



LONG BEACH
CITY COLLEGE

LONG BEACH COMMUNITY
COLLEGE DISTRICT
FOLLOW-UP REPORT

Submitted by

Long Beach Community College District
4901 East Carson Street
Long Beach, CA 90808

to

Accrediting Commission for Community
and Junior Colleges
Western Association of Schools and Colleges

October 15, 2009

Long Beach Community College District
Follow-Up Report

Submitted by

Long Beach Community College District

4901 East Carson Street

Long Beach, CA 90808

to

Accrediting Commission for Community and Junior Colleges

Western Association of Schools and Colleges

October 15, 2009

TABLE of CONTENTS

STATEMENT ON REPORT PREPARATION	1
Process and Timeline	1
Document Format.....	2
ACCREDITING COMMISSION'S FOLLOW-UP REPORT REQUESTS.....	3
RESPONSES TO COMMISSION RECOMMENDATIONS.....	5
Recommendation 2	5
a. Develop student learning outcomes at the course level.....	6
b. Develop student learning outcomes at the degree level.....	8
c. Develop student learning outcomes at the program level.....	9
d. Develop student learning outcomes at the institutional level	10
e. Assess the attainment of SLOs.....	11
f. Include SLOs in course syllabi	13
g. Include the attainment of SLOs in faculty evaluation	14
h. Integrate the assessment of SLOs into the planning, decision-making, and resource allocation processes and develop a plan to complete this task by 2012	16
i. Establish student learning outcomes for general education and align those outcomes with its general education philosophy.....	16
Recommendation 3	18
a. Immediately complete revision of the college's program review process.....	18
b. Begin implementation of the revised program review process	23
c. Effectively communicate the program review process and the results of program review in a timely manner to all constituent groups	25
d. More fully integrate program review into the planning and resource allocation processes for continuous quality improvement	27

Recommendation 4	30
Include the academic freedom statement and a clarification of the acceptance of transfer credit in the catalog.....	30
Recommendation 5	31
Develop a college-wide code of ethics.....	31
LIST OF SUPPORTING EVIDENCE.....	32

LBCC Accreditation Follow-Up Report

STATEMENT ON REPORT PREPARATION

A. Process and Timeline

In March 2009, the Academic Council approved the formation of a Process Oversight Group charged with monitoring and overseeing the college's responses to ACCJC's February warning letter and recommendations. This group is comprised of faculty leaders of the Curriculum Committee; including the Curriculum Committee Chair, the Course Evaluation Subcommittee Chair, the Program Review Subcommittee Chair and the Assessment of Student Learning Outcomes Subcommittee Chair; in addition to the Accreditation Liaison Officer. Members of the Process Oversight Group began creating and collecting evidence used in the preparation of this report since the group's inception. The process used to develop the college's new program planning and review process was documented by the Program Planning / Program Review Implementation Team and is included in that team's final report which was approved by the College Planning Committee on May 21, 2009.

Since the Board of Trustees requested in February 2009 that monthly updates on the implementation of the ACCJC recommendations be provided at each Board meeting, input from faculty most directly involved in the SLO assessment and Program Planning and Review revision work has been solicited by the Accreditation Liaison Officer for accurate and complete reporting to the Board. These Board reports were presented on March 10, April 28, May 26, June 23, July 14, August 25 and September 22 of 2009 (P.1; P.2; P.3; P.4; P.5; P.6; P.7; P.8; P.9).

The draft Follow-Up report was prepared by members of the Process Oversight Group, including the Accreditation Liaison Officer (ALO), the new ASLO Subcommittee Chair, and the faculty co-chair of the Program Planning / Program Review Implementation Team. The ALO presented an outline of the report to the Board of Trustees on August 25, 2009. The contents of the report at the time were also presented by the Accreditation Liaison Officer to the Academic Senate on August 28 and to the College Planning Committee on September 3. These presentations themselves generated dialog that has resulted in continued efforts toward resolving the recommendation to include SLOs on course syllabi and to include the attainment of these SLOs in faculty evaluations (P.10; P.11).

The first draft of the report was distributed via email on September 9, 2009 to the Academic Senate, the College Planning Committee, the Academic Council, and the President's Leadership Council. The Academic Council met on September 15 to discuss the draft report. Input from these groups was incorporated into the draft sent to the college community via a district-wide email on September 16. The final draft of the report includes input from all groups and the college as a whole and was submitted to the Board of Trustees

on September 22, 2009. Final edits and the compilation of all evidence occurred prior to submission of the report and supporting documents on October 15, 2009 (P.12; P.13; P.14; P.15; P.16; P.17; P.18).

B. Document Format

The report follows the format prescribed by ACCJC. In addition to a cover sheet, table of contents and a statement of report preparation signed by the college's Chief Executive Officer, the following information is provided. Each recommendation, including all subcomponents, identified by the Commission in its action letter dated February 2, 2009 appears in the report. For each recommendation the report includes the following: a) a description of the resolution of each recommendation, b) an analysis of the results achieved to date, c) evidence of the results, and d) any additional plans the institution has developed to further respond to the recommendation.

All supporting evidence is listed at the end of this report, beginning on page 32. The convention used to reference all evidence is as follows. Each exhibit of evidence is identified by a Roman numeral that corresponds to the number of the recommendation provided by the Commission. The lower case letter corresponds to the subcomponent of the recommendation, and an Arabic number is used to identify the number of the exhibit. For example, the first exhibit of evidence cited for Recommendation 2 concerning subcomponent (a) on course SLOs is identified as II.a.1. For those exhibits that are cited in the context of the overall recommendation and not a specific subcomponent, then the Roman numeral for the recommendation and the number for that exhibit within the general response to that recommendation is provided in the citation. Thus, the first exhibit in support of the general response for Recommendation 2 is cited as II.1. Evidence in support of the process the college engaged to develop, review and approve the follow-up report begins with the letter "P" to designate process.

Eloy Ortiz Oakley
Superintendent-President, Long Beach City College

Date

ACCREDITING COMMISSION'S FOLLOW-UP REPORT REQUESTS

In its letter dated February 2, 2009, the Commission directed Long Beach City College to submit a Follow-Up Report by October 15, 2009 demonstrating the institution's resolution of the following recommendations:

Recommendation 2: The team strongly recommends, as did the visiting team in 2002, that the college strengthen its commitment to a comprehensive student learning outcomes (SLOs) process that includes the development of outcomes at the course, degree, program, and institutional levels; assess the student attainment of SLOs; include SLOs in course syllabi; include the attainment of these SLOs in faculty evaluation; and integrate the assessment of SLOs into the planning, decision-making, and resource allocation processes and that it develop a plan to complete this task by 2012. Further, the team recommends that the college establish student-learning outcomes for general education and align those outcomes with its general education philosophy (Standards IA, IB1, IB3, IB5, IIA1a, IIA1c, IIA2, IIA2a, IIA2b; IIA2e, IIA2f, IIA2h, IIA2i, IIA3, IIA3a, IIA3b, IIA3c, IIA5, IIA6, IIB1, IIB4, IIC2, IIIA6, IIIC2, IVA1, IVA2).

Recommendation 3: The team recommends that the college immediately complete its revision of the program review process, begin implementation, effectively-communicate the program review process and the results of program review in a timely manner to all constituent groups, and more fully integrate program review into the planning and resource allocation processes for continuous quality improvement (IB, IB2, IB5, IB6, IB7, IIA, IIA2e, IIB1, IIB4, IIC2, IIA6, IIC1c, IIIC2).

The Commission further suggests that the college carefully read the comprehensive team report's discussion of Standard I.B, which outlines several deficiencies in the program review, planning and resource allocation processes. General comments from the team report state the following:

The college has adopted the Accountability Reporting for Community Colleges (ARCC) report to measure or improve institutional effectiveness (IB2). However, the college does not appear to have a cyclical process to assess progress toward achieving the ARCC goals or other core indicators of institutional effectiveness as enumerated in the ACCJC accreditation standards and the Rubric for Institutional Effectiveness in terms of program review, planning and student learning outcomes (IB3).

