Standard II.A
Instructional Programs

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Standard II: Student Learning Programs and Services

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

LBCC offers a rigorous curriculum that prepares students to transfer to a four-year college or to transition into the work force, by creating high-quality instructional programs that meet student needs. For the 2013-14 academic year, the college offers a total of 11 Associate in Arts for Transfer and Associate in Science for Transfer degrees, 48 Associate in Arts degrees, 31 Associate in Science degrees, 68 certificates of achievement (18 or more units), and 73 certificates of accomplishment (fewer than 18 units). For Career Technology Education, the college offers 2 Associate in Science for Transfer degrees, 33 Associate in Arts degrees, and 27 Associate in Science degrees. Most of the certificates programs (134 of a total of 141 programs), are for Career Technical Education.

In fall and spring semester, the college has over 2000 class sections available from about 1000 different course offerings.

<table>
<thead>
<tr>
<th>Course Type</th>
<th>2008 Fall</th>
<th>2009 Fall</th>
<th>2010 Fall</th>
<th>2011 Fall</th>
<th>2012 Fall</th>
<th>2013 Fall</th>
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<tr>
<td>Credit Degree Applicable</td>
<td>2505</td>
<td>2265</td>
<td>2050</td>
<td>2042</td>
<td>1986</td>
<td>1999</td>
</tr>
<tr>
<td>Credit Non Degree Applicable</td>
<td>235</td>
<td>201</td>
<td>188</td>
<td>149</td>
<td>156</td>
<td>173</td>
</tr>
<tr>
<td>Noncredit</td>
<td>155</td>
<td>84</td>
<td>31</td>
<td>22</td>
<td>20</td>
<td>21</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>2895</strong></td>
<td><strong>2550</strong></td>
<td><strong>2269</strong></td>
<td><strong>2213</strong></td>
<td><strong>2162</strong></td>
<td><strong>2193</strong></td>
</tr>
</tbody>
</table>

Most of these courses are credit-bearing (95% in 2008 and 98% in 2013). Although the number of class sections offered during this accreditation cycle has been reduced due to state budget reductions (from 2895 sections in fall 2008 to 2193 in fall 2013), recent improvements in state funding correspond to a recent expansion of section offerings. In spring 2014, almost 2400 sections were made available in the class schedule, a number nearly as high as that offered in fall 2009. For the first time in January 2014, LBCC offered a winter intersession that served nearly 1700 students enrolled in 43 class sections.

Faculty and administrative oversight and critical review through LBCC’s Curriculum Committee and subcommittees (e.g., Course Evaluation, and Associate Degree/ General Education) and the annual Department Planning and Program Review ensure the integrity of this process. LBCC offers a myriad of student learning and other support services to guide
students toward achievement of student learning outcomes, as well as personal and civic growth.

Long Beach City College encourages personal and civic responsibility, along with the intellectual, aesthetic, and personal development of its students through curricular offerings and extra-curricular activities. The college’s general education course patterns, Plan A (General Education Plan, AA/AS), Plan B (CSU General Education-Breadth), and Plan C (IGETC, for CSU and UC transfer, General Education Plan) all require students to take at least one course in humanities and arts, one course addressing wellness, and one course in analytical thinking. All general education course patterns aside from the A.S. degree also require at least one course in American history and one in political science. Plans B and C add requirements for scientific inquiry and quantitative inquiry.

In addition, there are curricular offerings in fine and performing arts and athletic programs. Students prepare and present theatre, music, dance, and other creative arts performances throughout the year and hold public exhibits of their artwork. Athletics programs are available for men and women in basketball, swimming, water polo, track and field, cross country, soccer, volleyball, tennis (women), football (men), softball (women), baseball (men), cheer and dance.

Libraries remain one of the most important resources serving all students at any college campus. Long Beach City College supports library services on both of its campuses. The Library Department, a component of the Office of Academic Services, currently employs six faculty librarians, nine adjunct librarians, and seven support staff members, as well as a fluctuating number of student workers. As an academic department, the library offers courses toward a Library Technician certificate, as well as library research courses that serve the general student population.

Student support services for all students begin with student assessment and orientation. These are mandatory for students planning to enroll at LBCC. The hour-long online orientation is broken up into seven segments that explain matriculation, introduce students to student services, highlight programs at the college, discuss time management and values, and talk about campus life and student conduct and safety. After completion of the orientation, students take a placement test, the Accuplacer test, to assess their preparation levels in English, reading, and math. Based on their Accuplacer score, students may be required to write an essay that will be used to assess their writing skills. Students can take a practice Accuplacer test before taking the exam. Beginning fall 2012, the college piloted as part of its Promise Pathways program an alternative placement method for entering LBUSD graduates using high school transcript information in addition to Accuplacer test and writing-placement scores.

Academic counseling is provided through the Department of Counseling and Student Development. The college provides career counseling, athletic counseling, transfer counseling, and online counseling among its services. Student schedules are accommodated with both drop-in and scheduled counseling appointments.

The Learning and Academic Resources (LAR) Department is both an academic department and a student learning resource. LAR offers a regular course to help students become successful (Learn11), as well as short-term workshops, and many online modules designed for student success. These include instructions on effective note-taking, listening, reading,
time management, and test-taking tips, as well as on wellness. LAR’s Tutoring and Supplemental Instruction services are available at no cost to enrolled students in all levels for subjects including math, accounting, economics, physics, geology, chemistry, biology, anatomy, physiology, environmental science, philosophy, psychology, and foreign languages. The Tutoring Center employs community college and university students as tutors.

Under the direction of the LAR Department, the LAC Multidisciplinary Success Center (LAC MDSC) offers tutoring and supplemental instruction, subject-area improvement, and preparation for pre-professional programs (the TEAS test for Nursing students), study skills workshops, and study/preparation space including a multimedia presentation practice room. Most of these services are replicated at the PCC Multidisciplinary Success Center (PCC MDSC), with the addition of Career and Technical Education course preparation and supplemental instruction. The Math Success Center and the Writing and Reading Success Center (WRSC) at the LAC focus on their respective subject areas in promoting student success. The Academic Computing Lab offers drop-in computing and printing services for students who may not have these facilities in their homes. Two computer-ready classrooms are accessible by reservation, with an additional 164 computers available in an open lab setting. All of the centers are open extended hours to meet student need.

Several student service programs are available to bolster student academic success in targeted populations. The Disabled Student Programs and Services office (DSPS) facilitates services to qualifying students. Services include specialized academic counseling, assessment of learning disabilities, assistance with registration, a liaison to the Financial Aid office, referrals to on and off campus resources, assistive computer technology or sign language interpreters when necessary, and assistance with test taking. Extended Opportunity Programs and Services (EOPS) targets students affected by social, economic, educational, or language disadvantages, to improve retention and completion rates. EOPS offers support programs and services such as counseling (academic and personal), priority registration, tutoring, and assistance with textbooks, to eligible community college students.

LBCC offers TRIO programs funded through the federal Department of Education. Project LAUNCH provides student services at no cost to eligible students. Qualifying students are first generation college students with low income, who have learning or physical disabilities, and meet enrollment and residence status. The Growth and Opportunities (GO) Project provides comprehensive academic and personal support services to students with physical, learning, and/or psychological disabilities. Services include tutoring, academic advising, financial aid workshops, transfer advising, graduating advising, personal development workshops, and more.

The International Student Program assists prospective students during their application process, and provides specialized support and immigration advising to international students on F1 or M1 visas. The Veterans Affairs Office serves as a liaison between veterans and the Veterans Administration. Office staff provide additional services to veterans and their dependents including help to receive VA benefits, to enroll, and an environment that encourages success at LBCC.

Additional programs have been instituted to facilitate academic success. The Long Beach College Promise, in operation five years, is a partnership between Long Beach Unified School District (LBUSD), LBCC, and California State University, Long Beach (CSULB) to
assist students who are finishing high school to enter college and continue their education. The program offers a free semester at LBCC for local graduating high school students, guaranteed admission to CSULB, early outreach, intensive support, and additional services while enrolled.

The Honors program has been available at the LAC for more than 30 years. Classes are also available at the Pacific Coast Campus. Students who qualify take challenging honors sections of select courses. Honors students are eligible for library cards at local four-year public universities, participation in the National Collegiate Honors Council, honors academic counseling, and access to scholarships and awards. The Honors program has experienced tremendous growth over the past four years, serving just over 100 students in fall 2010 to more than 300 students in spring 2014. The diversity of the student population in the program has almost completely inverted from a primarily White, English-only student population to one in which a full 70 percent of the students identify as non-white and many are multilingual. The Honors program has also diversified its class offerings over the past four years. In addition to adding popular classes to the traditional social science and humanities IGETC offerings, it has added a learning strategies class tailored to the Honors students’ needs, a computer application class for Honors students, a physical science class, two mathematics classes (first and second semester calculus), and two levels of Spanish for heritage speakers. Currently, an Honors biology lab class is being created, and discussions are under way with the Communication Studies Department to create an Honors speech class, with the goal of providing Honors-only classes in which any Honors student can satisfy his or her IGETC requirements entirely within the Honors program. Recent graduates of the Honors program have been admitted to Stanford University, Columbia University, Loyola Marymount University, Mills College, and the University of Southern California, to name a few private universities, as well as to all of the Universities of California and many California State Universities. Most of these include substantial scholarships.

The Transfer Center provides information sessions for prospective transfer students, assistance with applications, presentations and transfer fairs, and access to university resources and catalogs. The Puente Project is a learning community that targets transfer students who are interested in Latino and multicultural history. Counseling and mentoring are provided through this program with the goal of encouraging mentoring relationships that students will bring to future generations.

Extra-curricular offerings that encourage personal and intellectual development and civic responsibility include many student service and civic engagement clubs or associations (e.g., Viking Volunteers, Civic Engagement Club, Athena, Men of Aztlan, SANKOFA, The Ladies of Isis, Egalitaria, Model United Nations, The Order of Thor, and Thane). Many additional student clubs are themed toward the arts, languages, and cultures (e.g., Chinese Club, Dance it Up, Filipino Kalayaan Club, French Club, Cambodian Student Association, Haitian Club, German Club, Spotlight Theatre Club, Deaf Club, and Spanish Club). Still other clubs attract students from specific academic majors (e.g., English Majors and Minors Club, American Criminal Justice Association, Culinary and Baking Club, Air Conditioning and Refrigeration Club, Carpentry Club, Association of Future Firefighters, Archaeology Club, Political Science Student Association, Business Club, Child Development Club, Welding Club, and Economics Club) or overall academic achievement and intellectual development (e.g., AGS-KAPPA, Delta Alpha Phi, DAAP, PIPASS, The Honors Experience, and Puente Club).
Standard II.A - Instructional Programs

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

Aligned with the revised mission of the Chancellor’s Office, which emphasizes transfer and workforce preparation, Long Beach City College offers an excellent variety of programs to address the needs of its student population. The Curriculum Committee, and specifically the Associate Degree/General Education Subcommittee, oversee the development and maintenance of associate degrees, including the new Associate Degrees in Arts for Transfer and Associate Degrees in Science for Transfer (AA-T/AS-T). LBCC has developed and received approval for 11 of the 22 Transfer Model Curricula (TMCs), and eight others are well along in the approval stage, and the remaining three are in development. Long Beach City College also maintains a robust variety of Certificates of Accomplishment and Certificates of Achievement, both dedicated to providing enhanced workforce preparation for students and for the city of Long Beach and its surrounding industries. To assure the highest quality of instruction and education, faculty regularly participate in program review, routine course review, SLO assessment, as well as ongoing curricular development of new courses and inactivation of obsolete courses. The Course Evaluation Subcommittee works closely with each department as it revises and develops curriculum, to ensure compliance with Title 5 regulations, adherence to the college’s mission, and appropriate application of SLOs throughout the Course Outline of Record.

