

PEER REVIEW TEAM REPORT

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

This report represents the findings of the Peer Review Team that conducted a virtual visit to Long Beach City College from February 28, 2022 to March 3, 2022. The Commission acted on the accredited status of the institution during its June 2022 meeting and this team report must be reviewed in conjunction with the Commission's Action letter.

Roger W. Schultz, Ph.D.
Team Chair

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**Long Beach City College
Comprehensive Peer Review Visit
Peer Review Team Roster**

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Summary of Peer Review Process

INSTITUTION: Long Beach City College

DATES OF VISIT: February 28 - March 3, 2022

TEAM CHAIR: Roger W. Schultz, Ph.D.

A 10-member accreditation team conducted a virtual visit to Long Beach City College February 28 – March 3, 2022 for the purpose of determining whether the College continues to meet Accreditation Standards, Eligibility Requirements, Commission Policies, and U.S. Department of Education regulations.

ACCJC’s decision to conduct virtual visits for the Spring 2022 comprehensive reviews was based upon state mandated health guidelines, and the Commission’s authority to implement flexibilities to accreditation processes and practices afforded by the federal government in response to the COVID-19 pandemic. Specifically, the U.S. Department of Education’s March 17, 2020 guidance, as well as all updates, permitted accreditors to perform virtual site visits for institutions as long as the accreditor follows up with an onsite visit in a reasonable amount of time to meet the statutory and regulatory requirements (though not necessarily a full peer-review site visit).

Consistent with on-site visits, and in accordance with the Guide for Conducting Virtual Visits: An Addendum for Peer Review Team Chairs, Team Members, and Colleges, which ACCJC provided to team chairs, peer reviewers, and colleges being reviewed, the virtual peer review team visit to Long Beach City College relied on an engaged and interactive format. The team conducted multiple interviews with college representatives, participated in team meetings to discuss findings, and conducted the required campus forums. The team evaluated how well the College is achieving its stated purposes, providing recommendations for quality assurance and institutional improvement.

In preparation for the visit, the team chair attended via Zoom a team chair training workshop on December 1, 2021 and held a pre-visit meeting with the college CEO and ALO on February 2, 2022. The entire peer review team received team training provided by staff from ACCJC via Zoom on February 1, 2022.

The peer review team received the college’s self-evaluation document (ISER) and related evidence several weeks prior to the team’s virtual college visit. Team members found the ISER to be a comprehensive, well-written document detailing the processes used by the College to address Eligibility Requirements, Commission Standards, and Commission Policies. The team

confirmed that the ISER was developed through broad participation by the entire College community including faculty, staff, students, and administration. The team found that the College provided a thoughtful ISER containing several self-identified action plans for institutional improvement. The College also prepared a Quality Focus Essay.

Prior to the virtual visit, team members completed their team assignments, identified areas for further investigation, and provided a list of interview requests. During the visit, on February 28th team members spent the afternoon discussing their initial observations and their preliminary review of the written materials and evidence provided by the College. The college kicked off the virtual visit with an introductory opening session where the college community was introduced to each of the team members. The team was also treated to a virtual tour of the two primary campuses conducted by the student government president and student trustee. During the visit, team members met with approximately 50 to 60 faculty, administrators, classified staff and students in formal meetings, group interviews and individual interviews. Team members met with each of the five trustees from the College in three separate zoom meetings (the Board Chair in one Zoom meeting, and then with two trustees in subsequent meetings). The team held two open forums, which were well attended by approximately 30 college staff in each meeting, and provided the College community and others an opportunity to share their thoughts with members of the evaluation team. The team thanks the College staff for coordinating and hosting the virtual visit meetings and interviews, and ensuring a smooth process, which held high standards for the integrity of the peer review process.

Major Findings and Recommendations of the Peer Review Team Report

Team Commendations

Commendation 1: The team commends the College for its extensive use of data to not only inform a robust integrated planning model that includes program review, strategic planning, and resource allocation, but also evaluate the degree to which this comprehensive planning process leads to accomplishment of its Mission. (I.A.2, I.B.3, I.B.4, I.B.5, I.B.9)

Commendation 2: The team commends the College for offering extensive professional development opportunities to all its employee groups to support the college's mission and commitment to equity. (III.A.14).

Team Recommendations

Recommendations to Meet Standards:

Recommendation 1: In order to meet the Standard, the College must ensure that students receive a course syllabus that includes the learning outcomes from the officially approved course outline. (II.A.3)

Recommendations to Improve Quality:

Recommendation 2: In order to improve institutional effectiveness, the team recommends that the Board continues to strengthen and reinforce processes that support its work in acting as a collective body. (IV.C.2)

Introduction

Long Beach City College, founded in 1927 as Long Beach Junior College, began offering classes at Woodrow Wilson High School. In 1935, the College moved to the site of the present-day Liberal Arts Campus at Carson Street and Clark Avenue. The College grew rapidly during and after World War II and added the Pacific Coast Campus, formerly Hamilton Junior High, in 1949. In 1952, the College received initial accreditation from the Commission. Today, Long Beach City College (LBCC) is one of the largest California community colleges, with more than 34,000 credit and non-credit students enrolled each academic year. The College is currently a federally designated Hispanic-Serving Institution and an Asian American and Native American Pacific Islander-Serving Institution.

Long Beach City College, the only college in the Long Beach Community College District (LBCCD), is governed by a five-member, elected Board of Trustees, as well as a Student Trustee, and serves the cities of Long Beach, Signal Hill, Lakewood, and Santa Catalina Island.

The College offers a broad range of academic and career technical education instructional programs in exceptional facilities. The College also offers non-credit certificates to serve the diverse needs of the community and partners with local organizations to hold non-credit courses at off-site locations within the community. The College has a robust Economic Development Department that serves the local community by supporting entrepreneurs to start and grow small businesses that lead to meaningful job creation.

Over the years, LBCC has strived to better serve the burgeoning and expanding community of Long Beach. This included opening more satellite locations throughout the 1970s and providing an extensive ESL program in the 1980s that served as a state model. One of LBCC's most important and impactful efforts has been the College's involvement in the Long Beach College Promise initiative. Developed in 2008, the Long Beach College Promise aims to fulfill the academic potential for all Long Beach students, by providing guidance and continuous support along every step of the student experience. LBCC works collaboratively with Long Beach Unified School District (LBUSD), California State University, Long Beach (CSULB), and the City of Long Beach to promote and create a culture of college attendance, increase college readiness, and improve graduation rates among Long Beach students. In 2018, the Port of Long Beach was also included with the intention of expanding educational opportunities in the workforce. Since 2008, the Promise has led to a 55% increase in enrollment from LBUSD to LBCC and a 100% increase in the number of first-generation students enrolling at LBCC from LBUSD.

In 2020, Long Beach City College received the Seal of Excelencia from Excelencia in Education, whose mission is to accelerate Latinx student success in higher education. The Seal is awarded to institutions that demonstrate high levels of intentional support for Latinx students. The College

was one of five higher education institutions in the nation, and the only community college, to receive this recognition in the 2020 year. This also marked the first time that a California Community College was awarded the Seal of Excelencia.

The College responded quickly to the challenges presented by the COVID-19 Pandemic. The LBCC faculty and staff rapidly pivoted to online instruction and provided an array of services, financial aid and technology to assist students in continuing with their education. Faculty professional development helped enhance online teaching and learning, while the college continued to find timely and innovative ways to support student's needs.

Within the last decade, the College has celebrated the completion of a wide range of new construction projects and building modernizations at both campuses. The passage of the Measure E bond in 2002, and its extension in 2008, by the overwhelming majority of voters in the Long Beach Community College District has provided \$660 million in local funds and qualified the District to receive an additional \$60 million in state matching grants. Furthermore, in 2016, Long Beach voters approved the Measure LB Bond providing the College with \$850 million for new construction, repairs, and renovation at PCC and LAC. This bond, in addition to the previously passed \$660 million Measure E bond and extension, has provided the opportunity for LBCC to construct new facilities and modern learning environments to support new and existing programs, allowing Long Beach City College to prepare its students to meet the changing demands of the 21st Century.

The team wishes to highlight several areas of note where Long Beach City College excels:

- Technology Support: The team found impressive evidence of superior responsiveness and customer service in that out of roughly 1,100 service tickets submitted to Instructional and Information Technology Services (IITS) in 2020, nearly 100 percent of users were "Very Satisfied" with the service they received. These positive results are particularly noteworthy given that they were gathered during the height of the COVID-19 pandemic and a period of unprecedented reliance on technology.

- Facilities Planning: The College demonstrated a dedication to sustainability and energy efficiency in developing the 2018 LBCC Integrated Energy Master Plan (IEMP). The development of this forward-thinking analysis and plan, being implemented in alignment with the Facilities Master Plan, ensures that new and renovated facilities are constructed to meet comprehensive sustainability building standards, in alignment with California state legislation. Long Beach City College has set a best practice statewide standard with the development of this plan, and serves as a leader in sustainable community college physical resources.

· SLO Assessment: The team wants to acknowledge the incredible work that has been done around SLO assessment over the past two years, even in the midst of working remotely and through the challenges of the pandemic. Rather than slowing down, the work around SLOs has increased in its innovation; they have streamlined processes and engaged in rich dialogue and action around assessment.

· College Culture: The team observed and could feel, even through a virtual visit, the strong culture of collegiality and a sense of family at the college, which allowed for robust dialogue to address challenging issues, and enabling the focus and commitment to remain on students and their success.

Eligibility Requirements

1. Authority

The team confirmed that Long Beach City College is authorized to operate as a post-secondary, degree-granting institution based on continuous accreditation from the Accrediting Commission for Community and Junior Colleges (ACCJC) of the Western Association of Schools and Colleges (WASC). Long Beach City College is authorized by the State of California, the Board of Governors of the California Community College Chancellor's Office, and the Board of Trustees of Long Beach City College.

The College meets Eligibility Requirement # 1.

2. Operational Status

The team confirmed that Long Beach City College is operational, serving approximately 34,450 students in credit and noncredit courses during the 2020-21 academic year. As evidenced by their enrollment data and college catalog posted on their website, the majority of students are actively pursuing certificate programs, degree programs, and/or transfer.

The College meets Eligibility Requirement # 2.

3. Degrees

Long Beach City College offers 27 Associate Degrees of Transfer, 76 Associate Degrees, 93 Certificates of Achievement, 62 Certificates of Accomplishment, 22 non-credit Certificates of Competency, and 30 non-credit Certificates of Completion. The team confirmed that all associate degrees require a minimum of 60 units, including the completion of a general education pattern, with a 2.0 grade point average. Most of the courses offered by the college lead to a degree, certificate or transfer, and the degrees and certificates offered by LBCC are listed in the 2021-22 College Catalog and online.

The College meets Eligibility Requirement # 3.

4. Chief Executive Officer

The team confirmed Long Beach City College has a Superintendent-President who is the Chief Executive Officer of the District. The Superintendent-President is appointed by the Board of Trustees and serves as the administrator who has been delegated authority to administer Board Policies, Administrative Procedures, and provides leadership for the overall operations of the College in planning, budgeting, personnel, and institutional effectiveness.

The College meets Eligibility Requirement # 4.

5. Financial Accountability

The team confirmed that Long Beach City College engages a qualified independent auditor to conduct audits of all financial records. All audits are certified, and all explanations of findings are documented appropriately and addressed by the College. The audit is presented annually to

the Board and is available to the public. Tentative and adopted budgets are approved by the board annually. LBCC student loan default rates are within federal guidelines. The College meets Eligibility Requirement # 5.