In August 2007, the college initiated a new planning committee that is called the College Planning Committee. This committee was designed to develop, coordinate, and monitor progress on institutional goals of the EMP. However, the process is not fully linked to resources allocation (IB6, IIIA, IIIB, IIIC, and IIID).

The past planning process could not be validated for its broad base or the use to allocate resources or improve institutional effectiveness (IB4). The college has partially documented some assessment results; however, the results are not used to communicate quality (IB5) and the college has a limited evaluation mechanism for institutional effectiveness (IB7).

More specific findings and evidence from the evaluation team report state:

Reviewing evidence the college provided and interviews with college faculty and staff members confirm that the college has a high degree of institutional dialogue about student learning and student achievement. However, the college has not developed institutional processes for evaluation and plans for improvement and does not use the results of measurement to plan and implement institutional improvements (IB1).

The college has a six-year program review cycle. Many of the student services departments have conducted program review. However, only a limited number of academic programs has completed the cycle (IB3). The self-evaluation and planning agenda section of the self study report have partially met the intent of this standard (IB4). There was limited evidence that the college's faculty and departments were involved in SLOs for the general education courses and for the programs leading to degrees.

Recommendation 4: The team recommends that the college include the academic freedom statement and a clarification of the acceptance of transfer credit in the catalog, using the language of Board Policy and Administrative Regulation 4019 (IIB2).

Recommendation 5: The team recommends the college develop a college-wide code of ethics (IIIA1d).

RESPONSES TO COMMISSION RECOMMENDATIONS

Recommendation 2:

The team strongly recommends, as did the visiting team in 2002, that the college strengthen its commitment to a comprehensive student learning outcomes (SLOs) process that includes the development of outcomes at the (a) course, (b) degree, (c) program, and (d) institutional levels; (e) assess the student attainment of SLOs; (f) include SLOs in course syllabi; (g) include the attainment of these SLOs in faculty evaluation; and (h) integrate the assessment of SLOs into the planning, decision-making, and resource allocation processes and that it develop a plan to complete this task by 2012. Further, the team recommends that (i) the college establish student learning outcomes for general education and align those outcomes with its general education philosophy.

On February 17, 2009, the Academic Council formed a group of faculty leaders and the Accreditation Liaison Officer and charged it to develop a set of recommendations that delineated the organizational structure, resource requirements, and timeline for work needed to address the recommendations in the ACCJC warning letter, especially those that concern the college's assessment of student learning outcomes. This group, called the SLO Tribe, held its first meeting on March 3 and after four additional meetings over the next two weeks presented its recommendations in a document entitled *LBCC Student Learning Outcomes Blueprint*, which was approved by the Academic Council on March 17, 2009. This document identified major work strands designed to address each of the ACCJC recommendations over four phases of time. Targets for the completion of work were set for each phase, with the last phase ending in October 2012 when the college is to reach proficiency for each part of the ACCJC Rubric for Evaluating Institutional Effectiveness (II.1; II.2; II.3; II.4; II.5).

A new working group called the Process Oversight Group resulted from the recommendations made to the Academic Council. This group was charged to oversee the activities of each of the work strands set forth in the *Blueprint* and to monitor the college's progress with respect to the target goals. The Process Oversight Group is co-chaired by the Curriculum Committee Chair and the Accreditation Liaison Officer. Its members include the Program Review Subcommittee Chair, the Course Evaluation Subcommittee Chair, and the Assessment of Student Learning Outcomes (ASLO) Subcommittee Chair. This group met numerous times, often on a weekly basis, over the spring and summer semesters of 2009. Upon submission of this Follow-Up report, the Process Oversight Group will evaluate its target goals in light of the progress made at that time and communicate any adjustments to the Academic Council and College Planning Committee (II.6; II.7).

On April 24, 2009 the Academic Senate approved a motion to accept a resolution for first reading concerning Student Learning Outcomes. The resolution was promptly brought back to the Academic Senate for a second reading at its next meeting on May 8, 2009 when the resolution was unanimously accepted. The resolution demonstrates the Academic Senate's recognition of the

importance of student learning outcomes and its support of college efforts to further the development and assessment of SLOs at the course, program, and institutional levels (II.8; II.9).

In general, the college climate reflects a widespread recognition that student learning outcomes assessment serves as a key mechanism by which the institution informs itself of the extent to which the learning needs of its students are being met and adjustments are made to improve student learning and achievement. Although some departments and individual faculty had assessed student learning in deliberate ways and had documented and discussed the results of those assessments, the college has reached the acknowledgment that these efforts must extend to all faculty and all departments in a more systematic way. Faculty have demonstrated their commitment to this work through their attendance at workshops for developing SLOs and SLO assessment plans and by working diligently toward meeting the goals set forth in the *LBCC Student Learning Outcomes Assessment Blueprint* (II.10).

(a) Develop student learning outcomes at the course level

Resolution

Although the college had begun in 2005 to develop student learning outcomes at the course level under the guidance of the Assessment of Student Learning Outcomes Subcommittee and had reported 100 per cent identification of SLOs for all 449 General Education courses in its 2007-08 Annual Report Update on SLOs, the college acknowledged that some of these SLOs were, in fact, learning objectives rather than outcomes that demonstrate student use of higher-order thinking abilities. This acknowledgement was openly discussed at the SLO Tribe's first meeting on March 3, 2009 and informed the development of the overall plan to address the Commission's recommendation regarding student learning outcomes assessment. One of the goals included in the *LBCC Student Learning Outcomes Assessment Blueprint* was to review and revise all course SLOs and to make any revisions to these outcomes in order to meet the newly articulated standards for a course SLO at Long Beach City College (II.a.1).

In order to support this work, presentations at department head meetings, Flex Day presentations, and workshops were delivered to assist faculty in distinguishing between course objectives and SLOs. Ten three-hour workshops were provided for faculty between May and July 2009 to assist with this task alone (II.a.2; II.a.3; II.a.4; II.a.5; II.a.6; II.a.7; II.a.8; II.a.9). A formal process with supporting step-by-step instructions and worksheets was developed and communicated in an email sent April 9, 2009 to all faculty by the Curriculum Chair, also Co-Chair of the accreditation Process Oversight Group (II.a.10). Directives were provided to the department heads at a July 30, 2009 Department Head Academy to continue to focus faculty efforts on completing all course SLOs by the close of the fall 2009 semester (II.a.11). An update on the status of SLOs on all course outlines of record was sent to department heads and school deans on August 13, 2009 in anticipation of College Day activities (II.a.12). These expectations were again communicated to all faculty by the Academic Senate President in her student learning outcomes assessment "game plan" address given on College Day, August 14, 2009. College Day was reorganized to provide time for faculty to meet

about various aspects of the Program Plan and Outcomes Assessment Process (II.a.13; II.a.14). In particular, the status and continued progress on course-level SLOs were addressed. Faculty and administrative leadership have acknowledged that despite the compressed timeline the college has set for itself to revise and document SLOs for all courses of the college's instructional curriculum, over 1700 courses, faculty continually strive to balance the need for quantity and speed while maintaining a meaningful and authentic student learning outcomes assessment process.

Results to date

The result of this concerted effort over the spring 2009 and summer 2009 semesters to revise all course SLOs is that at the time of the writing of this report, just over 1200 of the college's 1705 course SLOs were reviewed and ultimately approved by the Chair and a designated member of the Course Evaluation Subcommittee. A query was run to generate lists of courses that had no SLOs documented as of September 30, 2009 (II.a.15; II.a.16). These lists totaled 499 courses; the remaining 1206 of a total of 1705 have revised course SLOs. This represents 71 per cent of all courses with approved SLOs. These revised SLOs have been uploaded into the LBCC Course Outline website at <http://wdb-asir.lbcc.edu/coursecurriculum/coursedetails> (II.a.17; II.a.18; II.a.19; II.a.20).

A new Outcomes Assessment website (<http://outcomes.lbcc.edu>) was launched at the start of the fall 2009 term, which includes documentation that guides faculty through the process of reviewing and revising course SLOs, as well as a wealth of student learning outcomes assessment information at the program, degree and institutional levels. This information provides standards and guidelines regarding outcomes assessment designed to bring consistency and integration among all instructional, student support, and administrative units of the college.

