composed of
supervisor, subordinates, faculty leaders, and other peers at the college.

Actionable Improvement Plans
None

IV.B.2.b. The President guides institutional improvement of the teaching and learning
environment by the following:

- Establishing a collegial process that sets values, goals, and priorities;

Descriptive Summary

The Superintendent-President oversaw the development of the 2011-16 Educational Master
Plan, which entailed a two-year process involving participation from all college constituent
groups and input from the community and from local industry (4.B.5). In 2010-11, an
environmental scan was administered and collected input from 2,184 respondents, including
community members, current and past students, and LBCC faculty and staff. Further
community input was received during four community forums held at both campuses. In
addition, an internal scan was conducted based upon plans that were created through the
college’s planning and review process which was launched in fall 2009. Through this
process, plans developed at the department level informed school level plans which
ultimately fed into the vice president-level plans for Academic Affairs, Student Support
Services, Community Advancement and Economic Development, Human Resources, and
Administrative Services. The resulting vice president-level plans and the environmental scan
were used to inform an in-depth analysis of the college’s strengths, weaknesses,
opportunities, and threats. This analysis was a key component used to develop the strategic
goals of the Educational Master Plan and was carried out by over 60 faculty and staff of the
vice president planning groups.

The 2011-16 Educational Master Plan includes measurable objective and performance targets
that guide the annual planning process at the department-, inter- and vice president-levels of
planning and program review processes. Each year, the three levels of planning are overseen
by the College Planning Committee (4.B.19); annual status updates on the college’s
performance toward reaching the established goals are based on objective outcome measures
and documented implementation of activities. The majority of these outcome measures
directly relate to student success and learning.
Self Evaluation

In 2012-13, the Academic Council, co-chaired by the Superintendent-President and the Academic Senate President, oversaw the development of a standardized evaluation process for reviewing academic reorganizations to allow for broader input from faculty and staff (4.B.46). The process outlines the composition of an evaluation workgroup (including faculty, staff, and administrators), the administration of an internal/external survey, and key data components to be reviewed. Once the review is completed, recommendations are made to the Academic Council regarding any potential changes. In spring 2013 this process was used to evaluate the 2008 reorganization of distance learning into Administrative Services. A workgroup used the process to review the 2011 reorganization of Student Affairs, Kinesiology, and Athletics in spring 2014.

After a few years of compounded budget reductions from the state, the college prepared itself for the possibility of the discontinuance of some academic programs. In spring 2012, the Superintendent-President requested that the President’s Leadership Council—composed of the leaders of each constituent group and bargaining unit—review the existing Board Policy and Administrative Regulation 4024 on program establishment, modification, and discontinuance to address any concerns that might exist; no changes were made to the existing policy or administrative regulation (4.B.15, 4.B.16). The Superintendent-President then charged the College Planning Committee with establishing, in collaboration with the Budget Advisory Committee (4.B.20), criteria for determining budget reductions across the college. When programs were recommended for discontinuance in 2013-14, the administrative regulation was strictly followed and the budget reduction criteria informed the decisions made.

Actionable Improvement Plans

At the conclusion of the program discontinuance process in 2013-14, the Academic Council requested that Administrative Regulation 4024 be reviewed and modified based upon the experience of the recent reductions (4.B.16). This administrative regulation has been reviewed by an Academic Senate Subcommittee and will be fully discussed in Academic Council. Once final changes are recommended, the administrative regulation will be sent to the President’s Leadership Council (4.B.48) for final review.

IV.B.2.b. The president guides institutional improvement of the teaching and learning environment by the following:

- ensuring that evaluation and planning rely on high quality research and analysis on external and internal conditions;

Descriptive Summary

The research and data analysis capacity of the Office of Institutional Effectiveness has been dramatically increased over the last six years. This precedent was firmly established in 2008
with the development of a comprehensive evaluation plan for the strategies and outcomes of the LBCC Student Success Plan (4.B.49). In creating the evaluation plan, a research consultant was hired to support development and early implementation of the plan, and measurable objectives were tracked for program goal. Starting in 2011, a highly professional research team was hired into the Office of Institutional Effectiveness under the dean, including a director of Institutional Research and analysts in research, planning and outcomes assessment, to further support research and data analysis. This research support enabled the college to develop strong data-sharing agreements with CSU Long Beach and Long Beach Unified School District (LBUSD) through the Long Beach College Promise (4.B.50). For example, a dataset representing over 6,000 LBUSD students who matriculated to LBCC over five years was used to establish high school performance indicators linked to student performance in college-level coursework through the alternative assessment model piloted in the Promise Pathways program (4.B.51). This same dataset was also used to identify key “leakage points,” or points of attrition, of Latino students moving through the educational pipeline in Long Beach as part of a community-based Latino student success grant.

