

Long Beach City College  
CURRICULUM HANDBOOK  
INTRODUCTION

Assembly Bill 1725 is comprehensive California community college reform legislation passed in 1988 that covers community college mission, governance, finance, employment, accountability, staff diversity and staff development. This bill established the Academic Senate's role as the college's primary voice of the faculty in providing recommendations to the governing board on academic and professional matters. Assembly Bill 1725 is operationalized in Title 5.

Title 5 § 53203 of the California Code of Regulations requires the governing board (Board of Trustees) to "consult collegially" with the Academic Senate (i.e., **rely primarily** upon the advice and judgement of the Academic Senate or **reach mutual agreement** between the governing board/designee and representatives of the academic senate) on academic and professional matters.

Title 5 § 53203 defines "academic and professional matters" as follows and they are known as the "10+1":

- 1. Curriculum, including establishing prerequisites and placing courses within disciplines;**
- 2. Degree and certificate requirements;**
- 3. Grading policies;**
4. Educational program development;
- 5. Standards or policies regarding student preparation and success;**
6. District and college governance structures, as related to faculty roles;
7. Faculty roles and involvement in accreditation processes, including self-study and annual reports;
- 8. Policies for faculty professional development activities;**
9. Processes for program review;
10. Processes for institutional planning and budget development;
11. Other academic and professional matters as are mutually agreed upon between the governing board and the academic senate. This agreement means that faculty undertake these duties to consult collegially on the 10+1 as a part of their faculty obligation.

At Long Beach City College (LBCC), the Board of Trustees **rely primarily** on the advice and judgment of the Academic Senate for items **1, 2, 3, 5** and **8**. For those academic and professional matters where the Board of Trustees or its designees have agreed to rely primarily on the advice and judgment of the Academic Senate, recommendations of the Academic Senate will normally be accepted, and only in exceptional circumstances and for compelling reasons will the recommendations not be accepted. In alignment with Title 5 Regulations, Section 53203(d)(1), if an Academic Senate recommendation is not accepted by the Board of Trustees, the Board of Trustees or the Superintendent-President or designee shall promptly communicate the reasons in writing to the Academic Senate upon request.

For Items **1, 2, 3** and **5**, the Academic Senate has delegated authority to the Committee on Curriculum and Instruction. Thus, curricular proposals and policies and regulations related to these items that are approved by the Committee on Curriculum and Instruction go directly to the Board of Trustees for approval without further review by the Academic Senate.

Courses and programs approved by the LBCC Board of Trustees are then submitted to the California Community Colleges Chancellor's Office and a control number is issued. Once a course or program has gone through the above process and has received a control number, the college is then authorized to:

- Publish the description of a new program or course in the catalog or publicize a new program or course in other ways (CCR., Title 5, § 55005);
- Schedule and collect state apportionment for student attendance in the required courses and restricted electives that are part of a credit program (Ed. Code § 70901(b) (10); CCR, Title 5, §§ 55130 and 58050). Colleges that do not secure the required program approval are subject to loss of revenues through audit or administrative action.
- Award a degree or certificate with the designated title and require specific courses for the completion of such degree or certificate (Ed. Code, §§ 70901(b)(10) and 70902(b) (2)). Degree or certificate awards for programs that have not been reviewed and chaptered by the Chancellor's Office when required will not be recognized as valid for any audit or accountability purpose.
- List credit certificates of achievement and degrees on student transcripts (CCR, Title 5, §§ 55060-55072).

[AP 4020 \(Administrative Procedure on Program and Curriculum Development\)](#) outlines the composition of the Committee on Curriculum and Instruction (CCI), its Subcommittees, and establishes the Committee as the primary recommending body on curriculum and instruction. The specific duties of the Curriculum Committee, including technical review of proposals, is divided among five Subcommittees:

- Academic Policies and Standards (APS):** Reviews and recommends academic standards and policies to the Curriculum Committee and President's Leadership Cabinet;
- Associate Degree/General Education (AD/GE):** Reviews and recommends additions of new programs, modifications to degrees, certificates, General Education patterns, proficiency requirements and resolves inter-program conflicts resulting from curriculum overlaps;
- Course Evaluation (CES):** reviews new course requests, modifications of courses, reviews and recommends distance education modalities and honors courses, reviews requisite requests, reviews courses for compliance with state standards and regulations, identifies curriculum conflicts and facilitates resolutions;
- Department Planning/Program Review (DP/PR):** reviews existing programs on a regular basis, participates in the review of proposed deletions or mergers of programs, reviews and processes CTE credentials (Ed Code Review), reviews and recommends changes to the instructional department plan and program review templates as well as changes to department and school planning procedures;
- Assessment of Student Learning Outcomes (ASLO):** survey education programs for current use of student learning outcomes (SLOs) and update information annually, serves as a resource for activities related to assessment, reviews LBCC principles of assessment and the college-wide plan and modifies as necessary, reviews SLOs for general education on a regular basis for appropriateness in meeting the mission, goals and objectives of the college, provides an annual report that summarizes, analyzes and evaluates the past year's methods, activities and accomplishment in order to make necessary improvements.

## COURSES

### DEVELOPMENT OF COURSE PROPOSALS:

All courses must be given a control number and chaptered by the California Community Colleges' Chancellor's Office before they may be publicized and scheduled; therefore, the LBCC Committee on Curriculum and Instruction follows the guidelines provided in the [Program and Course Approval Handbook \(PCAH\)](#).

Formal proposals for new, modified, or inactivated courses shall be initiated by faculty in the discipline in which the course is to be offered, modified, or inactivated. The course author shall review a proposal first with the department head, the appropriate dean, the Articulation Officer, the Student Learning Outcomes Coordinator, and faculty from area(s) with which the proposal may be in conflict. The proposal must have the signatures of the department head, school or area dean, and Student Learning Outcomes Coordinator to indicate they have given input prior to documents being submitted to the Subcommittee on Course Evaluation.

A course proposal or modification initiated by a department shall then be presented by the course author, or designee, to the Course Evaluation Subcommittee for review and recommendation to the Curriculum Committee or to be returned to the course author for modifications, additions, or corrections.

### STEPS IN THE COURSE APPROVAL PROCESS:

- Appropriate forms and course outline submitted to Course Evaluation Subcommittee (Doug Raphael, Chair, [draphael@lbcc.edu](mailto:draphael@lbcc.edu) and Fabiola Guerrero, Curriculum Specialist [curriculum-desk@lbcc.edu](mailto:curriculum-desk@lbcc.edu))
- Proposal reviewed by Course Evaluation Subcommittee Chair and placed on meeting agenda for Subcommittee to review and vote;
- If approved, proposal is placed on a Course Consent Agenda at next meeting of the Committee on Curriculum and Instruction;
- If approved, proposal is placed upon a Course Report to the Board of Trustees for approval;
- If approved, course information (new, modified, inactivated) is submitted to the Chancellor's Office for chaptering;
- Course information is included in the next catalog, or catalog addendum depending upon effective dates.

### CREDIT COURSES:

New credit course proposals will be reviewed using the following criteria:

- Appropriateness to Mission
- Need
- Curriculum standards
- Adequate resources
- Compliance

The Course Outline of Record (COR), which must be created in the LBCC Curriculum Database, includes all of the components required by the Chancellor's Office and Accrediting Commission for Community and Junior Colleges (ACCJC).

### COR Components Required for Credit Courses

Course number and title

Unit value  
Enrollment limitations (if any)  
The expected number of contact hours  
The expected number of outside of class hours  
The expected number of total student learning hours for the course as a whole  
Prerequisites, corequisites or advisories on recommended preparation (if any) for the course  
Catalog description  
Student Learning Outcomes and Objectives  
Content in terms of a specific body of knowledge  
Types or examples of required reading and writing assignments  
Types or examples of other outside-of-class assignments  
Types or examples of instructional methodology  
Types or examples of methods of evaluation  
Representative textbooks

### **Unit Value**

The unit value listed on the COR must conform to the standards for unit calculation set forth in Title 5, § 55002.5 and be consistent with the unit values entered into the minimum and maximum unit fields in the Chancellor's Office curriculum inventory system. The relationship of hours to units must be based on the unit calculation method appropriate to the course type, expressed in total hours for an entire term. Standards for credit hour calculations are contained in Title 5, §§ 55002.5, 55002(a)(2)(B), and 55002(b)(2)(B). Courses not classified as cooperative work experience, clock hour, or open entry/open exit use the following method for calculating units of credit:

$$\frac{(\text{Total Contract Hours} + \text{Outside-of-class Hours})}{\text{Hours-per-unit Divisor}}$$

Please consult "The Course Outline of Record: A Curriculum Reference Guide Revisited," adopted by the Academic Senate of California Community Colleges in Spring 2017, for detailed information about creating a successful course outline:

<https://asccc.org/papers/course-outline-record-curriculum-reference-guide-revisited>

### **Course Types**

#### Program Applicable

The course is required for a degree or certificate in an approved program that has been, with the exception of Certificates of Accomplishment, by the Chancellor's Office;  
The course is on a list of restricted electives for a degree or certificate, specified by course title or number, from which students are required to choose to achieve a degree or certificate in an approved program that has been chaptered by the Chancellor's Office; or  
The course is part of an approved general education (GE) pattern such as IGETC, CSU-GE Breadth, or a local pattern conforming to the requirements in title 5.

#### Degree-Applicable (Courses numbered 1-599)

All lower division courses accepted toward the baccalaureate degree by UC or CSU;  
Courses accepted for transfer to the UC or CSU systems;

Courses within a TOP Code designated as vocational, which are part of an approved CTE program;

English composition or reading courses not more than one level below the first transfer level course (ESL courses may not be considered under this definition);

All mathematics courses above, and including, Elementary Algebra;

Credit courses in English or mathematics taught in, or on behalf of other, departments that are at a level comparable to transferable freshman composition (for English) or comparable to elementary algebra (for mathematics).

#### Nondegree-Applicable

Basic skills courses as defined in Title 5, § 55000(t) and (u);

Courses designed to help students succeed in degree-applicable credit courses that integrate basic skills instruction throughout and assign grades partly upon the demonstrated mastery of those skills;

Pre-collegiate CTE preparation courses designed to provide foundational skills for students preparing for entry into degree-applicable CTE courses or programs;

Essential career technical instruction for which meeting the standards of subdivision (a) is neither necessary nor required.

#### Stand-Alone

When a course is NOT part of an approved program or general education plan, it is referred to as a “stand-alone” course.

#### **Course Numbering at LBCC**

**1-99:** Courses are transferable for credit as part of the lower division major preparation, general education pattern or as elective units. The California State University (CSU) system accepts courses in this category for credit. The University of California (UC) system accepts certain courses in this category for credit after they have reviewed the outline. The Course Evaluation Subcommittee expects that the Faculty Author will find comparable lower division courses at regional CSU and UC campus sites or at local private colleges in order to assist students with effective transfer curriculum, not just elective units.

**100-199:** Courses carrying these numbers are not intended for transfer but are organized and conducted to meet requirements for credit. Only a few departments may use this number band consistent with the provisions of CCR (Title 5), Section 55805.5.

**200-299:** Courses carrying these numbers are non-transferable occupational preparation courses intended for people seeking to enter the occupation. This band includes Cooperative Work Experience courses. Credit hour calculations for work experience are governed by the regulations set forth in Title 5, § 55256.5. In Title 5, § 55256.5(c)(1-2) the following requirements are specified:

-Each 75 hours of paid work equals one semester credit or 50 hours equals one quarter credit.

-Each 60 hours of non-paid work equals one semester credit or 40 hours equals one quarter credit.

**300-399:** Courses carrying these numbers are short-term or short-unit occupational courses which parallel 1-99, 100, 200 or 400 courses. These courses may not cover more than 50% of the content from their parent course and must fit within the framework of Title 5, Section 55805.5.

**400-499:** Courses carrying these numbers are continuing education courses in an occupational field.

**500-599:** Courses carrying these numbers are vocational courses for apprentices.

**600-699:** Courses that are non-credit (refer to next section for more information).

**800-899:** Courses carrying these numbers are not applicable to the Associate Degree and do not transfer; however, they do carry credit. This curriculum is intended for precollegiate basic skills, some ESL and some occupational education courses. These courses are graded as pass/no pass and have no impact on the student's GPA.

#### **Class Size Maximum**

Lecture courses are 40 students maximum while laboratory course maximums depend on the number of work stations, but are usually 35 students.

#### **Materials Fee**

A number of conditions must be in effect to charge a fee for "tools" or materials. These are the key criteria: (a) are the materials of continuing value, (b) may they be retained by the students after the class was completed, and (c) the materials must be not solely or exclusively available from the district. A separate request memo must be included with the proposal and outline.

#### **Requisites**

"Prerequisite" means a condition of enrollment that students are required to meet prior to enrollment in particular courses and programs. The assignment of a prerequisite signifies that the skills are essential to the success of the student in that course or program.

"Corequisite" means a course in which a student is required to be concurrently enrolled or have already completed as a condition of enrollment in another course.