Additional plans

All course SLOs are scheduled to be published by the end of fall 2009 in both the college's Credit Course Outline website as well as in TracDat, the college's new Program Planning/Program Review and SLO assessment tracking system at <https://longbeach.tracdat.com/tracdat/> (II.a.21). The following strategies are being employed in order to complete revision of the remaining 499 courses by the end of the fall 2009 term. The ASLO Subcommittee Chair and the Accreditation Liaison Officer will be attending each of the three Department Head meetings scheduled for the fall 2009 semester to provide updates on progress toward achieving the goal of 100 per cent completion of course SLOs by the end of the fall term and to answer any questions or concerns that the department heads may have as they lead department faculty toward achieving this goal.

In addition, the ASLO Subcommittee Chair and the Accreditation Liaison Officer have met regularly with the school deans at both their bi-monthly operational meetings and the bi-monthly meetings that are led by the Executive Vice President of Academic Affairs (II.a.22; II.a.23; II.a.24; II.a.25; II.a.26). The school deans have been provided a list of all of the courses offered by their respective schools, showing status with respect to development, review and submission of all SLOs. Further, the school deans have received spreadsheets based on their programs/courses with a management structure overview (II.a.27). This document will allow them to track progress down to the course

level within their schools. The ASLO Subcommittee Chair is meeting with academic departments, upon their request, in order to provide them with any assistance that is unique to that department and needed to complete the task of developing the SLOs and in supporting faculty in taking subsequent steps toward completing the full cycle of assessment for each SLO. Faculty Professional Development has dedicated the October 28, 2009 Flex Day to provide faculty the opportunity to finish identification of SLOs on course outlines as well as to develop outcomes assessment plans to prepare for course-level assessment in the spring 2010 term (II.a.28).

At the August 27 department head meeting, the Dean of Academic Services and the ASLO Subcommittee Chair presented spreadsheets to the department heads that indicated the current configuration of the 6-year routine course review cycle. The opportunity afforded the department heads is to rebalance and align the entire catalog of courses for future review cycles. In this way not only will the routine course review process be more logical and manageable, but the course level outcomes assessment will be tied to this already established process. This will more easily institutionalize the outcomes assessment process at the course level.

(b) Develop student learning outcomes at the degree level

Resolution

The college's curriculum guides have been identified as the foundation upon which SLOs at the degree level will be developed and assessed. LBCC awards Associate Degrees based on completion of specific general education courses (as outlined in Plan A) in addition to courses required for a major emphasis and any elective courses identified on the curriculum guide. All degrees awarded by LBCC are included among the college's curriculum guides (II.b.1; II.b.2; II.b.3; II.b.4).

The Course Evaluation Subcommittee Chair (who also took on the role of ASLO Subcommittee Chair beginning fall 2009) held initial informal meetings with members of the Associate Degree and General Education (AD/GE) Subcommittee of the Curriculum Committee over summer 2009 to begin discussing how General Education Outcomes align with the AD/GE Plan A approved outcomes.

All degrees listed in the college catalog have been included in the comprehensive list of programs that require SLO assessment as part of the college's new program planning and review process. The list of degrees that are among the "programs" for which SLO assessment is to occur, was distributed to department heads at the July 30, 2009 Department Head Academy and were reviewed at the August 27, 2009 Department Head meeting and is available on the Outcomes Assessment website (II.b.5). The general education student learning outcomes that constitute the core component of all degrees have been developed and officially approved by the ASLO Subcommittee and the Curriculum Committee (II.b.6).

The AD/GE representative on the ASLO Subcommittee and the ASLO Subcommittee Chair have begun work with a subgroup of the AD/GE subcommittee whose charge is to review the GE philosophy and the college's GE outcomes to ensure alignment with the *LBCC Handbook for*

Proposing New General Education Courses that is used by the AD/GE subcommittee (II.b.7). The work group was established in early September and met on September 9, September 23 and October 7, 2009 (II.b.8; II.b.9; II.b.10).

Additional plans

It is anticipated that this workgroup of the AD/GE Subcommittee will fundamentally coordinate all of the various aspects of General Education into a more unified whole in the catalog, AD/GE Handbook, and ASLO website. The work created at that point will be sent out to all full-time faculty and then presented to the Curriculum Committee as an informational item.

(c) Develop student learning outcomes at the program level

Resolution

The Process Oversight Group recommended to the Academic Council a definition of a “program” that primarily uses the college’s curriculum guides to establish student learning outcomes (II.c.1). Curriculum guides are published in the college catalog and on the college’s website at <http://students.lbcc.edu> and include a listing of requirements for each field of concentration for all certificates of achievement, certificates of accomplishment (less than 18 units), certificates of completion, and associated degrees offered at Long Beach City College. The definition was approved by the Academic Council on May 19, 2009 (II.c.2). This definition was used to develop a complete list of “programs” for which student learning outcomes will be developed and assessed and a guide for organizing courses within programs (II.c.3 and II.c.4). No such list existed prior to the development of this definition, and it marks considerable advancement in the college’s commitment to ensure that all programs undergo evaluation with respect to the attainment of specified student learning outcomes. Agreement on this definition of a program for student learning outcomes assessment has resulted in multiple positive outcomes for the college. First, the definition which utilizes the college’s curriculum guides aligns with the information published for the benefit of students in the college’s catalog. The total number of programs that require outcomes assessment has been consolidated from over 250 instructional programs to 127, making the assessment process more sustainable. Dialog about the potential need for curricular modification has already arisen due to the new structuring of program outcomes assessment and department planning.

Results to date

Instructional program-level outcomes have been developed, notably for Early Childhood Education, Social Sciences, English, Foreign Languages, and Academic Support and Development (II.c.5; II.c.6; II.c.7; II.c.8; II.c.9). Assessment results have been collected for some of these program-level outcomes over multiple years. For the first time, these data will be captured and archived into a centralized location through the use of the software TracDat.

All Student Support Services units reviewed and refined their program-level outcomes, including both Student Learning Outcomes and Service Unit Outcomes (SUOs). The college’s Integrated Student Learning Outcomes Committee finalized the college’s definition of a Service Unit Outcome

at its May 5, 2009 meeting (II.c.10). Service Unit Outcomes are defined as statements that identify a program or unit's client, given service, and the experience or service that the department provides. SUOs identify critical and central service activities, processes, and functions expected of a program or service unit and the desired quality (timeliness, accuracy, responsiveness, effectiveness, etc.). A complete definition of SUOs and a description of the two types of SUOs that the college will measure, process and satisfaction, are documented on the college's Outcomes Assessment website (II.c.11). A half-day retreat was held on April 30, 2009 for all Student Support Services areas to refine their SLOs and SUOs as well as to complete the matrix that the entire division used to capture assessment planning information (II.c.12; II.c.13; II.c.14). These outcomes and assessment plans for all identified outcomes were entered into TracDat on or before October 1, 2009 as part of the initiation of the new program planning and review process (II.c.15; II.c.16; II.c.17).

In summer 2009, all 18 administrative units of the college completed training on the development of Service Unit Outcomes (II.c.18; II.c.19; II.c.20). The Associate Dean of Institutional Effectiveness and the college's Planning Analyst held special sessions with each of these units to review and refine their SUOs, ensuring alignment with their respective department goals and determining the assessment methods to be used in assessing each SUO (II.c.21). All administrative units entered their SUOs into TracDat on or before October 1, 2009 (II.c.22; II.c.23; II.c.24; II.c.25; II.c.26; II.c.27; II.c.28; II.c.29; II.c.30).

Additional plans

In spring 2010, after all course SLOs have been developed and documented on the course outline website and in TracDat, the ASLO Subcommittee Chair plans to focus faculty on the development of instructional program student learning outcomes in a consistent manner using the definition of a program based on the college's curriculum guides. Training materials have already been developed by the ASLO Subcommittee Chair through the work of the Process Oversight Group to support that effort (II.c.31; II.c.32; II.c.33). Building on the work of those programs for which student learning outcomes assessment has been occurring over several years and expanding the capability among faculty through the professional development of an expanded ASLO subcommittee and task force, the college will take on the work of developing student learning outcomes for all programs and documenting them in TracDat in spring 2010.