During the current self-evaluation cycle, LBCC was affected by the state-wide budget crisis, resulting in discontinuance of a number of programs as well as a college reorganization plan. LBCC notified ACCJC that these programs were being considered for discontinuance and provided information that led to notification from ACCJC that the college had taken appropriate steps to assist the enrolled students to complete their educational goals and that the discontinuance of the programs would not require a substantive change review (2.A.1, 2.A.2). The remaining programs continue their commitment to offering a high caliber of education, aimed at developing and growing careers.
II.A.1. The institution demonstrates that all instructional programs, regardless of location or means of delivery, address and meet the mission of the institution and uphold its integrity.

Descriptive Summary

The Long Beach City College Mission Statement states, “Long Beach City College promotes equitable student learning and achievement, academic excellence, and workforce development by delivering high quality educational programs and support services to our diverse communities” (2.A.3). This mission is accomplished through degree, transfer, career, technical, and certificate programs; basic skills; English as a Second Language; student support services that promote student access and success; economic development and workforce training; adult non-credit courses; and Community Education.

Long Beach City College maintains the integrity of instruction via policies that guide the Curriculum Committee, stipulated under Administrative Regulation 4005.2 (2.A.4). The Curriculum Committee is supported by various subcommittees, including: Academic Policy, Associate Degree/General Education, Course Evaluation, Assessment of Student Learning Outcomes, and Department Planning and Program Review. These committees govern changes to curriculum and report directly to the Curriculum Committee. The Curriculum Committee approves curricular changes and sends necessary items to the Board for further approval. While transfer and general education programs strive to meet the needs of transfer students, many career and technical programs are designed to meet the demands of local and national industries and businesses. Additionally, Long Beach City College strives to produce innovative programs offered through student-centered scheduling and quality distance education.

Self Evaluation

Long Beach City College continues its commitment of offering programs and courses, which address the college’s mission at the highest of standards. Through the college’s ongoing strategic review process, faculty have the opportunity to assess programs and courses by engaging in dialogue, assessing student learning outcomes and consulting with the Career Technical Advisory Committees to make changes necessary to adhere to Title 5 regulations and the needs of workforce industries.

Long Beach City College has incorporated a strategic planning and review process for all programs and courses. Program review is conducted every three years. Progress towards curricular goals, projects and strategies, and the results of outcomes assessments are integral parts of the program review process. Approximately one third of programs undergo review in a given year, in accordance with the schedule set by the Department Planning/Program Review Subcommittee (2.A.5). Additionally, all courses undergo a rigorous review every six years as they are evaluated and approved by a peer review team of the Course Evaluation Subcommittee (2.A.6).
II.A.1.a. The institution identifies and seeks to meet the varied educational needs of its students through programs consistent with their educational preparation and the diversity, demographics, and economy of its communities. The institution relies upon research and analysis to identify student learning needs and to assess progress toward achieving stated learning outcomes.

Descriptive Summary

Students’ educational needs at Long Beach City College vary widely considering the broad demographics of students that comprise the student body. Such varied educational needs are represented in student age groups (over 40% of students at LBCC are 25 years of age or older), educational goals (57% of students have goals other than seeking transfer to a four-year institution), and ethnicity (over 75% of students are identified as other than White Non-Hispanic) (2.A.7). The institution has made a concerted effort to meet the varied educational needs of this broad student demographic. In consideration of this wide variance, in 2008 the institution initiated the first phase of a broad-based Student Success plan by creating Student Success Centers (2.A.8). These Success Centers were developed with faculty support to assist students at all levels, from Basic Skills up through transfer, to achieve their goals with greater success. One of the important ideas behind development of these Centers was to create instructional and service support in core subjects such as English, reading, and math and to provide the same for multiple disciplines and Career Technical programs. Faculty, staff, and administration came together to develop both curriculum and services in these Centers to help students overcome “roadblocks”—that is, common educational and college-cultural gaps that, when filled with advantageous learner-centered support, could provide greater achievement in the classroom and in the collegiate environment for students across the spectrum. The impetus to meet the needs of a varied student population continues to be seen in the Student Success Plan goals for the next five years, especially goal number 3: "Increase education gains in under-represented groups" (2.A.9).

Additionally, in fall 2012, the institution initiated Promise Pathways, a program providing a multi-pronged educational/financial/counseling support structure for students coming from Long Beach Unified School District. The program has since grown to include school districts outside of Long Beach Unified.

The Faculty Teaching and Learning Center, which was established under the college’s Student Success Plan, hosts a variety of activities designed to assist faculty with meeting varied student learning needs. One of these is the Teaching and Learning Institute, which is a faculty-led seminar on student learning and creating student-centered learning environments (2.A.10). Funding innovative programs and seeking additional funding continues to be a focus of the college. Various Faculty Innovation Grants were awarded in the previous two years. For a few years during this self-evaluation cycle, the number of sabbaticals approved by the college was greatly reduced, but during the past two years the institution has renewed...
its support for sabbaticals to allow faculty to innovate and develop new and more effective curriculum and pedagogical practices for a wide variety of students. Sabbatical leave applications are carefully reviewed by the Sabbatical Leave Committee and projects that meet the committee’s standards are forwarded to the Board for approval.

The college implemented a 16-week calendar in fall 2012. The decision to adopt a compressed calendar was based on extensive discussions of analyses of student success in short-term classes from LBCC and from other California community colleges. This new calendar includes two 16-week semesters and summer and winter intersessions. In winter session 2014, the college rolled out the first fee-based intersession allowable under AB955. Six classes were available; five filled and one was cancelled for low enrollment. The college is permitted to offer these classes if the enrollment is at cap or beyond and has high-demand wait-listed classes. It is anticipated that summer 2014 will provide another opportunity to offer fee-based intersession classes.

**Self Evaluation**

The Office of Institutional Effectiveness has been making concerted and creative strides to assess, describe, and evaluate outcomes of the various components of Promise Pathways and supplemental learning delivered in the Student Success Centers. High-level outcomes for the first two cohorts of students who participated in Promise Pathways show significant impact in first-time students’ attainment of early educational milestones.

*Percentage of cohort successfully completing transfer-level English and Math in the Promise Pathways compared to Fall 2011 cohort of first-time LBUSD students*

![Percentage of cohort successfully completing transfer-level English and Math in the Promise Pathways compared to Fall 2011 cohort of first-time LBUSD students](image)
An analysis of the obstacles that prevent students from completing transfer requirements revealed that many students were not enrolling in required English or math classes until they had finished many of their other transfer requirements. One of the first strategies of Promise Pathways was to give these first-semester students priority at registration and to require that they enroll in English and math courses. Rates of achievement of early educational milestones increased for every demographic group with some of the largest relative gains made by Latino and African American students. In fact, the rates of achievement of these milestones by students of color in the Promise Pathways in 2012 outpaced those of white students in 2011 in every case except one.

Success rates for courses that have had supplemental learning activities (SLAs) added as requirements in the course outline show gains of about 5 percentage points. Additional analyses show differential gains based on subject.
As reflected by the goals of the Educational Master Plan, the college is committed to obtaining and tracking data on the success and retention of varied student populations. This commitment has been further supported by a Lumina grant which is supporting collaborative community efforts to improve Latino college student success in the Long Beach area.

To date, there have been no formal analyses of the impact of the 16-week calendar changes on student outcomes.

**Actionable Improvement Plans**

Continue to evaluate effectiveness of SLAs delivered in Success Centers, focusing comparisons of effectiveness among the different SLA formats and with other learning support models such as supplemental instruction.

Conduct a study on the impact of compressed sessions on student success. This will compare outcomes for the traditional 18-week calendar with the compressed 16-week calendar as well as provide evaluative data on effectiveness of shorter-term classes offered in summer and winter intersessions.
II.A.1.b. The institution utilizes delivery systems and modes of instruction compatible with the objectives of the curriculum and appropriate to the current and future needs of its students.

Descriptive Summary

Methods of instruction for all courses in all delivery modes are determined by faculty and approved through the curriculum process. These methods include lectures, laboratory/activity, work experience, distance education, field experience, independent study, and service learning. The college delivery systems are listed on the instruction pages on the course outlines and, when applicable, include the distance learning addenda (2.A.11, 2.A.12). The Curriculum Committee and its Course Evaluation Subcommittee support faculty through the process of approving new courses for teaching in the distance learning modality. Every section of a course, regardless of the delivery mode in which it is offered, is taught using a common course outline, objectives, and student learning outcomes.

Changes to delivery mode are approved by the Course Evaluation Subcommittee first, and then sent to the full Curriculum Committee for approval. Throughout the curriculum development process, faculty are given support and guidance from the Course Evaluation chair, the Articulation Officer, and their individual department Curriculum representatives. Guidance is also offered on the Curriculum website, in particular, the Curriculum Forms page.

During this self-evaluation cycle, the Instructional and Information Technology Services (IITS) Department has taken strides to create more cohesive Learning Management Systems and to coordinate web design in order to make the use of institutional online resources more easily accessible and student- and faculty-centered (2.A.13). The college website has become more effectively coordinated across departments and disciplines, and Moodle has been chosen as the college's single Learning Management System so that students will only need to learn one system in their classroom experiences. The Instructional Media Production Services, under the IITS Department, is developing and increasing its use of YouTube academic videos specific to LBCC student coursework. And in coordination with Faculty Teaching and Learning at LBCC, various webinars and workshops have been held to train teachers in new ways to meet the various learning needs of a diverse student population.

As a result of a recent Computer and Office Studies Advisory Committee recommendation, IITS developed two Mobile App courses, designed to keep students in step with the smart phone industry. The Cyber Security program was also developed by this process and is currently being offered.

Math workshops using Assessment and Learning in Knowledge (ALEKS) software were piloted in winter 2013. ALEKS is a web-based, artificially intelligent assessment and learning system that uses adaptive questioning to quickly determine what a student knows and does not know in a course. Evaluation showed the workshops were effective so the Math Department has expanded use of this delivery system. Starting in fall 2013, the English Department began offering accelerated sequences of English courses extending from the pre-collegiate level to transfer-level courses. There has not yet been time to evaluate the effectiveness of these accelerated sequences.
Self Evaluation

In recognition that not all students fall into the “traditional student” category, the college offers a variety of class times at both campuses, including early morning, afternoon, evening, and Saturday classes.

Math workshops, first offered in winter 2013, targeted students who had not earned passing grades in beginning algebra or intermediate algebra during the fall semester. The workshop featured self-paced progression via mastery through sequenced skill that was supported by “just-in-time” faculty support and ALEKS, a dynamic online system that constantly assesses and provides feedback on student performance. The pilot results suggest that the math winter workshops exhibited significant potential to decrease student time to retake a course they have failed and, more importantly, improve the rate at which students successfully complete the course. In addition, a student survey was administered to students who participated in the workshop. Valuable information on student experience with the online software and with the faculty-led mini sessions was collected and used to inform refinements to math courses offered in the following semester (2.A.14, 2.A.15).

Distance Learning continues to be a growth field, and is especially suited for some non-traditional students. To assure that the quality of instruction in online sections matches that of traditional classroom sections, the DL faculty work closely with the director of Distance Learning, who advises them on legal requirements, such as ADA compliance. All LBCC DL courses offer reasonable accommodations for disabled students. The director also supports new course proposals when they are under review by the Course Evaluation Subcommittee. He consults with the Course Evaluation chair on evolving DL curriculum matters. Recently, they worked together to produce an updated DL Addendum, which more clearly identifies the goals, methods, and adaptations of sample assignments for courses in the DL proposal process (2.A.12). These changes have led to a clearer articulation of how each DL course will be taught.

The data provided annually to departments for planning and program review show comparative course success rates for online, hybrid and face-to-face delivery methods. Some departments have used this data to inform efforts to close gaps in success rates across the different delivery methods, but the institution has not led a coordinated effort to address potential gaps for all DL offerings (2.A.16, p. 8; 2.A.17, p. 4).

Actionable Improvement Plans

As new methods of instruction are piloted, evaluation strategies of their effectiveness will continue to be incorporated into any pilot project to determine how effectively any instructional innovation achieves desired results.

The director of Distance Learning and faculty coordinator of the DL program will train department faculty and deans to focus on comparative rates of student success for courses delivered online, hybrid, and face-to-face so that gaps in success can be identified and addressed.