Checklist for Evaluating Compliance with Federal Regulations and Related Commission Policies

The evaluation items detailed in this Checklist are those which fall specifically under federal regulations and related Commission policies, beyond what is articulated in the Accreditation Standards; other evaluation items under ACCJC standards may address the same or similar subject matter. The peer review team evaluated the institution’s compliance with Standards as well as the specific Checklist elements from federal regulations and related Commission policies noted here.

Public Notification of a Peer Review Team Visit and Third Party Comment

Evaluation Items:

x	The institution has made an appropriate and timely effort to solicit third party comment in advance of a comprehensive review visit.
x	The institution cooperates with the review team in any necessary follow-up related to the third party comment.
x	The institution demonstrates compliance with the <i>Commission Policy on Rights, Responsibilities, and Good Practice in Relations with Member Institutions</i> as to third party comment.

[Regulation citation: 602.23(b).]

Conclusion Check-Off (mark one):

x	The team has reviewed the elements of this component and has found the institution to meet the Commission’s requirements.
<input type="checkbox"/>	The team has reviewed the elements of this component and has found the institution to meet the Commission’s requirements, but that follow-up is recommended.
<input type="checkbox"/>	The team has reviewed the elements of this component and found the institution does not meet the Commission’s requirements.

Narrative:

The College posted a link to the third-party comment form maintained by ACCJC on its accreditation webpage. The College presented the Institutional Self Evaluation Report (ISER) to the Board of Trustees in a public meeting and on the campus website. ACCJC did not receive third-party comment in advance of the site visit. The College demonstrates compliance with the

Commission Policy on Rights and Responsibilities of the Commission and Member Institutions as to third party comment.

Standards and Performance with Respect to Student Achievement

Evaluation Items:

x	The institution has defined elements of student achievement performance across the institution, and has identified the expected measure of performance within each defined element. Course completion is included as one of these elements of student achievement. Other elements of student achievement performance for measurement have been determined as appropriate to the institution’s mission. (Standard I.B.3 and Section B. Presentation of Student Achievement Data and Institution-set Standards)
x	The institution has defined elements of student achievement performance within each instructional program, and has identified the expected measure of performance within each defined element. The defined elements include, but are not limited to, job placement rates for program completers, and for programs in fields where licensure is required, the licensure examination passage rates for program completers. (Standard I.B.3 and Section B. Presentation of Student Achievement Data and Institution-set Standards)
x	The institution-set standards for programs and across the institution are relevant to guide self-evaluation and institutional improvement; the defined elements and expected performance levels are appropriate within higher education; the results are reported regularly across the campus; and the definition of elements and results are used in program-level and institution-wide planning to evaluate how well the institution fulfills its mission, to determine needed changes, to allocating resources, and to make improvements. (Standard I.B.3, Standard I.B.9)
x	The institution analyzes its performance as to the institution-set standards and as to student achievement, and takes appropriate measures in areas where its performance is not at the expected level. (Standard I.B.4)

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

Conclusion Check-Off (mark one):

x	The team has reviewed the elements of this component and has found the institution to meet the Commission’s requirements.
<input type="checkbox"/>	The team has reviewed the elements of this component and has found the institution to meet the Commission’s requirements, but that follow-up is recommended.

<input type="checkbox"/>	The team has reviewed the elements of this component and found the institution does not meet the Commission's requirements.
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Narrative:

Long Beach City College has defined elements of student achievement aligned to its College Mission and established appropriate performance standards. These standards guide the College's broader planning efforts and resource allocation and are regularly reviewed and impressively integrated into college planning processes. If the College falls below the institution-set standards, the College governance structure takes the appropriate action to address its performance.

Credits, Program Length, and Tuition

Evaluation Items:

x	Credit hour assignments and degree program lengths are within the range of good practice in higher education (in policy and procedure). (Standard II.A.9)
x	The assignment of credit hours and degree program lengths is verified by the institution, and is reliable and accurate across classroom based courses, laboratory classes, distance education classes, and for courses that involve clinical practice (if applicable to the institution). (Standard II.A.9)
x	Tuition is consistent across degree programs (or there is a rational basis for any program-specific tuition). (Standard I.C.2)
x	Any clock hour conversions to credit hours adhere to the Department of Education's conversion formula, both in policy and procedure, and in practice. (Standard II.A.9)
x	The institution demonstrates compliance with the Commission <i>Policy on Institutional Degrees and Credits</i> .

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

Conclusion Check-Off (mark one):

x	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements.
<input type="checkbox"/>	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements, but that follow-up is recommended.
<input type="checkbox"/>	The team has reviewed the elements of this component and found the institution does not meet the Commission's requirements.

Narrative:

The team found policies that define the credit hour, required out-of-class hours for lab and activity and conversion of the clock hour in adherence to the Department of Education's conversion formula. The team requested the most up-to-date policies, which were approved in December 2021, these policies and procedures are current, and meet the standards and eligibility requirements for the institution. The College does not have any tuition specific programs.

Transfer Policies

Evaluation Items:

x	Transfer policies are appropriately disclosed to students and to the public. (Standard II.A.10)
x	Policies contain information about the criteria the institution uses to accept credits for transfer. (Standard II.A.10)
x	The institution complies with the Commission <i>Policy on Transfer of Credit</i> .

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

Conclusion Check-Off (mark one):

<input checked="" type="checkbox"/>	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements.
<input type="checkbox"/>	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements, but that follow-up is recommended.
<input type="checkbox"/>	The team has reviewed the elements of this component and found the institution does not meet the Commission's requirements.

Narrative:

The team found policies that meet the requirements of the Policy on Transfer of Credit. The team located the policy within the catalog but found that the most public and useful display of these policies are found on the Curriculum Guides, which are current, and spell out each transfer degree and its requirements. Additionally, both the catalog and Administrative Procedures describe the institution's criteria and processes for accepting and applying credit.

Distance Education and Correspondence Education

Evaluation Items:

For Distance Education:	
x	The institution demonstrates regular and substantive interaction between students and the instructor.
x	The institution demonstrates comparable learning support services and student support services for distance education students. (Standards II.B.1, II.C.1)
x	The institution verifies that the student who registers in a distance education program is the same person who participates every time and completes the course or program and receives the academic credit.
For Correspondence Education:	
N/A	The institution demonstrates comparable learning support services and student support services for correspondence education students. (Standards II.B.1, II.C.1)
N/A	The institution verifies that the student who registers in a correspondence education program is the same person who participates every time and completes the course or program and receives the academic credit.
Overall:	
x	The technology infrastructure is sufficient to maintain and sustain the distance education and correspondence education offerings. (Standard III.C.1)
<input type="checkbox"/>	The institution demonstrates compliance with the Commission <i>Policy on Distance Education and Correspondence Education</i> .

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

Conclusion Check-Off (mark one):

X	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements.
	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements, but that follow-up is recommended.
<input type="checkbox"/>	The team has reviewed the elements of this component and found the Institution does not meet the Commission's requirements.
<input type="checkbox"/>	The college does not offer Distance Education or Correspondence Education.

Narrative:

LBCC has demonstrated compliance with all federal regulations on distance education. The team found evidence of regular and substantive interaction between students and instructors. The Commission's updated Policy on Distance Education and on Correspondence Education will go into effect in June 2022. As it comes into alignment with the updated policy, the team encourages the College to continue work on defining and improvement direct instruction and in developing tools for monitoring students' academic engagement and success and ensuring that instructors are responsible for promptly and proactively engaging in substantive interaction with students when needed.

The college also provides comparable learning support services and student support services for DE students.

LBCC does not offer correspondence education classes, so this section is not applicable.

Student Complaints

Evaluation Items:

x	The institution has clear policies and procedures for handling student complaints, and the current policies and procedures are accessible to students in the college catalog and online.
x	The student complaint files for the previous seven years (since the last comprehensive review) are available; the files demonstrate accurate implementation of the complaint policies and procedures.
x	The team analysis of the student complaint files identifies any issues that may be indicative of the institution's noncompliance with any Accreditation Standards.
x	The institution posts on its website the names of associations, agencies and governmental bodies that accredit, approve, or license the institution and any of its programs, and provides contact information for filing complaints with such entities. (Standard I.C.1)
x	The institution demonstrates compliance with the Commission <i>Policy on Representation of Accredited Status</i> and the <i>Policy on Student and Public Complaints Against Institutions</i> .

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

Conclusion Check-Off (mark one):

<input checked="" type="checkbox"/>	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements.
<input type="checkbox"/>	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements, but that follow-up is recommended.
<input type="checkbox"/>	The team has reviewed the elements of this component and found the institution does not meet the Commission's requirements.

Narrative:

The team found policies and procedures for handling student complaints, and is acquiring a software tool, Advocate, to streamline the student complaint process. While DSPS complaints are located on the bottom of the homepage, the integration of a one-stop complaint field will benefit students.

Institutional Disclosure and Advertising and Recruitment Materials

Evaluation Items:

x	The institution provides accurate, timely (current), and appropriately detailed information to students and the public about its programs, locations, and policies. (Standard I.C.2)
x	The institution complies with the Commission <i>Policy on Institutional Advertising, Student Recruitment, and Policy on Representation of Accredited Status.</i>
x	The institution provides required information concerning its accredited status.(Standard I.C.12)

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

Conclusion Check-Off (mark one):

<input checked="" type="checkbox"/>	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements.
<input type="checkbox"/>	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements, but that follow-up is recommended.
<input type="checkbox"/>	The team has reviewed the elements of this component and found the institution does not meet the Commission's requirements.

Narrative:

The team found that the College complies with the Policy on Institutional Advertising, Student Recruitment, and Representation of Accredited Status. Long Beach City College posts timely information through its college website, course catalog, and schedule of classes. The college neither misrepresents program costs or employment opportunities and does not violate recruitment or advertising policy.

Title IV Compliance

Evaluation Items:

x	The institution has presented evidence on the required components of the Title IV Program, including findings from any audits and program or other review activities by the U.S. Department of Education (ED). (Standard III.D.15)
	If applicable, the institution has addressed any issues raised by ED as to financial responsibility requirements, program record-keeping, etc. If issues were not timely addressed, the institution demonstrates it has the fiscal and administrative capacity to timely address issues in the future and to retain compliance with Title IV program requirements. (Standard III.D.15)
x	If applicable, the institution’s student loan default rates are within the acceptable range defined by ED. Remedial efforts have been undertaken when default rates near or meet a level outside the acceptable range. (Standard III.D.15)
x	If applicable, contractual relationships of the institution to offer or receive educational, library, and support services meet the Accreditation Standards and have been approved by the Commission through substantive change if required. (Standard III.D.16)
x	The institution demonstrates compliance with the Commission <i>Policy on Contractual Relationships with Non-Accredited Organizations</i> and the <i>Policy on Institutional Compliance with Title IV</i> .

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

Conclusion Check-Off:

x	The team has reviewed the elements of this component and has found the institution to meet the Commission’s requirements.
<input type="checkbox"/>	The team has reviewed the elements of this component and has found the institution to meet the Commission’s requirements, but that follow-up is recommended.
<input type="checkbox"/>	The team has reviewed the elements of this component and found the institution does not meet the Commission’s requirements.

Narrative:

The College provided evidence of Title IV compliance. The Financial Aid website is robust, meeting the standards governing Accreditation and Commission approval. Additional evidence

provided in the ISER demonstrates a three-year default rate that is substantially lower than the 30% threshold.

Standard I

Mission, Academic Quality and Institutional Effectiveness

I.A. Mission

General Observations:

Long Beach City College (LBCC) demonstrates its commitment to its students through its Mission statement, which elucidates its intended student populations as well as the types of educational opportunities available. Through a robust program review process that supports the College's Strategic plan goals, the College uses data to assess the degree to which the College is accomplishing its Mission. Based upon these analyses, the College aligns its programs and services, institutional priorities, and resource allocation in support of its Mission. The Mission is reviewed on a regular cycle, approved by the Board of Trustees, and communicated widely.