In the development of the 2011-2016 Educational Master Plan, both internal and external conditions were analyzed in establishing goals through the use of surveys, local industry data and workforce trends, community town halls, and student performance metrics. The data metrics linked to the Educational Master Plan goals are also disaggregated annually and are provided to instructional and support departments to use in conducting program review activities and in establishing new goals.

Self Evaluation

In 2012, LBCC’s research team was awarded the California Research and Planning (RP) Group Award (4.B.52) for its work on linking high school performance indicators to performance in college-level coursework. Based upon this work, the Chancellor’s Office conducted an expanded study of LBCC’s model at 6 different institutions across the state with positive results, and a statewide database is being developed to enable all California community colleges to implement an alternative assessment model founded upon LBCC’s research. This work was further recognized in 2014 when LBCC was awarded the Mertes Research Award by the Association of California Community College Administrators (ACCCA) (4.B.53).

The Superintendent-President was also recognized by the James Irvine Foundation in 2014 for his leadership in closing equity gaps in student performance based upon the data-driven evaluation systems developed in Promise Pathways (4.B.54). Through this award, funding will be made available in 2014-15 for instructional departments to pilot new student success strategies using predictive analytic models conducted through the Office of Institutional Effectiveness.

Actionable Improvement Plans

None
IV.B.2.b. The president guides institutional improvement of the teaching and learning environment by the following:

- ensuring that educational planning is integrated with resource planning and distribution to achieve student learning outcomes;

Descriptive Summary

As early as 2007, the Superintendent-President established a strong commitment to integrating resource planning and distribution to achieve student learning outcomes in his 18-Month Agenda for the Advancement of Student Success and Community Development (4.B.40). This commitment was continued in the 2008 and 2009 12-month President’s Agendas and in the 2012 24-month President’s Agenda (4.B.41, 4.B.42, 4.B.43). A faculty SLO Coordinator position with reassigned time was created in 2005 and then institutionalized. This position was further supported by a team of faculty “SLO Officers” who received stipends to coordinate SLO implementation in each instructional school. In addition, in fall 2013 a full-time Educational Assessment Research Analyst was hired to support the ASLO Subcommittee and faculty with SLO assessment.

The Superintendent-President’s 24-Month Agenda 2012-14 was developed to “better align [the college’s] planning process and resources with the trustee goals and Educational Master Plan” (4.B.43, p. 1). Key components of the 24-month agenda include continuing to support the development and implementation of outcomes assessment, focusing on the use of data to improve student learning and achievement; prioritizing the implementation of the Educational Master Plan goals and measure and report on their implementation and impact; strengthen the integration between college planning, review, and decision-reaching processes and evaluate how resource allocations lead to improved institutional effectiveness; and review the college’s career technical education (CTE) programs and support the efforts to align those programs with the workforce needs and ensure that program certificates and degrees lead to meaningful employment and future funding opportunities.

Self Evaluation

As SLO assessment results are more widely communicated at the program and institutional levels, more resource allocations can be directed toward closing gaps observed between actual student performance and the standards for SLOs that have been established by faculty. The effectiveness of programs and the institution in utilizing resources that support SLO assessment and improvement plans will also be evaluated as part of the cyclical process of planning, resource allocation and review. The first complete set of general education outcomes, as assessed through custom items of the Community College Survey of Student Engagement, will be available fall 2014.

Actionable Improvement Plans

None
IV.B.2.b. The president guides institutional improvement of the teaching and learning environment by the following:

- Establishing procedures to evaluate overall institutional planning and implementation efforts.