The director of Distance Learning and faculty coordinator of the DL program will implement an online certification program to ensure that all faculty teaching online have received
adequate training to teach courses that comply with Title 5 regulations and with local requirements. This certification program will build on the existing set of resources already available to faculty on the LBCC’s Distance Learning website.

II.A.1.c. The institution identifies student learning outcomes for courses, programs, certificates, and degrees; assesses student achievement of those outcomes; and uses assessment results to make improvements.

Descriptive Summary

Over the last six years, Long Beach City College has made a significant institutional investment in student learning outcomes assessment and has integrated this assessment throughout the college. Beginning in 2009, the college developed a comprehensive plan to implement SLO assessment requiring that all courses and programs identify and assess SLOs (2.A.18). The college adopted the TracDat platform in order to carry out and track this implementation.

TracDat stores all course and program SLOs as well as assessment schedules and assessment data. Within TracDat, course and program SLOs are linked to the college’s General Education Outcomes. Every program within the college provides SLO assessment updates within TracDat every semester, and the required responses to each assessment item require programs to make changes that address student learning needs. These updates link directly to the college’s planning process which takes place on the same software platforms, and each step of the planning process must be supported by SLO assessment data.

All course and program SLOs are assessed on a regular schedule. Course and program-level SLOs and assessment data are entered into TracDat. This data entry was previously done by department SLO officers; now it is done by the college’s Educational Assessment Research Analyst (2.A19, 2.A.20). The SLOs in this database are linked directly to the course outline database and are part of the official course outline which is publicly accessible on the Course Outline Database (2.A.21). Specific details of ongoing assessment data are only accessible to the programs that enter them, but general reports are generated regularly and are made available to the community (2.A.22, Course SLO Report; 2.A.23, Program SLO Report; 2.A.24, Institution level assessment reports).

Programs evaluate student achievement using a variety of methods and instruments. For example, some CTE programs use state licensure to measure student success. Some areas critique artistic performance. Some rely on performance data. Some use pre- and post-tests to assess learning. Some use objective exams and writing to assess achievement of student learning outcomes. Ten new Scantron machines were ordered for the campuses in spring 2014. These machines will separate scores based on course SLOs and give instructors feedback on achievement of the identifying SLOs. For those SLOs using multiple-choice responses for the assessment method, the automated scoring will greatly assist faculty with the high volume of SLOs requiring assessment.
The college’s Educational Assessment Research Analyst works with departments to develop assessment methods and to use the resulting data for program improvement. Course- and program-level assessment data is maintained with TracDat. The ASLO Subcommittee oversees this outcome and assessment process. The SLO coordinator monitors and documents assessment work (2.A.25, 2.A.26, 2.A.27).

In order to assure the integrity of the SLO assessment process, the Curriculum Committee maintains the ASLO Subcommittee that oversees LBCC’s SLO process, offers “best practices” recommendations to the departments, meets with the departments needing help in this area, offers SLO workshops for full-time and part-time faculty (2.A.28, 2.A.29), and selects SLO representatives for schools and departments (2.A.30).

Self Evaluation

The college has made SLO assessment a top priority over the last six years. At the beginning of this period, the college had no SLOs in effect, no SLO assessment, and no link between SLO assessment and planning. Now, every course and program is required to have SLOs entered into the TracDat database and to assess each course according to the schedule maintained in that database. In order to make such dramatic changes, the college created the position of Department SLO Officer to organize department SLOs according to college standards, to set up assessment strategies, and to enter data into the database (2.A.31, 2.A.32). In addition, the college hired a clerk to help enter SLOs during the first year of the implementation. Every course outline includes the course SLOs. In the fall of 2012, the ASLO Subcommittee held a paid training session, before the beginning of school, to familiarize adjunct faculty with SLO assessment practices. In the fall of 2012, the then vice president of Academic Affairs decreed that any adjunct faculty who did not participate in SLO assessment would not be given a contract for the next semester. Although that approach may have produced more anxiety than benefits, it signals the urgency with which the college has approached this issue.

Since fall of 2010, the college has been assessing program- and course-level SLOs and has been assessing and reporting annually since that time. Newly hired faculty are already coming in with skills in writing and assessing SLOs; this has been a criterion built into the faculty hiring process. Every course is required to have an SLO plan that defines its SLOs, establishes the type of assessment and its frequency with clear deadlines, presents expected results, and includes, after the assessment is finished, a summary of what actions have been taken in response to this assessment.

Most departments have found close alignments between successful performance on individual SLOs and student performance in the course, so it is significant to point to work that the Office of Institutional Effectiveness (OIE) has done with specific departments. For instance, the English and Math Departments have revised their assessment requirements based upon OIE analysis of course completion data. The English Department, especially, has engaged in ongoing discussion with the college’s research director in order to develop an assessment method that could meet the college's goal of increasing completions in college-level English without significantly damaging the quality of the class experience for all learners. This sort of dialogue, which requires a subtle consideration of both quantitative and
qualitative data, is likely to mark the future of meaningful assessment conversations at the college.

An integral part of LBCC’s resource allocation is the completion of yearly department plans and 3-year program reviews. Both require the inclusion of SLO assessment results, analysis of them, and improvement decisions based on them. One of the criteria used to allocate new full-time faculty positions is the degree of department completion of course and program SLO assessment (2.A.33). Furthermore, the allocation of material resources is also linked to department plans, program review, and how the requested resources will improve SLO assessment results.

**Actionable Improvement Plans**

After going through the first cycle of SLO assessment, departments and programs are refining their SLOs in order to develop assessment strategies that generate meaningful results. During the past four years, the college has had three different vice presidents of Academic Affairs, each with different directives about SLO assessment. SLO reports generated from TracDat reflect some confusion among the various SLO officers who have been entering data about what assessment has been required and how it should be recorded. More standardized SLO expectations and reporting should help to resolve some of these issues. The Educational Assessment Research Analyst is working with the ASLO Subcommittee and department faculty to create these standards.

**II.A.2.** The institution assures the quality and improvement of all instructional courses and programs offered in the name of the institution, including collegiate, developmental, and pre-collegiate courses and programs, continuing and community education, study abroad, short-term training courses and programs, programs for international students, and contract or other special programs, regardless of type of credit awarded, delivery mode, or location.

All courses and programs offered by LBCC, including college-level, developmental, and pre-collegiate sequences are required to have student learning outcomes. This holds true for credit and non-credit courses and programs and for all modes of delivery. The assessment of these are supported by the Assessment of Student Learning Outcomes Subcommittee and monitored by the Office of Institutional Effectiveness through the reporting capabilities of the software TracDat. In addition, course success and retention rates are used by departments for planning and program review. These are provided on the program review website as part of the “data packets” posted at the start of each academic year and include comparisons of success and retention based on mode of instruction and credit type. Short-term training is offered through the College Advancement and Economic Development division of the college, and quality is ensured through student satisfaction surveys, employer feedback surveys on skills attainment by employees completing the courses, and success rates of students achieving industry certifications upon completion of training. Additionally, quality standards and outcomes are incorporated into contracts with third parties delivering short-
term training and other related services, along with monitoring via the annual program
quality review process by college staff. The International Student Program is currently
conducting a program evaluation, which will result in a new five-year plan for international
student programming including the American Language and Culture Institute (ALCI) to be
implemented in 2014-15. This plan will include the development of the infrastructure needed
to at least double the program from the current 175 students and to triple student enrollment
in ALCI.

The Accreditation Commission of Education in Nursing (ACEN) accredits Long Beach City
College's nursing program and has been approved by the California of Registered Nursing
(BRN) since 1959. For continued accreditation, the program must adhere to the new
2013 ACEN standards. According to the California Board of Registered Nursing, over 90%
of Long Beach City College students passed the NCLEX exam from 2008-09 to 2012-13
school years (2.A.34).

Allied Health programs, RN, LVN, and DMI are regulated by state agencies and students
take exams for licensing.

II.A.2.a. The institution uses established procedures to design, identify learning
outcomes for, approve, administer, deliver, and evaluate courses and programs.
The institution recognizes the central role of its faculty for establishing quality
and improving instructional courses and programs.

Descriptive Summary

Course design, student learning outcomes, and evaluation are the purview of the college’s
Curriculum Committee. This is established under Administrative Regulation 4005 (2.A.4).
Any new course proposal may be submitted to the Course Evaluation Subcommittee of the
Curriculum Committee by an academic department, following the standards set by the
committee after it has met the approval of department faculty and the appropriate area dean
(2.A.35). A variety of forms and informational documents are available on the Curriculum
website for faculty to use when developing and proposing new courses (2.A.36). Upon
approval by the Course Evaluation Subcommittee, the course must be approved by the full
Curriculum Committee, the vice president of Academic Affairs, and the Board of Trustees.
The Curriculum Committee is made up of faculty representatives from each department and
the academic administrators. The Board of Trustees relies primarily upon the
recommendation of the Curriculum Committee for this academic and professional matter.

Four faculty members have been appointed to serve as curriculum reviewers for the college
on behalf of the Course Evaluation Subcommittee and the Curriculum Committee. Each
reviewer is responsible for reviewing course outlines (in areas outside of his or her own
discipline) to ensure the quality of the outline, including the clarity and appropriateness of
SLOs, course objectives, methods of instruction and evaluation, content, course textbooks,
prerequisites, and co-requisites. Every course outline is reviewed on a six-year cycle to
ensure currency and compliance with local standards.
The Associate Degree /General Education Subcommittee oversees the course’s GE applicability as well as transferability. It also monitors the placement of courses on curriculum guides that publish all courses required by or applicable to each college program. Upon approval by the Board of Trustees, new and updated courses and curriculum guides are published in the college’s fall catalog each year.

All courses engage in SLO assessment, and all programs undergo annual three-year program review. Each department develops and includes SLOs on the course outline of record. Faculty within a department write student learning outcomes for each course, create their own assessments, draw conclusions based on data collected from assessments, and decide which improvements they wish to pursue and how they want to implement those improvements to courses and programs. (See the Conducting Course and Program Review (2.A.37) and the SLO Assessment Templates (2.A.38) webpages of the Outcomes Assessment website.)

As part of the SLO process, department members periodically review data and make suggestions for improvement to teaching and learning, curriculum, a particular SLO, or the assessment tool. The department faculty members identify appropriate SLOs that are then evaluated during routine course review by the Course Evaluation Subcommittee.

When a new course is submitted, the Course Evaluation Committee ensures that SLOs are established for all courses and programs as part of the evaluation process.

Using on feedback from routine course reviewers, program faculty make revisions to courses and programs and these changes can be found in the TracDat database. Examples of these improvements can be found in programs such as Human Services, Reading, Baking and Pastry Arts, and Nursing.

Self Evaluation

The college has a clear and effective process for establishing and maintaining quality courses and involving faculty and administration throughout this process. The Outcomes Assessment website (2.A.39), which is publicly available to all full- and part-time faculty, contains an enormous amount of information and guidance on assessment at the course, program and institutional levels. Despite the quality of information made available from the website, it grew to such an extent that it became difficult to navigate and to locate specific resources. A new website is currently in development, and it is designed to be more user-friendly and easier to navigate.

When the college developed a plan for incorporating SLOs throughout its curriculum and planning structure, a key component was the database where the records for this project would be maintained. Managing the incredible quantity of data produced by the SLO project remains an ongoing challenge for the college.

The college established an SLO Officers pilot program in 2010 (2.A.31). The first SLO Officers went through a training program and reported regularly to the ASLO coordinator about department progress on SLO development. SLO officers led each of their departments as they planned, executed, and organized SLO assessments and data collection. After the first year of the project when a full-time clerk assisted with the data entry, SLO officers were responsible for entering all SLO data into the TracDat database. The database requires
significant maintenance by each program, and it became apparent that all 35 SLO officers did not follow the same conventions when entering data. As a result, college-wide SLO reports seem to have significantly under-reported SLO assessment activities throughout the college.