Findings and Evidence:

Long Beach City College's Mission and Values Statement articulate the institution's broad educational purposes, its intended student population as well as the types of degrees and other credentials it offers. Moreover, the team found that the College's Mission and Values Statement demonstrate a strong commitment to student learning and achievement for its diverse student population. (I.A.1)

The College regularly uses data to determine the degree to which it is accomplishing its Mission. At the institutional level, the College annually assesses mission accomplishment through an examination of the metrics outlined in the 2016 -2022 Strategic Plan, which in turn inform the Annual Planning and Program Review (APPR) process. The team found that the college has access to and uses an impressive array of student achievement data including, but not limited to, course success rates, degree completion, probation rates, etc. to ensure that institutional priorities align with the Mission in support of the educational needs of its students. (I.A.2)

The College's programs and services align with its stated Mission and Value Statement. The team found evidence of this alignment through an examination of both the College's curricular offerings and its various planning documents, which, as delineated in the College's Integrated Planning model, all support the College's Mission. In particular, the team found that the College's Technology Plan was emblematic of a plan that clearly tied planning to the College's Mission and Value Statements. Additionally, the team found evidence that the Mission guides institutional decision-making, planning, resource allocation, and informs goals for student

learning and achievement through a robust program review process that supports the goals of the College's strategic plan in service to the Mission. (I.A.3)

The College articulates its governing board approved Mission statement in all key College documents and plans as well as on the College website. In addition, the team found evidence that the College Mission and Values are reviewed once every six years by the College Planning Council after which any changes to the Mission are referred to the Board of Trustees for final approval. (I.A.4)

Conclusions:

The College meets the Standard.

Commendation 1: The team commends the College for its extensive use of data to not only inform a robust integrated planning model that includes program review, strategic planning, and resource allocation, but also evaluate the degree to which this comprehensive planning process leads to accomplishment of its Mission. (I.A.2, I.B.3, I.B.4, I.B.5, I.B.9)

I.B. Assuring Academic Quality and Institutional Effectiveness

General Observations:

Long Beach City College (LBCC) demonstrates continuous improvement in academic quality and institutional effectiveness through established institutional planning and evaluation processes. Through the six-year strategic planning cycle, college wide plans, SLO assessment cycles, and the Annual Planning and Program Review (APPR) process, LBCC engages in consistent dialogue about student outcomes, student equity, academic quality, and institutional effectiveness. The APPR process integrates program review, planning, and resource requests. Impressive data dashboards (like Tableau) are used to evaluate courses, inform college plans, and guide progress on APPR and other College goals. Disaggregated SLO data informs improvements at the course and program levels, and institution-set standards and stretch goals are integrated into the APPR process. Policies, procedures, plans, and goals are evaluated regularly and communicated broadly internally and externally.

Findings and Evidence:

The College has established several avenues through which sustained, substantive and collegial dialog regarding student outcomes, equity, and institutional effectiveness occurs. The team found extensive evidence of such dialog occurring through the APPR process, data dashboards,

participatory governance structures, professional development opportunities (Cultural Curriculum Audit), and other college events (College Day and Flex Day). (I.B.1)

The team found that the College defines and assesses student learning outcomes for all instructional programs and student and learning support services. Through an examination of official Course Outlines of Record, the College's SLO database, and completed APPRs (in the case of Service Unit Outcomes), the team confirmed that the College has defined SLOs/SUOs for all programs and services and assesses those SLOs and SUOs on regular cycles. (I.B.2)

The College establishes institution-set standards for achievement, assesses how well it is achieving them, and publishes this information. The team found through committee minutes, an examination of the College Website, data visualizations, and completed APPRs that the College has established both institution-set standards and stretch goals that are regularly assessed and impressively integrated into College planning processes. (I.B.3)

The College uses assessment data and organizes its institutional processes to support student learning and student achievement. The team found that the college has access to an extensive array of quantitative and qualitative data including, but not limited to the College Data Mart, Strategic Planning metrics, APPR and SLO dashboards, and college-wide surveys (SENSE, CCSSE), etc. The team found that these and other data provide the framework through which the college organizes its institutional processes to support student learning and student support. (I.B.4)

The College assesses accomplishment of its mission through program review and evaluation of goals and objectives, student learning outcomes, and student achievement. The team found evidence of a robust program review process in which quantitative and qualitative data are disaggregated by program type, mode of delivery, and, where applicable, by student demographics for both instructional and non-instructional programs. School planning groups, followed by Vice President planning groups use relevant data to evaluate progress on goals in alignment with the College's Strategic Plan in support of its Mission. The College is commended for its thoughtful, integrated and data-informed Program Review process. (I.B.5)

The College disaggregates and analyzes learning outcomes and achievement for subpopulations of students; when performance gaps are identified, the College implements strategies and resources to ameliorate these gaps. The team found evidence that these analyses occur through the APPR process, institutional plans (Student Equity Plan, Strategic Enrollment Plan, Strategic Plan, etc.), and course and program SLO assessments. Additionally, the team found evidence of several cases where strategies were developed and/or resources were allocated to mitigate performance gaps. One strong example of how the instructional programs analyze data/performance gaps and implement strategies to help narrow the gaps is the use of the College's Curriculum Audit process. (I.B.6)

The institution regularly evaluates its policies and practices across all areas of the College to assure their effectiveness in supporting academic quality and accomplishment of mission. The team confirmed that the College regularly evaluates its board and administrative policies through a six-year BP/AP review cycle with collaboration from the Academic Senate and President Leadership Council. Moreover, every six years, the College Planning Council evaluates governance practices and structures across all areas of the institution to ensure they align with the College Strategic Plan and Mission. As an example of one of these evaluations, the team found evidence that the College regularly evaluates the APPR process, including its prescribed hierarchy, through surveys and discussion within the DPPR subcommittee to ensure its effectiveness in supporting academic quality and accomplishment of its Mission. (I.B.7)

The College broadly communicates the results of all of its assessment and evaluation activities so that there is a shared understanding of its strengths and weaknesses. The team found that the College accomplishes this communication through a variety of methods including the APPR process at the program and department levels, College Planning Council website and meeting notes, College's website, College plans, Office of Institutional Effectiveness reports and dashboards, board and campus presentations, as well as institution-set standard goals reports, etc. Based upon these broadly communicated results, the team also confirmed that the College sets appropriate priorities as in, for example, the case of the Strategic Plan and APPR goals. (I.B.8)

The College engages in continuous broad-based systematic evaluation, integrated planning and resource allocation in a manner that leads to accomplishment of its mission and improvement of institutional effectiveness and academic quality. The team found extensive evidence that the College accomplishes the aforementioned through its six-year strategic planning cycle, college-wide plans, and the APPR process. The College Planning Council develops the Strategic Plan which, in turn, drives the development of college plans and focuses and guides the APPR process/activities back to the Strategic Plan and College Mission. The team found that the Planning cycles include wide participation across the college community and use valid data to evaluate and integrate program review, college plans, and resource allocation into a comprehensive process. This integrated planning model allows the Vice Presidents to review and prioritize goals/requests and budget assumptions which are then prioritized by the President's Cabinet and communicated back to the College Planning Cycle. This then drives the comprehensive allocation process for the coming year for human, physical, technology, and financial resources thus helping the College improve institutional effectiveness and academic quality in its effort to accomplish its Mission. (I.B.9)

Conclusions:

The College meets the Standard.

I.C. Institutional Integrity

General Observations:

Long Beach City College's Mission and Values are clearly represented in its publications, policies, and procedures. The College ensures publications, the website, and Board Policies (BPs) and Administrative Procedures (APs) remain up-to-date, accurate and undergo a regular review process. Communication to the community and external agencies is honest and shows integrity. Finally, the College adheres to BPs and APs regarding institutional ethics, academic freedom, academic honesty, and a student code of conduct.

Findings and Evidence:

The team examined digital documents and the LBCC website and concluded that the College meets the Standard by providing clear, accurate, and current information to students, employees, and the community through the Mission Statement, the catalog, the course outlines of records, and the programs of study. The Mission Statement is reviewed and updated every six years; the College Catalog is reviewed and updated annually. Course, program and institutional SLOs are up to date in publicly posted documents through the processes described in II.A.3. Current and accurate student achievement and learning data is posted publicly in DataMart. (I.C.1)

The team examined the College Catalog and concluded that the College provides a print and online catalog for students and prospective students. The College Catalog has precise, accurate, and current information on all required components. The team checked and verified all requirements, policies, and procedures. All information listed under "Catalog Requirements" is published annually in the College Catalog. (I.C.2)

The team examined the College Catalog and concluded that the College provides a print and online catalog for students and prospective students. The College Catalog has precise, accurate, and current information on all required components. The team checked and verified all requirements, policies, and procedures. All information listed under "Catalog Requirements" is published annually in the College Catalog. (I.C.3)

The College clearly describes the purpose, content, course requirements, and expected program SLOS of its degrees and certificates in the College Catalog and website. The College also details program-specific course requirements with total unit counts, any course or program prerequisites, and any program-specific admissions requirements. (I.C.4)

Board policies, administrative procedures, the College catalog, GE patterns and Curriculum Guides indicate that the College regularly reviews and updates institutional policies, procedures, and publications to assure integrity in all representations of its Mission, programs, and services. (I.C.5)

Information about tuition and total course costs is clearly accessible on the college website. LBCC accurately informs current and prospective students, and the public about the cost of education including tuition, fees, and other required expenses. (I.C.6)

The College has an established Board Policy and Administrative Procedure on academic freedom and responsibility published on the website and summarized in the College Catalog. (I.C.7)

The team found that Long Beach City College has approved BPs and APs that promote the honesty, responsibility, and integrity of all employees. Established BPs and APs also describe student academic honesty and behavior, as well as faculty and staff expectations for academic honesty and integrity. (I.C.8)

Long Beach City College faculty distinguish between personal conviction and professionally accepted views. Faculty are evaluated on professional standards including their competence and demonstration of professional knowledge in their field of preparation, as well as demonstration of reasonable and impartial judgements in reaching decisions, resolving problems, and evaluating the work of others. (I.C.9)

The College is a publicly-funded open access institution. It does not require conformity to a specific code of conduct for staff, faculty, administrators, or students. The College does not seek to instill specific beliefs or world views. (I.C.10)

LBCC does not operate in any foreign locations. (I.C.11)

The team found that the College complies with Eligibility Requirements, Accreditation Standards, Commission Policies, guidelines, and requirements for public disclosure, institutional reporting, peer review team visits, and prior approval of substantive changes. (I.C.12)

LBCC communicates the College's accredited status to the Commission, students, and the public. Through long-standing programmatic accreditations and the Promise, as well as federal and state grants, the College demonstrates honesty and integrity in relationships with external agencies. (I.C.13)

The College is first and foremost committed to high quality education, student achievement, and student learning above all other objectives. This is evident in the College's Mission, Values, and 2016-2022 Strategic Plan goals. (I.C.14)

Conclusions:

The College meets the Standard.

Standard II

Student Learning Programs and Support Services

II.A. Instructional Programs

General Observations:

The College's Instructional Programs engage in extensive data collection and analysis that lead to a culture of continuous improvement in student learning. The Committee on Curriculum and Instruction has oversight of several key areas in the Standard, including outcome inclusion and assessment, course and program review and improvement, and policies related to these items and the Philosophy of General Education. The team was impressed by LBCC's innovative work related to Student Learning Outcomes assessment; however, the team did not observe evidence of a practice to ensure that current SLOs are provided to students on course syllabi. The College has engaged in an intense cycle of board policy and administrative procedure review leading up to the accreditation visit to ensure compliance with the standards. The team applauds the professional development work described around the Cultural Curriculum Audit. The team also appreciates and acknowledges the College's ability to lead through challenges and innovate during the pandemic.