"Advisories" or recommended preparation means the acquisition of a body of knowledge or course skills will be of great advantage to the student prior to enrollment in a specific course. However, enrollment in a course to acquire this knowledge or skills is not required, merely recommended.

"Limitations on Enrollment" is a safety, audition or try-out requirement associated with public performance or intercollegiate competition, honors or blocks of courses intended for a cohort of students who will become a learning community. Limitation on Enrollment for public performance or intercollegiate competition classes will be subjected to an assessment to determine whether the limitation has a disproportionate impact on any historically underrepresented student group. For further information, consult [Administrative Procedure 4010: Open Courses, Prerequisites, Co-requisites, and Advisories](#).

Course proposals that include requisites must include a completed "[Requisite Validation form](#)."

### NONCREDIT COURSES:

New noncredit course proposals will be reviewed using the following criteria:

- Appropriateness to Mission
- Need
- Curriculum standards
- Adequate resources
- Compliance

Noncredit courses are basically what its title suggests – community college instruction that has no credit associated with it. Students who enroll in noncredit courses do not receive any type of college credit or financial aid for these courses, nor do they receive official grades. In some areas, it may be helpful to create non-credit “parallel” courses (non-credit courses that are identical to the credit course in terms of required hours and content). Please contact the Course Evaluation Subcommittee Chair, Doug Raphael ([draphael@lbcc.edu](mailto:draphael@lbcc.edu)) and the Curriculum Chair, Wendy Koenig ([wkoenig@lbcc.edu](mailto:wkoenig@lbcc.edu)), to determine if a non-credit parallel course is an option.

Noncredit courses are free and provide options for students who do not qualify for financial aid. Noncredit courses focus on skill attainment, not grades or units. They are repeatable and not affected by the 30-unit basic skills limitation. Noncredit courses can provide flexible scheduling and can be open entry/exit for students who are working and managing college at the same time. Noncredit courses are accessible to nearly all students and serve as elementary level skill building courses leading to pre-collegiate curriculum. Noncredit courses can also serve as a bridge to other educational/career pathways. They provide preparation, practice and certification in career and technical education. Noncredit courses may also be a point of entry into college-level courses for students who are not yet ready to enroll in a credit program.

### Noncredit Categories

Noncredit courses are classified into ten legislated instructional areas (nine defined in Ed. Code § 84757 and the tenth is defined in CCR, Title 5, § 55151). The placement of a course in a given instructional area is driven by the course objectives and target population to be served.

The 10 instructional areas are:

1. **English as a Second Language**
2. Immigrant Education
3. **Elementary and Secondary Basic Skills**
4. Health and Safety
5. Substantial Disabilities
6. Parenting
7. Home Economics
8. Courses for Older Adults
9. **Short-term Vocational Programs**
10. **Workforce Preparation**

Please note that LBCC is encouraging faculty to create noncredit courses in the **bold areas** only, unless there is a significant need in the community. In order to collect enhanced apportionment, said noncredit courses must also be part of a Career Development College Preparation (CDCP) certificate with at least two sequential courses.

In addition, community colleges can claim apportionment for supervised tutoring and learning assistance subject to regulations under Title 5.

### **COR Components Required for Noncredit Courses**

Course number and title

Number of contact hours normally required for a student to complete the course

Catalog description

Prerequisites, corequisites, advisories or limitations on enrollment (if any)

Student Learning Outcomes and Objectives

Content in terms of a specific body of knowledge

Instructional methodology

Examples of assignments and/or activities

Methods of evaluation for determining whether the stated objectives have been met

Representative textbooks

### **Repetition and Noncredit Courses**

There are no specific limitations on noncredit course repetition. Noncredit repetition and multiple enrollments are defined as follows:

Repetition in noncredit courses – the student has completed the maximum number of hours required for the course and re-enrolls and repeats the same course content.

Re-enrollment in noncredit courses – a student has completed fewer than the maximum number of hours required for the course and re-enrolls in the same course during another term. The student then proceeds in the course and completes subsequent content or another portion or all of the required hours for the course.

Multiple enrollments in noncredit courses – a student enrolls in more than one section of the same course during the same term to provide additional opportunity for instruction and mastery of skill of knowledge.

Completion of noncredit courses – a student has participated in the course for the total number of hours specified on the course outline. The hours required for a noncredit course completion may be accumulated in one section during one term, over multiple terms or by enrolling in multiple sections during a single term or terms.

### **FORMS FOR COURSE PROPOSALS:**

[Course Submission Checklist](#)

[Course Rotation Plan Form](#)

[New Credit Course Proposal Form](#)

[New Noncredit Course Proposal Form](#)

[New Noncredit Parallel Addendum](#)

[New Honors Course Proposal Form](#)

[Course Modification Form](#)

[Requisite Validation Form](#)

[Materials Fee Form](#)

[Distance Education Addendum](#)

### **ROUTINE COURSE REVIEW PROCESS**



The Course Outline of Record is a legal document, which establishes liability for the College. The College has established a 6-year Routine Course Review cycle that all adopted courses must follow. The Office of Academic Services publishes a list of courses that are due for review during the summer that is distributed to Department Heads at the beginning of each academic year. Faculty authors are assigned by Department Heads and they will work with assigned peer reviewers from the Committee on Curriculum and Instruction to complete the review. Peer Reviewers must be members of the CCI and are appointed by the Chair of the CCI and Chair of the Course Evaluation Subcommittee, in consultation with the Academic Senate President.

Faculty authors should complete their initial draft no later than November 30. Peer reviewers will provide feedback and work with faculty authors to finalize the course outline by April 30. A Memo of Completion will be sent by the peer reviewer to indicate that the course has been reviewed and successfully updated. Any changes to the “Face Page” of the Course Outline of Record will require that a “[Course Modification Form](#)” be submitted to the Course Evaluation Subcommittee for review and approval.

Faculty authors will review all aspects of the course outline and will consider the following recommendations:

- check the requisites to make sure that they are accurate and necessary;
- update the textbook to ensure that the publication date is within the last five year (or, if not, provide a rationale);
- update the content and catalog description, if necessary, to reflect current language and standards in the field;
- check that the assignments and methods of evaluation reflect what is happening in the class;
- ensure that the student learning outcomes and objectives are evident throughout the course outline;
- ensure that lecture courses (or the lecture portion of a course) has evidence of homework hours (1 lecture hour requires 2 hours of outside of class homework);
- check that the prescribed methods of instruction are clear and informative;
- ensure that the course is in the appropriate band;
- check that any desired C-ID approvals or articulation agreements are still intact.

Also, faculty authors are asked to examine Tableau dashboards as they consider modifications to the course. During the review process, be sure to visit Summary Dashboard 02 (Course Success) and Summary Dashboard 07 (SLOs) in order to evaluate the data associated with the course and determine areas that need attention. Keep in mind that adjustments to pedagogy may not require a change to the course outline but this is the appropriate time to make changes that might improve student success and achievement of outcomes.

Faculty authors are encouraged to incorporate strategies that they have learned in any of the professional development activities associated with closing equity gaps (Cultural Curriculum Audit, Flex opportunities, webinars etc.).

### **CREDIT FOR PRIOR LEARNING (CPL)**

LBCC students may receive credit for prior learning for approved and eligible courses. Students who satisfactorily pass an authorized assessment receive credit for validated college-level skills and knowledge gained outside of a college classroom. ([Administrative Procedure 4028: Course Credit and Credit for Prior Learning](#)).

### **Authorized Assessments**

Authorized assessments include, but are not limited to, approved external standardized examinations, which include satisfactory scores on exams for Advanced Placement (AP), International Baccalaureate (IB) College-Level Examination Program (CLEP), LBCC course Credit by Exam (CBE); evaluations of external agencies, which include military service Joint Service Transcripts (JST), industry recognized credential documentation, student created portfolios; and/or achievement of an examination administered by other agencies approved by the LBCC District, which may include state/federal government training, volunteer and civic activities (e.g. Peace Corps), apprenticeships, internships, work-based learning, or industry-based experiential learning.

### **Obtaining Credit for Prior Learning**

In order for students to be eligible for CPL, they must be in good standing and have previously earned credit or noncredit and/or be currently registered at LBCC. Eligible courses must be listed in the current LBCC Catalog or Addenda; a student requesting CPL cannot be currently enrolled in the course to be challenged. Credit by Examination is limited to students who are registered and not currently enrolled in, nor received credit for, a more advanced course in the same subject.

### **Unit Limitations on CPL**

Students may not use units received through CPL to meet unit load requires for Selective Service deferment, Veterans, or Social Security benefits. Units for which credit is given for CPL shall not be counted in determine the 12 semester hours of credit is residence that is required for the associate degree.

### **Grading for CPL**

Grading shall be in accordance to the regular grading system and students shall be offered a “pass-no pass” option if that option is ordinarily available for the course.

### **Transcripts**

A student’s academic record shall be clearly annotated to reflect that credit was earned by assessment for prior learning.

### **Residency**

Units for which credit is given for CPL shall not be counted in determine the 12 semester hours of credit is residence that is required for the associate degree.

## **ARTICULATION**

In the context of the California Community College system, the term “articulation” is defined as follows:

Articulation refers specifically to course articulation: the process of developing a formal, written agreement that identifies courses (or sequences of courses) on a “sending” campus that are comparable to, or acceptable in lieu of, specific course requirements at a “receiving” campus. Successful completion of an articulated course assures the student and the faculty that the student has taken the appropriate course, received the necessary instruction and preparation, and that similar outcomes can be assured. In short, the articulation process enables the student to progress to the next level of instruction at the receiving institution.

LBCC encourages faculty to seek articulation agreements whenever possible and the process should begin with the Articulation Officer, Trevor Rodriguez ([trodriquez@lbcc.edu](mailto:trodriquez@lbcc.edu)).

### **Role of Faculty in the Articulation Process**

The actual process of developing and reviewing curriculum and coursework to determine course comparability between institutions rests with the faculty at the respective institutions. Faculty in

each discipline are responsible for the actual review of course content, the identification of comparable courses, and the authorization of acceptance of specific courses for transferring students. Once this review, identification, and formal written acceptance process has occurred, a course (or sequence of courses) is said to have been “articulated.” Implicit in the articulation process is involvement, communication, and cooperation between the respective faculties who mutually develop curriculum and establish requirements and standards for articulated courses. It is important to note that articulated courses are not to be construed as “equivalent” but rather as comparable, or acceptable in lieu of each other. The content of the courses on the respective campuses is such that successful completion of the course on one campus assures the necessary background, instruction, and preparation to enable the student to progress to the next level of instruction at another campus. Articulation officers can help their faculty understand this crucial distinction. ([Administrative Procedure 4050 Articulation](#))

**ASSIST:** California’s Official Articulation Repository ASSIST is a computerized student-transfer information system that can be accessed at [www.assist.org](http://www.assist.org).

ASSIST displays reports of how course credits earned at one California college or university can be applied when transferred to another. The mission of ASSIST is to facilitate the transfer of California Community College students to California’s public four-year universities by providing an electronic system for academic planning that delivers accurate, timely, and complete information.

The ASSIST database reflects the most current official articulation agreements that every CSU and UC campus has established with each of the California Community Colleges or with other CSU or UC campuses. The ASSIST database also includes the following complete and accessible archived information:

- UC Transferable Course Agreements
- CSU Baccalaureate Course Lists
- IGETC Course Lists
- CSU GE-Breadth Certification Course Lists
- CSU US History, Constitution, and American Ideals Courses
- UC Transfer Admission Eligibility Courses
- Campus-specific General Education Courses

### **Numbering System (C-ID)**

C-ID (Course Identification Numbering System) is a supranumbering, faculty-driven system to assign numbers to significant transfer courses, and a response to needs of transfer partners and their transfer initiatives. Each C-ID number identifies a lower-division, transferable course commonly articulated between the California Community Colleges and universities (including Universities of California, the California State Universities, as well as with many of California’s independent colleges and universities).

The C-ID number is a designation that indicates that a given course is comparable to a specific course “descriptor” that was developed by intersegmental discipline faculty and reviewed statewide. C-ID numbers facilitate the identification of comparable courses, establish articulation between community colleges, and offer a simplified mechanism for colleges and universities to establish articulation with all participating CCCs. The C-ID descriptor also provides information for college faculty’s ongoing curriculum development and revision of lower division courses.

Finalized course descriptors include: a general course description; minimum required units; prerequisite(s) (if applicable); advisories/recommendations (if applicable); course content;

laboratory activities (if applicable); course objectives; methods of evaluation; and sample Affiliated and Associated Organizations California Articulation Policies and Procedures Handbook textbooks or other support materials. Finalized and draft course descriptors may be found at: <https://www.c-id.net/descriptors>  
Word versions of the descriptors are also available for downloading.

Additional information about the articulation process is available in the [California Articulation Policies and Procedures Handbook \(revised Spring 2013\)](#).