Descriptive Summary

In 2007, the Superintendent-President led the revision of the former planning process through the Academic Council, addressing “disconnects” that existed in the planning process within the previous shared governance structure. This task has been reflected in each of the President’s Agendas between 2008 and 2012 and continues to be discussed in Academic Council and the College Planning Committee (4.B.40, 4.B.41, 4.B.42, 4.B.43).

Self Evaluation

The planning process has been evaluated over the last six years beginning after the first year of implementation in 2009 through the use of a survey that targeted individuals who had served on a standing committee or task force; refinements were implemented based upon survey input. Another survey was administered in 2012 that sought college-wide feedback. In addition, the Program Planning and Program Review Subcommittee (now called the Department Planning/Program Review Subcommittee) evaluated the processes as well, focusing specifically on the format of the data provided to faculty to be used for planning and review and on the prompts built into TracDat, the database the college uses to collect and report on planning, student learning outcomes, and service unit outcomes assessment information. In spring 2013, focus groups with all constituent groups included were run as part of the college’s evaluation of governance, which included participants’ experience with planning. Also in fall 2013, employees were surveyed regarding the use of the planning process to inform decision-making about resource allocations, and this information was reviewed by the Academic Council (4.B.55). All of the evaluation activities were carried out by the Office of Institutional Effectiveness, which reports directly to the Office of the Superintendent-President.

Actionable Improvement Plans

None
IV.B.2.c. The president assures the implementation of statutes, regulations, and governing board policies and assures that institutional practices are consistent with institutional mission and policies.

Descriptive Summary

In his 2007 18-Month Agenda, the Superintendent-President stated, “through this agenda, the leadership of the college will focus its resources on achieving the objectives of the Educational Master Plan.” This focus was continued in the 2008 and 2009 12-Month Agendas as well as the 2012-14 24-Month Agenda. The most recent President’s Agenda identifies five priorities consistent with the Educational Master Plan and the trustees’ goals: student success, planning and governance, fiscal stability, building program, and economic and workforce development (4.B.40, 4.B.41, 4.B.42, 4.B.43).

Self Evaluation

The Superintendent-President ensures that all pertinent statutes, regulations and Board policies are easily accessed from the LBCC website (4.B.56). This site is accessible directly from the Superintendent-President’s page as well as from the Faculty and Staff resources tab (4.B.57). Through the President’s Leadership Council (4.B.48), all board policies and administrative regulations are reviewed on a regular basis and then placed on the Board of Trustees’ meeting agenda (4.B.58).

In 2012-13, the Superintendent-President, working closely with the Executive Committee and the Board, ensured that program discontinuance followed Administrative Regulation 4024 on program establishment, modification, and discontinuance (4.B.15, 4.B.16).

Actionable Improvement Plans

None

IV.B.2.d. The president effectively controls budget and expenditures.

Descriptive Summary

In each of the last three President’s Agendas, the Superintendent-President has put forward goals involving fiscal stability (4.B.41, 4.B.42, 4.B.43). The goals established included reducing in deficit spending, maintaining an adequate reserve, and adjusting to the ever-changing state budget impacting LBCC. These goals are used to inform both the Board of Trustees goals and by the individual departments when they are preparing their departmental plans. In order to accomplish the President’s goals, the Superintendent-President works closely with the vice-president of Administrative Services on all budgeting and financial information. The Superintendent-President effectively led LBCC through the recent state
Standard IV.B  Board and Administrative Organization

financial crisis by establishing the Fixed Cost Reduction Task Force which ultimately advised on ways to reduce fixed costs; overseeing the program discontinuance process; establishing targets for reductions commensurate with revenue levels received from the state, and aggressively going after additional resources. Furthermore, in January 2010, the Superintendent-President recommended and the Board of Trustees adopted Board Policy 6010 - Policy on Budget Preparation (4.B.59), which established a minimum of 5.5 percent unrestricted general fund reserve. Each year, the Budget Advisory Committee incorporated the changes resulting from the major initiatives undertaken within the Adopted Budget and presented these recommendations to the Superintendent-President for approval. The results of all of these efforts are evident by the amount of reserves in each of the six years as shown in Table 1 below.