(d) Develop student learning outcomes at the institutional level

Resolution

In a conference call on March 13, 2009 with Dr. Barbara Beno, President of ACCJC, the LBCC Superintendent-President, the Community College Association- LBCC President, the LBCC Academic Senate President, and the LBCC Accreditation Liaison Officer, clarification was reached regarding what had been previously proposed as the college's single institutional-level student learning outcome: "Students will achieve their personal, educational, and/or career goal." Dr. Beno pointed out that assessment of this institutional outcome would yield achievement data rather than provide direct measure of student learning. The chair of the Assessment of Student Learning Outcomes

Subcommittee was given this feedback, and the committee set out to revise the college's Institutional Learning Outcomes (ILOs) before the end of the spring 2009 semester (II.d.1).

LBCC's ILOs were refined in spring 2009 and approved by the Curriculum Committee in May 2009 (II.d.2 and II.d.3). The ILOs include: Diversity; Personal Development, comprised of the subcomponents Academic Skills, Self-Management Skills, Wellness Education and Interpersonal Skills; and Critical Thinking (II.d.4).

Student Support Services has developed program SLOs that align to the ILOs (II.d.5). TracDat will track this alignment, thereby supporting the analysis of the ILOs through program-level SLOs.

(e) Assess the attainment of SLOs

Resolution

An important way in which Long Beach City College will evaluate its effectiveness in terms of its course SLO assessment results is through implementation of its Student Success Initiative Evaluation Plan. This plan was developed and approved by the Student Success Committee in February 2009 and provides the foundation upon which annual and longitudinal evaluation of student success will extend beyond 2012 when the college expects to have reached a level of proficiency in evaluating institutional effectiveness. This plan provides for the systematic review of course SLO assessment results for those courses with supplemental learning activities added in accordance with the LBCC Student Success Plan. These results are to be communicated regularly to the college community and related to the activities in which students participate in any of the college's four success centers (II.e.1).

Five two-hour workshops were delivered in spring 2009 and summer 2009 to support all college units in developing all components of an outcomes assessment plan. Instructional faculty and co-curricular professionals from Student Support Services and Administrative units attended these assessment plan workshops. Seven workshops were held on course SLO assessment. In addition, two workshops were provided in July 2009 for both survey development and rubric development. Numerous handouts were developed and distributed at these workshops to support faculty and staff with outcomes assessment. All of these handouts and supporting materials have been posted to the college's outcomes assessment website (II.e.2; II.e.3; II.e.4; II.e.5, II.e.6, II.e.7; II.e.8; II.e.9; II.e.10; II.e.11).

Summer 2009 projects were dedicated to advance the development of SLO assessment plans and to begin collecting assessment results. At the course level, courses that are part of the college's general education curriculum were given priority for summer project funding.

On July 9, 2009 a faculty expert from Cypress College conducted a workshop on assessing program-level SLOs for SLO Summer Institute participants. This expert also shared aspects of his college's experience using the software TracDat for archiving and reporting progress on SLO assessment (II.e.12, II.e.13, II.e.14).

Through its role in assisting Student Support Services and Administrative units of the college to develop program-level SLOs and SUOs, the Office of Institutional Effectiveness has been apprised of all outcomes that have been developed at this level. As the overlap among SLOs and SUOs across departments has become evident, the Office of Institutional Effectiveness, in conjunction with the Student Success Evaluation research consultant, is planning to conduct work sessions to integrate outcomes and develop assessment instrument(s) that will collect data to inform multiple programs on their progress toward achieving their outcome criteria for success. This data will inform the degree to which both program SLOs and SUOs and specific Institutional Learning Outcomes are being achieved.

Results to date

As of August 6, 2009, 96 course assessment plans were developed, 57 of which are for courses in the college's General Education curriculum (II.e.15; II.e.16; II.e.17; II.e.18). The remainder of these 96 courses has definitive assessment timelines to begin in specifically identified terms. In fall 2009, assessment is scheduled to begin with at least one student learning outcome for 40 of these courses. As part of the summer 2009 SLO assessment projects, assessment results were collected and reported on about a dozen courses in Economics, Sociology, Geography and ESL. Results were also collected and documented for the Social Sciences program. Measures of students' critical thinking abilities, one of the college's general education outcomes, have also been collected and discussed (II.e.19; II.e.20; II.e.21; II.e.22; II.e.23; II.e.24).

The ASLO Subcommittee led the development of a rubric to assess the general education SLO for Communication. Rubrics for communication in general and for reading, writing, speaking and listening more specifically were developed as part of the project that began with the summer 2008 institute and was concluded in fall 2009 (II.e.25; II.e.26; II.e.27; II.e.28; II.e.29). Regarding the assessment of institutional learning outcomes, the ASLO Subcommittee Chair developed, as part of her summer 2009 project, a rubric for assessing Interpersonal Skills, a component of the Institutional Learning Outcome for Personal Development (II.e.30). No assessment data of the college's ILOs currently exists.

Additional plans developed

The new ASLO Subcommittee Chair has committed the fall 2009 semester to training the ASLO members so that they can fully support faculty in advancing through the cycle of assessment at the course and program levels. She has requested Title V Basic Skills funding to support stipends and a binder of resource materials for all ASLO members who commit to this training. This work will significantly increase the college's capacity to support and review SLO assessment plans at the course and program levels.

On August 19, 2009 the Curriculum Committee passed a motion to expand the membership of the Assessment of Student Learning Outcomes Subcommittee. This expedited action was requested because the current scope of the outcomes assessment task and the aggressive implementation timeline mandates integration of ASLO into various aspects of the college's functioning.

Consequently, enhanced communication and resources, human and informational, are necessary for such a college-wide endeavor (II.e.31).

On August 29, 2009 the Academic Senate returned this motion back to the Curriculum Committee on procedural grounds and passed a motion that the Committee on Committee Memberships postpones the nominations for additional members to the Assessment of Student Learning Outcomes Subcommittee. The Curriculum Committee responded by calling an emergency meeting on September 9 to consider the motion for modification of Administrative Regulation 4005 that would expand the membership of the ASLO subcommittee and, thus, more quickly expand and institutionalize the outcomes assessment process at the college (II.e.32; II.e.33).

In the interim, faculty volunteers comprise an ad hoc taskforce of the ASLO Subcommittee. At the September 8, 2009 meeting of the ASLO Subcommittee, nine faculty volunteers attended and conveyed their commitment to assist with the upcoming work of the subcommittee (II.e.34).

(f) Include SLOs in course syllabi

Resolution

Regarding class syllabi, the 2009-10 LBCC College Catalog states on page 22:

All instructors are required to publish a course information sheet and distribute it no later than the end of the second week of classes. A copy must be kept on file in the office of the school to which the department belongs. The information sheet must contain a brief course description, including goals or purpose, grading standards for the class, a description of the means by which the course is to be taught, attendance requirements, and office location and hours for full-time faculty. Other recommended items are: exam dates, text, assignments and outline of topics (II.f.1).

In an email dated April 9, 2009, the Curriculum Chair notified all full-time faculty that SLOs be identified on course syllabi for all courses offered for summer and fall 2009 semesters. This message was repeated at Department Head meetings during the spring 2009 semester where goals and instructions on reviewing and revising course SLOs were provided by the ASLO Subcommittee Chair and the Course Evaluation Subcommittee Chair. A motion in support of the inclusion of SLOs on course syllabi was approved by the ASLO Subcommittee on September 8, 2009 (II.f.2; II.f.3).

At their August 19, 2009 operational meeting, the school deans were asked by the ASLO Subcommittee Chair and the ALO to develop and implement a consistent process to ensure that faculty's contractual obligation to provide course syllabi to the department or school office each semester is adhered to and that each syllabus is reviewed for inclusion of SLOs. A form will be used for each class to track and monitor inclusion of SLOs on class syllabi. At the August 27, 2009 Department Head meeting discussion ensued about the comprehensive inclusion of SLOs on course syllabi (II.f.4).