Findings and Evidence:

Long Beach City College offers instructional programs in fields of study consistent with its mission. The College's Committee on Curriculum and Instruction (CCI) has primary responsibility for ensuring that programs offered at LBCC lead to degrees, certificates, employment, or transfer. These responsibilities are clearly delineated in their Curriculum Handbook and in the newly revised BP / AP 4020. As a subcommittee of the CCI, the Assessment of Student Learning Outcomes regularly evaluates program learning outcomes to ensure that students in all instructional programs are meeting attainment thresholds. LBCC articulates transfer courses to CSU, UC and private universities. The College Catalog includes program descriptions and program SLOs that are consistent with the curriculum inventory. (II.A.1)

The College's CCI has an established six-year course review cycle. All courses are reviewed on this cycle to ensure discipline and pedagogical currency. The CCI maintains six subcommittees, five of which are outlined in the ISER. The Course Evaluation subcommittee is responsible for systematic evaluation of all courses to ensure currency and improve teaching strategies. The course review process is documented in the Curriculum Handbook and includes faculty in the discipline, department chairs, deans SLO coordinators and OLET (Distance Education) review

stages. The CCI requires all distance education courses to go through a separate review to ensure that regular and substantive interaction between faculty and students will occur. Their review happens in an established distance education addendum to each course. Additionally, the Department Planning and Program Review subcommittee reports to the CCI and is responsible for reviewing program changes, CTE program currency. This subcommittee provides input and recommendations to departments for their annual program review processes based on program level outcome data and assessment. The team observed a robust use of data regarding evaluation of program outcomes and their impact on course and program improvements made via the regular curriculum review cycle and annual program review cycle (II.A.2)

LBCC should be recognized for innovations made to their Course Student Learning Outcome assessment cycles. Every program has up-to-date program student learning outcomes that are assessed as part of their program review cycle; course student learning outcomes occur on a two-year cycle. The College ASLO committee, led by their faculty chair and Office of Institutional Effectiveness, have streamlined the assessment process, integrating Canvas assessments into Tableau for rich dialogues and loop closings based on disaggregated data. All courses have current course student learning outcomes, which are located in the course curriculum inventory system (Nuventive). The team reviewed course outlines of record to ensure inclusion of student learning outcomes at the course level; program learning outcomes are included in program maps and in the College Catalog. The team reviewed a sample of syllabi and noted a deficiency in meeting the standard. The College did not provide a specific document process for review of syllabi. Fewer than 50% of the syllabi reviewed included learning outcomes that were consistent with the officially approved course outline of record. (II.A.3)

The College offers pre-transfer level courses in English, reading, math and English as a second language. The College distinguishes these courses from collegiate level curriculum in its course numbering system. These distinctions were observed in the College Catalog, course schedule and college website. The College faculty and leadership should be proud of the work they have engaged in for the past several years to ensure that students in pre-collegiate coursework were well-supported in their achievement of knowledge required for college-level and transfer-level coursework. Faculty in the above-mentioned departments have engaged in extensive equity-minded professional development to support student learning in both the cognitive and affective domains. Faculty in these areas also developed co-requisite support courses and embedded tutoring protocols to assist students with developing the knowledge, skills, and abilities to be successful (II.A.4)

The College has recently updated and revised key board policies and administrative procedures related to all the standards. In particular, policies related to Standard II.A.5 ensure that the minimum degree requirements for the associate degree are at or equivalent to 60 units. Additionally, they follow board policy on the Philosophy of General Education, Title 5 regulations and Executive Order 1100 for CSU-breadth in general education. Students at LBCC

are required to take a minimum of 18 units of coursework within a major or area of emphasis. These programs of study / majors can be found in the College Catalog and on the College's website. These programs are regularly reviewed for rigor, length and breadth as part of the annual program review processes and cyclical curriculum review processes. The College has developed program maps for each area of emphasis that allow students to see recommended course sequencing and estimated time to completion. Long Beach City College does not have a baccalaureate degree. (II.A.5)

The College utilizes a strategic enrollment management plan informed by program maps to schedule courses in a manner that allows students to complete certificate and degree programs. The College Planning Council oversees the work of the Enrollment Management Oversight Committee. In the development of their strategic enrollment management plan that committee partnered with leadership in guided pathways to design a student-centered schedule. The Committee has engaged in professional development through IEPI's SEM Academy to develop and revise its plan. The College employs a variety of modalities along with short-term and semester length offerings to ensure a student-centered schedule that leads to academic goal completion (II.A.6)

The College offers a wide variety of online (synchronous and asynchronous), face-to-face and hybrid modalities to meet the needs of its diverse student populations. As established in Board Policy and Administrative Procedure 4105, all courses must go through a separate distance education curriculum approval process to ensure documentation for substantive interaction (see Standard II.A.2). Prior to teaching online courses, faculty must complete an online teaching pedagogy course. The College OLET (Online Learning and Educational Technology) department provides robust professional development opportunities for faculty to develop new skills in online teaching practices and technologies. The effectiveness of various course modalities is assessed as part of the annual program review process. Additionally, SLO data are disaggregated by modality for dialogue and improvement. The OLET department uses a student engagement dashboard in Tableau to assess which areas of Canvas are being utilized the most by faculty and students to the team. (II.A.7)

The College ensures processes are in place to reduce test bias and enhance reliability. To that end, the College has discontinued use of a high-stakes assessment instrument, instead moving to using multiple-measures to maximize the probability that students will complete transfer-level English and math courses. The ESL department continues to use a placement test to assess language proficiency. The College faculty and Office of Institutional Effectiveness continue to engage in regular validation of this assessment as well as the multiple measures use of self-reported grades and GPA through a partnership with Long Beach Unified District (see Standard III.C.7). The College has adopted a Credit for Prior Learning board policy and administrative procedure, and uses Credit by Exam in certain subjects, but does not currently use department-

wide course or program examinations for the award of credit. Stakeholder groups at the College are looking into a more robust implementation of Credit for Prior Learning in the future. (II.A.8)

The College has recently gone through a rigorous policy update and has updated institutional policies (BP / AP 4020) to ensure that units of credit are awarded based on attainment of outcomes. The College's policies are consistent Title 5 requirements and the in-class and out-of-class hours established in the Chancellor's Office Program and Course Approval Handbook (PCH) for the award of credit. These policies also include the required Federal standards for clock to contact hour conversions. As mentioned above in II.A.3, the College has a robust SLO assessment and review cycle to ensure that students who receive awarded credit have the expected knowledge, skills, and abilities expected across institutions of higher education. The College makes exceptional use of Tableau dashboards to improve outcomes based on data. (II.A.9)

The College has certified through approved policies and procedures that learning outcomes for transferred courses are comparable to learning outcomes of its own courses. Board Policy and Administrative Procedure 4050 clearly delineate the College's articulation processes and the responsibility of the faculty articulation officer to ensure transferability of coursework. Additionally, BP and AP 4100 clearly describe the College's acceptance of transfer credit from other institutions of higher education. Transfer of credit policies are available to students and have been verified in the College Catalog and on the College's Transfer Center website. To ensure seamless transfer, the College articulation officer submits new and modified courses and programs to CSU and UC for general education and major preparation review. (II.A.10)

Long Beach City College includes the following appropriate student learning outcomes in all programs: communication competency, information competency, quantitative competency, analytic inquiry skills, ethical reasoning, the ability to engage diverse perspectives. The team confirmed that every degree program includes general education courses with Course Student Learning Outcomes (CSLOs) aligned with and mapped to the college's Institutional Student Learning Outcomes (ISLOs). The team further confirmed that ISLOs appear on the college website and in the college catalog, and, as reflected in meeting minutes, ISLO assessment is accomplished every two years through the SLO subcommittee and the Committee on Curriculum and Instruction (CCI). Course student learning outcomes are mapped to program learning outcomes for each academic program. Additionally, the ASLO committee led a process of "narrow mapping" for each program. Faculty identified two course student learning outcomes from each program to align to the institutional learning outcomes for the College. Faculty are to be recognized for innovating the assessment process by embedding assessment rubrics in Canvas and disaggregating assessment data directly into Tableau for disaggregation and subsequent dialogue (II.A.11)

As referenced in Standard II.A.5 the College has and follows an established policy and procedure stating its Philosophy of General Education. This policy can also be found in the College Catalog. The responsibility for review and modification to the policy and procedures resides with faculty on the Associate Degree / General Education subcommittee of the CCI. The subcommittee ensures that the general education patterns established by the College align to CSU and UC lower-division educational patterns. General education areas delineated in these patterns include outcomes connected to participation in civil society, skills for lifelong learning and application of learning, and a broad comprehension of the development of knowledge, practice, and interpretive approaches in the arts and humanities, the sciences, mathematics, and social sciences as required by the Standard (II.A.12)

Long Beach City College offers degree programs with a focused area of study for almost 100 associate degrees and associate degrees for transfer programs. Requirements for local degree programs are found in the College Catalog and each degree program has a curriculum guide published on the College website. Local associate degrees require 60 degree-applicable semester units, with a minimum of 18 semester units in a major or area of emphasis. Associate degrees for transfer are also defined in the College Catalog and establish curriculum guides for each program published on the College website. Each degree program has program learning outcomes consistent with standards of higher education and courses within each program have defined student learning outcomes. Assessment of program and course outcomes is discussed in Standards II.A.1, II.A.3 and II.A.11. Additionally, the College offers certificates of achievement in many of these degree programs for students not seeking an associate degree. (II.A.13)

The College offers career-technical certificates and degrees that demonstrate professional competencies aligned to employment standards. Like Standard II.A.13 all CTE degrees and certificates offered by LBCC can be found in the College Catalog and all have curriculum guides published on the College website. Specific CTE program pages also include average hour wages, available jobs and additional information related to career viability; data for these websites are provided by EMSI's Career Coach. Career Education Programs meet with industry advisory committees on a regular basis to review curriculum and ensure that students are prepared for workforce requirements upon completion. These advisory committees are composed of local business, labor and community agency leaders. The team reviewed advisory committee minutes to validate the frequency and content of the committee meetings. Several CTE programs have additional licensure requirements. These programs publish licensure pass rates on their websites and provide exam preparation for these exams as part of their curriculum. The College reviews a variety of data (Perkins, CTEOS, Salary Surfer, etc.) to make programmatic improvements. (II.A.14)

Processes for program initiation, substantive program modification or elimination are established in LBCC's BP / AP 4024. The College also recently adopted BP / AP 4021 which focuses specifically on processes for program discontinuance. Information related to program

discontinuance has been verified in the College Catalog. The procedures delineate a process to ensure that impacted students can complete or transfer units out in a timely manner (II.A.15)

As described in I.B.4 and II.A.16, the College regularly evaluates and improves instructional program quality through its annual program review processes. Academic departments engage in a three-year cycle with annual updates and supplemental program review processes. Career education programs engage in a two-year cycle, as required by state regulations. Faculty leads work with the Office of Institutional Evaluation to provide access to data dashboards that disaggregate student outcome data with a variety of filters. Faculty review data, identify gaps, and then create action plans to close those gaps. The team reviewed sample program reviews and conducted interviews that discussed the process; in particular the team was impressed with the SLO guides to actionable improvement that were used to implement changes based on data. (II.A.16)

Conclusions:

The College meets the Standard except for II.A.3.