Table 1. Ending Balance

<table>
<thead>
<tr>
<th></th>
<th>Actual</th>
<th>Unaudited Actual</th>
<th>Adopted Budget</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>07-08 08-09 09-10 10-11 11-12 12-13 13-14</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Salaries &amp; Benefits as a % of Total Expenses &amp; Other Outgo</td>
<td>85.2% 86.7% 87.7% 88.3% 89.0% 89.0% 84.8%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Surplus / (Deficit)</td>
<td>$1.3 ($0.1) ($1.2) $4.6 ($3.3) $2.4 $1.5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ending Balance</td>
<td>$14.9 $14.7 $13.5 $18.1 $14.8 $17.2 $18.7</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ending Balance as a % of Total Expenses &amp; Other Outgo</td>
<td>13.3% 13.1% 12.4% 17.4% 14.2% 17.7% 18.1%</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Self Evaluation

The Superintendent-President practices effective oversight of budgeting and expenditures. At least quarterly, the vice president of Administrative Services reviews and discusses the financial statements and current projections with the Superintendent-President during their meetings. The Superintendent-President stays abreast of the budget proposed at the state level and requests details on how those proposals will affect LBCC. The Superintendent-President confirms that the Board of Trustees stays abreast of the current and projected financial statements by requiring the vice president of Administrative Services to present Quarterly Financial Statements at the end of each quarter. Furthermore, at the Board Retreat
on July 23, 2013, an in-depth look at the past four years of apportionment cuts and expenditures was presented and discussed as shown in Table 2 and Table 3:

**Table 2. Apportionment Cuts**

<table>
<thead>
<tr>
<th>Apportionment Cuts</th>
<th>Ongoing Increase/(Decrease)</th>
<th>One-Time Increase/(Decrease)</th>
<th>Total Increase/(Decrease)</th>
<th>% Increase/ (Decrease) From 2008-09</th>
</tr>
</thead>
<tbody>
<tr>
<td>2009-10 Recalc</td>
<td>($3,428,505)</td>
<td>($336,836)</td>
<td>($3,765,341)</td>
<td>(3.3%)</td>
</tr>
<tr>
<td>2010-11 Recalc</td>
<td>2,382,049</td>
<td>(307,263)</td>
<td>2,074,786</td>
<td>1.9%</td>
</tr>
<tr>
<td>2011-12 Recalc</td>
<td>(7,277,394)</td>
<td>(1,832,720)</td>
<td>(9,110,114)</td>
<td>(9.8%)</td>
</tr>
<tr>
<td>2012-13 Year-End</td>
<td>1,046,456</td>
<td>(4,566,076)</td>
<td>(3,519,620)</td>
<td>(5.7%)</td>
</tr>
<tr>
<td>4-Year Total</td>
<td>($7,277,394)</td>
<td>($7,042,895)</td>
<td>($14,320,289)</td>
<td>(16.9%)</td>
</tr>
</tbody>
</table>

**Table 3. Expenditures**

<table>
<thead>
<tr>
<th>Expenditures</th>
<th>Amount of Cuts</th>
<th>Total Increase/(Decrease) From 2008-09</th>
<th>Percentage Increase/(Decrease) From 2008-09</th>
</tr>
</thead>
<tbody>
<tr>
<td>2009-10</td>
<td>($5,200,000)</td>
<td>($3,742,069)</td>
<td>(3.3%)</td>
</tr>
<tr>
<td>2010-11</td>
<td>(5,500,000)</td>
<td>(4,471,849)</td>
<td>(4.0%)</td>
</tr>
<tr>
<td>2011-12</td>
<td>(5,800,000)</td>
<td>363,219</td>
<td>0.3%</td>
</tr>
<tr>
<td>2012-13 Tentative Estimate</td>
<td>(5,100,000)</td>
<td>(5,094,343)</td>
<td>(4.5%)</td>
</tr>
<tr>
<td>4-Year Total</td>
<td>($21,600,000)</td>
<td>($12,945,042)</td>
<td>(11.5%)</td>
</tr>
</tbody>
</table>

These tables indicate that without the Superintendent-President’s direction of reducing the college’s deficit spending and matching expenditures commiserate with revenues provided, the district would not be in the financial shape that it is in today. As is demonstrated, LBCC’s revenue was cut by over $14 million and the college was able to reduce overall expenditures by almost $13 million after undergoing over $21 million in budget reductions.