Further discussion regarding the inclusion of SLOs on course syllabi took place at the September 3, 2009 College Planning Committee meeting. The Vice President of Human Resources stated the district's interest in discussing contract language as it pertains to the course syllabus. The President of the Community College Association (CCA) suggested that under the current contract SLOs would be included on course syllabi since SLOs are documented on each course outline of record and the faculty contract indicates that it is the information on the course outline of record that is provided on the course syllabus (II.f.5). The Master Agreement between the Long Beach Community College District (LBCCD) and Community College Association – Long Beach City College (CCA-LBCC) addresses the course syllabus in Article XI, Hours of Employment / Service Load, Section F, Out-of-Class Responsibilities, subsection 3:

All faculty members are required to publish and keep on file in the division office a course information sheet (syllabus) for each course for each semester and distribute them at the first class meeting or no later than the end of the second week of class. *The syllabus must align to the content of the course that is in the course outline and contain grading standards for the class, a description of the means by which the course is to be taught (lecture, laboratory, outside assignments, etc.), attendance requirements, and office location and office hours. Other recommended items are: examination dates, text assignments, and an outline of topics to be covered in the course (II.f.6).*

On September 8, 2009, the Assessment of Student Learning Outcomes Subcommittee approved a motion stating that “student learning outcomes on the course outlines of record be placed on all faculty syllabi to inform students of that course’s expected learning.” This motion was presented to the Curriculum Committee at its September 16 meeting in order to, in part, make clear to faculty the expectation that SLOs be included on all course syllabi (II.f.7).

(g) Include the attainment of these SLOs in faculty evaluation

Resolution

The Academic Senate adopted a Student Learning Outcomes resolution in May 2009. The resolution references the use of student learning outcomes in evaluations, and emphasizes that “faculty evaluations are intended for self-evaluation and to encourage professional growth and should be conducted in an environment that recognizes this intention.” The resolution further states that “the Long Beach City College Academic Senate encourages all faculty members to participate in the college’s efforts regarding the assessment and development of student learning outcomes, with the understanding that SLO data would not be used against individual faculty members” (II.g.1).

The issue was discussed at the time the draft contents of this Follow-Up report were presented at the August 27 Department Head meeting and again at the Academic Senate meeting the following day. At the latter meeting, there was a discussion about the respective roles of the Academic Senate

and the faculty bargaining unit over faculty evaluations and the achievement of student learning outcomes (II.g.2; II.g.3).

On September 3, 2009, the Accreditation Liaison Officer presented to the College Planning Committee an overview of the contents of this Follow-Up report. Members discussed the issue of including student learning outcomes in faculty evaluations. One faculty member suggested including the attainment of SLOs in the student evaluation component of faculty evaluations (II.g.4).

On September 25, members of the President's Leadership Council discussed the need to develop language that will enable faculty to incorporate the review and evaluation of SLO's into a faculty member's self-evaluation process for the purpose of improving the instructor's ability to achieve the developed learning outcomes. Participants in the discussion emphasized that such an evaluation process would not be used as a punitive measure but rather a means for professional development. The President's Leadership Council agreed at that meeting to form a taskforce to develop language that may serve as a foundation for discussions between the administration and faculty union representatives. The taskforce is comprised of the Superintendent-President, the Accreditation Liaison Officer, the Assessment of Student Learning Outcomes Subcommittee Chair, the Academic Senate President, the Community College Association-Long Beach (CCA) President, and the Certified Hourly Instructors-Long Beach City College (CHI) President. This task force met for the first time on October 8, 2009 (II.g.5).

On October 6, 2009 the ASLO Subcommittee reviewed the ACCJC warning letter of February 3, 2009 and the ACCJC accreditation standard III.1.c. which states that "Faculty and others directly responsible for student progress toward achieving stated student learning outcomes have, as a component of their evaluation, effectiveness in producing those learning outcomes." The members agreed to invite the CCA President to the next meeting of the ASLO Subcommittee to discuss the unit's position regarding this issue. In the meanwhile, one of the ASLO Subcommittee members who also serves as a CCA representative agreed to submit a request to the CCA-Long Beach City College President to place the accreditation concerns about SLOs and faculty evaluation on the CCA's executive board agenda. This request was submitted via email on October 7, 2009, further explicating the ASLO Subcommittee's desire to receive clarification from the CCA on its concerns related to this issue (II.g.6; II.g.7).

The Program Planning and Review Implementation Team purposely designed the program planning and review process and its technical infrastructure to facilitate the work of faculty to track their SLO assessment results at the department level. Care has been taken to ensure that the process protects the anonymity of both individual students and individual instructors in the collection and public reporting of SLO assessment results. At the same time, the process has been developed to guide faculty to "develop supportable conclusions" from their assessment results that lead to the development of a plan for improvement. This result is congruent with that intended for the process of faculty evaluation. The program review process prompts faculty to summarize the findings of their course and program SLO assessments and to use these assessment results to inform their goal-setting process.

(h) Integrate the assessment of SLOs into the planning, decision-making, and resource allocation processes and that it develop a plan to complete this task by 2012.

Resolution

The charge for the originating Program Planning /Program Review Task Force was to develop a Program Review process for all organizational units of the college that integrates department and school planning. The charge further specified that student learning outcomes needed to be integrated into this process. Although the ASLO Subcommittee Chair at that time was not a member of this task force, she was consulted and included in on-going development of the task force's recommendations that were finalized and presented to the College Planning Committee in December 2008. The Program Planning and Review Implementation Team that followed included the ASLO Subcommittee Chair in the group's membership, and SLO assessment is a key component of the planning and review process that has resulted from that team's efforts (II.h.1; II.h.2; II.h.3).

Results to date

The web-based software, TracDat, has been implemented for use beginning fall of the 2009-10 year. This software is designed specifically to support the collection and reporting of progress on SLOs. The college has configured the software so that it collects, in addition to SLO assessment plans and results, the goals, resource requests and program plans and reviews that will be made available to and aggregated for use at the dean and vice president levels of the college. Prompts made available through the tool solicit from programs and schools information that will be extracted and reported to those college groups that recommend hiring priorities, capital outlay and VTEA requests as well as to the Budget Advisory Committee and the College Planning Committee.

Additional plans

Part of the charge of the 2009-10 Program Planning and Review Implementation Task Force is to monitor the evaluation of the new process. This evaluation will look to see that SLO assessment activities and the results of SLO assessments are being used to inform planning, decision-making, and resource allocation. The overall process includes validation of the submitted program plans and reviews so that departments are provided specific feedback regarding the development of appropriate learning and service unit outcomes and the processes put in place by the departments for assessing those outcomes and making changes designed to improve student learning and service outcomes (II.h.4).

(i) Establish student learning outcomes for general education and align those outcomes with its general education philosophy

Resolution

What had been previously identified as the college's eleven "core competencies" were refined and consolidated into what are now five General Education program outcomes. These General Education Outcomes (GEOs) were approved by the Curriculum Committee on May 13, 2009. The GEOs include Civic Engagement; Wellness; Communication, which encompasses Teamwork and

Collaboration and Information Competency; Aesthetics and Creativity; and Critical Thinking, which subsumes Science Literacy and Numeric Literacy (II.i.1; II.i.2).

Results to date

In fall of 2008, the ASLO Subcommittee administered an assessment of three of the Long Beach City College (LBCC) Institutional Core Competencies: critical thinking, science literacy, and numeric literacy. The assessment was developed by a sub-committee of the ASLO Subcommittee in summer of 2007 and consists of 30 multiple-choice questions measuring critical thinking. Twenty-four faculty members volunteered their classes for administration of the critical thinking, science & numeric literacy assessment test. A total of 731 students participated in the study. The results showed that the instrument distinguished between freshmen and sophomores on critical thinking, but only seven of the 30 items were needed to make this discrimination. Freshmen and sophomores were significantly different in their correct responses on Science Literacy items, but not on the Numeric Literacy items (II.i.3). Because confidence in the validity of the items intended to measure student numeric literacy competency was weakened by these preliminary results, the ASLO Subcommittee decided in its February 3, 2009 meeting that the college's Math Department be asked to review the items and suggest modifications to those that should measure numeric skills (II.i.4). Given the urgency under which the ASLO Subcommittee was asked to address refinement of the college's General Education student learning outcomes and program-level SLOs in general as part of the *LBCC Student Learning Outcomes Assessment Blueprint*, the task of refining the critical thinking assessment instrument has been put on hold.