## PROGRAMS and GENERAL EDUCATION PATTERNS

### Overview of Credit Programs

An educational program is defined in Title 5, § 55000(m) as “an organized sequence of courses leading to a defined objective, a degree, a certificate, a diploma, a license, or transfer to another institution of higher education.” All associate degrees and certificates of achievement that appear by name on a student transcript or diploma must be chaptered by the Chancellor’s Office, whether they are intended primarily for employment preparation (CTE), transfer (ADT), transfer preparation, as a record of academic achievement, or to fulfill other community needs. The types of credit educational programs that must be submitted to the Chancellor’s Office for chaptering include: Associate Degrees – local AA or AS and AA-T/AS-T, and Certificates of Achievement ([Program and Course Approval Handbook, 7<sup>th</sup> edition](#), page 73).

The **Associate Degree/General Education (AD/GE) Subcommittee** is charged with the following responsibilities, according to the [Administrative Regulation 4005: Curriculum and Instruction](#):

- (1) Review and recommend to the Curriculum Committee modifications to the Associate Degree and/or Certificates.
- (2) Review and recommend to the Curriculum Committee modifications to the General Education Patterns, and certificates.
- (3) Review and recommend to the Curriculum Committee additions or modifications in proficiency requirements for the college curriculum.
- (4) Review and recommend to the Curriculum Committee the appropriateness of courses to be added to the Associate Degree and General Education requirements and/or patterns.
- (5) Resolve inter-program conflicts resulting from curricular overlaps.
- (6) Review and recommend to the Curriculum Committee all proposed additions of new programs for appropriateness in meeting the mission, goals, and Strategic Plan of the college.
- (7) Review and recommend to the Curriculum Committee the program descriptions for the catalog.
- (8) Review documents to be submitted to the Curriculum Committee for completeness, accuracy, and compliance with state standards and regulations as appropriate.
- (9) Ensure that all supporting documents for programs are housed in Academic Senate and Academic Services.

Long Beach City College offers the following types of programs:

- Associate Degree for Transfer (A.A. or A.S.)
- Local Associate Degree (A.A. or A.S, CTE or non-CTE)
- Certificate of Achievement (CTE or non-CTE)
- Certificate of Accomplishment (15.5 units or fewer)
- Certificate of Completion (noncredit)

-Certificate of Competency (noncredit)

Proposal forms for new and modified programs and additions to GE patterns should be submitted electronically to the Chair of the AD/GE Subcommittee (Acting Chair, Wendy Koenig, [wkoenig@lbcc.edu](mailto:wkoenig@lbcc.edu)) and to Fabiola Guerrero ([fguerrero@lbcc.edu](mailto:fguerrero@lbcc.edu)), the Curriculum Specialist.

[Chancellor's Office Narrative template for ADT](#)

[Chancellor's Office Narrative template for Local AA/AS Degree](#)

[Chancellor's Office Narrative template for CTE AA/AS Degree](#)

[Chancellor's Office Narrative template for Certificate of Achievement](#)

[Chancellor's Office Narrative template for Noncredit Certificate of Completion/Competency](#)

Course Sequence Roadmap template

[Approval Sheet for New Program](#)

[Approval Sheet for Modified Program](#)

## CREATING OR MODIFYING AN ASSOCIATE DEGREE FOR TRANSFER

### **Associate Degree for Transfer Degrees: AA-T and AS-T**

Associate Degrees for Transfer (ADT) were developed in response to Senate Bill 1440 (Padilla, 2010) and subsequent revisions to Education Code § 66746(a) that required community colleges to develop and offer “associate degrees for transfer” which fulfill the lower division component of a baccalaureate major at a California State University. These degrees allow students to fulfill lower division major requirements at a community college and guarantee transfer with junior status to the CSU system. Students who complete an ADT and transfer to a similar major at a CSU are guaranteed a pathway to finish their baccalaureate degrees in 60 semester or 90 quarter units. These degrees require students to meet both of the following requirements:

- (1) *Completion of 60 semester units or 90 quarter units that are eligible for transfer to the California State University, including both of the following:*
- (A) *The Intersegmental GE Transfer Curriculum (IGETC) or the California State University GE-Breadth Requirements (CSU GE-Breadth).*
  - (B) *A minimum of 18 semester units or 27 quarter units in a major or area of emphasis, as determined by the community college district.*
- (2) *Obtainment of a minimum grade point average of 2.0.*

### **Program Narrative**

Only the Program Goals and Objectives and Catalog Description items are required for the Narrative. The catalog description must reflect the following:

Completion of 60 semester units or 90 quarter units of degree-applicable courses,

Minimum overall grade point average of 2.0,

Minimum grade of “C” (or “P”) for each course in the major, and

Completion of IGETC and/or CSU GE-Breadth.

### **Chancellor's Office Template for Transfer Model Curriculum (TMC)**

The Chancellor's Office develops a template for each approved TMC. All submissions must include a completed, current template. Faculty authors must work with the Curriculum Chair and Dean, Academic Affairs, to prepare or modify the TMC template.

### **First Steps:**

#### **-Departmental and Inter-Departmental Consensus**

Provide documentation that your department has thoroughly discussed the creation or modification of the program. Ensure that your documentation provides evidence of consultation with other departments if your program includes discipline overlap or includes courses from another discipline. Provide evidence that they are aware of any impact on their program and their concerns or insights regarding this impact.

#### **-Consultation with the Instructional Dean**

The area Dean is required to sign documentation for program creation or modification and should be involved in initial conversations regarding program creation or modification. The Dean is responsible for assessing the impact on resources and scheduling.

### **Next Steps:**

#### **-Chancellor's Office Narrative and Transfer Model Curriculum template**

Contact the AD/GE Subcommittee Chair ([wkoenig@lbcc.edu](mailto:wkoenig@lbcc.edu)) and Curriculum Specialist ([fguerrero@lbcc.edu](mailto:fguerrero@lbcc.edu)) to obtain the correct Chancellor's Office narrative template and TMC template for the program. The narrative must include a sequence of courses and recommended schedule for timely completion of the program (Viking Pathway).

#### **-Creating or modifying Program Student Learning Outcomes**

If there is a need to create, modify or inactivate Program Student Learning Outcomes as part of your program creation or modification, please work with your department's SLO Facilitator to submit your requests to the Assessment of Student Learning Outcomes (ASLO) Subcommittee. If you need additional assistance, contact the LBCC SLO Coordinator, Trisha Wilging ([twilging@lbcc.edu](mailto:twilging@lbcc.edu)) and she will direct you to the appropriate forms.

### **Final Steps:**

-Submit electronically the following forms for new or modified programs to AD/GE Subcommittee Chair:

- Chancellor's Office Narrative with a strong rationale and Viking Pathway;
- New or revised Transfer Model Curriculum template;
- Minutes from Department meeting during which program creation or modification was discussed and, if applicable, evidence of inter-departmental discussions;
- Approval Sheet with signatures (may be routed for signatures by Curriculum Specialist, Fabiola Guerrero, [fguerrero@lbcc.edu](mailto:fguerrero@lbcc.edu))

The AD/GE Subcommittee chair will upload your documentation into the AD/GE Canvas shell for members to review before the upcoming meeting and you will be notified of the meeting's time and date. The faculty author will be notified if there are questions or concerns from the Chair or the Subcommittee members and will have an opportunity to respond.

## **CREATING OR MODIFYING CAREER AND TECHNICAL EDUCATION (CTE) PROGRAMS**

The Curriculum Committee follows the guidelines put forward in the Program and Course Approval Handbook (7<sup>th</sup> edition), which outlines the requirements for CTE programs.

**Associate Degrees:** The standards for all associate degrees are set forth in Title 5, § 55063. These include demonstrated competence in reading, in written expression, and in mathematics, and satisfactory completion of at least 60 semester units or 90 quarter units of degree-applicable credit course work in a major or area of emphasis, GE, and elective courses, if needed to meet the minimum unit requirement.

**Certificates of Achievement** represent a well-defined pattern of learning experiences designed to develop certain capabilities that may be oriented to career or GE. Colleges must submit programs of 16 or more semester units or 24 or more quarter units of degree-applicable coursework for Chancellor's Office charting. Colleges may submit programs of 8 or more semester units or 12 or more quarter units of degree-applicable coursework for Chancellor's 90 office charting in order that the program may be included in the student transcript, and be titled as a Certificate of Achievement.

### **Program Narrative**

All new CTE associate degree and certificate of achievement proposals must include a narrative. All sections noted below must be submitted to the District Governing Board for approval, submitted to the Chancellor's Office curriculum inventory system, and maintained by colleges.

Program Goals and Objectives – must address a valid workforce preparation purpose and may address transfer preparation

Catalog Description – includes program requirements, prerequisite skills or enrollment limitations, student learning outcomes, and information relevant to program goal

Program Requirements – includes course requirements and sequencing that reflect program goals. The GE pattern and the calculations used to reach the degree total must be shown following the program requirements table.

Master Planning – how it fits in the mission, curriculum, and master planning of the college and higher education in California

Enrollment and Completer Projections – projection of number of students to earn degree annually

Place of Program in Curriculum/Similar Programs – how it fits in college's existing program inventory

Similar Programs at Other Colleges in Service Area – justification of need for program in the region

Transfer preparation information – if transfer preparation is a component of the program

### **Required Documentation**

In addition to a narrative, all new and modified CTE programs must include:

Current Labor Market Information and Analysis – see Section VII for a discussion on LMI analysis and considerations

Advisory Committee Recommendation – includes advisory committee membership, minutes and summary of recommendations

Regional Consortia meeting minutes showing program recommendation (only for new programs)

## PROCESS WORKFLOW FOR CTE PROGRAMS

- Faculty request LMI data from Workforce Development (WFD) and/or consult Tableau dashboard
- WFD provides EMSI data immediately
- WFD input Centers of Excellence request for data simultaneously
- Review relevant student success data
- WFD sends data to dean and faculty and reminds dean to meet with faculty to review\*
- WFD hosts Advisory\*\* Meeting. Deans must attend. Agenda includes LMI and student success data

\*If LMI data is negative, then WFD works with faculty to identify alternative data sources, if possible.

\*\* All CTE Advisories must be approved by the Vice President of Academic Affairs in advance.

### **A Note on New Courses**

By the time your program is placed on the AD/GE subcommittee agenda, any new or modified courses that are included the program must be on the agenda of the LBCC Course Evaluation subcommittee. The program modification may be approved at AD/GE pending the approval of the courses that are on the Course Evaluation subcommittee agenda. If the new or modified courses are not approved at Course Evaluation, then the program's progress will be halted.

### **First Steps:**

#### Documentation and Data

##### -Labor Market Information (LMI)

Contact Melissa Infusino, Director of Workforce Development ([minfusino@lbcc.edu](mailto:minfusino@lbcc.edu)), to request EMSI data (available immediately), which may be used in the departmental discussion regarding the creation or modification of a CTE program. The official Labor Market Information (LMI) from the Centers of Excellence will be used to demonstrate need for employment in your program's area and to justify the program creation/modification/inactivation.

##### -Advisory Board Minutes

Your Advisory Board minutes should demonstrate the need for the program creation or modification. Provide the Advisory Board minutes in digital format. Highlight in yellow relevant portions that support your program creation and design. If you need assistance with the creation of an Advisory Board, or the scheduling and recording of the minutes of meetings, contact Melissa Infusino ([minfusino@lbcc.edu](mailto:minfusino@lbcc.edu)), Director of Workforce Development.

##### -Departmental and Inter-Departmental Consensus



Provide documentation that your department has thoroughly discussed the creation or modification of the program. Ensure that your documentation provides evidence of consultation with other departments if your program includes discipline overlap or includes courses from another discipline. Provide evidence that they are aware of any impact on their program and their concerns or insights regarding this impact.

**-Consultation with the Instructional Dean**

The area Dean is required to sign documentation for program creation or modification and should be involved in initial conversations regarding program creation or modification. The Dean is responsible for assessing the impact on resources and scheduling.

**-Request for Centers of Excellence LMI data and Submission to Regional Consortia**  
Work with Dean Gene Carbonaro ([gcarbonaro@lbcc.edu](mailto:gcarbonaro@lbcc.edu)) or Associate Dean Anthony Pagan ([apagan@lbcc.edu](mailto:apagan@lbcc.edu)) to request LMI data from the Centers of Excellence and submit a notice of intent regarding any new or substantially-modified CTE programs to the Los Angeles Orange County Regional Consortium (LAOCRC). Notice of recommendation from the LAOCRC will be required before the program may be submitted to the Chancellor's Office.

**Next Steps:**

**-Chancellor's Office Narrative**

Contact the AD/GE Subcommittee Chair ([wkoenig@lbcc.edu](mailto:wkoenig@lbcc.edu)) and Curriculum Specialist ([fguerrero@lbcc.edu](mailto:fguerrero@lbcc.edu)) to obtain the correct Chancellor's Office narrative template for the program or visit the [Curriculum Committee website](#) for program templates. The narrative must include a sequence of courses and recommended schedule for timely completion of the program.

**-Creating or modifying Program Student Learning Outcomes**

If there is a need to create, modify or inactivate Program Student Learning Outcomes as part of your program creation or modification, please work with your department's SLO Facilitator to submit your requests to the Assessment of Student Learning Outcomes (ASLO) Subcommittee. If you need additional assistance, contact the LBCC SLO Coordinator, Trisha Wilging ([twilging@lbcc.edu](mailto:twilging@lbcc.edu)) and she will direct you to the appropriate forms.