**Actionable Improvement Plans**

None
IV. B.2.e. The president works and communicates effectively with the communities served by the institution.

Descriptive Summary

Over the last six years, the Superintendent-President has worked diligently to communicate effectively with the communities served by LBCC through a wide variety of efforts. Beginning in 2008, the Superintendent-President holds an Annual State of the College luncheon (4.B.60), sponsored by members of the President’s Platinum Circle. This event allows over 400 community members, student leaders and employees from all groups to hear a report on the accomplishments of the past year and the agenda for the coming year. In support of the Long Beach College Promise, annual events and reports keep communities informed of the partnership and its key initiatives. The Superintendent-President is also engaged in the press and public relations efforts of the college and regularly appears in printed, online and broadcast outlets to provide timely information about programs and developments at LBCC. In addition, a Community President’s Newsletter is published several times a year to brief the community and other key stakeholders on policy issues and developments at the college (4.B.61).

Extensively involved in leadership at the national, state, and local levels, the Superintendent-President serves on the SB 1440 Implementation Team, AACC (American Association of Community Colleges) Board of Directors, CA Forward Board, Campaign for College Opportunity Board, Long Beach Chamber of Commerce, Los Angeles Chamber of Commerce, Long Beach Rotary Club, and the St. Mary’s Medical Center Board. The Superintendent-President has also engaged in advocacy efforts, which include the passage of legislation to support LBCC’s programs and goals—SB 650 the Long Beach College Promise Partnership Act and AB 955 the CA Community College Intersession Extension Act.

To promote internal communication, the Superintendent-President publishes college-wide memos at the start and close of each semester to share important information about changes in state policy and important campus updates; the Superintendent-President has also used video messages posted on YouTube to reach more students. Several times each year, the Superintendent-President hosts constituent forums (college-wide, classified staff, students, ASB) to receive feedback and address constituent concerns. Specific topics of forums held in the last six years include state budget updates, staffing program changes at LBCC, program discontinuance, Promise Pathways, and AB 955.

Self Evaluation

The 2013 employee survey results showed that the majority of employees neither agreed nor disagreed that the Superintendent-President communicates effectively with the communities served by the institution (3.18 mean). Administrators (3.79), managers (3.86), and part-time faculty (3.51) were more likely to agree with the statement, while full-time faculty (2.54) were less likely to agree (4.B.55).

Communication efforts made by the Superintendent-President have been monitored to determine effectiveness. External communication efforts led to the passage of Measure E...
Bond with 73 percent support from voters in 2008 and to board awareness of the Long Beach College Promise, which has been cited as a model at the state and national level by the Little Hoover Commission (fall 2013) and the White House Initiative on Excellence in Education for Hispanics (winter 2011) (4.B.62, 4.B.63, 4.B.64). The college has also seen regular coverage of its initiatives in local and regional press.

Successful advocacy led to the passage and implementation of two pieces of legislation specific to LBCC – SB 650 and AB 955 (4.B.65, 4.B.66) – but also increased broader awareness of LBCC as an innovative college and leader in key reform efforts, especially through the Promise Partnership, which resulted in 30 members of the California Senate conducting a two-day education summit at LBUSD and LBCC. The close working relationships of the Promise Partnership have also led to successful implementation of Promise Pathways, the AB 86 planning grant application, Career Pathways Trust grants, and 100K in 10 teacher STEM training grants to name only a few.