Recommendation 1: In order to meet the Standard, the College must ensure that students receive a course syllabus that includes the learning outcomes from the officially approved course outline. (II.A.3)

Standard II.B: Library and Learning Support Services

General observations of Assigned Standard:

Long Beach City College supports student learning and achievement through the Library and Success Centers (Math, Multidisciplinary, and Writing and Reading). The Library and Success Centers provide students with access to extensive print and online resources, academic tutoring, supplemental instruction, and technology services. Librarian and Success Centers personnel collaborate with faculty and staff to ensure that materials and resources are current, appropriate, and sufficient to support the college mission. Through the Annual Planning and Program Review process, data collected from usage statistics, and student and faculty surveys, LBCC's Library and Success Centers regularly identify areas of improvement to ensure all student learning needs are addressed fully.

Findings and Evidence Regarding Assigned Standards:

Long Beach City College supports student learning and achievement by providing library and Success Center support services to students. The Library and Success Center services are offered in-person and online, and they are outlined in the Library website, college catalog, Faculty

Handbook, and annual faculty orientations. The Library's robust print and course reserve collections, research databases, and library instruction are sufficient in quantity, currency, depth, and variety and support the college's educational programs. The LBCC webpages, Canvas pages, and classroom orientations describe the Success Centers services, which include tutoring, computer access, study space, test proctoring, supplemental learning assistance, and textbook checkout. (II.B.1)

The College's Library and Student Centers use the Supplemental Program Review, Curriculum, and APPR processes to select and maintain educational equipment and materials to support student learning. The Collection Development Policy and faculty-librarian collaborations inform the evaluation of the Library's collection resources whereas the Success Centers rely on annual faculty and student surveys to ensure the centers are meeting the needs of faculty and students. (II.B.2)

LBCC evaluates library and Success Center services through service unit outcomes as part of the APPR process to assure they are adequately meeting identified student needs. LBCC's Library and Success Centers use student surveys and service usage data to evaluate if and how services contribute to student learning outcomes and as a basis for improvement of resources and services. (II.B.3)

The College collaborates with other institutions or entities in library and learning resources through formal and regulated agreements as evidenced in the mutual lending agreement with CSULB Library, OCLC's Worldshare ILL, CCC Technology Center's LSP project, and OEI's NetTutor. LBCC regularly reviews all services and program agreements through the APPR process or workgroups to ensure that the security, maintenance, and reliability of services provided through contractual arrangements meets the standards of both the College and the state. (II.B.4)

Conclusion:

The college meets the standard.

Standard II.C: Student Support Services

General observations of Assigned Standard:

Long Beach City College provides equity-minded comprehensive student services and supports. With a strong focus on equitable access and outcomes, student services provide appropriate, and sufficient resources for students in support of the college mission. Through the Annual Planning and Program Review process, student satisfaction and engagement data are regularly evaluated

to support and improve the effectiveness of each service. The Student Services unit has recently engaged in board policy and administrative procedure update and review to ensure compliance with the standards.

Findings and Evidence Regarding Assigned Standards:

Long Beach City College demonstrates that their student support services enhance the mission of the institution. Counseling is provided to students in-person and online. Students are on-boarded to the college via the College's "Viking Summer Voyage," a summer bridge program for new students. College staff in student services regularly evaluate the quality of these services and ensure accessibility and support student learning as part of their Annual Planning and Program review processes. LBCC general counseling services and other programs also regularly evaluate and assess their areas established Service Unit Outcomes. (II.C.1)

The College is to be recognized for their intentional use of data and iterative approach to improving student learning and success; the Student Services area regularly assess their SUOs via their program review process to ensure continuous improvement in their area programs and services. Dual Enrollment and the Transfer Center are two exemplar programs of how data are assessed to make improvements in each respective program. The team observed through interviews and evidence how data are disaggregated to provide intentionally designed solutions (II.C.2)

LBCC demonstrates a commitment to equitable access to all students regardless of location and regularly assess students' services needs as part of their Annual Program Review. LBCC has administered both the SENSE and CCSSE surveys to obtain additional data. Survey data resulted in changes to online counseling and financial aid access for students. Data sets are disaggregated to ensure that services are provided equitably to all student groups (II.C.3)

In support of the College's values statement to provide nurturing and connecting student supports, LBCC offers over 85 student clubs and organizations for student engagement and offers 18 intercollegiate athletics programs. These clubs and teams contribute to the social and cultural dimensions of the student experience and are regularly evaluated through program review. Student clubs and organizations support and reflect LBCC's diverse student population and support the academic mission of the institution. To ensure fiscal viability, the institution braids several funding streams to support athletic programs. LBCC ensures these activities are conducted with sound educational policy and standards of integrity and has recently undergone substantial policy and procedure revisions to provide currency and relevance to these standards. (II.C.4)

The College provides robust human and technological resources to support the student academic journey. The College employs more than 90 full- and part-time counselors in general counseling and within special student populations to support student development and success. New

counseling faculty are provided onboarding and professional development to ensure that their content area knowledge and technical skills remain current. To ensure that students understand the requirements related to their programs of study, the counseling department provides an online orientation for new students and offers a specialized “Viking Summer Voyage” new student summer bridge, serving more than 600 new students every academic year. To ensure timely completion of academic goals, students are provided both an abbreviated student educational plan and a comprehensive student educational plan. To support students on their educational journey, special programs use case management and student success teams to encourage students to stay focused on their selected pathway (II.C.5)

The College has recently gone through a rigorous policy update and has adopted and adheres to admissions policies consistent with the institution’s mission. The College’s policies are consistent with its mission to “deliver high-quality educational programs” to its diverse community. LBCC is an open access institution and admits any student over 18 who has earned a high school diploma or GED. LBCC also admits special enrollment / high school students who have the ability to benefit from college coursework through their dual enrollment program. The College has established special admissions policies for international students and nursing students, which are codified in board policy and administrative procedures. Students who have been academically dismissed from the College are also provided an opportunity for readmission through board policy. Information regarding academic pathways for degree, certificate and transfer goals can be located in the College’s Catalog and on the College’s Career and Academic Pathways website. This information is also available through orientation and regular meetings with counselors and student success team members The College is in development of a dynamic new student educational planning tool to help students visualize and track their education journey at LBCC (II.C.6)

In 2016, LBCC adopted CCCApply, the statewide college application system and has recently adopted multiple measures placements through the application system to ensure equitable placement. The College has validated these practices through an equity lens to ensure that students receive equitable placement into math and English courses. These practices are consistent with state-mandated legislation (AB 705). The College ensures that students are informed about placement options and coordinates with local high school districts to validate data regularly. To ensure continuous quality improvement, the Matriculation Office meets regularly with key stakeholders in academic and student services areas to analyze outcome data (II.C.7)

The College maintains student records permanently, securely and confidentially using virtualization and MicroSoft Azure Cloud storage. The College has recently updated board policies and administrative procedures on Student Records (BP/AP 5010). The College ensures compliance for the release of student records through adherence to FERPA regulations, which are published in both the College Catalog and on the College website. (II.C.8)

Conclusion:

The college meets the standard.

Standard III Resources

III.A. Human Resources

General Observations:

Long Beach City College follows appropriate and ethical guidelines for faculty, staff, and administrative hiring in alignment with their mission and as outlined in the evidence. The College follows multifaceted and systematic procedures throughout the hiring process from equitable recruitment through final candidate selection. LBCC utilizes a Faculty Internship Program as one effort to recruit a diverse candidate pool for future positions, which also provides the interns with several professional development opportunities including those focused directly upon equity and inclusion. Once hired at LBCC, whether staff, faculty, or management, new hire orientations are conducted, professional development opportunities are annually calendared, and conference and training opportunities are available for all of the College's constituents. Administrative and Board Policies regarding hiring, professional code of ethics, and equivalency, along with the Collective Bargaining Agreements, are posted to the College website in addition to being included in the new hire orientations. The college will be hiring 40 new full-time faculty for the next academic year to continue to assure quality educational programs.

Findings and Evidence:

LBCC employs administrators, faculty, and staff who are qualified. Minimum qualifications, equivalency, and experience are detailed and outlined on both the job description and the College website. Each job description connects to the Mission Statement and demonstrates an understood commitment to serving a diverse student population. Human Resources follows sequential steps to diversify and increase recruitment, utilize NeoGov as the application portal, assign an Equal Employment Opportunity representative to each hiring committee, and follows the Human Resources Hiring Checklist. In addition to outside recruitment websites, LBCC hosts two of their own recruitment workshops including "Improve Your Marketability" and "Discover LBCC." (IIIA.1)

The College made evident that faculty qualifications and expertise are met using the Chancellor's Office 2020 Minimum Qualifications Handbook, and also offers an equivalency process through Administrative Procedure 3022. All job descriptions include responsibility for curriculum development and student learning outcomes assessment. (IIIA.2)

LBCC demonstrates that academic administrators, classified managers, and classified staff are screened, qualified, and can sustain academic effectiveness and academic quality when hired into

designated positions. As evidenced in the College's Personnel Commission Rules and Regulation of the Classified Service, staff must demonstrate skill level competency as part of the hiring process. Administrators and managers are required to meet or exceed the minimum qualifications found in the Chancellor's Office 2020 Minimum Qualifications Handbook. (IIIA.3)

The College has practices in place, which receives and reviews official transcripts from accredited institutions in the United States. The College utilizes an external service for the evaluation of foreign transcripts (NACES). When equivalency is in question, the College has an Equivalency Committee composed of faculty, academic administrators, and the Vice President of Human Resources who ultimately determine if a candidate, based upon transcripts, should be removed from the hiring pool. (IIIA.4)

LBCC has policies and procedures that systematically evaluate all employees. The College suspended evaluations during Spring 2020, due to the Pandemic, and are now on an updated cycle of evaluations. The College entered a memorandum between the bargaining units to return to the usual timelines prescribed in the contracts and agreed to get back on schedule by conducting evaluations remotely for those who remained working off campus. The College provided evidence of said memorandums and utilizes NeoGov for the tracking and monitoring of evaluations. The cycles of faculty, classified, and adjunct evaluations are articulated in the collective bargaining agreements, with manager evaluations occurring on an annual cycle. (IIIA.5)

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

The College's faculty composition consists of 304 full-time faculty and 1,088 part-time faculty. LBCC currently assures the fulfillment of faculty responsibilities to ensure quality educational programs are in alignment to the mission. Additionally, the College will add 40 full-time faculty in Fall 2022 to further enhance their commitment to student success by providing quality curriculum and instruction within their educational programs and services. (IIIA.7)

LBCC provides an adjunct orientation at the beginning of the fall semester, has multiple departmental professional growth opportunities throughout the semester, and hosts professional development opportunities such as the College's annual Improve Your Marketability seminar. Additionally, adjunct faculty have the opportunity to participate in the College's participatory governance committees. The College provides adjunct evaluations per their collective bargaining unit agreement. (IIIA.8)

The College employs 564 classified staff and managers in permanent positions to ensure that educational support, technological, physical, and the administrative needs of the institution are met. Through the College's Annual Planning and Program Review, departmental strengths and challenges are analyzed through service unit outcome data, and staffing requests are prioritized to help achieve department goals. Position requests are presented at the College Planning Council and Budget Advisory Committee joint meeting. At the Vice President level, positions are prioritized and inform the President of upcoming budgetary requests. Institutional priorities are then analyzed when determining and making the final prioritization within the President's Cabinet. LBCC displays a thoughtful and analytical process through which new positions are requested, culminating in the hiring practices found in the Personnel Commission Rules and Regulations of the Classified Service. (IIIA.9)

LBCC employs 132 administrators. Administrative positions are requested through the Annual Planning and Program review process, but may also be added due to a College reorganization. Managerial positions are systematically requested in a similar fashion to that of the classified request process described in IIIA.9. The organizational charts, along with systematic efficiency point to the College having sufficient, and appropriately prepared, administrators. (IIIA.10)

The College provides all new employees with an orientation to their personnel bargaining agreements or handbooks. Full-time faculty are oriented by the Faculty Association through a year-long College Culture Friday program. Part-time faculty are also oriented to APs and BPs pertaining to personnel. The College's website and documents pertaining to personnel are posted publicly on the College's Human Resources website pages. Human Resources safeguards the fair treatment of all personnel through its policies and procedures. (IIIA.11)