While faculty wanted to maintain control of the SLO assessment process, there was growing concern that individual discipline faculty needed expert assistance in how to assure the validity and soundness of assessment tools. Faculty have expertise within their own disciplines, but many feel that they lack the expertise required to interpret the data and to draw appropriate conclusions.

To address these issues (and knowing the SLO Officer pilot program would be scaled back to two Officers per school) the ASLO Subcommittee created a full-time, 12-month, classified job description for an Educational Assessment Research Analyst (EARA). This analyst assists the ASLO Subcommittee, is available to come to department meetings, and/or work with small groups of faculty to review data, and provide assistance with analysis, and update “next steps” into TracDat. She is qualified to help faculty look at current assessments and evaluate effectiveness of those assessments. This position was approved in August 2013, a job search conducted, and a successful candidate hired in October 2013. The first order of business from the ASLO Subcommittee to the EARA was to create electronic reporting forms for SLO TracDat updates (2.A.38). Forms include: New Assessment plans, Changing/Updating an SLO, Inactivating an SLO, Reporting Data/Conclusions, and “Next Steps.” These newly created electronic forms are intended to increase faculty involvement in the SLO process by allowing any faculty member to send information for inclusion into TracDat. The new analyst has also redesigned the Outcomes Assessment website to make it easier for faculty to locate specific instructions to support them through the process of SLO development, assessment, and improvements.

Actionable Improvement Plans

The Assessment of Student Learning Outcomes Subcommittee will continue to work with the Educational Assessment Research Analyst to improve the standardization of results reporting and quality of analysis. In addition, the analyst will work with department faculty to address their specific SLO assessment results and to support discussions about how to address gaps in student performance observed from the results.

In addition, the ASLO Subcommittee and EARA have plans for fall 2014 that should increase faculty involvement in the SLO process. Presently, the majority of faculty have read-only access to TracDat and only the ASLO Subcommittee members, former SLO Officers, and the EARA have editing privileges. The ASLO Subcommittee plans to open up editorial privileges to all faculty, both full and part-time, in fall 2014. Specifically, a certification program will be available to faculty who wish to have editing access to TracDat. The EARA will lead the certification program and any faculty who complete the sessions will be given editing access to their program(s) in TracDat. The ASLO Subcommittee is confident that this will encourage more faculty to participate in this step of the process because they will now have control over when and how their data is entered into the TracDat software.
Furthermore, the ASLO Subcommittee and EARA are working to create websites for each school at the college where data can be collected for SLOs. Each website will include all the programs that fall under a school and will have a separate webpage for each course that is taught in each program. Each course webpage will include a Google document with fill-in-the-blank questions where faculty can input their data from the current semester. When faculty enter data into the Google document, it will automatically populate an Excel spreadsheet for the course. In this way, faculty can keep track of how many sections have submitted data and all the raw data for each course will be organized in one central location. Once the data is ready for analysis, faculty in each department can analyze it or send the excel file to the EARA who can analyze the data for them and meet with them to discuss the findings. The ASLO Subcommittee believes that this method of data collection will simplify the SLO process for all programs and has hopes that faculty from each department will be willing to monitor their own programs’ Google documents once the websites are complete.

II.A.2.b. The institution relies on faculty expertise and the assistance of advisory committees when appropriate to identify competency levels and measurable student learning outcomes for courses, certificates, programs including general and vocational education, and degrees. The institution regularly assesses student progress towards achieving those outcomes.

Descriptive Summary
All faculty are engaged in SLO assessment. Departments have created SLOs for each of their courses and established clear methods of assessment and standards of achievement for each SLO. Using SLO assessment data, departments make changes to SLOs, to curriculum, and to programs and record these changes in TracDat (2.A.19, 2.A.20). The college has incorporated these practices (and this record-keeping) into the regular curriculum and planning process so that programs continually examine and improve pedagogies across all disciplines. Many programs, especially CTE programs, have advisory committees that participate in the development and evaluation of curriculum and of SLOs.

To ensure that programs address industry standards, the CTE programs all engage in regular meetings with workforce advisory committees. These committees are composed of appropriate experts and employers from the connected industry, who advise and guide program development decisions. Departments include their advisory minutes as evidence when they present new course proposals to the Course Evaluation Subcommittee (2.A.40).

Self Evaluation
In response to input from workforce advisory committees and in recognition of a growing industry need, the college has commenced work on a new state-of-the art Culinary Arts facility which will open in 2015-16 and will include a working restaurant, where students will train and learn in an authentic work environment under the guidance of the Culinary Arts
faculty. To address the needs for new curriculum to suit the facility, as well as evolving industry standards, the Culinary Arts chair has already designed new courses and certificates, which will be available in coordination with the new facility. Throughout the discussion, advisory committee meetings, and consultations with the Course Evaluation chair, SLOs and their integration have been emphasized. This demonstrates an awareness by faculty of the importance of student outcomes as an integral component of their educational experience at LBCC. Participation in the SLO assessment process has been consistently added to key criteria used in the evaluation of new course proposals presented to the Curriculum Committee and was included as part of a beta project with 41 Career Technical Education programs to refine the assessment methodology to better support the needs of the CTE program review (2.A.41, pp. 6, 9, and 24). Over 2500 CTE degrees and certificates were awarded to students in the 2012-13 year. Gains in the number of CTE awards annually conferred appear especially in areas such as Child Development/Family and Consumer Studies, Computer Office Studies, Public Services and Trades and Industrial Technology (2.A.42).

Actionable Improvement Plans
None

II.A.2.c. High-quality instruction and appropriate breadth, depth, rigor, sequencing, time to completion, and synthesis of learning characterize all programs.

Descriptive Summary
The Curriculum Committee ensures that the college maintains high-quality programs that meet the needs of the college. The Curriculum Committee oversees the development, evaluation, and revision of instructional courses and programs. Program faculty sequence courses in order to facilitate student success in the program.

Coursework leading to a degree or certificate is offered at both campuses. In the event that required courses cannot be offered every term, they are sequenced regularly to allow students to complete requirements in a timely manner.

In its Educational Master Plan, the college has established specific goals regarding educational milestones for students. These targets aim to increase the rate at which students complete required math, English, and reading courses. By enabling students to complete these courses early in their time on campus, the college aims to prepare students for the rest of their coursework and hopes that improved performance in these gateway courses will lead to greater degree and certificate completion.

Quality of course materials is maintained through the college’s program review process and through the routine review of course outlines. In program review, each program must reaffirm that its programs and courses are relevant to the college’s mission. At least every six years, each course outline undergoes a rigorous review by discipline faculty and by a
faculty member outside of the discipline to ensure that each course is current and that all outlines meet current standards of the college. The college establishes articulation agreements that demonstrate that the LBCC curriculum is equal in rigor to the institutions where students will transfer.

The college has developed a rigorous hiring process for both full-time and adjunct faculty to ensure that all faculty meet minimum qualifications, and that every hire emerges from a qualified pool of applicants. Once they are hired, all faculty are subject to regular formal evaluations of their knowledge of their discipline, the quality of their teaching materials, and their performance in the classroom. Ongoing workshops are provided for new full-time faculty.

**Self Evaluation**

Significant resources (new sections, new faculty, new educational initiatives) have been devoted to reach the targets specified in the 2011-16 Educational Master Plan, and the institution monitors the results closely and publishes these results regularly to both the campus and the community ([2.A.43](#), [EMP Scorecard, 2011-12](#) and [2.A.44](#), [EMP Scorecard 2012-13](#)).

The college has discovered that because of a shortage of courses in required areas (such as math, English, and reading), students tended to delay taking these courses, courses which are designed to give students the skills they need to succeed in other college courses, until after they had finished many of their elective and major requirements. This failure in sequencing may provide one explanation of increasing instructor complaints about students coming to courses without adequate preparation. In order to address this sequencing problem, it is an Educational Master Plan priority to make these classes available to students during their first semester at the college. The college has opened up numerous additional sections of each class, has hired additional faculty in each of these areas, and has developed incentives for students to sign up for these classes within their first semester. The college is currently monitoring the results of these investments in resources. It is the expectation that better-prepared students will complete their programs at an improved rate and that they will perform better in their other classes as a result of early coursework in math, English, and reading.

**Actionable Improvement Plans**

Using the model of Promise Pathways to identify the need for additional courses to support students’ more timely completion of their foundational skills sequences and achievement of early educational momentum points, the enrollment management efforts will utilize input from the departments and support from the Offices of Academic Services and Institutional Effectiveness to identify the need for changes to course scheduling.
II.A.2.d. The institution uses delivery modes and teaching methodologies that reflect the diverse needs and learning styles of its students.

Descriptive Summary

Long Beach City College uses a variety of technologies and delivery modes for instruction, in recognition of student needs and diversity of learning styles. One of these methods is instruction delivered partly or wholly online through Internet technology. The college’s Distance Learning program “is dedicated to supporting teaching and learning at LBCC, as well as contributing to student achievement and academic success by teaming up with faculty in all disciplines to integrate instructional technology into the curriculum of DL courses, through the design and facilitation of technology-mediated student-centered practices, and the provision of faculty professional development activities and college-wide training.” (See the Distance Learning webpage, DL@LBCC.) This program responds to students whose learning style and experience are more suited to an online modality rather than a face-to-face traditional lecture delivery style. The program also meets the needs of students whose schedules or life issues make it difficult for them to attend classes in a traditional format. Currently more than 200 classes are offered in an online format each term, with many instructors participating to some degree in online instruction. Instructors do receive training to teach online. Support is available through the DL Coordinator and IITS (2.A.45, 2.A.46, 2.A.47).

The college has recently begun moving online instruction to a Moodle portal (an open source course management system), rather than allowing instructors to use any course management system they prefer, in an effort to reduce confusion and enhance student success in learning. In addition to training on the Moodle system itself, staff members of IITS have offered FLEX day workshops related to students and technology, for example, “Empower Your Students with the Social Web” and “e-Z grades: Faculty Motivating Students to Succeed.” The college offers instructors the free use of an online tutorial system, LYND.com.

Technology also enhances learning in a traditional classroom where students interact with the instructor in person. Classrooms on campus are in the process of being updated to “smart” classrooms in which technology aids in the delivery of course content through PowerPoint presentations, interactive Internet tools to supplement instruction, a viewing camera projector, as well as audio and video taped materials. Some courses are relying more heavily than in the past on technology integrated into a traditional classroom, as illustrated by the use of the ALEKS program in the Math Department.

Understanding diversity in learning styles and learning environments, and how best to recognize and appeal to that diversity, is supported through faculty and staff development opportunities. Recent FLEX day training sessions have included “How to Help Students and Staff Discover their Ideal Learning Environment,” and “Increasing First-Year Student Engagement, Learning, and Success in Community College,” and “Learner-Centered Strategies,” and “Best Practices in College Teaching: Creating an Active Learning Environment.”

The Nursing program provides a pre-semester success program called “Code Green” that runs for one to two weeks and includes a skills lab and simulation hospital setting. Nearly
90% of all nursing students participate even though it is an optional workshop. The program is grant-funded and recognized by the funding source, Song Brown, as an exemplary program that prepares students for success when they enter their courses. The recent nursing accreditation team also noted the success of this program.

For more experiential learners, field trips, laboratory work, peer instruction and group work are assigned. One of the strategies for active engagement of students is to assign cooperative, interdependent group work to students. Whether individual work or group work, as can be seen from the professional development training opportunity titles listed above, the college is working toward improving rates of student engagement. The Course Outline of Record for many courses explains the incorporation of diversity of teaching styles and methodologies into existing classes.

Regarding diversity of student need, one factor in diversity may be student schedules. While the online course offerings allow flexibility in “attending” class outside of regular class attendance hours, some students may have a need for a more compressed schedule. The summer and winter intersession course offerings and the regular term late-start course offerings allow students to complete coursework in four, five, six, eight, or twelve weeks, depending on the course.

The Counseling Department also offers courses designed for student success, with diverse learning styles in mind in the delivery of these courses. Counseling courses relevant here include COUNS 1 – Orientation for College Success, COUNS 7 – College and Professional Success, COUNS 48 – Career Exploration, COUNS 49 – College Study Techniques, COUNS 800 – Employment Skills and Self Concept, and COUNS 898 – Strategies for Academic Success.

