

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

Table of Contents

Summary of Peer Review Process	5
Team Commendations	7
Team Recommendations	7
Introduction	8

Vice President, Student Services

ACCJC STAFF LIAISON

Dr. Catherine Webb

Vice President

Summary of Peer Review Process

INSTITUTION: Long Beach City College

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

Introduction

· 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

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.

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

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

Narrative:

Long Beach City College has defined elements of student achievement aligned to its College Mission and established appr(s)-1(T1)-1(Tia)4(bl)-teg

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):

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.
	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.

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):

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
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Title IV Compliance

Evaluation Items:

The institution has presented evidence on the required components of the Title IV

x

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 pla

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 x38 to an extn intc 0 Tw -2dmmittextn intcd-10(t)0(n)-2dmmit it)(n)-2.(o)-8(f)D0(t)0(n) andis ii-8(f)5

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

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)

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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

stages. The CCI requires all distance education courses to go through a separate review to ensure

wide course or program examinations for the award of credit. Stakeholder groups at the College

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

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. (II.C.4)

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

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

The College em

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

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
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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

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

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

Conclusions:

The college meets the Standard.

Standard IV

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

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:

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

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.

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

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(k,)0 Td(ts)-1(tnation 0 4()T2(he)4()Tdpe)4(s)-1(t)-2h(t)-6(en)(s)-5(2(a)4(p)iC(q