An instructional area flowchart has been developed to capture and show the relationships among all instructional programs offered at LBCC, including its general education, occupational and development programs. This diagram is a significant step in advancing the college toward a more comprehensive approach in its program level SLO assessment (II.i.5).

Additional plans

A workgroup of the Associate Degree and General Education Subcommittee was formed early in September 2009 to review its existing handbook on the philosophy and criteria for Associate Degree, General Education, and proficiency. This handbook includes learning outcomes that are under review for alignment with the GE SLOs adopted by the Curriculum Committee in May 2009. As mentioned in section 2(b) above, this workgroup has met three times during the months of September and October and has drafted a refined general education philosophy for the college. This GE philosophy was reviewed by the ASLO Subcommittee at its October 6, 2009 meeting and approved with minor edits (II.i.6; II.i.7; II.i.8; II.i.9).

Recommendation 3:

The team recommends that the college (a) immediately complete its revision of the program review process, (b) begin implementation, (c) effectively communicate the program review process and the results of program review in a timely manner to all constituent groups, and (d) more fully integrate program review into the planning and resource allocation processes for continuous quality improvement.

(a) Immediately complete revision of the college's program review process*Resolution*

A key component of the Program Planning and Review Implementation Team charge was to develop a new program planning and review process for the entire institution that met a number of criteria. First, the development process needed to involve collaboration with all constituent groups. The resulting process needed to accommodate the needs of each area and provide flexibility so that the needs of all programs and departments in the college, including the Superintendent-President's Office, Academic Affairs, Student Support Services, Human Resources, Economic & Resource Development and Administrative Services, etc. are met. The new process was to include a set of standardized prompts for use across the institution and necessary prompts designed to capture any planning and review needs specific to individual units. The program planning and review tool that would be purchased or built would need to deliver different types of reports that would extract pertinent planning and review information that would inform and support decision-reaching processes of the college. These would include hiring priorities, budget requests, SLO assessment reviews, and evidence of department and division goals linking to support higher level college-wide goals. Furthermore, the process and supporting tools would allow the college to map alignment of unit-level goals to the institutional goals identified in the Educational Master Plan (III.a1).

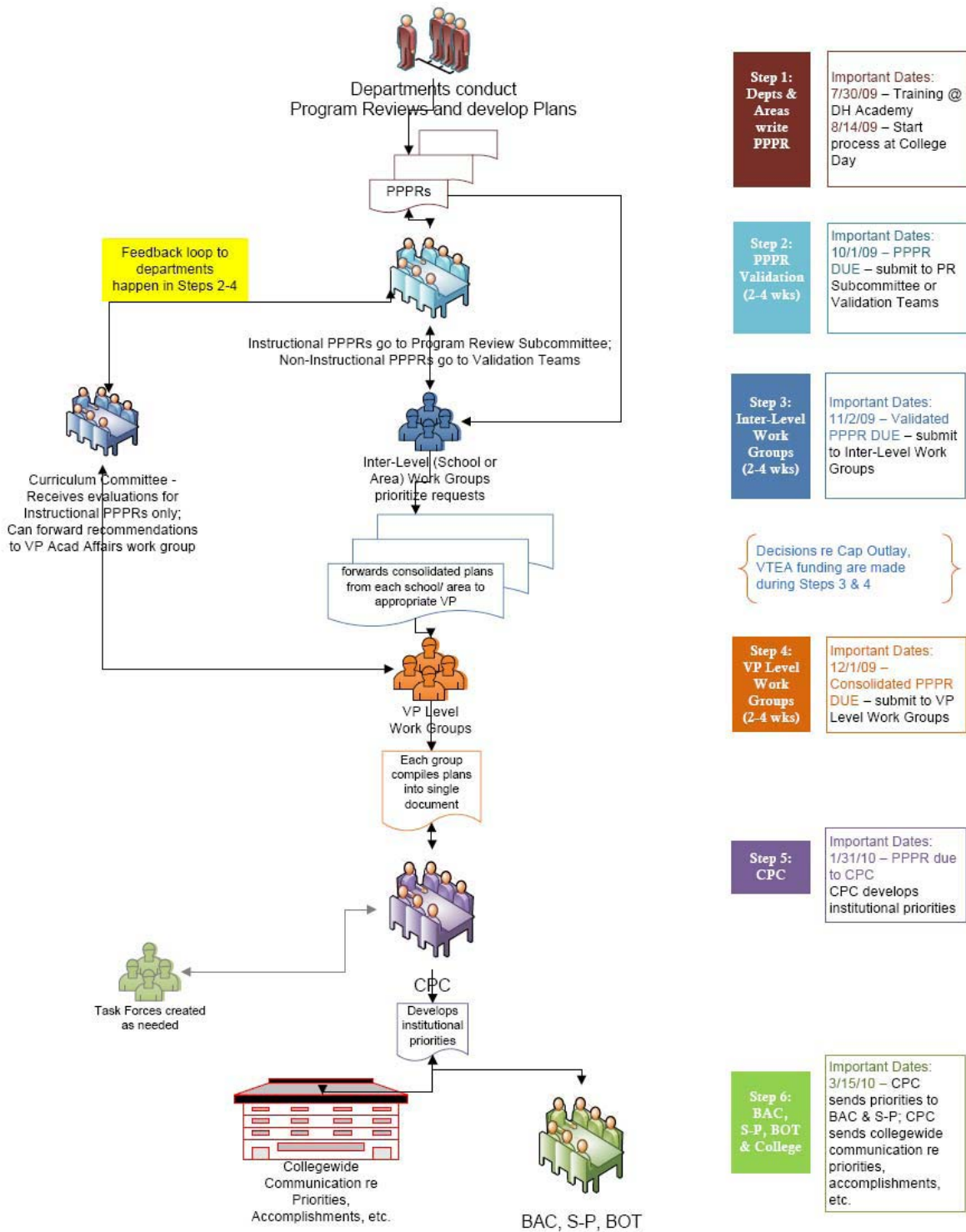
The team was formed with representation from all areas of the college that would participate in the new process, including Academic Affairs, Student Support Services, and other administrative units. It held its first meeting on March 13, 2009. The faculty co-chair distributed to all team members the *Program Review: Setting a Standard* article that had recently been revised by the 2008-09 Educational Policies Committee of the Academic Senate for California Community Colleges. This document, in addition to the ACCJC standards and evaluation rubric on program planning and review, served to provide a broad context for the team and was consulted on several occasions during development of the new process. The team worked quickly and after having met again on March 27 and for an all-day retreat on April 3 had developed an overall draft proposal for a revised planning and review process. The co-chairs of the Program Planning and Review Implementation Team held two open forums on April 9 and April 14. These were attended by faculty, administrators, and classified staff. Input from these forums was received at the forums themselves and from emails submitted by participants and incorporated into a revised draft that was posted on the college planning website. All members of the college community were invited through an e-mail to read the documents and send input regarding the proposed process (III.a.2; III.a.3; III.a.4; III.a.5; III.a.6).

On April 20, 2009 the Program Planning and Review Implementation Team met to consider input received from the college community after the open forums and to integrate that input into the proposal. On April 23, the team presented a preliminary draft of the revised process proposal to the College Planning Committee. The team continued to work and revise documents by e-mail for the following three weeks. During this time period, the team co-chairs met with the Superintendent/President, the Associate Vice-President of the Pacific Coast Campus, the Deputy Director of Finance and Accounting, and all of the college's vice-presidents to discuss the draft proposal and receive input on aspects of the process specifically relevant to those individuals (III.a.7; III.a.8).