Both the Counseling Department and Student Services are mindful of diverse student needs and learning styles when delivering their information to students. They may offer traditional individual counseling or academic advising, online counseling, small group workshops, and topical sessions, in addition to courses offered through Counseling. Special populations at the college may benefit from admission to a relevant program. Those offered include students with disabilities (DSPS, GO Project), first generation to college (Puente, Project LAUNCH, EOPS), Veterans Services, Honors, international students, and others.

Self Evaluation

Online course delivery is now part of the permanent landscape in college instruction. The college continues to improve its delivery systems, technology access and training for instructors, and faculty instructional support for its distance learning delivery program. The Distance Learning Task Force, for example, is in the process of implementing a mentor/resource expert for instructors new to online teaching, and will continue to work toward improving distance delivery for students.

Professional development opportunities provide information and strategies in an easily accessed schedule and format. They create dialog between colleagues that is invaluable in modifying instructional methodologies to better meet the needs of learners, whatever their learning styles and needs. But professional development training, as with any new skill, is only successful when it is made available, relevant, and reinforced over time. Professional
development opportunities need to be presented in a way that faculty members find useful and easy to integrate with their current teaching methodologies, with follow-up sessions available as well.

The LEARN 11 course teaches students to maximize their strengths by understanding and utilizing their learning styles. In order for them to be successful, instructors also need to understand these aspects of learning styles. Opportunities exist on campus for instructors to engage in learning styles dialogue. The Learning and Academic Resources department, in particular, provides support to academic departments working to develop more group work and interactive learning in courses.

Counseling and Student Services departments are active in providing training to staff on delivery of services to students with student needs in mind. FLEX day activities that support their goals include “Academic Advising: The Future of Student Success,” “Back to the Basics: Providing Quality Customer Service in Higher Education,” “Providing Services 24/7: Restructuring How We Support Today’s Students,” and “Using Rubrics in Student Affairs: A Direct Assessment of Learning.”

**Actionable Improvement Plans**

The college’s IITS department will continue to be responsive to faculty concerns about moving to a Moodle environment, and continue to provide training opportunities both for the technical aspects of online teaching and the practical aspects of engaging students in an online environment. The training opportunities are regularly available. Mentor/resource instructors will be identified and will make their availability known to online instructors.

**II.A.2.e. The institution evaluates all courses and programs through an ongoing systematic review of their relevance, appropriateness, achievement of learning outcomes, currency, and future needs and plans.**

**Descriptive Summary**

As detailed below in II.A.2.f., the college is committed to a regular and rigorous annual department planning process and a three-year program review cycle. With department-wide engagement, the resources and goals of each area are addressed and assessed both for immediate revision and long-term strategic planning.

The college ensures the quality of its individual courses through the yearly routine review process, which abides by Title 5 standards of a six-year cycle. Documents in support of the routine review process can be found on the Review page on the Curriculum website (2.A.48).

Routine review begins each fall semester with a distribution of the list of courses due for review, sent to each department chair and dean by the Course Evaluation chair. The area peer reviewer (trained faculty members from outside of the disciplines they evaluate, and who have Curriculum experience) then contacts the department chairs under his or her purview, to initiate the draft process. Faculty, who are content experts for the individual
courses, then create drafts of the course outlines, updating the content, textbooks, assignments, methods of instruction, methods of evaluation, and the outcome and objectives which inform the former. The peer reviewers then make recommendations for improvements based on the individual Course Outline of Record (COR), with special attention given to the execution and representation of outcomes and objectives and their related assignments. The second phase of Routine Review occurs throughout spring semester, with continued discussion between faculty who are updating the course and the peer reviewers. Once the update is completed, the department chair, dean, and peer reviewer sign the COR. All course outline revisions are due by late spring, and any courses out of compliance are placed on a warning list for inactivation (based on a Senate Resolution). The peer reviewers each continue to work with departments to assure all delinquent courses are completed. Since 2010, no courses have been inactivated for failure to complete Routine Review.

The college is also currently engaged in a review of student learning outcomes for all courses, as well as college-wide general education outcomes, as described in II.A.2.a.

Self Evaluation

Following submission of the 2008 Institutional Self-Study report and the subsequent response from the visiting team, the college reevaluated several of the processes for systematic review to integrate SLO assessment into existing and effective processes in order to sustain ongoing efforts to improve student learning through SLO assessment.

College policies that affect curriculum are regularly reviewed, evaluated and updated by the Policy and Standards Subcommittee, which brings its recommendations to the larger Curriculum Committee for full discussion and adoption. All changes to policy and procedure are examined at least twice for a first and second reading and vote. With this method, the department representatives are required to bring proposed changes to their departments for discussion. Any department feedback or concerns are then brought back to the committee for the second reading.

Actionable Improvement Plans

Improvements to curriculum are made on an ongoing basis. The college recognizes the need to continue the SLO assessment process and has taken aggressive steps toward “closing the loop” on this process. Departments are encouraged to begin their SLO assessment plans upon submission of new course proposals. A current practice requires an assessment plan for all new courses, but a recent discussion at Curriculum is inspiring needed revision of that policy to require departments to work directly with ASLO in adopting their Assessment Plan for new courses within a month of the course’s submission to the Curriculum Committee.
II.A.2.f. The institution engages in ongoing, systematic evaluation and integrated planning to assure currency and measure achievement of its stated student learning outcomes for courses, certificates, programs including general and vocational education, and degrees. The institution systematically strives to improve those outcomes and makes the results available to appropriate constituencies.

Descriptive Summary

The updated college-wide planning and review process begins with the revised process plan from 2009 (2.A.49). This document is the work of a Task Force put in place by the College Planning Committee (CPC) after feedback from the last comprehensive self-study. This document provides a detailed, yet concise, history of the major revisions to the college’s planning and review process which was implemented in fall 2009.

In brief, the planning process, as it relates to academic departments/programs, was a three-year cycle that accounted for yearly needs (under the College Planning Committee, CPC), and program review was a six-year cycle (under the Program Review Subcommittee, under the Curriculum Committee). Under the new process, department planning has been changed to a yearly cycle and program review to a three-year cycle. Resources are allocated on the basis of department plans.

Both processes are now housed under the new Department Planning and Program Review (DPPR) Subcommittee of the Curriculum Committee. The new subcommittee comprises all department heads (or designee), academic deans, and the dean of Institutional Effectiveness. The chair (a faculty member) is selected by the subcommittee for a three-year term.

Self Evaluation

The revised planning and review processes were first implemented in fall 2009. In fall 2010, two new faculty co-chairs of the committee were elected to continue the work of further implementing the new process. During the three years (2010-12), the following processes and changes were implemented. The timing of the work was altered so that draft department plans were created in spring with peer feedback provided by April of each year, allowing departments until the following October to complete their plans (which inform the budget for the next fiscal year). Changes were also made to prompts in TracDat that better reflected department needs and the language used when mapping out future activities. The name of the committee was also changed from Program Review Subcommittee to Department Planning and Program Review (DPPR) Subcommittee to help clarify the distinction between annual department planning and 3-year program review.

Improvements made to program review during this accreditation cycle were significant and involve creation of a template that reflects a simplified and more narrative-driven approach than had been practiced in the past (2.A.50). The old six-year cycle included over 27 separate questions, and data was interspersed through the document. The template specifically seeks to integrate the new, more frequent cycle of planning, as well as the SLO data driven by the ASLO Subcommittee. By 2012, the template was integrated into TracDat, replacing a separate Word file uploaded to the database and allowing for the generation of reports that
extract information entered into the TracDat fields. To strengthen the linkage between program review and resource allocation, the DPPR Subcommittee recommended to the Curriculum Committee and to the College Planning Committee that completion of program review be included in the criteria of the Hiring Priorities Committee. By spring 2012, the subcommittee also piloted having programs volunteer to give brief presentations, with questions, before the Curriculum Committee. The goal is that every program will present. How the Curriculum Committee responds to these presentations has yet to be determined.

**Actionable Improvement Plans**

Due dates for planning and review were changed for the 2013-14 year so that their deadlines were not on the same date. Faculty seem to appreciate the extra time to complete what is now referred to as IPR (Instructional Program Review) and SPR (Service Program Review). The DPPR Subcommittee is considering changing the deadline for program review (possibly more towards late spring) and modifying the peer feedback process as well. The subcommittee is considering strengthening the review process by making it more like an "accreditation team" process so everyone learns more and the review is more structured.

The DPPR Subcommittee will continue to refine the department planning process to ensure that the innovative projects/strategies related to department and program structure are more broadly communicated and considered for support.

**II.A.2.g. If an institution uses departmental course and/or program examinations, it validates their effectiveness in measuring student learning and minimizes test biases.**

**Descriptive Summary**

The English Department eliminated its common exam for ENGL 1 and ENGL 105, but it discontinued this practice in fall 2011 in anticipation of the implementation of the 16-week schedule. With the compressed schedule, the final exam occurs on the last day of class rather than during a final exam week. The timing of these exams does not allow for a tamper-proof common final exam. The SLO assessment for the writing courses (ENGL 1, ENGL 105, ENGL 801A, and ENGL 801B) is based on a common rubric that is applied to the last/most extensive paper that students write in each course. The Math Department used to administer a department final but discontinued its use with implementation of the 16-week schedule for the same reasons that the English Department decided to discontinue the use of the department final.

**Self Evaluation**

The college does not utilize department finals, but departments do use common assessments for measuring student learning outcomes.
Actionable Improvement Plans
None

II.A.2.h. The institution awards credit based on student achievement of the course’s stated learning outcomes. Units of credit awarded are consistent with institutional policies that reflect generally accepted norms or equivalencies in higher education.

Descriptive Summary
Each course outline of record includes the SLOs and objectives for the course as well as methods of assessment used for grading and awarding credit. In compliance with the California Code of Regulations, Title 5, the Curriculum Committee requires these elements for every outline. Credits and grades are awarded based upon student attainment of the learning outcomes and other objectives. This information is provided directly to students in the course syllabi and in the college’s online course schedule. The college catalog outlines the grading system in use, academic standards, qualifications for honors, policies on prerequisites, and how to question those policies.

Units of credit issued for courses are consistent with local institutional policies (Long Beach City College Policies and Regulations 4005 (2.A.4) and 4028 (2.A.51)), provisions of Title 5 and guidelines from the Chancellor’s Office, as well as guidance from the Curriculum Committee of the Academic Senate for California Community Colleges. Articulation with four-year colleges and universities ensures that credits are awarded consistent with accepted norms in higher education. Units of credit are awarded based on the generally accepted Carnegie Unit, in which 18 hours of standard lecture equal 1 unit of credit.

To ensure integrity in online education, it is essential that the identity of online students be verified so that credit is correctly awarded. Long Beach City College uses the Moodle course management system, which requires student authentication through the use of unique user IDs and passwords.

Self Evaluation
In 2007, the college discovered that many courses at the college did not comply with state standards on applying the Carnegie Unit. The college issued a statement clarifying compliance standards and tasked the deans of each school with bringing each of these courses into compliance by March 2012. The Curriculum Committee has monitored the changes to hundreds of courses as they have been brought into compliance. This task is complete.
Actionable Improvement Plans
None

II.A.2.i. The institution awards degrees and certificates based on student achievement of a program’s stated learning outcomes.

Descriptive Summary
Every program at the college has established clear outcomes that a student should achieve in order to complete that program and has conducted assessment of student achievement of these outcomes. Program outcomes are closely correlated to SLOs that students achieve within each course that is required within that program. All course and program SLOs are linked to institutional GEOs.

In addition, in order to earn a degree, each student completes a sequence of General Education courses and should thereby satisfy the college’s general education outcomes.

The college has many approved programs leading to certificates and degrees. Satisfactory completion by the student allows the certificate or degree to be awarded. Departments and Admissions and Records handle this process once work is completed.