LBCC provides comprehensive and up to date policies and practices that support its diverse personnel. The College's Equal Opportunity Plan is created on a 3-year cycle and aligns with the College mission. The College's Faculty Internship Program recruits graduate students and industry professionals by providing a \$500 stipend whereby the interns commit to a series of trainings, including equity-minded and inclusive practices. The College regularly analyzes and presents the Diversity Board Report each year to the Board of Trustees, which displays the College's employment equity and diversity data. Human Resources partners with numerous community and campus constituents to raise awareness and promote respect pertaining to diversity and inclusion. The University of Southern California-Center for Urban Education webinar series was one of several trainings promoting and supporting the College's diverse personnel. (IIIA.12)

The College provides updated and detailed policies which upholds a written code of professional ethics and includes disciplinary consequences if violated. LBCC's ethics are also reflected within

the College's five values: LBCC is purposeful, focused, nurturing, connected, and respectful. (IIIA.13)

The team wishes to acknowledge that LBCC has robust professional development opportunities for employee groups which are consistent with the mission. The position of Faculty Professional Development Coordinator promotes faculty training which encourages collegiality and a variety of other focused topics. Additionally, the Faculty Development Resources and Opportunities Subcommittee consists of five full-time faculty members who review fulltime and part-time faculty conference requests through a very detailed and thoughtful process. The College provides ongoing and meaningful training to classified staff; noteworthy are the trainings provided during the switch to remote services. The Cultural Curriculum Audit, linked with Guided Pathways, provided an on-going and dynamic dialogue regarding cultural responsiveness, and with a focus upon high impact practices. The College provided a survey to participants following the training. The review team commends LBCC for offering extensive professional development opportunities to all of its employee groups. (IIIA.14)

The College has appropriate and current policies which provide for the security and confidentiality of personnel records. These policies allow an employee to have access to their personnel records. (IIIA.15)

Conclusions:

The College meets the Standard.

Commendation 2: The team commends the College for offering extensive professional development opportunities to all its employee groups to support the college's mission and commitment to equity. (III.A.14)

III.B. Physical Resources

General Observations:

The College's 2041 Facilities Master Plan (FMP) demonstrates the College's commitment to planning for new and upgraded educational and workplace facilities for continuous improvement.

The College passed two bond measures, Measure LB in 2016 for \$850 million and Measure E in 2008 for \$660 million for new construction, repairs, and renovations at both the LAC and PCC campuses. The FMP outlines plans for construction and renovation utilizing these funds through 2041. The College has also developed and implemented a forward-thinking Integrated Energy

Master Plan (IEMP), which is to be implemented in alignment with the FMP and ensures that all new and renovated facilities are constructed to meet comprehensive sustainability building standards, in alignment with California state legislation.

Construction projects are rooted in the college's strategic plan, and undertaken in alignment with the timelines described in the FMP, however project re--prioritization takes place due to potential state funding, health and safety concerns, or specific student service needs. The 2041 FMP is rich in data, well organized, and comprehensive in nature. Institutional program and department plans drive the project lists identified in the FMP.

Findings and Evidence:

College facilities are continuously improved in alignment with the 2041 Facilities Master Plan and Integrated Energy Master Plan. Regularly communicated construction alerts make the college community aware of construction on campus, and how the construction may impact pedestrian or vehicular traffic. Safety inspections are conducted by a third-party administrator along with college facilities personnel to identify and remediate any safety issues. The college makes an effort to ensure a safe campus through regular, weekly inspection of the college's LAC and PCC sites and subsequent work order input and close out documentation, with regular meetings of the Emergency Preparedness and Safety Advisory Committee providing a venue for safety and security issues to be addressed. (III.B.1)

The college provides sufficient evidence to demonstrate that planning and processes are in place to ensure the effective utilization and availability of facilities to support the institution. The college's 2041 Facilities Master Plan responds to the college's mission, vision and values, specifically delivering high quality programs and support services to serve LBCC's diverse communities, with the effective implementation of the FMP rooted in the college's strategic plan. The FMP is deeply descriptive of timelines and required resources needed to effectively implement the plan, bringing in data from the college's facility inventory. The college's annual planning and program review (APPR) process outlines needs for college facility equipment replacement and maintenance needs.

The college's Facilities Advisory Committee provides recommendations on the implementation of the FMP and related facilities issues that arise from constituent groups. Evidence shows that facility end-users are included in planning meetings to ensure physical facilities are constructed to meet program needs. The college utilizes the Annual Planning and Program Review (APPR) process to identify and prioritize program and service needs related to equipment replacement and facility maintenance. (III.B.2)

The college regularly assesses and identifies facilities needs through the APPR process, which includes additional review of trends in course fill rates to ensure schedules meet student demand and effective space utilization. To manage space utilization and inform scheduling, the College

relies on 25 Live, which tracks space usage and provides utilization reports to inform Department Head and Dean scheduling practices. Facilities concerns and repair requests are submitted by constituents or students through the SchoolDude work order system, which tracks the work until completed. The work order system also allows for management to review costs associated with work order submissions. (III.B.3)

The college shows evidence of a reasonable sequence of planning to support capital improvements. The FMP implementation is rooted in the college's strategic plan, along with comprehensive costing and timelines for construction. The implementation schedule is reviewed regularly to respond to state funding opportunities, health and safety concerns, or specific student service and support needs. The college's Five-Year Capital Construction Plan identifies the college's priorities, with the college's construction management program providing comprehensive oversight of bond-funded projects. The ISER notes a lack of a comprehensive Total Cost of Ownership (TCO) process, however the college is actively taking steps to further develop its Total Cost of Ownership methodology, with a goal of rooting the operational costs of capital improvements in annual budget process. The SchoolDude work order system allows for resource planning for the maintenance and operation of college facilities, with year-end reports being utilized in the annual budget development process. (III.B.4)

Conclusions:

The college meets the Standard.

III.C. Technology Resources

General Observations:

The College provides technology services, professional support, facilities, hardware, and software that are appropriate and more than adequate to support the needs of the College through its sizable inventory of technology equipment and its clear commitment to ongoing technology support. The College continuously plans for, updates and replaces technology as evidenced by its fully funded technology refresh plan that extends to the year 2041. Additionally, The College assures that technology resources at all locations where it operates are implemented and maintained to assure reliable access, safety and security as evidenced by both the robust backup systems and security initiatives the College has instituted. The College provides appropriate instruction and support for faculty, staff, students, and administrators in the effective use of technology as evidenced by the nearly perfect rating by users of the support offered by Instructional and Information Technology Services (IITS). Finally, the College has clear Board

Policies and Administrative Procedures that guide the appropriate use of technology in the teaching and learning process.

Findings and Evidence:

The College provides technology services, professional support, facilities, hardware, and software that are appropriate and adequate to support the institution's operational functions and academic programs, including support services. The College provides and manages not only 3,500 physical computers, 7,800 virtual desktops, 92 printers, and 350 smart classrooms for its students but also more than 1,350 computers to support faculty, staff and managers. The team also reviewed the College's network, server, and software inventory, which was equally impressive in scope. The team also found evidence of more than adequate tech support for students, faculty, staff and administrators. (III.C.1)

The College continuously plans for, updates and replaces technology to ensure its infrastructure, quality and capacity are adequate to support its Mission. The team confirmed the College's clear commitment to technological capacity and quality as evidenced by its acknowledgement in the College's Strategic Plan (Goal 4) as well as in other College planning documents, e.g., APPR, etc. Additionally, the team confirmed that the college has a fully funded technology refresh plan for computers, labs and network infrastructure that extends to the year 2041. (III.C.2)

The College assures that technology resources at all locations where it operates are implemented and maintained to assure reliable access, safety and security. The team found evidence of a strong commitment to reliability in the forms of ubiquitous Uninterruptible Power Supplies (UPS), fire suppression systems, back up diesel fuel generators, etc. Likewise, the team found a similar commitment to safety and security in the forms of implementation of both the basic controls outlined in the Center for Internet Security and tools offered by the California Community College Security Center. Moreover, the College has implemented a multi-layered approach to security including: Palo Alto Next-Generation Firewalls, intrusion prevention systems, Cylance Next-Generation Anti-Virus, MFA and SSO via Portalguard, etc. (III.C.3)

The College provides appropriate instruction and support for faculty, staff, students, and administrators in the effective use of technology related to its programs, services, and institutional operations. The Instructional and Information Technology Services (IITS) provides support for all employees, while the Student Technology Help Desk provides support for student technology needs; LBCC's Online Learning and Educational Technology (OLET) Department provides support for faculty vis-à-vis Canvas. The team found impressive evidence that out of roughly 1,100 tickets submitted to IITS, nearly 100 percent of customers gave a rating of "Very Satisfied" on a four-point Likert Scale. Similarly, the team found evidence of high satisfaction among attendees of technology-related workshops. (III.C.4)

The College has policies and procedures that guide the appropriate use of technology in the teaching and learning processes. The team found evidence of such procedures outlined in both Board Policy (BP) and Administrative Procedure (AP) 6006 for faculty, staff, and students, as well as in BP and AP 4037, which focus on accepted procedures for faculty teaching via distance education. (III.C.5)

Conclusions:

The College meets the Standard.

III.D. Financial Resources

General Observations:

The College's ISER provides strong evidence to demonstrate that financial resources are managed through the implementation of appropriate policies, procedures, and college planning processes.

Findings and Evidence:

The Annual Planning and Program Review (APPR) process provides a means for setting priorities for funding institutional improvements. 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 35 Strategic Plan, Chancellor's Office Vision for Success goals, and Vice President-Level Plan goals. The Institutional Priorities drive the College's resource allocation process and are utilized by President's Cabinet to inform decisions on resource requests that arose through the APPR process to be funded in the adopted budget. Board Policy and Administrative Procedure outline the procedures followed by the College to ensure the annual budget is developed on an annual timeline and is aligned with the APPR process in support of the Mission. The college maintains sufficient ending balances and the college's recent audit reports demonstrate the integrity of financial management. (III.D.1)

College planning processes, including those for long and short-term resource decisions, are detailed in the Participatory Governance and Institutional Planning Handbook (PGIP) along with the college's Annual Planning and Program Review process. These planning processes prioritize and guide key institutional needs in resource allocation determinations. The college's institutional priorities are evidenced in the development of both annual tentative and adopted budgets. The college has adequate fiscal policies that are readily available to the public and

college community through the website. The college's annual audits provide assurance of the integrity of financial management. The college also provides evidence of timely communication and regular dissemination of fiscal information to the Board of Trustees, Budget Advisory Committee, and the college community as a whole. (III.D.2)

College budget development and financial planning processes are clearly outlined in both policy (BP 6010) and procedure (AP 6010) related to budget preparation, along with the Annual Planning and Program Review (APPR) timeline evidenced. The budget development process is clear and evidence shows the planning process is shared with college constituents, along with regular communication of state budget news and the college budget process. The constituency-based Budget Advisory Committee is provided state budget updates and regular college budget performance reports. (III.D.3)

The college establishes reasonable budget assumptions and information to guide annual budget development. Through regular updates to the Budget Advisory Committee and the College Planning Council, along with presentations to the Board of Trustees, budget development is undertaken utilizing realistic data points. Quarterly financial reports are provided to the Budget Advisory Committee, ensuring transparency and accountability. The College utilizes relevant state budget information, including estimates in COLA and other funding support to guide budget development. Multi-year projections incorporate estimated known and likely revenues and expenditures for linear planning, of which are shared with the Board of Trustees and the Budget Advisory Committee. (III.D.4)