The co-chairs then communicated that input to the team through their suggested revisions of the draft documents. The team met on May 18 to finalize its proposal. On May 21, the final proposal was presented to and approved by the College Planning Committee (III.a.9).

The new process for program planning and review follows eight distinct steps. The six major steps of the process are shown in the diagram below. The dates at which each step is to be followed during the first year of implementation are indicated at the right of the information flow chart appearing on the next page.

Program Plan/ Program Review (PPPR) Information Flow



Plans and reviews at the department and program level are developed at the first step. Prompts for the development of these plans and reviews ensure inclusion of information on accomplishments, resource requests for budgeting, SLO assessment data, and plans and projects for expansion or improvement as appropriate. Capital outlay and VTEA requests may be included for both the year during which the plan is being developed and the following year. Any plans or projects involving the Pacific Coast Campus are to be forwarded by the department head or designee to the office of the Associate Vice-President of the PCC Campus for use in planning and goal development process for that campus.

For the second step of the process, program reviews and plans are forwarded to the Program Review Sub-Committee of the Curriculum Committee or to administrative program review validation teams as appropriate. Since the college is using the web-based software, TracDat, to collect plans and reviews, the information entered into TracDat can simply be viewed online by members of the Program Review Subcommittee and by the validation teams. A validation response form was developed to assist the Program Review Subcommittee and the administrative unit validation teams evaluate, comment on, and verify completion of the program reviews and plans. In addition to serving as a technical review to ensure that each program review and plan is completed, the response may offer recommendations and guidance as appropriate to provide input on or reactions to specific projects and to help programs and departments develop stronger reviews and plans in the future. These response documents are sent back to the department and programs from which the reviews originated and are uploaded into the TracDat Documents folder of the appropriate department.

At the third step of the process, instructional program and department level reviews and plans are forwarded from the Program Review Subcommittee to inter-level, or school dean-led, planning groups. Non-instructional program reviews and plans are forwarded from the validation teams to the appropriate VP-level planning group. These short-term planning groups are led by the dean responsible for the area and will include faculty representatives from all departments within the area. The groups may also include staff representatives as appropriate. The groups compile the reviews and plans developed by departments and programs in their respective areas into the inter-level review and planning documents, communicating accomplishments, SLO data, goals and projects for expansion or improvement as appropriate, and resource needs. Inter-level group discussions result in prioritization of projects and resource requests based on department and program plans and reviews, response forms from the Program Review Subcommittee or Validation Teams, and feasibility reports from appropriate areas of the college such as instructional technology or the grants office. Department representatives on these groups report back to their constituencies on the work and decisions of the group and are expected to represent the concerns of those constituencies in group discussions. Whenever specific projects or plans from a department or program are determined by the task force to not be major priorities for the current year or are not forwarded as a part of the inter-level document, an explanation for this decision is sent to the department or program in question via the appropriate representatives on the task force.

At the fourth step of the process, inter-level plans and reviews are forwarded to VP-level planning groups created by the College Planning Committee for the academic affairs, student support services, administrative services, economic and resource development, and human resources areas. The groups will be chaired by the appropriate vice-president of each area and will consist of appropriate faculty, administrative, and staff representation. Each VP-level group will compile and organize the inter-level plans and reviews for its area into a single document, designating and highlighting accomplishments, compiling SLO data, listing and prioritizing projects necessary for improvements in specific areas, and identifying and prioritizing college-wide initiatives to be pursued in the coming year. The groups will compile capital outlay and VTEA requests for both the current and upcoming years and will forward those requests to the appropriate work group for funding determination. All group members are expected to report back to the members of the inter-level groups and to keep their areas informed regarding the decisions and discussions of the VP-level groups.

At the fifth step of the process, plans and reviews from the Vice President-level are forwarded to the College Planning Committee. At the sixth step, the CPC compiles and disseminates information in four ways. First, based on its consideration of the plans, reviews and recommendations from VP level task forces, the CPC determines budget priority recommendations and forwards them to the Budget Advisory Committee. These priorities will apply to the following academic year. Second, the CPC forwards list of accomplishments from the past year, including SLO data, and a list of planned projects and initiatives for the future to the Superintendent-President, who then communicates the information to the Board of Trustees. Third, the CPC forms task forces as necessary to address and advance college-wide issues and initiatives that arise from the planning and review process. In this way the college's planning activities are informed, in part, by the plans and reviews conducted at progressively lower levels of the college. Fourth, the CPC disseminates in writing to the college community its decisions on prioritization, its list of accomplishments, its recommendations to the Superintendent-President, and its plans for task forces to be created.

At the seventh step, the Superintendent-President, after presentation and discussion with the Board of Trustees of the accomplishments and of the planned projects and initiatives developed through the planning and review process, provides a written acceptance and general response to the CPC. This feedback is then communicated to the college community for use in ongoing planning decisions for the current year and to inform planning decisions for the following year.

The final step of the process occurs in the spring semester when task forces created in steps three and four re-convene to receive progress updates on initiatives and goals included in the plans and reviews they developed, give feedback on the process and on current issues, and discuss issues and needs that have arisen since the development on the plans and reviews.

(b) Begin implementation of the revised program review process

Resolution

The Program Planning and Review Implementation Team that was formed in the spring semester of 2009 included, as part of its recommendations, a call for the College Planning Committee to create a task force to oversee the implementation of the program planning and review process in its first year. This task force was approved by the CPC at the end of the spring 2009 semester and was charged with monitoring the planning and review process and bringing any issues that arise to the attention of the CPC co-chairs (III.b.1). One of the most important tasks of the Implementation Task Force was to respond to the CPC's approval for the college to purchase the software tool, TracDat, that supports the program planning and review process as well as outcomes assessment. The college's contract with the TracDat vendor, an initial investment of nearly \$60,000, was approved by the Board of Trustees in June and implementation began at the end of June, 2009. The college further demonstrated its commitment to the successful implementation and ongoing maintenance and refinement of the tool by creating and hiring a full-time Business Systems Analyst IV who is dedicated to support TracDat. The college continues to demonstrate its commitment to furthering its fiscal support for its technology-related needs. Within the 2009-2010 Adopted Budget, the college provided over \$278,000, as one of only two reserves, for technology support and replacement needs.

The Program Planning and Review Implementation Task Force is to monitor the full implementation of the TracDat software system and, in consultation with the Human Resources' Staff Development Office and with Faculty Professional Development, develop training and staff development activities and materials necessary for the implementation of the planning and review process. At the conclusion of the 2009-2010 planning cycle, the implementation task force is to be disbanded as the new process is expected to be fully in place for ongoing work.

At the start of the fall 2009 semester, all units of the college had begun to implement the new process. Training sessions to assist faculty and staff to input their department and program information into TracDat were scheduled for the beginning weeks of the fall 2009 semester through September 15 (III.b.3). User guides were developed for the Instructional, Student Support Services and Administrative Units of the college and uploaded to the TracDat site, thereby making available to all users a resource to support efforts to enter department and unit program plan information (III.b.4; III.b.5; III.b.6).

The Office of Institutional Effectiveness sent three sets of preliminary data to each instructional department to assist in the development of department plans. This data includes information on the departments' access, efficiency and effectiveness. Access data includes the numbers of course sections, enrollments, Weekly Student Contact Hours and FTES for each section offered by the department over the previous three years. Efficiency data shows the class size average and Program Load (WSCH/Full-time Equivalent Faculty) for each section over the same three-year period. Effectiveness data shows student achievement in terms of course success, retention and completion rates. Section GPAs are included for each of the courses offered by the department. The

effectiveness data also includes the number of certificates and degrees awarded through the departments overseeing delivery of the core requirements for those awards. A data dictionary was sent to all department heads and uploaded to the TracDat site to assist departments in understanding the data distributed to them (III.b.7; III.b.8; III.b.9; III.b.10; III.b.11).