**Actionable Improvement Plans**

While the communication efforts over the last six years have been strong, efforts to improve communication with the community and college constituencies will continue. For example, budget reductions and the increasing use of online registration ended the longstanding practice of mailing class schedules to every household in the district. To improve communication efforts on campus and between colleagues, the Superintendent-President will implement the recommendations from the Morale and Collegiality Committee, which has been meeting this academic year (4.B.67).
## Standard IV.B Evidence List

4.B.1 Board Policies – 1000 Series
4.B.2 Administrative Regulations – 1000 Series
4.B.3 Board Policies – 2000 Series
4.B.4 Administrative Regulations – 2000 Series
4.B.5 2011-2016 Educational Master Plan
4.B.6 2013-14 Board Goals
4.B.7 2012-14 President’s 24-Month Agenda
4.B.8 Management Professional Development/ Evaluation Personnel Plan
4.B.9 Accreditation Update to Board of Trustees on SLOs Implementation, October 23, 2012
4.B.10 Accreditation Update to Board of Trustees on Institutional Self Evaluation, July 23, 2013
4.B.11 Accreditation Update to Board of Trustees on Institutional Self Evaluation, October 22, 2013
4.B.12 Board of Trustees District Boundaries Map
4.B.13 Accreditation Update to Board of Trustees on Institutional Self Evaluation, July 23, 2013
4.B.14 Board of Trustees Meeting Agenda, July 23, 2013
4.B.15 Board Policies – 4000 Series
4.B.16 Administrative Regulations – 4000 Series
4.B.17 Budget Advisory Committee Website
4.B.18 Board Goals/President’s Agendas related to CTE/Economic and Resource Development
4.B.19 College Planning Committee Flowchart
4.B.20 Budget Advisory Committee Charge
4.B.21 Academic Council Meeting Summary Notes, November 14, 2013
4.B.22 Presentations to the Board of Trustees by the Dean of Institutional Effectiveness and Student Success
4.B.23 Board Policy 6008 - Delegation of Authority for General Business
4.B.24 Administrative Regulation 6010 - Budget Preparation
4.B.25 Board of Trustees Meeting Agenda – December 10, 2013
4.B.26 Board of Trustees and Citizens’ Oversight Committee Agenda, January 27, 2014
4.B.27 Program Management Services Website
4.B.28 Annual Audit and Financial Statement Website
4.B.29 Measure E Bond Audits Website
4.B.30 Board of Trustees Meeting Agenda, February 17, 2009
4.B.31 Board of Trustees Meeting Agenda, July 24, 2012
4.B.32 Board Self-Assessment Form Adopted in August 2008
4.B.33 Adoption of new Board Self-Assessment Form 08_26_08 Action (pdf)
4.B.35 Board Self Evaluation final_2007-08 PowerPoint
4.B.36 Board of Trustees Meeting Agenda, July 26, 2011
4.B.37 Board of Trustees Self Evaluation for 2011-2012
4.B.38 Appointment of Board Liaison to Accreditation, July 24, 2012
4.B.39 Board of Trustees Meeting Agenda, August 24, 2010
4.B.40 2007 President’s 18-Month Agenda for the Advancement of Student Success and Community Development
4.B.41 2008 President’s 12-Month Agenda
4.B.42 2009 President’s 24-Month Agenda
4.B.43 2012 President’s 24-Month Agenda
4.B.44 Board Policy 3007 - Evaluation of Management Personnel
4.B.45 Administrative Regulation 3007 - Evaluation of Management Personnel
4.B.47 Department Head Assignments
4.B.48 LBCC President’s Leadership Council
4.B.49 LBCC Student Success Plan
4.B.50 Long Beach Promise
4.B.51 Promise Pathways FAQs
4.B.52 California Research and Planning (RP) Group’s Award
4.B.53 Mertes Research Award by the Association of California Community College Administrators (ACCCA)

4.B.54 James Irvine Foundation Award

4.B.55 Evaluation of Governance and Leadership

4.B.56 Board Policies Website

4.B.57 LBCC Faculty and Staff Resources Website

4.B.58 Board of Trustees Agendas and Minutes Website

4.B.59 Board Policy 6010 - Budget Preparation

4.B.60 Annual Report to the Community 2013

4.B.61 President’s Community Newsletter

4.B.62 2008 Measure E Bond FAQs


4.B.64 Recognition by the White House Initiative on Excellence in Education for Hispanics in 2010

4.B.65 A Briefing on Senate Bill 650 – Long Beach College Promise Partnership Act

4.B.66 Assembly Bill 955 as Proposed to be Amended Community College Intersession Extension Program

4.B.67 Collegiality and Morale Advisory Group