Self Evaluation
In some areas, evaluation of student achievement at the end of a program is relatively straightforward. The nursing program, for instance, has an external licensure exam. The fact that students who have completed the nursing program pass this exam at a high rate demonstrates that these students have achieved the program’s stated learning outcomes. The current pass rate for the state nursing licensure for LBCC students is over 90%.

Some of the most meaningful assessment that is currently taking place at the college looks at the progress of students through the institution. Rather than focusing on individual programs, the research looks at the extent to which success in foundational courses leads to success in degree and certificate achievement. This ongoing research is not taking place in isolation. As each semester’s data becomes available, it is shared with the college and this data has a direct impact upon curricular developments. In the English Department, for instance, this data has led directly to the creation of an experimental course (P-ENGL) for students with a proven record of academic success but with low assessment test results. The department has worked closely with the Office of Institutional Effectiveness to refine the placement standards, and, in its first semester, the result has been a success rate that is higher than the general population of English 1 students. The Office of Institutional Effectiveness has been able to provide high quality data, and the department has been able to analyze this data in the context of actual classroom experiences in order to arrive at curricular experiments that the college has supported and that have had immediate results. Considering data on student completion and data about students before they enter the course has been far...
more significant than anything that the department has been able to do with SLO data because student learning outcome assessment, at best, re-measures, re-packages, re-considers, and re-contextualizes what instructors already measure when evaluating students in a course. The data that is being measured in this project is truly new—instructors are considering the impacts of what happens before a student gets to the course and also what impacts the course has on that student’s success after (if not necessarily because of) the course.

The college is aware of the fact that many more students complete the course requirements for certificates and degrees than those who actually apply and are awarded the completion. The process for awarding certificates and degrees needs to be changed in order to more fully capture program and degree completions.

Actionable Improvement Plans

The college has made significant progress in all phases of student-learning outcomes and assessment, specifically in the area of ongoing assessment at the program level. Authentic assessment, focusing on the concept of continuous improvement based on actual evidence gathering and the identification of gaps, has been taking place. Hence, institutional dialogue continues to focus on the process of learning outcomes and assessment through data-collection and analysis. As a plan for improvement, this has been immediately addressed through the consolidation of SLO officers and the implementation of the new positions of AM Advisor and Educational Assessment Research Analyst, whose primary responsibility is to continue the push to gain 100% participation in this most important standard.

In addition, relying on support from the Office of Institutional Effectiveness, programs will analyze gaps in program SLO standards and student performance against rates of certificate and degree completions so that more comprehensive changes can be considered.

The Office of Admissions and Records will collaborate with Institutional Effectiveness in order to utilize the college’s data warehouse and Cognos reporting tool to track student completion of certificate requirements excluding the final application for the award. These students can be notified either through Admissions and Records or the department that they are eligible for a certificate.

II.A.3. The institution requires of all academic and vocational degree programs a component of general education based on a carefully considered philosophy that is clearly stated in its catalogue. The institution, relying on the expertise of its faculty, determines the appropriateness of each course for inclusion in the general education curriculum by examining the stated learning outcomes for the course.
Descriptive Summary

The LBCC College Catalog clearly states the skills, knowledge, and information that any student who graduates, transfers, or receives a certificate has acquired after completing her/his education. In the catalog, students find the three paths for degree attainment they can follow. Those three options define the general education components that students must fulfill. Those components are linked to the general education philosophy stated in the catalog, to the SLOs established for any course included in each area of knowledge, and to the established program and degree SLOs. In addition, the three degree paths and the mentioned SLOs are linked to LBCC’s General Education Outcomes. The LBCC college catalog is available both online and in print (2.A.52, 2.A.53, 2.A.54, 2.A.55).

Self Evaluation

In order for a course to be included on the general education list, it needs to follow a rigorous process defined by the Curriculum Committee and its Associate Degree/ General Education Subcommittee. The department submitting the course has to document how it fulfills the content requirements, how it aligns with the general education philosophy of the educational path/s selected and that course SLO assessments are up-to-date.

Actionable Improvement Plans

LBCC is working on the assessment of institutional general education outcomes (GEOs). The ASLO Subcommittee will continue the work of mapping the GEOs to course and program SLOs (2.A.56).

General education has comprehensive learning outcomes for the students who complete it, including the following:

II.A.3.a. An understanding of the basic content and methodology of the major areas of knowledge: areas include the humanities and fine arts, the natural sciences, and the social sciences.

Descriptive Summary

To ensure that GE courses include appropriate content and methodology, a rigorous process exists. The Department that wishes to place a course on the A, B, or C general education plans must contact the Curriculum Committee, AD/GE Subcommittee, and complete an application to be reviewed, considered and voted upon. The review includes the Department’s information, and the Course Outline of Record to be sure that the content and methodology required are included. (“To submit existing courses on plan A (local GE), Plan B (CSULB), or Plan C (UC IGETC) General Education, … satisfy the requirements outlined in the Handbook of New GE Courses and fill in the appropriate areas.” 2.A.57, ADGE Webpage; 2.58) All courses at LBCC have student learning outcomes (SLO) assessment.
plans, and all courses are required to review these plans at least every three years. The evaluation of assessment data, collected from student samples of work, seeks to determine that students who successfully complete courses have achieved the SLOs.

According to the “Philosophy of General Education” for associate degrees published in the college catalog, “General Education justifies its course of study by the foundation of knowledge it imparts, which becomes an essential preparation for specialization as students move into their major fields of study. This ongoing process of forming, reforming, and integrating these basic conceptualizations allows students to achieve a synthesis of skills, comprehension, and information about oral and written communication, physical and natural sciences, humanities, the arts, and the social sciences, health, and wellness.” (2.A.52, 2013-14 College Catalog, p. 41) This reflects the conviction of Long Beach City College that those who receive an associate degree should possess in common certain basic principles, concepts and methodologies in the various disciplines. The general education experience should enable individuals to use this knowledge when evaluating and appreciating the physical environment, arts, culture and the society in which they live. Most importantly, since education is a lifelong process, general education should lead to better self-understanding and the capacity to adapt, respond and grow in a changing world. In its general education program, Long Beach City College strives to create coherence and integration among the separate requirements. Further, through this program, the college involves students in examining the values inherent in proposed solutions to major social problems.

Self Evaluation

The college’s philosophy of general education is articulated and defined in the catalog. The ASLO Subcommittee has developed an assessment strategy for the college's GEOs. This assessment puts processes in place for agreed upon college-wide ongoing assessment, faculty development, curriculum change, and reassessment in each of the general education areas. In the 2008 Institutional Self-Study report, it was noted that, “both faculty and administration have concerns that the 2020 timeline for completing the assessment is not moving fast enough to complete a full cycle of assessment in all eleven areas.” In response, the ASLO Subcommittee conducted a survey of the faculty to solicit feedback on the GEOs in an effort either to merge or eliminate some of them in order to complete a full assessment in a more timely manner. This resulted in the GEOs being reduced to five, and assessment of those five GEOs is almost complete (2.A.59, 2.A.24).

The college is also reviewing revised Policy/Regulations on The Philosophy and Criteria of General Education, and The Philosophy and Criteria of Awarding the Associate Degree.

Actionable Improvement Plans

Although the ASLO Subcommittee has developed rubrics to assess components of general education and institutional level outcomes, further work needs to be done to refine the process of assessing GEOs to yield meaningful data. The ASLO Subcommittee will continue to educate both the college community and the constituencies on the GEOs, assessment of them, and the use of assessment results.
II.A.3.b. A capability to be a productive individual and lifelong learner: skills include oral and written communication, information competency, computer literacy, scientific and quantitative reasoning, critical analysis/logical thinking, and the ability to acquire knowledge through a variety of means.

Descriptive Summary

Written and oral communication, critical analysis, logical thinking, reading, information and mathematical competency are essential components of the core requirements for all degree programs. The college’s General Education breadth requirements include natural sciences, social and behavioral sciences, as well as critical thinking.

The college has established General Education Outcomes (GEOs) to address skills of lifelong learning. These GEOs have been identified as Communication, Critical Thinking, Aesthetics and Creativity, Civic Engagement, and Wellness (2.A.59).

Discipline faculty have developed maps to demonstrate that each SLO in Plan A courses (General Education required course) align with the institution’s GEOs (2.A.60).

The Library Department faculty ensures quality of information competency courses through SLO assessment and program review. Computer literacy courses, once offered by the Learning and Academic Resources department, are now supported by the Computer and Office Studies department where SLO assessment and ongoing refinement occurs.

Lifelong learning and awareness of metacognitive processes involved in learning are provided by the Learning Academic Resources department through direct instruction with the Learning and Academic Strategies course.

Self Evaluation

All levels of classes at the college encourage students to develop skills that will make them productive lifelong learners. Transfer-level classes assist students to prepare for academic pursuits. CTE courses prepare students with vocational training. Community Education courses meet the needs of community members who seek the enrichment that comes from lifelong learning.

College research has suggested that due to challenges with registration priority and impacted classes, many students have been unable to take the core learning courses until after they have established priority by taking classes that require the reading, writing, and computational skills that core courses are designed to improve. The college’s Educational Master Plan addresses this challenge by setting benchmark goals for students to attain transfer-level competency in these skills within their first year at the college. This initiative has resulted in additional sections of impacted courses, revised assessment strategies, and incentives for students to take math, English, reading, and counseling courses during their first semesters.
II.A.3.c. A recognition of what it means to be an ethical human being and effective citizen: qualities include an appreciation of ethical principles; civility and interpersonal skills; respect for cultural diversity; historical and aesthetic sensitivity; and the willingness to assume civic, political, and social responsibilities locally, nationally, and globally.

Descriptive Summary

Long Beach City College breadth requirements include humanities, fine arts, natural sciences, social and behavioral sciences, life skills/critical thinking, physical assessment, and cultural diversity. Within these areas of study, as well as throughout its academic offerings, the curriculum provides students with guidance toward becoming ethical human beings and effective citizens.

The general education outcomes of civic engagement include both democracy and cultural sensitivity/diversity, which address the ability to measure student learning about ethical and effective citizenship (2.A.59).

As with all the General Education Outcomes, all departments in the college had the opportunity to identify which courses developed, practiced, and mastered each outcome. The General Education Map documents the identification of courses to the General Education Outcomes (2.A.60).

In addition to courses that teach civic engagement, many of the campus leadership committees include student membership and encourage students to practice involvement in leadership and local government. These committees include, but are not limited to, Board of Trustees, Budget Advisory Committee, Student Success Committee, Assessment of Student Learning Outcomes Subcommittee, Curriculum Subcommittee, and Academic Senate.

Self Evaluation

Through the college’s general education program as well as opportunities for service provided through the institution, the college helps students to recognize and apply the attributes to be an ethical and effective citizen and human being. Understanding the diverse cultures in the community will help students be aware of their place in the global community. Through the courses and programs offered at the college, students are encouraged to develop an appreciation for the arts, a sensitivity to diverse viewpoints, and a sense of civic responsibility.
II.A.4. All degree programs include focused study in at least one area of inquiry or in an established interdisciplinary core.

Descriptive Summary

Long Beach City College follows established procedures to ensure that new programs and changes to existing programs have a focused study as per California Law. Specifically LBCC follows this provision in Title 5, Section 55063, which prescribes the degree requirements for a major or area of emphasis: At least 18 semester or 27 quarter units of study must be taken in a single discipline or related disciplines, as listed in the community colleges “Taxonomy of Programs,” or in an area of emphasis involving lower division coursework which prepares students for a field of study or for a specific major at the University of California or the California State University.

The process involves review of the degree by the AD/GE Committee to ensure that all degree programs require completion of general education requirements or IGETC or CSU General Education and a minimum of 18 units in a major or area of emphasis for a total minimum of 60 units. After approval by the AD/GE Committee, the degree is reviewed and approved by the Curriculum Committee, and then the Board of Trustees. The degree is then sent to the state Chancellor’s office for final approval before it is offered by LBCC.

Information about approved degree programs are published through the college catalog, and in curriculum guides that are specific to the discipline, and made available via the school website and by counselors.