**-Articulation of Courses in a Program**

Faculty should coordinate with the Articulation Officer, Trevor Rodriguez ([trodriquez@lbcc.edu](mailto:trodriquez@lbcc.edu)), at the course-level for consideration of C-ID eligibility or to pursue an articulation agreement with a specific CSU or UC campus.

**Final Steps:**

-Submit electronically the following [forms](#) for new or modified CTE program to AD/GE Subcommittee Chair:

- Chancellor's Office Narrative (new or updated) with a strong rationale;
- Minutes from Department meeting during which program modifications were discussed and, if applicable, evidence of inter-departmental discussions;
- Minutes from Advisory Board meeting with members identified by position and a vote in support of modifications;
- LMI Data (Centers of Excellence)
- LAOCRC Program Submission Information
- Approval Sheet with signatures (may be routed for signatures by Curriculum Specialist, Fabiola Guerrero, [fguerrero@lbcc.edu](mailto:fguerrero@lbcc.edu))

The AD/GE Subcommittee chair will upload your documentation into the AD/GE Canvas shell for members to review before the upcoming meeting and you will be notified of the meeting's time and date. The faculty author will be notified if there are questions or concerns from the Chair or the Subcommittee members and will have an opportunity to respond.

### CREATING OR MODIFYING non-CTE PROGRAMS

The Curriculum Committee follows the guidelines put forward in the Program and Course Approval Handbook (7<sup>th</sup> edition), which outlines the requirements for non-CTE programs.

**Associate Degrees:** The standards for all associate degrees are set forth in Title 5, § 55063. These include demonstrated competence in reading, in written expression, and in mathematics, and satisfactory completion of at least 60 semester units or 90 quarter units of degree-applicable credit course work in a major or area of emphasis, GE, and elective courses, if needed to meet the minimum unit requirement.

**Certificates of Achievement** represent a well-defined pattern of learning experiences designed to develop certain capabilities that may be oriented to career or GE. Colleges must submit programs of 16 or more semester units or 24 or more quarter units of degree-applicable coursework for Chancellor's Office chaptering. Colleges may submit programs of 8 or more semester units or 12 or more quarter units of degree-applicable coursework for Chancellor's 90 office chaptering in order that the program may be included in the student transcript, and be titled as a Certificate of Achievement.

#### **Program Narrative for Local Associate Degrees**

All new and modified local associate degree proposals must include a narrative that addresses:

- Program Goals and Objectives – must address a valid transfer preparation, workforce preparation, basic skills, civic education, or local purpose
- Catalog Description – includes program requirements, prerequisite skills or enrollment limitations, student learning outcomes, and information relevant to program goal
- Program Requirements – includes course requirements and sequencing that reflect program goals. The GE pattern and the calculations used to reach the degree total must be shown following the program requirements table
- Master Planning – ways the program fits in the mission, curriculum, and master planning of the college and higher education in California
- Enrollment and Completer Projections – projection of number of students to earn degree annually
- Place of Program in Curriculum/Similar Programs – ways the program fits in college's existing program inventory
- Similar Programs at Other Colleges in Service Area—justification of need for program in the region
- Transfer preparation information, if transfer preparation is a component of the program

#### **Other Documentation**

If a program is designed to provide transfer preparation, as a component of, or as the primary intent of the degree, then it must include at least one of the following documents to substantiate the alignment of the degree with transfer preparation standards. When programs are designed to provide transfer preparation for more than one baccalaureate institution, documentation should demonstrate alignment with the requirements for lower division major preparation at no more than one institution. Appropriate documentation may include, but is not limited to, any of the following that sufficiently demonstrate this requirement:

- Programmatic articulation agreements
- ASSIST documentation verifying that a majority (51% or greater) of required courses in the program are articulated for the major (AAM) at the single baccalaureate institutions to which the program's students are likely to transfer
- Table of major requirements from the most recent catalogs, with catalog dates and page numbers cited, for targeted transfer institutions showing crosswalk with California Community Colleges program requirements
- Summary of lower division major preparation published or endorsed by relevant professional bodies or programmatic accreditors, with citations included
- Formal letters from the intended receiving institution that verify alignment of proposed program with their program curriculum

If a local program is intended to address community need the college must submit community-need-related documentation, such as letters of support, survey results, or anything that provides evidence that the program fulfills a need of the community. When seeking approval for such programs, the intent must be clearly expressed in the narrative portion of the proposal.

#### **Program Narrative for Certificates of Achievement**

All new and modified Certificates of Achievement must include a narrative that addresses the following:

Program Goals and Objectives – must address a valid transfer, workforce preparation, basic skills, civic education, or lifelong learning purpose. For the purposes of Chancellor's Office submission and approval, programs may select one of three program goals: transfer, CTE, or local. Transfer is applied only to certificates for CSU GE-Breadth IGETC. CTE is limited to certificates in a vocational TOP Code. Local is used for all other certificates, but may include certificates designed to prepare students for transfer.

Catalog Description – includes program requirements, prerequisite skills or enrollment limitations, student learning outcomes, and information relevant to program goal

Program Requirements – includes course requirements and sequencing that reflect program goals  
 Master Planning – how it fits in the mission, curriculum, and master planning of the college and higher education in California

Enrollment and Completer Projections – projection of number of students to earn certificate annually

Place of Program in Curriculum/Similar Programs – how it fits in college's existing program inventory

Similar Programs at Other Colleges in Service Area – justification of need for program in the region

#### **Additional documentation for CTE Certificates of Achievement**

In addition to a narrative, all new and modified CTE programs must include:

Labor Market Information and Analysis – refer to the section VII for additional information

Advisory Committee Recommendation – includes advisory committee membership, minutes and summary of recommendations

Regional Consortia meeting minutes showing program recommendation

#### **Additional documentation for Local Certificates of Achievement**

In addition to a narrative, all new and modified local certificates may include:

Programmatic articulation agreements

ASSIST documentation verifying that a majority (51% or greater) of required courses in the program are articulated for the major (AAM) at the single baccalaureate institutions to which the program's students are likely to transfer

Table of major requirements from the most recent catalogs, with catalog dates and page numbers cited, for targeted transfer institutions showing crosswalk with California Community Colleges program requirements

Summary of lower division major preparation published or endorsed by relevant professional bodies or programmatic accreditors, with citations included

Formal letters from the intended receiving institution that verify alignment of proposed program with their program curriculum

#### **A Note on New Courses**

By the time your program is placed on the AD/GE subcommittee agenda, any new or modified courses that are included the program must be on the agenda of the LBCC Course Evaluation subcommittee. The program modification may be approved at AD/GE pending the approval of the courses that are on the Course Evaluation subcommittee agenda. If the new or modified courses are not approved at Course Evaluation, then the program's progress will be halted.

#### **First Steps:**

-Departmental and Inter-Departmental Consensus

Provide documentation that your department has thoroughly discussed the creation or modification of the program. Ensure that your documentation provides evidence of consultation with other departments if your program includes discipline overlap or includes courses from another discipline. Provide evidence that they are aware of any impact on their program and their concerns or insights regarding this impact.

-Consultation with the Instructional Dean

The area Dean is required to sign documentation for program creation or modification and should be involved in initial conversations regarding program creation or modification. The Dean is responsible for assessing the impact on resources and scheduling.

#### **Next Steps:**

-Chancellor's Office Narrative

Contact the AD/GE Subcommittee Chair ([wkoenig@lbcc.edu](mailto:wkoenig@lbcc.edu)) and Curriculum Specialist ([fguerrero@lbcc.edu](mailto:fguerrero@lbcc.edu)) to obtain the correct Chancellor's Office narrative template for the program or visit the [Curriculum Committee website](#) for program templates. The narrative must include a sequence of courses and recommended schedule for timely completion of the program (Viking Pathway).

-Creating or modifying Program Student Learning Outcomes

If there is a need to create, modify or inactivate Program Student Learning Outcomes as part of your program creation or modification, please work with your department's SLO Facilitator to submit your requests to the Assessment of Student Learning Outcomes (ASLO) Subcommittee. If you need additional assistance, contact the LBCC SLO Coordinator, Trisha Wilging ([twilging@lbcc.edu](mailto:twilging@lbcc.edu)) and she will direct you to the appropriate forms.

#### **Final Steps:**

-Submit electronically the following forms for new or modified programs to AD/GE Subcommittee Chair:

- Chancellor's Office Narrative with a strong rationale and Viking Pathway;
- Minutes from Department meeting during which program creation or modification was discussed and, if applicable, evidence of inter-departmental discussions;
- Approval Sheet with signatures (may be routed for signatures by Curriculum Specialist, Fabiola Guerrero, [fguerrero@lbcc.edu](mailto:fguerrero@lbcc.edu))

The AD/GE Subcommittee chair will upload your documentation into the AD/GE Canvas shell for members to review before the upcoming meeting and you will be notified of the meeting's time and date. The faculty author will be notified if there are questions or concerns from the Chair or the Subcommittee members and will have an opportunity to respond.

### CREATING OR MODIFYING NONCREDIT PROGRAMS

#### **A Note on New, Modified or Parallel Non-credit Courses**

By the time your program is placed on the AD/GE subcommittee agenda, any new, modified or parallel noncredit courses that are included the program must be on the agenda of the LBCC Course Evaluation subcommittee. The program modification may be approved at AD/GE pending the approval of the courses that are on the Course Evaluation subcommittee agenda. If the new or modified courses are not approved at Course Evaluation, then the program's progress will be halted.

#### **First Steps:**

- Departmental and Inter-Departmental Consensus

Provide documentation that your department has thoroughly discussed the creation or modification of the program. Ensure that your documentation provides evidence of consultation with other departments if your program includes discipline overlap or includes courses from another discipline. Provide evidence that they are aware of any impact on their program and their concerns or insights regarding this impact.

- Consultation with the Instructional Dean

The area Dean is required to sign documentation for program creation or modification and should be involved in initial conversations regarding program creation or modification. The Dean is responsible for assessing the impact on resources and scheduling.

#### **Next Steps:**

- Chancellor's Office Narrative

Contact the AD/GE Subcommittee Chair ([wkoenig@lbcc.edu](mailto:wkoenig@lbcc.edu)) and Curriculum Specialist ([fguerrero@lbcc.edu](mailto:fguerrero@lbcc.edu)) to obtain the correct Chancellor's Office narrative template for the program or visit the [Curriculum Committee website](#) for program templates. The narrative must include a sequence of courses and recommended schedule for timely completion of the program (Viking Pathway).

- Creating or modifying Program Student Learning Outcomes

If there is a need to create, modify or inactivate Program Student Learning Outcomes as part of your program modification, please work with your department's SLO Facilitator to submit your requests to the Assessment of Student Learning Outcomes (ASLO) Subcommittee. If you need additional assistance, contact the LBCC SLO Coordinator, Trisha Wilging ([twilging@lbcc.edu](mailto:twilging@lbcc.edu)) and she will direct you to the appropriate forms.

#### **Final Steps:**

-Submit electronically the following forms for new or modified programs to AD/GE Subcommittee Chair:

- Chancellor's Office Narrative with a strong rationale and Viking Pathway;
- Minutes from Department meeting during which program creation or modification was discussed and, if applicable, evidence of inter-departmental discussions;
- Approval Sheet with signatures (may be routed for signatures by Curriculum Specialist, Fabiola Guerrero, [fguerrero@lbcc.edu](mailto:fguerrero@lbcc.edu))

The AD/GE Subcommittee chair will upload your documentation into the AD/GE Canvas shell for members to review before the upcoming meeting and you will be notified of the meeting's time and date. The faculty author will be notified if there are questions or concerns from the Chair or the Subcommittee members and will have an opportunity to respond.

## GENERAL EDUCATION PATTERNS

### General Education Philosophy

General Education requirements at Long Beach City College provide a broad educational experience that encourages students to explore various areas of human inquiry and equips them with a range of intellectual and practical skills to succeed in a rapidly-changing world. As the foundation of life-long learning, these requirements expose students to the principles, methods, values and thought processes employed in different disciplines and impart a strong sense of the social and ethical responsibilities associated with being civic-minded, informed and engaged global citizens.

The awarding of an Associate degree represents more than an accumulation of units. It symbolizes a successful attempt on the part of the college to lead students through patterns of learning experiences designed to develop certain capabilities and insights. Among these are the ability to think and to communicate clearly and effectively both orally and in writing, to use quantitative reasoning skills, to understand the modes of inquiry of the major disciplines, to be aware of other cultures and time periods, to appreciate the contributions and struggles of various communities and ethnic groups within the United States, to achieve insights gained through experience in thinking about ethical issues, and to develop the capacity for self-understanding.

LBCC has three General Education Patterns:

[Plan A: Local Associate Degrees](#)

[Plan B: CSUGE-Breadth](#)

[Plan C: IGETC \(UC system\)](#)

Plan A may be used to satisfy the GE requirements for Local A.A. or A.S. degrees. Plan B may be used to satisfy the GE requirements for Local A.A. or A.S. degrees and Associate Degrees for Transfer. Plan C may be used to satisfy the GE requirements for students intending to transfer to a UC or CSU campus, for Associate Degrees for Transfer and for Local A.A. or A.S. degrees.