The college utilizes the PeopleSoft enterprise resource planning software for budget development and reporting. Requisitions in the PeopleSoft system require sufficient funding in an account prior to approval and purchase order creation. Purchase requests in excess of \$25,000 require Board of Trustees approval. PeopleSoft utilizes an account code structure that allows for consistent and transparent financial information for PeopleSoft Financial users. There is appropriate separation of duties for budget-related approvals to ensure strong internal controls. The college has implemented a multi-step authentication log-in process in PeopleSoft Financials to enhance system security and internal controls. Recent annual financial audits have resulted in unmodified opinions, indicating that finances are fairly presented. Consistent unmodified opinions in the most recent annual audit report represented adequate internal controls are in place. (III.D.5)

The college follows its established policies (BP 2013) for annual financial audits and the college's financial documents show a high degree of credibility. Consistent unmodified opinions in the most recent annual audit reports are evidence of adequate internal controls. Budget performance reports and the CCFS-311 actuals are provided to the Board of Trustees annually and are provided on the college's website. (III.D.6)

The college's most recent annual audit was presented to the Board of Trustees, with an unmodified opinion, no audit adjustments and no audit findings. Unmodified opinions have been presented to the Board of Trustees in prior years, with all audit findings having been remediated and new procedures implemented to ensure strong internal controls. (III.D.7)

The college's internal controls are regularly evaluated through annual external financial audits and the measurement of service unit outcomes (SUO). The recent SUO regarding compliance with Uniform Guidance standards is evidence of regular assessment of internal controls leading to continuous improvement. (III.D.8)

The college's Board Policy 6010 requires a minimum reserve of 5.5%, however the college's Budget Advisory Committee has developed a goal of maintaining a reserve level at 15%. The college has maintained a reserve balance of 15% over the past seven years. In 2019-20, the college was found to be at "low risk" under the Financial Crisis Management Assistance Team (FCMAT) self-assessment tool for fiscal health risk analysis. Cash flow data is reviewed monthly and projections are adjusted accordingly. Due to deferrals of revenue from the state in the 2020-21, the college used a Tax Revenue Anticipatory Note (TRAN) to ensure maintenance of required cash flow. The TRANs were paid off ahead of schedule in August, 2021. The college's construction bond fund cash flow projections are undertaken to anticipate the timing of needed bond issuance to ensure the required cash flow to continue bond-related construction projects. The college has an established Board policy (BP 6005) for the purchase of comprehensive insurance, and participates in the Statewide Association of Community Colleges Joint Powers Authorities that provides appropriate property and casualty insurance coverage. (III.D.9)

The college's external financial audit provides evidence that financial procedures and policies for all funds are being followed, including internal controls, with the audit results being presented annually to the Board of Trustees. The Long Beach City College Foundation, however, is a separate entity, and as such, the financial statements are audited separately and not part of the college's comprehensive financial audit and Board of Trustee reporting. For Financial Aid oversight, the college works directly with funding agencies to ensure compliance and adheres to regular reporting requirements. The college has a signature approval process for grant applications as well as budget creation. The Citizen's Oversight Committee for both general obligation bond Measures E and LB meets regularly to review bond-related activity and expenses, combined with external financial audits for both Measure E and LB. (III.D.10)

The college has met and exceeded the Board Policy on required minimum reserves, monitors expenditures on a regular basis, budgets for increases in CalSTRS and CalPERS contributions in its multi-year financial projections, and makes regular contributions to the Retiree Health Benefit Fund. A total of \$850 million in bonds was authorized for the modernization of the college campuses under Measure LB, and coupled with the previous Measure E (\$440 million), will

support long-term physical resource needs. The Supplemental Early Retirement Plan (SERP) offered by the college in 2017-18 resulted in total net savings in the 2018-19 general fund budget of \$2.3 million. For short-term liabilities, the college monitors cash-flow and quarterly budget performance reports for any variances to plan. The college also carries a strong bond rating which evidences sound fiscal management for short and long-term liabilities. (III.D.11)

The college meets the requirements of GASB 74/75 through the college's completion of required actuarial studies and through the annual reporting of post-employment liability on financial audit reports. Employee OPEB costs and liabilities related to the college's retiree health benefit costs are budgeted for in the Retiree Health Benefit Fund. The college contributes to the funding of long-term OPEB obligations with contributions from the general fund to the Retiree Health Benefit Fund in accordance with actuarial-provided Annual Required Contribution (ARC). The college also reports liabilities for the CalSTRS and CalPERS systems and sets aside funds in the annual budget to address the set employer contributions. (III.D.12)

The majority of the college's long-term debt includes general obligation bonds (2002, 2008, 2016), employee pension liability, compensated absences, OPEB, a Medicare Premium Payment Program, and a recent Supplemental Employee Retirement Plan. The employee-based liabilities are liquidated by the governmental fund in which associated salaries are reported. Retiree health benefits are funded by a set-aside and placed in an irrevocable trust. The locally approved general obligation bonds are paid through property tax assessments. (III.D.13)

The college's recent financial audit evidences strong internal controls and a fairly stated financial position. The TRANs that the college used to offset the effects of state revenue deferrals have been paid off ahead of schedule. Evidenced by the recent bond performance audit, along with the work of the Citizen's Oversight Committee, the college's general obligation bond funds have been expended in alignment with the voters' approved project lists. All grant-related funds have a dedicated Program Manager and Program Accountant to review grant award letters, associated regulations, and college accountants review requisitions and any expense transfer request to ensure expenditures are in line with the purpose of the grant (III.D.14)

Evidence supports that the college appropriately manages financial aid revenues, expenditures and student loan default rates within Federal requirements. The college contracts with a third party contractor to monitor and manage student loan borrowers that are in repayment, with default rates within Federal guidelines. The college's annual financial audit provides evidence of compliance with Title IV requirements. (III.D.15)

The evidence shows the college has adequate policies and procedures in place related to contractual agreements and bidding. Standardized contract templates have been developed and approved by counsel to ensure legal and regulatory compliance. College contracts are processed through the Business Support Services department and vetted with the President's Cabinet to ensure alignment with the college mission and strategic plan goals. (III.D.16)

Conclusions:

The college meets the Standard.

Standard IV

Leadership and Governance

IV.A. Decision-Making Roles & Processes

General Observations:

Long Beach City College has a culture which encourages institutional leaders to be innovative in the name of institutional effectiveness and excellence. A clear process is in place that ensures that new policies are reviewed by a wide range of institutional leaders, ensuring an effective planning and implementation process. There is a systemic participative process in place that is clearly articulated in a variety of documents and policies. All constituent groups are included in the participatory governance process. The team notes the extremely important nature of the College's Curriculum and Instruction Committee (CCI), which has several important subcommittees including general education, learning outcomes. The CCI has a subcommittee for almost all aspects of curriculum development and assessment process. This seems to be an efficient method for ensuring faculty purview over curriculum at LBCC.

Findings and Evidence:

The College provides leaders with support for innovation and improving practices and programs. The College Planning Committee (CPC) drives planning and innovation with their six-year strategic plan. This plan is developed in an inclusive manner ensuring college-wide participation in the process. The College Mission and goals from the strategic plan drive planning and program review processes. Policy improvements are led through the President's Leadership Council and the Policy and Standards subcommittee of the CCI. (IV.A.1)

The team reviewed the College's Policies and Procedures and Participatory Governance and Institutional Planning Handbook, and minutes of various committees, including the Academic Senate and College Planning Council which is the highest level institutional planning committee. BP / AP 2006 delineate the roles and responsibilities of each stakeholder group in the decision-making process. The role of students is clearly defined in College planning documents. (IV.A.2)

The annual program review and budget planning processes clearly define the roles and responsibilities of faculty and administrators. The College Planning Council follows a tri-chair model, ensuring equitable representation of each group. Additionally, the planning processes described throughout the ISER denote how constituent voices are ensured substantial representation in determining goals and budget priorities. Faculty roles are strongly represented under the leadership of the CCI committee and its subcommittees. (IV.A.3)

Additionally, under the CCI, recommendations for courses, program, learning outcomes and services are made via the various subcommittees. The ASLO subcommittee has purview over the outcome process; the course evaluation subcommittee is tasked with reviewing new and existing courses; the CCI and CPC are tasked with recommending modification to the annual program review processes. These committees have appropriate and robust faculty and administrative representation. (IV.A.4)

As noted previously, BP / AP 2006 and the Participatory Governance (PGIP) handbook outline the decision-making processes at the College. Effective communication loops for decision-making occur through various committee representatives. All committees undergo annual tracking to orient members to their roles and responsibilities in effectively participating in these processes and in communicating the results or outcomes. (IV.A.5)

In addition to the role of committee members, the College makes use of Board Docs to post committee agendas and minutes for increased transparency. Committees use Canvas shells and newsletters to support communication around decision-making at the College. Finally, the College uses professional development days and College Day to inform the broader campus community about key initiatives and goals related to the Mission and Strategic Plan. Decisions at the College are disseminated in a variety of modalities. (IV.A.6)

To ensure ongoing effective decision-making the College employs review cycles for key planning documents, The PGIP is reviewed on a three-year cycle, under the purview of the College Planning Council. The College is also now undergoing a more systematic review of Board Policies and Administrative Procedures to ensure accuracy and integrity. The CPC is responsible through these review cycles for determining the efficacy and need for all campus-wide committees not under the purview of Academic or Classified Senate. (IV.A.7)

Conclusions:

The College meets this standard.

IV.B. Chief Executive Officer

General Observations:

Long Beach City College has appropriate policies and procedures assigning to the CEO the authority over and responsibility for the institution. Delegation of duties to other administrators and staff is consistent and appropriate with their responsibilities and reflective of board policy. Despite recent transitions with the CEO position, continuity in leadership, planning, budgeting, selecting and developing personnel, and assessing institutional effectiveness has been maintained.

Findings and Evidence:

Long Beach City College has appropriate policies and procedures delegating primary responsibility and authority for the quality of the institution to the chief executive officer. Board Policy 2019 Delegation of Authority to Superintendent/President assigns to the president the primary responsibility for the quality of the institution.

The CEO job description clearly outlines the role and responsibility in ensuring institutional quality of the College, including the achievement of the mission statement through the implementation of the strategic plan and cultivating a culture that focuses on student success. The CEO provides effective leadership in planning, budgeting, resource allocation acting as the administrative tri-chair of the College Planning Council.

Despite recent transitions with the CEO position over the last several years, the institution has relied on its board policies and the delegation of authority to ensure continuity in leadership, planning, budgeting, selecting and developing personnel, and assessing institutional effectiveness. (IV.B.1.)

The Long Beach City College CEO is responsible for planning, overseeing, and evaluating the College's administrative structure. The College's organization chart illustrates that the President's senior administrators are responsible to and evaluated by the Superintendent/President. The organizational structure is organized and staffed to reflect the College's purposes, size, and complexity.

Board Policy 2019 Delegation of Authority empowers the Superintendent/President to delegate and authorize duties and responsibilities to appropriate senior administrators. Further, the job descriptions for the senior administrative positions clearly outline the illustrative responsibilities and are consistent with the delegation of authority.

The Superintendent/President oversees and maintains regular and consistent communication with administrative leadership through weekly President Cabinet meetings, Extended Cabinet, as well as meetings with other area managers and direct reports as necessary. (IV.B.2)

The Superintendent/President prioritizes institutional improvement in teaching and learning through a well-established, widely communicated Participatory Governance structure and process that is clearly integrated with planning and resource allocation. The Superintendent/President promotes a collegial process for setting goals as indicated by the Strategic Plan, ensures the College sets performance standards for student achievement through the Student Success Dashboard, and monitors the research-based, integrated planning and assessment (APPR), which links resource allocations to planning.

