



## Student Learning Outcomes Principles of Assessment

### *Our Philosophy*

At Long Beach City College, our assessment philosophy embraces the notion that the entire campus contributes to students' mastery of institutional outcomes and learning outcomes in every course, degree, certificate, and educational pathway. Our faculty and staff recognize that student learning requires more than mere memorization of information, and they work hard to ensure that students utilize their command of this information to solve problems, demonstrate skills, and think critically about what they have learned.

Faculty and staff at Long Beach City College are committed to thinking critically about how students learn and how each component of the college influences the learning process and subsequently, student success. Our outcomes assessment process stimulates discussion among faculty members and directs activities that can improve curriculum and instruction and support systems.

### *The Principles of Assessment*

*Adopted by the Assessment of Student Learning Outcomes Subcommittee November 10<sup>th</sup>, 2020.*

Outcomes assessment is a faculty-driven process. These principles act as the guiding philosophy for all faculty in assessing student learning outcomes across campus to accomplish the College's [mission](#) and the [2016-2022 Strategic Plan](#) goals. The LBCC principles of assessment are purposeful, focused, and nurturing and build on the contributions of all campus stakeholders to support student learning.

- Purposeful: Assessment should be conducted to enhance student learning.
  - Ensure students are learning by actively reviewing the strength and relevancy of outcomes and the viability of assessment methods.
  - Support students in their achievement of learning outcomes by meaningfully assessing and analyzing data to identify and implement actions that improve student learning and close equity gaps.
- Focused: Focus institutional resources on the structures, processes, and practices that support transformation.
  - Align outcomes and assessment procedures with curriculum processes.
  - Address college and accreditation standards with meaningful assessment.
  - Use assessment data to directly inform planning and program review.

- Nurturing: Continue to build relationships that are understanding and supportive and cultivate a climate of respect and inclusion.
  - Maintain a mutually supportive community of assessment.
  - Sustain a sense of belonging and affirm the contributions of all members.
  - Encourage students' confidence in their own learning on their career and academic pathways.