



Student Learning Outcomes Principles of Assessment

Our Philosophy

At Long Beach City College, our assessment philosophy embraces the notion that the entire campus contributes directly or indirectly 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, instruction, and support systems.

The Principles of Assessment

Adopted by the Assessment of Student Learning Outcomes Subcommittee on October 11th, 2022.

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 [2022-2026 Strategic Plan](#) goals. The LBCC principles of assessment not only promote synergy, but are also inclusive, supportive, and innovative. Moreover, they build on the contributions of all campus stakeholders to support student learning.

- Synergistic:
 - Align outcomes and assessment procedures with curriculum processes.
 - Use assessment data to directly inform planning and program review.
 - Address college and accreditation standards with meaningful assessment.
 - Build relationships with all key stakeholders to achieve continuous improvement of student learning at the course, program, and institution levels.

- Inclusive:
 - Sustain a sense of belonging and affirm the contributions of all stakeholders.
 - Meaningfully assess and analyze student learning outcomes data to identify and implement equity-minded actions.

- Supportive:
 - Support students in their achievement of learning outcomes by meaningfully assessing and analyzing data to identify and implement actions that improve their learning
 - Ensure students are learning by actively reviewing the strength and relevancy of outcomes and the viability of assessment methods.
 - Maintain a mutually supportive community of assessment.
 - Encourage students' confidence in their own learning on their career and academic pathways.

- Innovative:
 - Continue to analyze disaggregated course, program, and institutional student learning outcome data to identify and implement actions to improve student learning.
 - Foster the development of faculty inquiry groups to analyze and act on Course and Program Student Learning Outcomes results of assessment
 - Cultivate institutional inquiry to analyze and act on Institutional Student Learning Outcomes results of assessment by gathering faculty, staff, and administrator perspectives.