Faculty who believe that a course may satisfy an area requirement or graduation proficiency requirement on one or more of the GE patterns should consult with the Articulation Officer, Trevor Rodriguez ([trodriquez@lbcc.edu](mailto:trodriquez@lbcc.edu)) and the Curriculum Chair, Wendy Koenig ([wkoenig@lbcc.edu](mailto:wkoenig@lbcc.edu)) before submitting proposal forms. We encourage the use of the [Handbook for GE Courses](#) to determine the most appropriate area for the course. Courses may be added to Plan A once approved by the LBCCD Board of Trustees. Requests to add courses to Plan B or

Plan C must first be approved by the LBCCD Board of Trustees and then submitted to the CSU or UC system for final approval.

The AD/GE Subcommittee reviews all requests for GE approval. Faculty should submit one or more of the following approval sheets with a strong rationale for each course request:

[Proposal to add or remove a GE Plan A course](#)

[Proposal to add or remove a GE Plan B course](#)

[Proposal to add or remove a GE Plan C course](#)

Completed forms may be sent to the Curriculum Specialist, Fabiola Guerrero ([fguerrero@lbcc.edu](mailto:fguerrero@lbcc.edu)), who can route the document for signatures.

### **ACADEMIC POLICIES AND STANDARDS (APS)**

The Academic Policy and Standards Committee is a Subcommittee of the Curriculum Committee which meets once a month during the school year with the goal of reviewing policies and regulations within the 4000 band for compliance and accuracy. The committee reviews policies and regulations based on a 6-year Routine Review Process, completes Out-of-Cycle reviews as needed and drafts new policies and regulations. All policies and regulations are written, edited and approved by the Academic Policy and Standards Committee. After first reading at the Curriculum Committee, policies and regulations are then sent to the President's Leadership Council (PLC) and other campus constituencies for further feedback and recommendations. After second readings by the Academic Policy and Standards Committee and the Curriculum Committee, the policies are then submitted to be approved and regulations to be reviewed by the LBCC Board of Trustees. Once policies and regulations are approved/reviewed by the Board of Trustees, they are posted on the Long Beach City College Website.

#### **Routine Review Process Steps for Board Policies**

These are the steps in the 6-year cycle for Routine Review of regulations/policies (always reviewed together). These steps are to be followed for approved out-of-cycle review requests.

1. APS Chair identifies a regulation and policy scheduled for review (it has been 6 years since the last review).
2. APS Chair requests Word doc versions of the policy and regulation from M'Shelle Reece (VP of Academic Affairs Administrative Assistant).
3. APS Chair puts the reg/pol that is up for review on the next APS agenda (typically the first meeting of the semester).
4. At the APS Meeting, the subcommittee will identify an APS member(s) who will act as liaison between content experts reviewing the regulation and the APS Subcommittee.
5. APS Chair will send an email to the APS Liaison with the *APS Routine Review Form and Checklist*, Word docs of the reg/pol, and reference documents, like CCLC language (if there is any), Title 5 and Ed Code references and/or any additional guiding documents, like Chancellor's Office Memos. The "Review Contact Details" in the APS Routine Review Form and Checklist should be filled out by the APS Chair.
6. Once the APS Liaison has received the above email (including the completed *APS Routine Review Form and Checklist* and guiding documents), the Liaison will send an email to identified content experts, including the *APS Routine Review Form and Checklist*, Word

docs of the reg/pols and reference documents. In the email, the Liaison should describe the task, give a deadline and request a meeting to initiate routine review.

### Initial Email Sample:

Hello \_\_\_\_\_,

Academic Policy and Standards Subcommittee has scheduled Academic Regulation and Policy 40XX \_\_\_\_\_ (Insert Name of Policy) for routine review. To meet Accreditation standards, we need to make sure that all LBCC policies and regulations meet legal standards. In the spirit of shared governance, you have been identified as a content expert who can lend expertise to this review process.

I've attached current copies of the policy and regulation. These documents are *only* drafts. We can, and should, make changes, especially if these drafts do not represent our current practices or philosophies at LBCC. That's why we need your help!

In addition, I've attached legal language recommended by our legal subscription service (CCLC), links to Title 5 and California Ed Code, and/or other guiding documents for your reference.

To initiate the review process, I'd like to schedule a brief meeting to describe what kind of help we need to complete the routine review process. Perhaps during the meeting, we might be able to **identify some additional content experts who can help with this task**. Please let me know your availability to meet. We only have 30 days to complete the review process, so the sooner we get started, the better.

I hope to hear from you very soon!

Best,

7. After the initial meeting is held with content experts, the group has 30 days to review the Checklist questions and produce a draft. The Liaison should check-in on the content expert group to ensure the process is going smoothly and to offer help. In addition, the Liaison should stay in frequent communication with the APS Chair about progress on the review process. The Liaison may need to meet with content experts several times during this process. The Liaison and content experts may consult any member of the LBCC community to seek clarification for revision. If Liaisons need assistance with seeking clarification, they should ask the APS Chair for help. Once the content experts have a satisfactory draft, they should email a copy of the reg/pol and the answered Checklist questions to the Liaison.
8. Once the content experts have sent a draft of the reg/pol to the Liaison, the Liaison should forward the draft to the APS Chair, requesting that the item be placed on the next APS Agenda for first reading. Once the APS Chair confirms that the item is on the agenda, the Liaison should notify the content expert group of the date of the meeting and invite content experts to the meeting.
9. If APS approves the 1<sup>st</sup> Reading, the reg/pol will be sent the Curriculum for 1<sup>st</sup> Reading. If it is not approved (if there are further suggestions from APS), the Liaison will email the outcome of the meeting to the content experts to continue working on the draft until a draft is approved for 1<sup>st</sup> Reading at Curriculum.
10. Once approved for 1<sup>st</sup> Reading at Curriculum, the reg/pol goes to the President's Leadership Council (PLC) for review. Feedback from PLC will be communicated to the APS Chair from the Curriculum Chair. If further work is needed, content experts should be contacted before the reg/pol are submitted for 2<sup>nd</sup> Reading at Curriculum. If further work is not needed (no suggestions from PLC or Curriculum reps), the reg/pol will go on to 2<sup>nd</sup> Reading at Curriculum as it is.
11. After 2<sup>nd</sup> Reading at Curriculum, the policy is submitted to the Board of Trustees for approval and the regulation is submitted as an information item only. Once the Board has reviewed the item, it will be added to the website formally and dated with an approval.



## ASSESSMENT OF STUDENT LEARNING OUTCOMES (SLOs)

The Assessment of Student Learning Outcomes (ASLO) Subcommittee is responsible for creating and upholding the principles of assessment, and for reviewing new, modified and inactivated outcomes and methods of assessment at the course, program and institutional levels. The ASLO Subcommittee meets once a month and is chaired by the LBCC SLO Coordinator, Trisha Wilging ([twilging@lbcc.edu](mailto:twilging@lbcc.edu)). The SLO Coordinator is responsible for training and monitoring departmental SLO Facilitators as well.

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.

### SLO OVERVIEW

#### What are Student Learning Outcomes (SLOs)?

Student Learning Outcomes are statements of the overarching knowledge, skills, abilities, and/or values students should acquire in a course or program. These broad learning outcomes demonstrate core student understanding and application of a subject. When creating a new course or modifying an existing course, notice the following hierarchy:

- The synthesis of objectives builds up to overarching course-level SLOs (CSLOs)
- The synthesis of CSLOs builds up to overarching program-level SLOs (PSLOs)
- The synthesis of CSLOs and PSLOs builds up to overarching institutional learning outcomes (ISLOs)

#### Differences Between SLOs and Objectives

Narrow course objectives represent valuable tools, skills, or content that enables students to engage in a particular subject and assists them in building toward and supporting their achievement of broader course-level Student Learning outcomes. The main difference between SLO statements and course objectives is that SLO statements demonstrate an overarching understanding or application of a core aspect of the course, while objectives are the small pieces of subject matter that build up to the broader SLOs.

## Sample Course Objectives

- ADN11A: Identify and discuss the components of the nursing process.
- BIO60: Compare and contrast the four basic types of tissue.
- COMM10: Explain the communication model by identifying how messages are sent and received within a public speaking context.
- ENGL1: Locate, evaluate, analyze, interpret, and cite primary and secondary sources using appropriate documentation format.
- HIST8A: Evaluate and contextualize major historical events and eras in the Americas.
- NUTR20: Demonstrate basic knowledge of nutrient digestion, absorption and metabolism.

## Sample Course SLOs

- ADN11A: Describe the nursing process as it relates to care of the adult patient.
- BIO60: Identify all organizational levels of human anatomy and understand basic principles of physiology as it applies to homeostasis and disease control.
- COMM10: Develop and demonstrate the process of effective public speaking by organizing, writing, and delivering oral presentations for various speech occasions.
- ENGL1: Write academic prose with a central rhetorical purpose and logical, relevant textual evidence.
- HIST8A: Organize historical thinking and writing about the Americans from pre-Columbian times (ca. 1500 BC) until the late nineteenth century (ca. 1870) by using facts, ideas, and events to ask questions, assemble evidence, and evaluate conclusions with clarity and coherence.
- NUTR20: Evaluate micro and macro food nutrients and their effects on the body.

## Bloom's Taxonomy

Bloom's Taxonomy is a categorization of verbs describing cognitive, affective, and psychomotor skills. The categories are ranked from least complex (e.g., knowledge) to most complex (e.g., evaluation) in terms of the level of thinking required for students to achieve the outcomes.

Student Learning Outcomes should begin with a verb from [Bloom's Taxonomy](#). When creating or modifying an SLO, use verbs that measure the appropriate cognitive, affective, or psychomotor skills, and incorporate these skills into the course SLOs.

## THE ASSESSMENT CYCLE

Assessment is the continuous process of collecting, evaluating, and using data to determine how well learning expectations are being met. The purpose of this process is to use the results, positive or negative, to stimulate meaningful dialogue about how instruction and curriculum may be modified to effectively engage students in the learning process and to improve student learning, in alignment with the [College's Mission and Values](#).

The outcomes assessment process at LBCC has been designed as a continuous loop of assessment and self-reflection in order to bring about meaningful improvements to student learning. The process enables each department to evaluate its current and future goals and needs, as well as enables each program to identify and implement strategies to serve students enrolled in their courses and programs. Continuous improvement builds on existing efforts to improve student performance. Thus, it is imperative to continue the dialogue and revise outcomes and assessment efforts as necessary to ensure that student needs are being met.

[LBCC's Course SLO Assessment Cycle](#)  
[LBCC's Program SLO Assessment Cycle](#)  
[LBCC's Institutional SLO Assessment Cycle](#)

## PRINCIPLES OF ASSESSMENT

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.

### LBCC's Assessment Philosophy & Principles of Assessment

- 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.

## THE ROLE OF ACCREDITATION

How Accreditation Supports LBCC and Student Learning Outcomes Assessment

Student Learning Outcomes assessment informs LBCC faculty, administrators, and staff of student learning and guides improvements to courses, programs, and students' general educations. It is also a requirement of the [Accrediting Commission for Community and Junior Colleges \(ACCJC\)](#) and informs other outside agencies, such as the [California Community College Chancellor's Office](#).

ACCJC has a number of [Accreditation Standards](#) related to SLOs that the College must adhere to, such as:

- **II.A.1** - All instructional programs, regardless of location or means of delivery, including distance education and correspondence education, are offered in fields of study consistent with the institution's mission, are appropriate to higher education, and culminate in student attainment of identified student learning outcomes, and achievement of degrees, certificates, employment, or transfer to other higher education programs.
- **II.A.3** - The institution identifies and regularly assesses learning outcomes for courses, programs, certificates and degrees using established institutional procedures. The institution has officially approved and current course outlines that include student learning outcomes. In every class section students receive a course syllabus that includes learning outcomes from the institution's officially approved course outline.
- **II.A.13** - All degree programs include focused study in at least one area of inquiry or in an established interdisciplinary core. The identification of specialized courses in an area of inquiry or interdisciplinary core is based upon student learning outcomes and competencies, and include mastery, at the appropriate degree level, of key theories and practices within the field of study.

The primary purpose of an ACCJC accredited institution is to foster learning in students. According to the [2020 Guide to Institutional Self-Evaluation, Improvement, and Peer Review](#), "accreditation is the proven method for assuring the public that a college or university meets established standards of quality and that it grants degrees, certificates, and/or credits that students and the community can trust." An effective institution ensures that its resources and processes support student learning, continuously assesses that learning is taking place, and pursues institutional excellence and improvement. Effectiveness is measured by the extent to which institutions maintain an ongoing, self-reflective dialogue about quality and improvements.