Self Evaluation

All college programs focus on one or more disciplines or areas of study.

II.A.5. Students completing vocational and occupational certificates and degrees demonstrate technical and professional competencies that meet employment and other applicable standards and are prepared for external licensure and certification.

Actionable Improvement Plans

None
Descriptive Summary

LBCC offers 61 Certificates of Achievement that require more than 18 units. These are one-or two-year programs in occupational/technical areas that provide training in job skills and employment opportunities. LBCC also offers (102) Certificates of Accomplishment, which require fewer than 18 units. They are designed to certify a competency in a given area. Both certificates are state approved and have been designed to meet the needs of students who wish to obtain entry-level positions, upgrade their current job skills, pursue an external license and/or certification, or explore a potential area of interest.

The 2013-14 LBCC catalog also offers 68 Associate in Arts (AA) and Associate in Science (AS) degrees and 11 Associate in Arts for Transfer (AA-T) and Associate in Science for Transfer (AS-T) degrees. In addition, all Certificates of Achievement and Associate in Arts and Sciences degrees for Career and Technical Education (CTE) have been reviewed and approved by the LOWDL (Los Angeles/Orange County Workforce Development Leadership) regional consortia as prescribed by the CTE Division at the Chancellor's Office. These approved programs are recorded with the California Community Colleges Curriculum Inventory.

CTE certificates and degrees are reviewed and evaluated by their industry advisory committees at least once a year for alignment with specific industry hiring needs and trends. In November 2013, the School of Trades and Industrial Technologies hosted a Trades Advisory Dinner along with breakout roundtable discussion. The industry partners made recommendations in regards to basic, technical and soft skills that needed to be incorporated into the curriculum. Fifty-four people attended and were very supportive of Career Technology Education at LBCC.

LBCC awarded 1,444 certificates in the 2011-12 Academic Year (2.A.61, see Data for Planning and Program Review web page). Forty percent of these CTE certificates and degrees have identifiable technical and professional competencies that meet employment standards.

The Career Technical Education (CTE) programs have developed certificates in fields of Green Technology, and under Green Grant funds, have developed a number of courses in Leadership in Energy and Environment Design (LEED) certification. These courses/programs lead to certifications that allow students immediate entry into the job market. LBCC also partners with local employers to offer training to their employees. In 2010, the Office of Homeland Security asked LBCC to develop and offer a Transportation Security Administration (TSA) certificate for Long Beach Airport TSA employees. LBCC was only one of two colleges in the state asked to offer this program. The college partners with Boeing, a local employer, to offer courses designed to update the skills of their employees. Additionally, a Construction Technology Program is under development by a team of faculty from programs, including Electrical Technology, Sheet Metal, Heating, Carpentry, and Ventilation and Air Conditioning. The goal is to prepare students for entry-level jobs in the building and construction industry or entry-level maintenance jobs. This 18-unit certificate is meant to introduce students to the various career options in the building trades, so they can qualify for entry into a registered apprenticeship, can pass a maintenance civil service entry exam or qualify for an entry level construction or maintenance job. This basic certificate will also offer students a chance to sample the various trades to assist them
in finding an appropriate career path. After the Construction Technology Program, a student may decide to continue in the electrical or metal fabrication programs for an additional certificate in a specific trade. The Construction Technology Program prepares students for entry-level careers in a wide variety of occupations. It includes a hands-on approach to learning. Students will learn the tools of the various trades and actually use them in a small simple building project. They will also be given workplace competency skills for the building, construction and maintenance industries.

The Electrical Technology program prepares students for employment in a wide variety of careers in the electrical industry. This program meets the standards set by the California Department of Apprenticeship Standards towards the current Electrician Certification Testing and was the first California community college program to become an approved trainer for the newly passed electrical certification law. All electricians must be enrolled in an approved training program or must pass the electrical certification exam. Faculty from this department were part of the committee that wrote the exam and have continued to be active in assisting other community colleges through their own certification process.

There are some programs for which the college has solid evidence of successful completion of certificates and achievement of employment competencies. The Associate Degree Nursing Program awarded 121 A.S. degrees in Nursing in 2011-12.

Historical data indicates that between 95 to 100% of the graduates will pass the National Council Licensure Examination for Registered Nursing (NCLERN) and upon 6 months after graduation, 90% will be either working as a Registered Nurse or pursuing a B.S. degree in Nursing. The Accreditation Commission of Education in Nursing (ACEN) accredits Long Beach City College’s nursing program and has been approved by the California Board of Registered Nursing (BRN) since 1959. For continued accreditation, the program must adhere to the new 2013 ACEN standards (see the ACEN website). According to the California Board of Registered Nursing, over 90% of Long Beach City College student passed the NCLEX exam from 2008-09 to 2012-13 school year (2.A.34, Board of Registered Nursing Pass Rates).

Allied Health programs, RN, LVN, and DMI are regulated by state agencies and students take exams for licensing.

Licensure Exam Pass Rates and Job Placement Rates reported in the ACCJC Annual reports from 2007-08 to present are shown on the next page.
Standard II.A Instructional Programs

### Licensure Exam Pass Rates

<table>
<thead>
<tr>
<th>Program</th>
<th>National (N) / State (S)</th>
<th>07-08</th>
<th>08-09</th>
<th>09-10</th>
<th>10-11</th>
<th>11-12</th>
<th>12-13</th>
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<tr>
<td>Culinary Arts</td>
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<td></td>
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<tr>
<td>Dietetic Service Supervisor</td>
<td>S</td>
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<td>85%</td>
<td>93%</td>
<td>94%</td>
<td>95%</td>
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<tr>
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<td>66%</td>
<td>86%</td>
<td>89%</td>
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<tr>
<td>DMI</td>
<td>N &amp; S</td>
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<td>96%</td>
<td>95%</td>
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<tr>
<td>EMT</td>
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<td></td>
<td></td>
<td></td>
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<tr>
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<td>96%</td>
<td>98%</td>
<td>92%</td>
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<tr>
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<td>100%</td>
<td>95%</td>
<td>97%</td>
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### Job Placement Rates

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<th>08-09</th>
<th>09-10</th>
<th>10-11</th>
<th>11-12</th>
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<tbody>
<tr>
<td>Dietetic Service Supervisor</td>
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<td>100%</td>
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<td>70%</td>
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<td>70%</td>
</tr>
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<td>70%</td>
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<tr>
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<td>70%</td>
<td>70%</td>
<td>68%</td>
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</table>

*exam is no longer offered

### Self Evaluation

The Curriculum Committee, along with CTE advisory boards and industry partners, strive to ensure that students completing vocational and occupational certificates and degrees
demonstrate technical and professional competencies that meet employment and other applicable standards and are prepared for external licensure and certification. The successful accreditation of programs by external agencies further testifies to the quality of education received by LBCC students.

The college collects some data on employment, competencies, licensure and certification for its vocational and occupational programs. Career and Technical Education programs are challenged to keep up with industry standards. In 2010, in order to address this deficiency, LBCC embarked on an effort to improve its ability to assess and improve its CTE programs. Twenty-seven programs in 11 departments participated in a data-driven Beta test gathering information on a variety of perspectives. Involved departments participated in defining data points and analyzing data. They developed responses to improve their programs based on the data collected.

Lessons learned from the Beta test included the identification of college-wide issues that, when addressed, will improve the ability of CTE programs to serve the needs of the students. Specifically, all programs could benefit from stronger ties to their respective Advisory committees and their graduates. Also, students view programs as only one part of their overall experience. LBCC will benefit by focusing on the educational plan development, certificate issuance, registration, transfer preparation, and other nonacademic issues. Finally, the faculty pointed out many areas (facility, clerical and security issues) that should be absorbed by administrative staff, freeing up faculty to focus on student and pedagogical issues (2.A.41).

Efforts are underway to improve the functioning of advisory committees and improve the employability of students graduating from the programs. Most programs would benefit from a college-wide effort to support faculty in identifying business leaders who could participate actively in supporting student success. These businesses could advise programs through regular advisory committee meetings, in the skills required of the students, ensuring that programs and graduates are current. For smaller programs, LBCC could also support faculty in planning for and coordinating advisory committee meetings to maximize their overall effectiveness. Finally, improved partnerships will expand opportunities for offering student work experience, enhancing their attractiveness as potential employees after graduation.

When the college finds that programs are not viable, a process has been developed to ensure that students, faculty, and the community are not adversely impacted (2.A.62).

In the past year, LBCC shared in the statewide budget crisis, resulting in discontinuance of 11 programs as well as a college reorganization plan. The remaining programs continue their commitment to offering a high caliber of education to students.

The LBCC Academic Senate Program Discontinuance Workgroup recommended to the senate that it participates in revising regulation 4024 Section 5 by creating a separate process for program discontinuance due to extreme budgetary shortfalls versus non-viability of programs (2.A.63).

**Actionable Improvement Plans**

Establish a college-wide database of all applicable external licenses or exams, certificate and degree progress and completion, and post-completion employment.
II.A.6. The institution assures that students and prospective students receive clear and accurate information about educational courses and programs and transfer policies. The institution describes its degrees and certificates in terms of their purpose, content, course requirements, and expected student learning outcomes. In every class section students receive a course syllabus that specifies learning objectives consistent with those in the institution’s officially approved course outline.

Descriptive Summary

New students have the opportunity to get information from the Counseling office when their education plans are completed. Current students may get information from faculty, the college catalog, and other on-campus sources. Students are invited to participate in advisory committees as well as to become acquainted with industry people.

Within the first week of school, all enrolled students receive a syllabus of record that includes SLOs for the course. Syllabi for all classes are collected and stored in the deans’ offices.

Self Evaluation

Although curriculum guides are provided in the college catalog and on the college website, the extent to which departments publish recommended course sequences and relate the completion of particular programs to career options varies (2.A.54, 2.A.5).

The college is just beginning to capture education plans for all students using a standard tool that is integrated into the PeopleSoft enterprise management system.

Actionable Improvement Plans

Develop and publish program of study guides throughout the curriculum.

Fully implement use of electronic student education plan for all students.

Train faculty on how to communicate programs of study to students.

II.A.6.a. The institution makes available to its students clearly stated transfer-of-credit policies in order to facilitate the mobility of students without penalty. In accepting transfer credits to fulfill degree requirements, the institution certifies that the expected learning outcomes for transferred courses are comparable to the learning outcomes of its own courses. Where patterns of student enrollment between institutions are identified, the institution develops articulation agreements as appropriate to its mission.
Descriptive Summary
Administration Policy 4019.1 states: A. The vice president of Academic Affairs, shall be responsible for establishing appropriate standards for the acceptability of transfer credit. B. The dean of Enrollment Services shall be responsible for enforcing the standards of acceptability and for maintaining appropriate records on all transfer credit (2.A.64).

Self Evaluation
These processes are in place and being continually refined.

Actionable Improvement Plans
None

II.A.6.b. When programs are eliminated or program requirements are significantly changed, the institution makes appropriate arrangements so that enrolled students may complete their education in a timely manner with a minimum of disruption.

Descriptive Summary
In 2012, Long Beach City College faced a sharply reduced budget and chose to discontinue a number of CTE programs in order to close the budget gap. As part of the process, the college notified ACCJC with a report to explain the process of discontinuance as it affected this standard (2.A.1). The report details the LBCC district’s Board of Trustees actions, following the college’s Administrative Regulation 4024: Program Establishment, Modification, and Discontinuance, to discontinue 11 of its Career and Technical Education (CTE) programs (2.A.62). ACCJC responded with a letter stating, “The evidence provided demonstrates that the College has taken appropriate steps to assist the enrolled students to complete their educational goals, including developing a student resource guide for every CTE program which includes four components (where applicable): 1) summer teach-out courses, 2) approved course substitutions, 3) courses reverse articulated at local colleges, and 4) similar programs at local colleges” (2.A.2). Although the college continues to offer a wide-range of CTE programs (LBCC still offers 37 CTE programs and 57 CTE areas of emphasis), faculty and staff have been diligent with efforts to support students who had been enrolled in those discontinued programs so that they could complete their educational requirements in a timely manner and with as minimal disruption as possible. Classes were held in summer 2013, fall 2013, and some classes in spring 2014 to allow students to finish as many of their course requirements as possible. Students in the Aviation program transferred to Orange Coast College (OCC) to complete their work. LBCC surplused the equipment for the program and was able to transfer it to OCC for use by LBCC students and their students in the Aviation program.
Self Evaluation

The college submitted to ACCJC a document that describes the need for the program discontinuance, lists the programs discontinued, and documents the provisions extended to date to support the impacted students in completing their educational goals. The college received a response from ACCJC which confirmed that the evidence provided in the submitted document demonstrated that students were provided opportunity to complete their educational goals in each of the discontinued CTE programs and that a substantive change review would not be required.

