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A Confidential Report Prepared for the
Accrediting Commission for Community and Junior Colleges

This report represents the findings of the evaluation team that visited
Long Beach City College
on
November 10, 2009

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To: Accrediting Commission for Community and Junior Colleges

From: Thomas Crow, Ph.D., Chancellor
Team Chair

Subject: Follow-Up Report
Long Beach City College, November 10, 2009

A comprehensive visit to Long Beach City College was conducted on October 13-16, 2008. At its meeting on January 7-9, 2009, the Accrediting Commission took action to

The college also developed the LBCC Student Learning Outcomes Assessment Blueprint to respond specifically to this recommendation. The blueprint includes benchmarks to measure progress toward meeting the proficiency level of the Accrediting Commission for Community and Junior Colleges rubric for student learning outcomes (SLOs) by 2012.

One of the first steps that the college took to address SLOs at the course level was to review existing course SLOs. The result of this endeavor resulted in a complete revision of all course level outcomes. At the time of the site visit, well over 71% of all courses included revised SLOs. Assessment plans have also been developed as these SLOs are revised.

A working group of the Curriculum Committee has been formed to address SLOs at the degree level. General education SLOs that make up the core components of all degrees have been developed and approved. This working group has also revised the college's existing philosophy of general education. This revision was approved by the Assessment of Student Learning Outcomes (ASLO) Subcommittee on October 6, 2009.

The college uses curriculum guides to define a program for which SLOs will be established and assessment plans developed. The visiting team validated that some programs have already developed SLOs and that the corresponding assessment plan data are being collected. In addition to instructional program level outcomes and assessment, a working definition has also been developed for service units (SUOs) based in large part to the work done by Student Services. The discussion of program level outcomes and assessment has also resulted in a revision of institutional outcomes that are included in the College Catalog (p. 1).

The college has made significant progress in the assessment of those SLOs that have been developed. Assessment results have been collected for some courses in the social sciences and included in program reviews. The ASLO Committee has developed rubrics to assess components of general education and institutional level outcomes. At the time of the visit, only limited assessment data were available for the general education rubrics. No assessment data were available for institutional outcomes based on the interpersonal communications rubric.

The team reviewed representative syllabi from different disciplines and validated that SLOs are being included in the course syllabi. Discussions are currently taking place regarding how best to incorporate the achievement of student learning outcomes in the faculty evaluation process.

The team found evidence that assessment of SLOs are integrated into the planning, decision-making, and resource allocation processes as outlined in the model included in the progress report (p.20). At the time of the site visit, the college was moving toward Step 3 in the model. The college will have to assess the effectiveness of the process once it has had the opportunity to go through a full cycle.

The effectiveness of the entire process will be evaluated and assessed at the conclusion of the first cycle of planning and review.

Conclusion:

The college is to be commended for meeting the requirements of the Standards associated with this recommendation in a relatively short period of time. Its challenge will be to