Long Beach City College is accredited by ACCJC, and as such, adheres to the ACCJC Accreditation Standards and Commission Policies. To support faculty in efforts toward continuous quality improvement that ensures student learning, the Assessment of Student Learning Outcomes

(ASLO) Subcommittee has established cycles of assessment for [course](#), [program](#), and [institutional](#) learning outcomes. Outcomes assessment is also integrated into the College's annual program planning/review process and hiring priorities process. Outcomes assessment supports the college in achieving the goals of the [2016-2022 Strategic Plan](#), in alignment with the College's [Mission and Values](#).

### REVISED STANDARDS AND DISAGGREGATION

ACCJC's [Accreditation Standards](#) were revised and adopted in June 2014. Unlike the previous standards, the new standards require colleges to not only assess Student Learning Outcomes but also to disaggregate this data. Specifically, Standards I.B.5 and I.B.6 discuss the requirement to disaggregate Student Learning Outcomes data:

- **I.B.5** - The institution assesses the accomplishment of its mission through program review and evaluation of goals and objectives, student learning outcomes, and student achievement. Quantitative and qualitative data are disaggregated for analysis by program type and mode of delivery.
- **I.B.6** – The institution disaggregates and analyzes learning outcomes and achievement for subpopulations of students. When the institution identifies performance gaps, it implements strategies, which may include allocation or reallocation of human, fiscal and other resources, to mitigate those gaps and evaluates the efficacy of those strategies.

For more information regarding these revised standards, please review the [Q&A for Revised Standards, 2015](#).

For more information regarding disaggregation of SLOs at LBCC, please see [LBCC's SLO Disaggregation Procedure](#).

### DATA AND DISAGGREGATION

To streamline the data collection process, and simultaneously meet the disaggregation standards set forth by ACCJC, the ASLO Subcommittee is encouraging departments to host their SLO assessments on Canvas, the College's learning management system.

When students log into Canvas with their Viking ID and password, they click into the appropriate assessment shell to complete the assessment. It appears on their Canvas dashboard as a unique SLO Assessment course. Since students log in and complete the assessment with their unique ID numbers, utilizing the Canvas also provides the opportunity to disaggregate SLO data.

According to ASLO's [LBCC's SLO Disaggregation Procedure](#), SLO assessment data from Canvas is disaggregated by gender, ethnicity, and modality (face-to-face, online, hybrid courses).

The Office of Institutional Effectiveness creates Tableau Dashboards that display the disaggregated SLO assessment data for each SLO that is assessed in Canvas. These dashboards are updated with the most recent SLO assessment data at the end of the fall and spring semesters for use by faculty in analyzing and acting on SLO data.

### KEY POSITIONS ON THE SLO TEAM

The entire campus is responsible for carrying out SLO work effectively at the course, program, and institutional levels. The Committee on Curriculum and Instruction (CCI) and the Assessment of Student Learning Outcomes (ASLO) Subcommittee oversee this work. The SLO Coordinator is the

chair of the ASLO Subcommittee. The SLO Coordinator, the SLO Facilitators, and all faculty are responsible for closing the loop on the College's SLOs.

### **ASLO & CCI Committees**

The Assessment of Student Learning Outcomes (ASLO) Subcommittee is a standing subcommittee of the Committee on Curriculum and Instruction (CCI). The timely, appropriate, and meaningful assessment of Student Learning Outcomes is an integral component of the curriculum process at Long Beach City College. The SLO Coordinator, SLO Facilitators, and Assessment of Student Learning Outcomes Subcommittee (ASLO) members actively ensure that the creation, modification, and assessment of learning outcomes adheres to the [Board Policy](#) and follows the charge and membership as outlined in [Administrative Regulations 4005](#) and processes set forth by the Accrediting Commission of Community and Junior Colleges (ACCJC), as well as the California Community College Chancellor's Office.

Commented [TW1]: This policy number and link will need to be updated!

The ASLO Subcommittee is responsible for establishing and modifying the Institutional Student Learning Outcomes (ISLOs), updating LBCC's Principles of Assessment, and conducting a Technical Review of all new and modified SLOs and their corresponding assessment methods. Furthermore, the subcommittee establishes the SLO assessment cycles and disaggregation policy. Through the SLO Evaluation Cycle, the efficacy of all aspects of the SLO assessment cycle are reviewed to ensure continuous, quality improvement of the College's assessment efforts. Through the technical review process, the members of the ASLO Subcommittee evaluate new and modified SLOs based on a set of established criteria (identified in the [CSLO Checklist](#) and [PSLO Checklist](#) and the viability of their assessment methods.

ASLO Subcommittee members also frequently communicate with the Course Evaluation and Associate Degree/General Education Subcommittees to ensure that curriculum processes are collaborative, efficient, and effective. Because of this high-level and widespread communication of SLOs and their assessment, ASLO and Curriculum play an integral role in empowering faculty at various points throughout the assessment cycle.

### **SLO Coordinator**

The Student Learning Outcomes (SLO) Coordinator is responsible for providing leadership and guidance to faculty for the development and assessment of Student Learning Outcomes at the course, program, and institution levels to improve student success. The Coordinator is responsible to the Academic Senate's Committee on Curriculum and Instruction for the development and assessment of Student Learning Outcomes in the instructional process and reports to the Vice President of Academic Affairs for administrative, fiscal, and personnel matters.

The SLO Coordinator oversees, guides, and supports the work of the SLO Facilitators, chairs the Assessment of Student Learning Outcomes (ASLO) Subcommittee, and works with Institutional Effectiveness to ensure that the assessment cycle is carried out efficiently and effectively. Moreover, the SLO Coordinator empowers SLO Facilitators and faculty to analyze disaggregated SLO data and to close the loop on outcomes assessment in a focused and meaningful manner. The SLO Coordinator fosters a collaborative campus culture, ensures ACCJC Standards pertaining to SLO assessment are met, informs reports due to ACCJC, and prepares annual reports to highlight SLO assessment progress and accomplishments.

The SLO Coordinator also works with members of the college community in promoting, developing, and implementing Student Learning Outcomes assessment and related activities such as departmental initiatives and grant development. The Coordinator serves as a member of the Committee on Curriculum and Instruction, College Planning Council, and Viking Pathways Taskforce; the Coordinator also serves as a liaison to the Faculty Professional Development Committee, as well as a resource to the Student Success Committee and Department Plan/Program Review Subcommittee. For the Institutional Self-Evaluation, the SLO Coordinator serves as a member of the Accreditation Standard IA/IB Committee, IC Committee, and IIA Committee.

### **SLO Facilitators**

The SLO Facilitator is the faculty SLO leader for a department and is responsible for managing the SLO assessment process for its courses and programs. SLO Facilitators ensure that their departments are participating in the SLO assessment cycle at all levels, guiding fellow faculty toward “closing the loop” on assessment in focused and efficient ways. They also report out on department CSLO and PSLO results of assessment, analysis, and potential actions to take to improve student learning.

Facilitators are trained by the SLO Coordinator to assist faculty with questions and concerns and become experts in assessment procedures, forms, and SLO-related accreditation standards. Facilitator awareness of and expertise in these processes and procedures allow faculty colleagues to focus on the creation of SLOs and assessment methods, as well as the analysis of assessment and potential actions to take to improve student learning. Furthermore, facilitators submit new, modified, and inactivated SLOs through the appropriate Google forms, which allows departments the benefits of automating assessment processes while meeting key accreditation standards.

The SLO Facilitator position is highly interpersonal and involves encouraging, supporting, and guiding conversations with department faculty to improve student learning. It is essential that facilitators discuss timelines and expectations for course and program SLO assessment with department faculty. Facilitators also work in coordination with the ASLO Subcommittee and the SLO Coordinator. The position is a one-year commitment with the possibility for renewal based on an evaluation. Facilitators are paid a small stipend and the end of their commitment, upon completion of all responsibilities and submission of all deliverables.

#### [Current Department SLO Facilitators](#)

### **Faculty**

Assessment of Student Learning Outcomes is intended to enhance the way faculty teach their courses to ensure student learning and refine how faculty plan for the future of LBCC courses and programs. Assessment of SLOs should provide meaningful data that faculty can analyze and use to determine whether or not students are mastering critical course content. Assessing SLOs also allows faculty to teach a course with clear outcomes while maintaining academic freedom.

All faculty have access to [Course Outlines of Record](#), which list each course’s SLOs and it is the expectation that faculty include these SLOs on their course syllabi. Faculty can also ask their SLO Facilitators for information about course-to-program SLO mapping and course-to-institution SLO mapping, both of which highlight how student learning at the course-level informs the Student Learning Outcomes that students should obtain by the time they are awarded a certificate or degree and/or complete the general education curriculum.

Moreover, all full-time faculty have access to Tableau Dashboards, which provide access to the college's disaggregated Student Learning Outcomes assessment data, as well as summary dashboards that provide access to historical documentation of results of assessment, analysis, and meaningful actions taken. These dashboards give faculty in each department and discipline a shared understanding of the data and show how subpopulations of students are learning. This data can be utilized to inform program planning and review as well as faculty efforts to close equity gaps in student learning and achievement.

In order to make assessment meaningful, faculty must participate in all aspects of SLO creation, modification, assessment, analysis, and actions. With faculty engaged in each step of the assessment cycle, improvements to student learning can be identified and actions can be agreed upon and taken to improve learning outcomes.

## COURSE STUDENT LEARNING OUTCOMES

Course SLOs (CSLOs) are statements of the overarching knowledge, skills, abilities, and/or values that students should acquire in a course. Essentially, they represent the learning expectations for a course. Every course must have its CSLOs listed on the course syllabus, and assessments that determine how well students are meeting the CSLOs are conducted regularly. Course credit is awarded based on students' demonstration of the student learning outcomes listed in the official course outline of record (COR).

Whether creating, modifying, or assessing a CSLO, whether analyzing or acting on CSLO results, and whether a Facilitator or Department Head, information about personnel, deadlines, appropriate forms, and necessary committee approvals is below.

### Create, Modify, & Inactivate CSLOs

#### Creating A New CSLO

When creating a course and/or writing new CSLOs for a course, defining the overarching outcomes that students should master upon completion of the course is of utmost importance. Furthermore, these outcomes are built on the course objectives, which are specific and focused. Remember, SLOs should begin with a [Bloom's Taxonomy](#) verb at the appropriate level of critical thinking.

#### What is the Process?

To submit a new CSLO, faculty authors must consider the evaluation criteria set forth in the [Course SLO Checklist](#). Faculty authors will then submit the newly created CSLO to the department SLO Facilitator, who will submit the necessary online form. After the online form is submitted, members of the ASLO Subcommittee will carry out a Technical Review of the new CSLO. New Course Proposals, new CSLOs, and Assessment Methods must receive approval from the ASLO subcommittee. In certain circumstances, the SLO Coordinator may conduct the technical review. Upon approval, the SLO Coordinator will sign off on any New Course Proposals. In addition, newly approved CSLOs will be input into Nuventive Improve and become current on the [Course Outline of Record](#) and for assessment purposes during the semester following approval.

#### Recommended Number of Course SLOs

In keeping with the [Principles of Assessment](#), which encourage a focused and meaningful approach to the assessment of Student Learning Outcomes, the ASLO Subcommittee recommends that faculty create the following number of SLOs per course:



- Non-Credit Course: 1 CSLO
- 1-2 Unit Course: 1-2 CSLOs
- 2-5 Unit Course: 2 or more CSLOs

#### New Course SLO Creation Considerations

When developing a new Course SLO:

1. Complete the [Course SLO Checklist](#), and submit the completed form to the SLO Facilitator.
2. Reference the [Course Assessment Methods](#) webpage to inform the development of course SLO methods of assessment.

#### Modifying/Inactivating a CSLO

Modifying or inactivating a course or program SLO is a legitimate action to take if it is based on assessment data, if the modification/inactivation will result in a more meaningful and focused approach to gathering and analyzing assessment data, or if the course or program content is significantly modified through the curriculum process. However, departments should avoid employing gratuitous modifications in lieu of taking action based on meaningful assessment data.

What is the Process?

To submit a modification/inactivation for an SLO, faculty authors must consider the evaluation criteria set forth by the [CSLO Checklist](#) and the [PSLO Checklist](#). Faculty authors will then submit the newly modified/inactivated CSLO or PSLO to the department SLO Facilitator, who will submit the necessary online form. After the online form is submitted, members of the ASLO Subcommittee will carry out a Technical Review of the modification/inactivation. In certain circumstances, the SLO Coordinator will carry out the technical review. Upon approval, the SLO Coordinator will modify or inactivate the CSLO or PSLO and/or assessment methods in Nuventive Improve. For existing courses with modified/inactivated SLOs, the updates will appear on the existing public [Course Outline of Record](#) during the Winter and Summer Intercessions and will begin to be in effect the semester after their approval. For existing programs with modified/inactivated PSLOs, the updates will appear in the next iteration of the College Catalog or Catalog Addendum.

#### Recommended Number of Course SLOs

In keeping with the [Principles of Assessment](#), which encourage a focused and meaningful approach to the assessment of Student Learning Outcomes, the ASLO Subcommittee recommends that faculty create the following number of SLOs per course:

- Non-Credit Course: 1 CSLO
- 1-2 Unit Course: 1-2 CSLOs
- 2-5 Unit Course: 2 or more CSLOs

#### CSLO Assessment Methods

Faculty have a variety of tools to choose from when conducting an assessment in their courses. The most common types of assessment tools for course SLOs include exam/quiz questions and rubrics. These tools are recommended for use because the data they yield allows for meaningful dialogue to

occur between faculty members to improve student learning and identify and address equity gaps within their courses.