Actionable Improvement Plans

None

II.A.6.c. The institution represents itself clearly, accurately, and consistently to prospective and current students, the public, and its personnel through its catalogs, statements, and publications, including those presented in electronic formats. It regularly reviews institutional policies, procedures, and publications to assure integrity in all representations about its mission, programs, and services.

Descriptive Summary

The Office of Academic Services assumes responsibility to coordinate the annual review of the college catalog. All policy sections of the catalog are sent to the deans or managers in charge of their respective areas of oversight. For example, new or updated policies regarding financial aid and student learning outcomes are included in the most recent revisions. All revisions and updates are sent to Academic Services so that the current information is reflected in the forthcoming college catalog. Since the academic year 2002-03, an online version of the college catalog has been posted on the college's website.

According to the employee survey administered in fall 2013, the overall mean response rating to the statement, “The course catalog is easy to understand and use” was 3.63 which suggests that no concerns with the college were registered by the respondents.

Each year, curriculum changes recommended by the Curriculum Committee and approved by the Board of Trustees are included in the process of catalog and course database updates. Staff members in the Office of Academic Services are dedicated to ensure that these changes are accurately reflected in the catalog and schedule.

The Office of Academic Services is also responsible for building the schedule of classes for each term. A draft schedule is sent to the deans and department heads for their review of all aspects of what will be printed in the schedule about each class section. Modifications are sent by the department heads, with the respective deans’ approval, to Academic Services where changes in the PeopleSoft database are made. After this process of review and revision has been made, a printer’s proof is generated from the information entered into
PeopleSoft and is then sent out again to department heads and deans for a final approval. The final schedule is then sent to Community Relations and Marketing (CRM) which combines the complete class schedule publication and the catalog for publishing. CRM works with an external publisher to make sure there are no printing errors before the schedule and catalog is released to students and the public.

Self Evaluation

The Office of Academic Services works closely with the Office of School and College Articulation to produce a catalog and other print and online publications that accurately reflect the many ongoing changes to curriculum and to college policies. The current system relies on deans, department heads, and managers to update all information related to their areas.

To increase efficiency, currency, and accuracy in catalog and schedule publications, Academic Services and the Office of Articulation would benefit from purchasing and implementing software that better communicates and integrates these areas of the college. This is under consideration. The current system relies on information being manually entered into different online locations by personnel in different offices, which increases the opportunity for error. In the current system, as well, changes are not tracked in a manner that allows students to easily locate policy, procedural, or curricular modifications.

Recent changes to the college schedule, for example the change to a compressed 16-week schedule, have highlighted some inefficiencies in the scheduling procedures. Changes to these processes are underway.

Long Beach City College maintains an online public database of all approved course outline of record. These course outlines are used for articulation agreements, for linking to ASSIST.org, and for the reference of students and other academic institutions (2.A.65).

Actionable Improvement Plans

The Office of Academic Services is currently reviewing catalog software products that have the capability to align and integrate documents from its curricular processes with the Office of School and College Articulation, housed in the Admissions and Records Department. This modification to catalog production processes will reduce some manual tasks performed in Academic Services, creating a process that is more efficient, with fewer errors, and increased communication with the Office of Articulation.

Beginning with the academic year 2013-14, Academic Services has published an online mid-year addendum to the catalog. This addendum is important in meeting obligations to students regarding notification of major changes to curriculum and college processes. The catalog addendum needs an efficient updating process to retain currency and accuracy of major changes in the coming terms (2.A.66).

Regarding building the schedule of classes for each term, beginning in the academic year 2014-15 the college will be using a newer software system designed to make more efficient use of classroom space and college facilities, Schedule25. Full implementation and a soft launch of the system occurred in fall 2013 with a partial scheduling of the spring 2014 term.
Further adjustments to maximize efficiencies of the system as well as training of all user groups (deans, faculty department heads, academic administrative assistants) will occur as needed into the foreseeable future. Some issues occurred with scheduling two campus sites. Further modifications are necessary to make the software as efficient as possible.

II.A.7. In order to assure the academic integrity of the teaching-learning process, the institution uses and makes public governing board-adopted policies on academic freedom and responsibility, student academic honesty, and specific institutional beliefs or world views. These policies make clear the institution’s commitment to the free pursuit and dissemination of knowledge.

II.A.7.a. Faculty distinguishes between personal conviction and professionally accepted views in a discipline. They present data and information fairly and objectively.

Descriptive Summary

LBCC takes seriously its obligation for faculty to present the material in as objective a manner as possible, thereby providing students with the relevant and necessary content to be successful not only in each course, but in future transfer and employment opportunities; at the same time, faculty strive to provide an appropriate context for debate and dissent, as relevant to the content of the course. This requires a combination of content specific data and the academic freedom to present such data in a variety of pedagogical forms. Put differently, this requires a balance between responsibility to the student and the material on the one hand, and the protection of academic freedom on the other hand. There are several policies, documents, evaluation procedures, and best practices in place to ensure that this is happening:

- The Course Outline of Record with clearly stated outcomes and content expectations; these are included in every syllabus as well (2.A.11).
- The Faculty Handbook, which is available on the college website, has extensive discussion on the matter, beginning on page 47 where the topic of academic freedom is introduced. Chapter 9 of the Faculty Handbook addresses ethics and responsibilities and explicates faculty obligation to exercise critical self-discipline and judgment as well as to protect students’ academic freedom. This obligation extends to recognition of the unique circumstances of each student’s life and how these may have contributed to students possessing learning styles, which hinder them from benefiting from traditional methods of instruction (2.A.67).
- An Adjunct Faculty Handbook was created in 2014 (2.A.68).
- The Master Agreement, Article X (p. 27), Faculty Evaluation, Section C. Professional Standards, No. 2 Professional Responsibilities, Par. F, states:
  - Accepts and respects differences of opinion, attitudes, and procedures in professional matters on the part of students, faculty, classified staff, and
administration as important to the development of an educational institution (2.A.69).

- Student Evaluations of faculty as part of the regular faculty review process provide an opportunity to address concerns on this matter. In addition, the Faculty Contract specifically addresses the matter as part of regular review. See below.

- New Faculty Orientation highlights the above items as a regular part of every new full-time faculty member’s introduction to the college. Part-time faculty are also instructed in the requirements of the syllabi to include the course outcomes, and other details from the course outline.

- The college catalog provides language from the board policy on academic freedom (2.A.70).

Self Evaluation
As this issue relates to academic freedom, the Academic Senate, the Curriculum Committee, and the Academic Policies and Standards Committee all had extensive discussion during the 2011-12 academic year on revising Administrative Regulation4012 on Academic Freedom (2.A.71). This discussion also branched into a discussion of Administrative Regulation 6006 (not under the direct purview of Senate/Curriculum, but within consultation) regarding academic freedom within the context of electronic communication (2.A.72, 2.A.73). This discussion and the ensuing changes directly reflects the college’s commitment to serious consideration of the responsibility and protection of faculty regarding the presentation of course material. The latest version of the regulation was presented to the Board of Trustees on July 24, 2012 (2.A.74).

In addition, a workshop, “Protecting Academic Freedom: How does the SLO/GEO Process Protect Academic Freedom?” was held March 11, 2013 at PCC.

Based on the results of the employee survey, the college indicated relatively strong agreement that “LBCC faculty presents course content fairly and objectively in accordance with approved college curriculum” (3.89), and full-time and part-time faculty gave the highest ratings (4.07 and 4.00). Students, however, have not been directly asked a question related to their perception of the fair and objective delivery of college curriculum (2.A.75).

Actionable Improvement Plans
The Community College Association-LBCC and the LBCC district will consider adding a direct prompt on this issue to the Student Evaluations form for faculty review.
II.A.7.b. The institution establishes and publishes clear expectations concerning student academic honesty and consequences for dishonesty.

Descriptive Summary
Academic regulations including academic honesty are listed on pages 23-33 of the college catalog and include grading regulations, course enrollment guidelines, academic program requirements, academic scholarship, and standards of student conduct. The policy on academic honesty is found on page 31 (2.A.52).

The Office of Student Conduct is responsible for enforcing the Student Code of Conduct, including issues pertaining to academic dishonesty. Per Administrative Regulation 4018, faculty and/or staff members are responsible for identifying student cases of cheating and plagiarism by students which happen under their supervision. The director of Student Discipline, in conjunction with the dean of Student Affairs, and the vice president of Academic Affairs is responsible for administering this policy. The consequences of cheating at any time at the college may range from a verbal reprimand to failure in a course. If there is sufficient evidence that cheating has taken place, the faculty and/or staff member should address the student, and require a response from the student. If the faculty or staff member is convinced that cheating has occurred, he or she should notify the student involved of the consequences for that course. In addition, the faculty or staff member should send a written memorandum, detailing the specifics of the incident to the director of Student Discipline for possible administrative discipline (2.A.76).

Self Evaluation
In 2012-13, seventeen Incident Reports were filed with the Office of Student Conduct involving acts of academic dishonesty. Each was resolved according to district policy.

Actionable Improvement Plans
None

II.A.7.c. Institutions that require conformity to specific codes of conduct of staff, faculty, administrators, or students, or that seek to instill specific beliefs or world views, give clear prior notice of such policies, including statements in the catalog and/or appropriate faculty or student handbooks.

Descriptive Summary
Faculty are provided with a listing of their professional responsibilities and professional expectations in the CCA and CHI collective bargaining agreements which are outlined separately in the Evaluation Article of each agreement (2.A.69, 2.A.77). In addition, the classified bargaining unit has a listing of types of conduct that constitute grounds for
disciplinary action which can be found in Chapter 12 of the Personnel Commissions Rules and Regulations (2.A.78). Finally, administrators/managers are governed by a Management Team Procedure Manual that outlines professional responsibilities and a commitment to ethical behavior for all members of the Administrative/Management Team (2.A.79).

In addition to professional responsibilities and expectations outlined in collective bargaining agreements, Personnel Commission Rules and Regulations, and the Management Team Manual, LBCC Board of Trustees has adopted Administrative Regulation 3008 – Institutional Code of Ethics. In June of 2009, the Board adopted an Institutional Code of Ethics which put in place a formalized regulation that governs professional expectations as well as expectations for ethical conduct for all faculty, administrators, and staff members. The Institutional Code of Ethics outlines the importance of ethical conduct, compliance with laws, as well as providing examples of ethical conduct and conflicts of interest. Violations of Administrative Regulation 3008 can be filed with the vice president of Human Resources for review and investigation (2.A.80).

A new memorandum on email etiquette was completed, vetted through the Academic Senate, and was distributed at the start of spring 2014.

The college catalog includes standards of student conduct that were established for compliance with state educational code (p. 32 of 2013-14 College Catalog). In addition, the catalog outlines several rules for student behavior designed to create a collegiate environment (p. 31).

Self Evaluation

The college provides clear statements for expected codes of conduct for staff, faculty and students. These appear in the collective bargaining agreements for faculty, in the Management Team Manual for staff, and in the college catalog for students.

Actionable Improvement Plans

None

II.A.8. Institutions offering curricula in foreign locations to students other than U.S. nationals operate in conformity with standards and applicable Commission policies.

Descriptive Summary

Long Beach City College does not participate in foreign locations of study.
## Standard II.A Evidence List

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