The team found LBCC to be guided by principles focused on widespread transparency and participation and a dynamic culture founded on data-based decision-making to optimize student learning, equity, and achievement outcomes.

The team was particularly impressed by the Superintendent/President's establishment of the President's Task Force on Race, Equity, and Inclusion further supporting institutional improvements focused on learning, teaching, and campus environment. Short- and long-term actions have been formed as a result of a robust and comprehensive planning process focused on intentional acknowledgement, broad feedback through meaningful campus-wide listening sessions, and institutionalization of affinity group inclusion with the President's Advisory Councils (IV.B.3.).

The Long Beach City College Superintendent/President is given the primary leadership role for accreditation and ensures that the College meets or exceeds Eligibility requirements, Accreditation Standards, and Commission policies per by Board Policy 1003 Accreditation. The team found that the Superintendent/President plays an active leadership role alongside the College's ALO to ensure the effective oversight and coordination of accreditation efforts. The team found that faculty, classified professionals and administrative leaders broadly participate and have shared responsibility for assuring compliance with accreditation requirements. This active involvement and engagement, at all levels of the institution, demonstrates the Superintendent/President's leadership in the college's Accreditation process (IV.B.4.)

The Superintendent/President assures the implementation of statutes, regulations, and governing board policies and institutional practices are consistent with institutional mission and policies, including effective control of budget and expenditures. The Superintendent/President uses Board policy to guide the development of local procedures to support the mission of the College. LBCC is currently establishing a system in collaboration with the CCLC, whereby policies and procedures are regularly reviewed for currency and compliance with external statutes and regulations (IV.B.5).

The evaluation team found evidence of extensive communication from the Superintendent/President to the internal and external constituencies and communities served by the institution. Formal and informal engagement opportunities allowing for interaction with the Superintendent/President and the College leadership team occurs on a regular and frequent basis. The Superintendent/President effectively engages with the external community through service on various community boards and maintains effective relationships with various educational entities to support the Long Beach City College Promise Program (IV.B.6.)

Conclusions:

The College meets the Standard.

IV.C. Governing Board

General Observations:

Long Beach City College has a five-member board elected by citizens in the College's service area and a non-voting student chosen by the student body. The board directs the activities of the College according to clearly stated and widely shared institutional policies. All board policies are publicly available online on the College website. The College has a clear hierarchical organizational structure for communication, as well as informal venues for engaging stakeholders. The board has experienced some challenges in acting as a collective body; however, recent dedicated efforts to promote collegiality have led to a more functional Board of Trustees, able to work together respectfully even when they do not agree on specific issues. Interviews revealed every member of the Board of Trustees to be engaged, passionate, and sincerely committed to the College, its students, and its community.

Findings and Evidence:

The Long Beach City College Board of Trustees is a functioning independently elected governing body. Long Beach City College's board policies assure that the Board of Trustees has authority and responsibility for academic quality, integrity, and effectiveness of the College's student learning programs and support services, as well as financial solvency of the institution.

Specifically, the following policies delineate the board's responsibility and authority: Board Policy 1001, 2013, 2016, 4000 (Academic Affairs) and 5000 (Student Services). Board meeting agendas and minutes illustrate that the Board of Trustees regularly receives information from College leadership that allows for the governing board members to exercise its authority through data-informed reports and presentations. As outlined in the ISER, Long Beach City College is currently finalizing an extensive review of its board policies to align with functional areas as recommended by the CCLC (IV.C.1.)

The evaluation team found evidence that the Board of Trustees decisions and policies are enacted by a majority vote of the board. The Long Beach City College Board of Trustees allows for dissenting opinions as outlined in board minutes where there has not been a unanimous vote. There are occasionally times when it appears that once a vote is cast and a motion is approved there is not always collective support of a decision regardless of the final vote of the collective board. For the vast majority of decisions, the Board of Trustees does work towards acting as a collective body. The Board reported that it is aware of these challenges and is working to continually course-correct and work collegially as a unified body. One such example of their collective and unified effort to work towards improved board effectiveness is the unanimous

action and decision to hire a parliamentarian to assist in reinforcing board processes and protocols.

Additionally in interviews with all five board members, it was observed that the board is currently establishing specific and intentional policies, procedures, and protocols to further support and improve board relations, effectiveness, organization, and collegiality. Specifically, the Board of Trustees approved the development and implementation of Board/CEO protocols to improve the effectiveness and organization of scheduled board meetings and delineation of duties. It was communicated that the implementation of this new protocol has improved overall board effectiveness and the team recommends the continuation of these efforts to ensure sustained compliance with the standard. (IV.C.2.)

The Long Beach City College governing board adheres to a clearly defined Board Policy 2020 *Superintendent/President Selection* for establishing a fair and open search process for the selection and evaluation for the CEO of the College. As noted in the ISER, there have been several vacancies within the Superintendent/President role since March 2020. The team found evidence to support that the Board of Trustees consistently and effectively acts in accordance with the board policy regarding the appointment of an Interim Superintendent/President and ultimately the selection of a permanent Superintendent/President.

In accordance with Board Policy 2021 *Evaluation of Superintendent/President*, the governing board evaluates the Superintendent/President annually based on performance goals and objectives mutually developed with the Superintendent/President and the Board members (IV.C.3.)

Members of the Long Beach City College Board of Trustees are independently elected to represent five separate and distinct geographic regions from which he/she/they are elected to ensure that all regions of the College's service area are duly represented. The board acts as an independent body in the public interest and has shown that it advocates, defends, and protects it from undue influence or political pressure. The board has policies pertaining to political activity and conflict of interest (Board Policy 2014 *Board Code of Ethics*) to ensure that there are protocols safeguarding the institution from undue influence or political pressure (IV.C.4).

The Board of Trustees has established policies that relate to College function and governance and are designed to ensure governing board support of the College's Mission, educational programs, and student support services. The team found evidence to support that the Board of Trustees establishes and adheres to policies that ensure operational integrity in support of the College's Mission in areas pertaining to fiscal stability, adherence to legal matters, and the oversight of the College's performance in support of students and student success. Board goals reflect the Trustees commitment to ensuring financial integrity and stability of the College (IV.C.5).

Board policies and administrative procedures pertaining to the Board of Trustees' size, duties, responsibilities, structure, and operating procedures are established and accessible on the College's website (IV.C.6).

Board meeting agendas, minutes and interviews with Board members reveal that board actions are consistent with its policies and procedures. Board Policy 1001 establishes protocols for development, review and revision of board policies and procedures by the governing board. The College has contracted with CCLC to assist the College in updating all board policies and administrative procedures and to align the numbering system with the CCLC's. The institution is currently undergoing this substantial review process and anticipates that the updates will be completed at the end of the spring 2022 term. The College policies are reviewed on a six-year cycle (IV.C.7).

The Board of Trustees regularly reviews reports and presentations that demonstrate College progress in meeting student learning and success goals. They regularly review institutional plans and key performance metrics and indicators specific to student learning, success, and achievement data. Additionally, board members are provided with regular updates to review academic programs, college initiatives, academic integrity, and student success (IV.C.8).

The governing board has established policies for a robust board development and new member orientation that includes focused sessions with the Superintendent/President, Executive Cabinet members, and other program specific convenings to gain a better understanding of the mission, values, and strategic plan for the College. Board policy 2017 requires that each board member attend annual professional development training (local training, as well as attending regional, state, and national conferences) to enhance board effectiveness in governance. Board members indicated that they participated in the League's Excellence in Trusteeship Program which they reported was useful in their current efforts to improve the board's understanding of roles, responsibilities, and delineation of duties.

The Board of Trustees ensure continuity of board membership through staggered four-year terms of office which allows for at least two experienced trustees to maintain their seat on the board during the election season (IV.C.9).

The Board of Trustees has an established process of annual self-evaluation and goal setting defined in Board Policy 2018 *Board Self Evaluation*. The Board of Trustees has published and discussed results in open session for the most recent self-evaluation completed for the 2019-2020 cycle. Several retreats have been conducted led by a skilled consultant to focus on areas of improvement including team building, board goal development, and Board/CEO Protocols. Evidence demonstrated that the Board of Trustees identified an issue with maintaining consistency in the board's completion of evaluation efforts in the past, and as such, established improved workflows and timelines to further refine an effective Board Self Evaluation review

process. The Board of Trustees are committed to fully participating in this updated evaluative process. (IV.C.10).

The Long Beach City College governing board has a clearly defined board policy 2014 *Board Code of Ethics* that features protocols and procedures for dealing with behavior that violates its code and implements it when necessary. In instances when a board member has violated the board policy, the Board of Trustees has acted in accordance with this policy as indicated by the censure of a board member in 2019 for a formal ethics complaint.

As indicated in IV.C.2, it was shared in interviews with all five board members that the board is currently establishing specific and intentional policies, procedures, and protocols to further support and improve board relations, effectiveness, and standards for collegiality and board decorum. The development and implementation of Board/CEO protocols is recognized by the team as an intentional strategy to continue improvement of board effectiveness.

Board member interests are fully disclosed annually through the filing of the Statement of Interest Form 700 from the California Fair Political Practices Commission (IV.C.11).

The Long Beach City College governing board has policies in place that clearly delegate full responsibility and authority to the CEO to implement and administer board policies without board interference.

There appears to have been some challenges with delegation as the board has maneuvered through transitions in institutional leadership, however, the evaluation team found that the Board of Trustees identified this as an area for improvement and is working diligently with the Superintendent/President to further refine and establish protocols to delineate responsibilities specific to the function and role of the governing board.

It was found that the Board of Trustees have participated in various professional development including the League's *Excellence in Trusteeship Program* that provided Trustees with training for an improved understanding and awareness of the responsibility and role of the board to delegate full responsibility for the operation of the institution to the Superintendent/President. The evaluation team supports the board's commitment to strengthening board relations and implementation of the new protocols to support the board's effectiveness specific to this standard (IV.C.12.).

The evaluation team confirmed that College administration and staff keep the Board of Trustees well informed regarding Accreditation Standards and Eligibility Requirements, as well as regularly updating the Board of Trustees during the preparation for reaffirmation of accreditation process. In interviews with Board members, they expressed active engagement, awareness, and participation in the accreditation process through regular updates, presentations, and special

meetings. Additionally, Board members approved a resolution reinforcing support of the Board's commitment to ACCJC Standards (IV.C.13).

Conclusion:

The College meets the Standard.

Recommendation to Improve Effectiveness

Recommendation 2: In order to improve institutional effectiveness, the team recommends that the Board continues to strengthen and reinforce processes that support its work in acting as a collective body (IV.C.2).

Quality Focus Essay

Long Beach City College has identified two critical and timely projects that align well with where they are with the Diversity, Equity, and Inclusion and the Guided Pathways initiatives. They have successfully piloted efforts in those two projects.

The first project LBCC would like to continue and grow is the **Student Success Teams (SST)** for their Guided Pathways' Viking Pathways in order to close equity gaps and increase student achievement. SSTs are cross-functional teams of faculty, staff, students, and administrators who develop and coordinate wrap-around support services to help students navigate their educational journey. A case management approach is used in hopes to increase term-to-term persistence and retention for Black, Latinx, and Pacific Islander students.

The second project LBCC would like to continue is the **Cultural Curriculum Audit** where faculty assess their curriculum through an equity lens in a collaborative cohort approach. The focus is on submitting deliverables that include redesigning a course or part of a course through developing cultural responsiveness, equity-mindedness, engaging materials, and high-impact practices in the Guided Pathways spirit. A \$1000 stipend is provided for the faculty who submit a completed portfolio.

For both projects, Long Beach City College has outlined specific impacts on student learning and achievement, identified measurable outcomes, and provided action plans for scalability. Long Beach City College should be commended on their innovative approach to student support, faculty professional development, and equity-mindedness and responsiveness.