Methods of Assessment are a critical component of the [CSLO Assessment Cycle](#). The creation of a viable assessment method is complementary to the creation of its outcome. Furthermore, without viable assessment methods, faculty will not be capable of assessing students' mastery of an outcome, nor will faculty be able to call on robust data sets that inform program planning decisions, including resource allocation, and improvements across campus.

A course SLO methodology is defined as the means by which faculty assess course SLOs. All course sections are expected to be assessed each semester that they are offered, and the ASLO subcommittee recommends that those assessments are administered via Canvas. Using Canvas to assess course SLOs provides departments with the benefits of automating assessment and collecting data that can be disaggregated for meaningful analysis and actions to improve student learning. SLO assessment results from Canvas are displayed for full-time faculty in Tableau Dashboards and are disaggregated by mode of delivery, student ethnicity, and student gender.

#### **Criteria/Expected Level of Achievement**

The results for each course SLO should meet or exceed an expected level of achievement of 70%. This expected level of achievement was approved for all courses by the ASLO Subcommittee.

#### **Course 1: Sample SLO Assessment**

**CANVAS RUBRIC** (essay, skill performance, etc.): Use a standard course, discipline or department rubric to determine students' proficiency level. Students assessed should achieve an expected level of achievement of 70% on each assessment.

#### **Course 2: Sample SLO Assessment**

**CANVAS QUIZ:** Use a standardized course quiz to determine students' proficiency level. Assessed students should achieve an expected level of achievement of 70% on each assessment.

#### **CSLO Results of Assessment, Analysis, and Actions**

Results of assessment consist of the combined data from sections of a course (for course SLO analysis) or courses (for program SLO analysis) and are compared to the college-wide expected level of achievement of 70%.

To derive meaning from course or program assessment results, faculty have to dig deeper into their results than merely focusing on the overall percentage of students who have or have not met an expected level of achievement. Examining data for patterns should help faculty to discover the story behind the data.

Determining and taking appropriate action(s), based on the results of assessment and the analysis of those results, is the final step to closing the loop on SLO assessment.

#### **Analyzing Results of Assessment**

Course and program level SLO results, as well as the entire assessment process, should be discussed among department faculty to determine the meaning behind the results of assessment and to decide upon actions to take in response. Faculty should view Tableau dashboards and share copies of the assessment instrument (e.g., rubric, quiz questions) and the assessment plan with those involved in the discussion.

Facilitators will share previously submitted Results of Assessment and keep a record of departmental discussions in the SLO Workbooks. All faculty can draw on information in the resources provided, which should assist in creating and sustaining a lively and thought-provoking discussion regarding every aspect of the assessment process for a course or program.

### **Taking Action(s)**

Taking action(s) based on the results of assessment is the final and most critical step to closing the loop on assessment in a meaningful way. They inform the refinement and improvement of instructional courses and programs (both curricular and pedagogical), and directly impact student learning.

Regardless of whether or not the expected level of achievement was met, faculty should be taking action to improve student learning in their classrooms, and/or to improve the assessment process itself. Course and program-level SLO actions should be discussed among discipline faculty to determine further strategies, activities, and resources needed to carry out actions. SLO Facilitators will share previously suggested actions and keep a record of departmental or discipline discussions in the SLO Workbook as part of the analysis of the SLO results.

### **Expectations for CSLO Analysis and Actions**

The [CSLO Analysis and Actions Guide Worksheet](#) is a helpful tool for guiding faculty through the analysis of SLO results and determining actions to be taken to improve student learning. For example, it encourages faculty to consider a comparison between overall course success and average SLO score, as well as question-level or rubric category-level results. It also asks faculty to consider groups of students that may have performed higher or lower on the assessment and to consider curriculum or instruction that may have an impact on any of the results. Finally, the guide links to the [CSLO List of Meaningful Actions](#), which includes examples of specific actions that faculty can take to improve student learning in their courses, such as implementing equity-minded teaching practices or identifying resources needed to implement changes.

The [CSLO Analysis and Actions Guide Worksheet](#) should be completed during the analyzing and acting stage of the assessment cycle and submitted to the department's SLO Facilitator by established deadlines (deadlines will be communicated by the SLO Facilitator to all department faculty).

### **Sample Overall Course-Level Results of Assessment, Analysis, and Actions**

- **Results:** 21 students completed the SLO1 assessment with an average score of 86%.
- **Analysis:** In regard to SLO results, students demonstrated difficulty answering “select all that apply” questions. Students struggle with alternate format questions which negatively affect their test scores. Since these types of questions are utilized in their licensing exam, test-taking skills will be emphasized in future courses. There is also the need to include a variety of teaching strategies, such as: teach back, “Kahoots” quiz review after each lecture, student collaborative learning and team presentations, and the use of peer-reviewed articles and videos to supplement learning, and real-life experiences.
- **Actions:** Integrate additional hands-on learning opportunities in the classroom such as virtual simulations and ATI learning modules. Request updated learning resources, including skills lab/clinical videos. Encourage more student involvement. Assign modules in the ATI learning program to enhance the understanding of course content. Participate in course-wide faculty professional development. Add more relevant and updated format questions similar to those on the licensing exam.

### Sample Equity Course-Level Results of Assessment, Analysis, and Action

- **Results:** 168 students completed the SLO1 assessment with an average score of 71%.
- **Analysis:** Disaggregated results revealed that White students scored higher than other racial/ethnic groups by 9%. White students have a course success rate of about 80%, as do Asian & Filipino students. But Asian & Filipino students scored an average 71% on the assessment, as did Hispanic/Latino students, but they also have lower course success rates. In addition, disaggregated data revealed that male students (70%), on average, scored slightly higher than female students (68%). However, female students have outperformed males in overall course success rates. Disaggregated results revealed that Black/African-American students scored an average of 70% on the assessment. More emphasis on the relationship between levels of thinking (explicit, interpretive, critical) is required to help students achieve understanding of more difficult concepts. Moreover, foundational skills may need to be reviewed in order to develop higher-level thinking skills.
- **Action:** The department will make changes to the course outline of record, specifically in the areas of learning objectives, instruction, and assignments. In addition, the department will plan for times of collaboration with all faculty teaching the course to ensure consistency in the interrelationship between concepts as well as re-evaluating the questions with the lowest average scores. In addition, faculty teaching prerequisite courses will collaborate to identify core concepts that provide a foundation for higher-level thinking and analysis. In addition, faculty will ensure scaffolding of concepts in order to support enhanced learning and aid in mastery of skills.

### PROGRAM STUDENT LEARNING OUTCOMES

Program SLOs (PSLOs) are statements of the overarching knowledge, skills, abilities, and/or values that students should acquire in a program of study. Essentially, they represent the learning expectations for a specific program. Every program must have its PSLOs listed in the College Catalog, and assessment is conducted regularly to determine how well students are meeting the PSLOs.

Whether creating, modifying, or assessing a PSLO, whether analyzing or acting on PSLO results, and whether a Facilitator or Department Head, information about personnel, deadlines, appropriate forms, and necessary committee approvals is below.

#### Create, Modify, and Inactivate PSLOs

##### Creating A New PSLO

Program SLO statements should describe what students must know, do, and value at the conclusion of a program. In addition, program outcomes tend to emphasize integrating skills into an interrelated set and often put more stress on a real-world application that provides a bridge to the student's next experience on the job or in upper division study at a four-year university.

Every award at the College consists of a unique set of classes, and as such, leads to unique program learning outcomes. PSLOs also help students understand how program completion will lead to real-world applications such as gainful employment and/or significant preparation for upper division coursework. The Chancellor's Office and ACCJC define a 'program' as "any certificate or degree that the college awards." For the above reasons, each program at LBCC has an outcome and

assessment method. Facilitators are tasked with collaborating with discipline faculty to create PSLOs that close the assessment loop on LBCC's programs. With the exception of licensure, certification, or other capstone exams, the College uses a streamlined method of course-to-program mapping for program SLO assessment. In this way, course outcomes (CSLOs) build toward overarching program-level outcomes (PSLOs) that students should master upon completion of the program. Like CSLOs, PSLOs should begin with a [Bloom's Taxonomy](#) verb at the appropriate level of critical thinking.

For new programs, reference the Chancellor's Office narrative goals and objectives and catalog description when creating a new PSLO. For existing programs, reference the catalog description when writing a new PSLO. Without these references, faculty may have different ideas of the purpose of an instructional program, and therefore, may be unable to reach a consensus on the learning outcome(s) for that program.

### **What is the Process?**

To submit a new PSLO, faculty authors must consider the evaluation criteria set forth in the [Program SLO Checklist](#). Faculty authors will then submit the newly created PSLO to the department SLO Facilitator, who will submit the necessary online form. After the online form is submitted, members of the ASLO Subcommittee will carry out a Technical Review of the new PSLO. New PSLOs and Assessment Methods must receive approval from the ASLO subcommittee. In certain circumstances, the SLO Coordinator may conduct the technical review. For new programs, the PSLOs will be reflected in the College Catalog (or Catalog Addendum) once the program has been approved by the Curriculum Committee, Board of Trustees, Chancellor's Office, ACCJC, and is active. For existing programs with new PSLOs, the updates will appear in the next iteration of the College Catalog or Catalog Addendum.

### **Recommended Number of Program SLOs**

In keeping with the [Principles of Assessment](#), which encourage a focused and meaningful approach to the assessment of Student Learning Outcomes, the ASLO Subcommittee recommends that faculty create the following number of SLOs per program:

- Certificate of Completion: 1 PSLO
- Certificate of Competency: 1 PSLO
- Certificate of Accomplishment: 1 PSLO
- Certificate of Achievement: 1-2 or more PSLOs
- Associate Degree of Arts/Science: 2 or more PSLOs
- Associate Degree for Transfer: 2 or more PSLOs

### **New Program SLO Creation Considerations**

When developing a new program SLO:

1. Complete the [Program SLO Checklist](#) and submit the completed form to the SLO Facilitator.
2. Reference the [Program Assessment Methods](#) webpage to inform the development of program SLO methods of assessment.

## Modifying/Inactivating an SLO

Modifying or inactivating a course or program SLO is a legitimate action to take if it is based on assessment data, if the modification/inactivation will result in a more meaningful and focused approach to gathering and analyzing assessment data, or if the course or program content is significantly modified through the curriculum process. However, departments should avoid employing gratuitous modifications in lieu of taking action based on meaningful assessment data.

### What is the Process?

To submit a modification/inactivation for an SLO, faculty authors must consider the evaluation criteria set forth by the [CSLO Checklist](#) and the [PSLO Checklist](#). Faculty authors will then submit the newly modified/inactivated CSLO or PSLO to the department SLO Facilitator, who will submit the necessary online form. After the online form is submitted, members of the ASLO Subcommittee will carry out a Technical Review of the modification/inactivation. In certain circumstances, the SLO Coordinator will carry out the technical review. Upon approval, the SLO Coordinator will modify or inactivate the CSLO or PSLO and/or assessment methods in Nuventive Improve. For existing courses with modified/inactivated SLOs, the updates will appear on the existing public [Course Outline of Record](#) during the Winter and Summer Intercessions and will begin to be in effect the semester after their approval. For existing programs with modified/inactivated PSLOs, the updates will appear in the next iteration of the College Catalog or Catalog Addendum.

### Recommended Number of Program SLOs

In keeping with the [Principles of Assessment](#), which encourage a focused and meaningful approach to the assessment of Student Learning Outcomes, the ASLO Subcommittee recommends that faculty create the following number of SLOs per program:

- Certificate of Competency: 1 PSLO
- Certificate of Accomplishment: 1 PSLO
- Certificate of Achievement: 1-2 or more PSLOs
- Associate Degree of Arts/Science: 2 or more PSLOs
- Associate Degree for Transfer: 2 or more PSLOs

## PSLO Assessment Methods

The Chancellor's Office and ACCJC define a 'program' as "any certificate or degree that the college awards." Every award at the College consists of a unique set of classes, and as such, leads to unique program learning outcomes. PSLOs also help students understand how program completion will lead to real-world applications such as gainful employment and/or significant preparation for upper division coursework. For these reasons, each award at LBCC must have at least one outcome and assessment method. The assessment methods are a critical component of the Assessment Cycle, as the SLO assessment will be used to determine how well each student is mastering each student learning outcome.

The creation of a viable assessment method is complementary to the creation of its outcome. Departments are encouraged to utilize program assessment data to inform program planning and review, as well as hiring priorities. Furthermore, without viable assessment methods faculty will not be capable of assessing students' mastery of an outcome nor will faculty be able to call on robust

data sets that inform integrated planning decisions, including resource allocation, and improvements across campus.

A program SLO methodology is defined as the means by which faculty assess program SLOs. In certain circumstances, outside agency exam or other methodologies are viable PSLO assessment methods. However, the ASLO Subcommittee recommends using CSLO to PSLO mapping as the primary program SLO assessment methodology, as the alignment of specific CSLO assessment results with each PSLO enables faculty to determine how course curriculum is contributing to student learning throughout each program. Specific results of assessment are made available to faculty via Tableau dashboards, which present results visually and provide the ability to disaggregate the data by student race/ethnicity, gender, and modality.

#### Criteria/Expected Level of Achievement

The aggregate results for each program SLO should meet or exceed an expected level of achievement of 70%. That is, 70% of the CSLOs in the program should have met the CSLO expected level of achievement of 70% or higher. This expected level of achievement was approved for all programs by the ASLO Subcommittee.

#### Program 1: Sample PSLO Assessment

**CSLO to PSLO Mapping:** Course-to-program SLO mapping highlights how student learning at the course-level informs student learning in programs. This method of assessment involved aggregating all course-level results of assessment from selected CSLOs, which align with a program's PSLOs. The ASLO subcommittee recommends using this method of assessment for all Program SLOs.

#### Program 2: Sample SLO Assessment

**OUTSIDE AGENCY EXAM:** What: Web based ATI-RN Comprehensive Predictor Examination version 2010. How: All students enrolled in ADN 22B each semester will successfully complete the ATI comprehensive Predictor Examination at the end of the semester.

### PSLO Results of Assessment, Analysis, and Actions

Results of assessment consist of the combined data from sections of a course (for course SLO analysis) or courses (for program SLO analysis) and are compared to the college-wide expected level of achievement of 70%.

To derive meaning from course or program assessment results, faculty have to dig deeper into their results than merely focusing on the overall percentage of students who have or have not met an expected level of achievement. Examining data for patterns should help faculty to discover the story behind the data.

Determining and taking appropriate action(s), based on the results of assessment and the analysis of those results, is the final step to closing the loop on SLO assessment.

#### Analyzing Results of Assessment

Course and program level SLO results, as well as the entire assessment process, should be discussed among department faculty to determine the meaning behind the results of assessment and

to decide upon actions to take in response. Faculty should view Tableau dashboards and share copies of the assessment instrument (e.g., rubric, quiz questions) and the assessment plan with those involved in the discussion.

Facilitators will share previously submitted Results of Assessment and keep a record of departmental discussions in the SLO Workbooks. All faculty can draw on information in the resources provided, which should assist in creating and sustaining a lively and thought-provoking discussion regarding every aspect of the assessment process for a course or program.

#### Taking Action(s)

Taking action(s) based on the results of assessment is the final and most critical step to closing the loop on assessment in a meaningful way. They inform the refinement and improvement of instructional courses and programs (both curricular and pedagogical), and directly impact student learning.

Regardless of whether or not the expected level of achievement was met, faculty should be taking action to improve student learning in their classrooms, and/or to improve the assessment process itself. Course and program-level SLO actions should be discussed among discipline faculty to determine further strategies, activities, and resources needed to carry out actions. SLO Facilitators will share previously suggested actions and keep a record of departmental or discipline discussions in the SLO Workbook as part of the analysis of the SLO results.

#### Expectations for PSLO Analysis and Actions

The [PSLO Analysis and Actions Guide Worksheet](#) is a tool that is similar to that used for courses, but is integrated into the Supplemental Program Review Process that occurs every two years for CTE programs and every three years for non-CTE programs. It is helpful tool for guiding faculty through the analysis of Program SLO results and determining actions to be taken to improve student learning. Finally, the guide links to the [PSLO List of Meaningful Actions](#), which includes examples of specific actions that faculty can take to improve student learning in their program, such as implementing equity-minded teaching practices or identifying resources needed to implement changes.

The [Program SLO Analysis and Actions Guide Worksheet](#) should be completed for every program SLO with results during the year that the program is up for supplemental program review.

#### Sample Overall Program-Level Results of Assessment, Analysis, and Actions

- **Results:** The average assessment score is 77%.
- **Analysis:** The PSLO exceeded the expected level of achievement at 77%, which is seven percent higher than the expected level of 70%. Several course SLO results were well below the expected level of achievement at 68%, 60%, and one at only 53%. These courses where students struggled to meet the expected level of achievement are at the “introduced” level and at the “mastered” level. Because the two lowest average scores came at the introduced level, the most needed improvement is here. The remaining courses, on average, exceeded the expected 70% level of achievement.
- **Actions:** For specific courses where PSLO content is introduced, more emphasis on course curriculum that addresses the essential content will be implemented. Low stakes quiz questions and discussion questions will be created and assigned to give students an opportunity to review those concepts again.



#### Sample Equity Program-Level Results of Assessment, Analysis, and Actions

- **Results:** The average assessment score is 73%.
- **Analysis:** When disaggregated by gender, success rates were 81% for female, and 65% for male. When disaggregated for ethnic groups the success rates are 51% for Black students, 72% for LatinX students, 83% for Asian students, and 79% for white students. There are a few possible reasons for these results. The move online in Spring 2020 was hard on all of our students, especially economically disadvantaged students. Many students found it a challenge to be successful in an online environment that is known for functioning well in person. We have two full time instructors who are both females. There have been changes in the male adjunct instructors in this program. Two moved on to full time positions and two new male instructors have been hired. This could have affected the success rates for men in certain courses. Faculty will monitor the success rates in future semesters as more data is collected after the hiring of the two new male instructors. As for ethnic equity, the curricular repertoire selected continues to be increasingly more diverse.
- **Actions:** First, we intend to hire full time faculty for positions lost in 2017. The requests to replace those positions have not yet been approved. The two positions were previously held by instructors that better represent the student population. Second, we are encouraging all faculty to take part in the Cultural Curricular Audit and participate in Student Equity related events for flex credit. Two Full time faculty have already completed this audit and the other three full time faculty will be completing this task in the future. Finally, faculty will continue to invite professionals in the field that represent students in our equity gaps to address students and help with motivating student success.

#### GENERAL EDUCATION AND INSTITUTIONAL STUDENT LEARNING OUTCOMES (ISLOs)

Students who earn an Associate in Arts (AA) degree, an Associate in Science (AS) degree, or an Associate Degree for Transfer (ADT) complete their general educations and attain LBCC's Institutional Student Learning Outcomes (ISLOs).

#### General Education Philosophy

General Education requirements at Long Beach City College provide a broad educational experience that encourages students to explore various areas of human inquiry and equips them with a range of intellectual and practical skills to succeed in a rapidly-changing world. As the foundation of life-long learning, these requirements expose students to the principles, methods, values and thought processes employed in different disciplines and impart a strong sense of the social and ethical responsibilities associated with being civic-minded, informed and engaged global citizens.

The awarding of an Associate degree represents more than an accumulation of units. It symbolizes a successful attempt on the part of the college to lead students through patterns of learning experiences designed to develop certain capabilities and insights. Among these are the ability to think and to communicate clearly and effectively both orally and in writing, to use quantitative reasoning skills, to understand the modes of inquiry of the major disciplines, to be aware of other cultures and time periods, to appreciate the contributions and struggles of various communities and

ethnic groups within the United States, to achieve insights gained through experience in thinking about ethical issues, and to develop the capacity for self-understanding.

## **ISLOs**

The mission of Long Beach City College is its commitment “to providing equitable student learning and achievement, academic excellence, and workforce development by delivering high-quality educational programs and support services to our diverse communities.” To ensure this is taking place, SLO assessment at the institutional level focuses on students’ abilities to meet the ISLOs. In March 2019, the following ISLOs were approved by the College:

1. Appreciate and interpret a range of cultural expression in the arts and humanities to generate useful and original ideas.
2. Effectively communicate with, and respond to, varied audiences in written, spoken, signed, or artistic forms.
3. Demonstrate critical thinking, problem-solving, and diagnostics skills with an understanding of research, science, as well as information literacy and quantitative reasoning.
4. Critically and ethically engage in global and local issues with sensitivity to the diversity of individuals, groups, and cultures.
5. Demonstrate the skills required to successfully enter and advance in the workforce, fulfill one’s educational goals, and make lifestyle choices that promote personal well-being.

### [LBCC’s Institutional SLO Assessment Cycle](#)

## **ISLO Assessment Method**

The goal of ISLO assessment is to better serve LBCC students. ISLO assessment is carried out through two assessment methods: both CSLO to ISLO mapping and an ISLO rubric for each ISLO. The Office of Institutional Effectiveness developed a Tableau dashboard that displays overall and disaggregated results of assessment. The ASLO subcommittee analyzes the ISLO assessment results and provides recommendations to the Committee on Curriculum and Instruction and to discipline faculty regarding actions to take to improve student learning at the institution.

[LBCC ISLO 1 Rubric](#)

[LBCC ISLO 2 Rubric](#)

[LBCC ISLO 3 Rubric](#)

[LBCC ISLO 4 Rubric](#)

[LBCC ISLO 5 Rubric](#)

## **SLO Assessment Reports**

SLO Assessment reports provide an overview of LBCC’s course, program, and institutional assessments.

### **Program Assessment Reports**

LBCC's program-level report provides an overview of assessments conducted for its Program Student Learning Outcomes (PSLOs).

[PSLO Dashboard](#)

### **ISLO Reports & Historical ISLO Reports**

LBCC's institutional-level reports provide an in-depth look into both historical and current assessments conducted for the Institutional Student Learning Outcomes (ISLOs).

[ISLO Dashboard](#)

### **Historical ISLO Reports**

Historical General Education Outcome Reports

- [2014 Aesthetics and Creativity Results Report](#)
- [2014 Civic Engagement \(Cultural Sensitivity\) Results Report](#)
- [2012 Communication \(Reading\) Results Report](#)
- [2012 Communication \(Speaking\) Results Report](#)

### **Student Guide to Student Learning Outcomes (SLOs)**

Student Learning Outcome (SLO) assessment ensures that LBCC delivers an engaging, relevant learning experience to students!

Long Beach City College wants all students, regardless of educational goals, to know what SLOs are and where to find them. Having access to this information will assist students as they choose courses, a major, or a program of study. It will also help them track their learning through a degree or certificate program, and provide a clear understanding of what's expected of students and faculty alike.

SLOs are statements of the knowledge, skills, abilities, and/or attitudes that faculty members expect students to learn in a course or a program. Every year, faculty assess these outcomes to discover whether students are learning what faculty say they should be learning, and the results of these assessments guide faculty in making improvements to curriculum, course and program design, instruction, and assessments. SLO assessment is also a way to inform the community and outside agencies about the quality of student learning and success at LBCC.

Since SLOs indicate the scope and difficulty of learning, students can use them to determine the level of commitment required for a course and what kind of support or assistance may necessary for achieving success. Student may even use SLOs to inform potential employers about what they learned or can do as a result of attending LBCC. Students will also be able to demonstrate to university professors a grasp of the undergraduate knowledge necessary to move forward in a major or career path.

### **Course and Program SLO Information for Students**

#### **Course SLOs (CSLOs)**

At the course level, faculty create SLOs to explain to students and outside agencies what should be learned in a course. Faculty then use assessments to generate and collect information that can be used to evaluate their courses, with the overall goal of improving educational quality and student learning.

The SLOs for a course represent the learning expectations for the course. Knowing the learning outcomes can give students an idea as to what faculty believe is crucial for student learning in that course. As such, it is recommended that students find out what each course's SLOs are and consider how best to approach the course.

Students can locate a course's SLOs by reading the course syllabus, by asking their instructors, or by accessing the [Course Outline of Record](#) for a specific course.

The faculty who teach a course decide how to assess each SLO. Often faculty will use an assignment, quiz, essay, or exam that is already part of the course to assess the learning outcomes. SLO assessments are typically given/taken on Canvas, and instructors will provide students with the necessary information required to complete the assessment(s) at the right time.

### **Program SLOs (PSLOs)**

Instructional programs are more than a collection of random courses. Each program prepares students for a goal, such as transfer to a university or entering the workforce, with a definite set of skills, knowledge, and attitudes.

Students typically have many time commitments, so they need to know exactly what they'll learn, how they'll be able to use that knowledge, and be assured that the investment they are making in their education is worth it. PSLOs help students understand the expertise they are expected to gain from each of LBCC's instructional programs. Knowing what outcomes each program delivers may also help students make an informed choice about enrolling at LBCC. Every program's SLOs are available in the [College Catalog](#).

Instructional programs use and assess SLOs to ensure that LBCC delivers an engaging and relevant learning experience. Like course SLOs, PSLOs are expressed in statements of what students will be able to think, know, do, or value because of a particular educational experience. However, unlike course SLOs, PSLOs define what students should learn by the time they complete a specific program. Instructors assess students' demonstrated proficiency of PSLOs throughout their courses and sometimes during the final stages of a program. Faculty then analyze this information and take action to improve instructional programs to better serve LBCC students.

The PSLOs for each program of study represent the overall learning goals for that program. Knowing a program's learning outcomes can give students an idea as to what faculty believe is crucial for student learning in a particular sequence of study. Thus, it is recommended that students find out what each program's SLOs are and consider how best to approach the program in order to meet the expectations.