All departments have additional information available to them using *Data Depot*, a web-based reporting tool that shows information at the course, subject, department, and college levels. Additional LBCC student performance data in the form of the Accountability Reporting for Community Colleges (ARCC) is made available to departments in the TracDat system in the General Documents folder (III.b.12). The availability of this information and its location was made clear to department heads or their designees during the TracDat training sessions. The Office of Institutional Effectiveness conducted a survey of all faculty and staff who had participated in the TracDat training sessions. The results of the survey showed satisfaction with both the TracDat tool and the training provided. Comments were collected in order to capture any suggested recommendations for improvement that can be incorporated into the ongoing refinement of the tool's configuration and reporting capabilities (III.b.13).

All units of the college were informed on multiple occasions using multiple methods that the deadline for submitting program plans into TracDat was October 1, 2009. Two weeks prior to the October 1 deadline, an email was sent from the Office of Institutional Effectiveness to those departments or units that had not at that time scheduled their TracDat training session (III.b.14).

Results to date

As of October 12, plans for all 57 departments or units of the college, including areas from Instruction, Student Support Services and Administrative Units, were uploaded into the TracDat system. This represents 100 per cent completion of the first phase of the program planning and review process implementation. This means that within less than five months, the college acquired the software tool TracDat, began its configuration, provided training and resources for all units of the college on how to conduct this first phase of the process and use the new tool, and completed the writing and upload of all plans. Correspondence with other California community colleges of comparable size reveals that similar results at those institutions took between two and three years to accomplish. This is a testament to LBCC's commitment to responding fully and efficiently to this recommendation.

Additional plans

Announcements will be sent via email to the department heads, school deans, directors and managers of administrative areas and the vice presidents regarding the formation of inter-level planning task forces that will compile the plans and requests that were submitted into TracDat by the departments and units conducting program review. Reminders regarding the work of the inter-level planning task forces will also be provided at the bi-monthly deans' operational meetings, at regularly scheduled Department Head meetings. A report on the college's progress with implementation of the new process and next steps will also be given at the Academic Council

meeting on October 13, 2009. In addition, as each step in the process is completed and preparations for the next steps begin, information will be sent via email to the appropriate groups. Status updates will be given at regularly scheduled Department Head and Deans' meetings. The Associate Dean of Institutional Effectiveness will also update the Executive Committee on progress of the implementation of the new process at its regularly scheduled meetings.

(c) Effectively communicate the program review process and the results of program review in a timely manner to all constituent groups

Resolution

The new program planning and review process was itself designed so that feedback to lower level units participating in the process are provided highlights of the accomplishments of past projects and plans and of the decisions reached. For example, department representatives on the inter-level planning groups, per the process description, are to report back to their constituencies on the work and decisions of the group and are expected to represent the concerns of those constituencies in group discussions. Whenever specific projects or plans from a department or program are determined by the inter-level group to not be major priorities for the current year or are not forwarded as a part of the inter-level document, an explanation for this decision is to be sent to the department or program in question via the appropriate representatives on the task force. Likewise, members of Vice President-level planning groups are expected to report back to the members of the inter-level groups and to keep their areas informed regarding the decisions and discussions of the VP-level groups (III.c.1; III.c.2).

A new website was developed to provide information on all aspects of the new program planning and review process and can be found at <http://programreview.lbcc.edu>. This site contains worksheets that can be downloaded and used to assist departments and units to develop their plans prior to upload into TracDat. Timelines and expectations for the program planning process are also provided at the site. Bookmarks highlighting the launch of the program review website as well as the new outcomes assessment website were distributed at the opening of the fall term, on College Day, August 13, 2009.

Communication designed to inform all units of the college of the new program planning and review process are inseparable from the multitude of training sessions, emails and announcements delivered over the summer and early fall semesters of 2009 to assist faculty, student support staff and administrative staff with their participation in the process. The remainder of this section highlights those efforts.

On July 8, 2009, the Office of Institutional Effectiveness, in collaboration with the Staff Development Coordinator, held a workshop for all administrative units to prepare information needed for program planning and review, including service unit outcome development. Over 50 managers and directors attended this workshop which was designed to inform participants on how student learning outcomes (SLOs) and service unit outcomes (SUOs) are integral to the process of program

planning and review. Included among the workshop handouts was the three-part rubric from ACCJC to assist colleges in evaluating their developmental progress for institutional effectiveness, planning and student learning outcomes. The workshop presenters emphasized that part of the core evidence upon which units evaluate or review their progress against their stated goals; this evidence should exist largely in terms of SLO and SUO assessment results (III.c.3).

The Associate Dean of Institutional Effectiveness and the office's Planning Analyst held follow-up sessions with all administrative units during July and early August so that each unit conducting program review received immediate and focused feedback on their draft mission statements, goals, Service Unit Outcomes and plans for assessing those SUOs. At the opening day of the fall 2009 semester, the expectation was communicated by the Associate Dean of Institutional Effectiveness that these administrative units finalize and document their plans and SUOs into TracDat by October 1, 2009. Follow-up communications were sent to units by the Planning Analyst regarding the schedule of TracDat training sessions offered through the months of August and September to assist with this task. The same message was communicated in the college's online news letter, *In the Loop* (III.c.4; III.c.5).

Communication to instructional departments regarding the new program planning and review process began during the 2009 spring semester when college-wide forums were held to solicit feedback on the developing process. After the process was finalized and approved by the College Planning Committee at the end of spring, training was delivered as part of the annual Department Head Academy on July 30, 2009 to prepare them for their leadership role with respect to the new program planning and review process. Each department head received a binder of materials and a two-hour training session describing the new process, the specific expectations for department heads and the faculty in their departments for the initiation of the new process in fall 2009, and the manner in which student learning outcomes assessment would be integrated with the new process (III.c.6).

On College Day, the Associate Dean of Institutional Effectiveness communicated to the college at large the plan that departments would, on that day, begin working collaboratively to develop their department plans that would ultimately be entered into TracDat on or before the deadline of October 1, 2009. Bookmarks with the web addresses for the new Program Review and Outcomes Assessment websites were distributed widely on College Day. Expectations for departments in developing their department plans and entering them into the new program planning and review software system was again communicated to Department Heads at their scheduled Department Head meeting on August 27, 2009. The web-based location of all resources designed to assist faculty with this process was shown to department heads at this meeting (III.c.7).

The Associate Dean of Institutional Effectiveness and the ASLO Subcommittee Chair presented to the school deans the same material that had been presented to the department heads regarding their role in the process of program planning and review. A set of "good practices" was also provided to the deans as guidelines for them in assisting their department heads and department faculty with the initial implementation of the new process. A TracDat training schedule was also presented to the school deans at their operational meeting of September 2, 2009, to inform them of

those departments who were and were not at that time scheduled to input their program plans. In this way, the school deans are involved more directly in supporting the process of program planning and review as well as the assessment of student learning outcomes than they previously had been (III.c.8).

On August 12, 2009 the co-chairs of the Program Planning and Review Implementation Task Force sent an email to all department heads and school deans requesting that they prepare for the step of the process that follows the development and input of department plans into TracDat. This step involves the creation of task forces for each school that compile the department plans into a coherent document that represents the needs and goals of the school as a whole and prioritizes projects and requests put forth by departments (III.c.9).

In preparation for the step of the process that requires the Program Review Subcommittee to review and respond to the departments on the completeness and general adequacy of the submitted plans, a meeting was held on September 3, 2009 among the accreditation Process Oversight Group and the faculty co-chair of the Program Planning and Review Implementation Task Force. It was decided that training on the use of the program plan and review validation form that had been developed by the previous task force charged with revising the process would be delivered to all members of the Program Review Subcommittee. The charge and membership of that subcommittee was also reviewed at this meeting and deemed appropriate for the work of the subcommittee to fulfill its role in support of the new program review process (III.c.10). On September 17, 2009, the Program Review Subcommittee met to discuss how the members would organize themselves to validate the instructional department plans. The form used to document the validation responses was also distributed and discussed. An additional set of criteria to assist members in the validation process was deemed necessary, and a Program Review Steering Work Group was established to develop these criteria (III.c.11; III.c.12; III.c.13; III.c.14).

Additional plans

Plans for continued communication regarding the new process follow the steps outlined in sub-recommendation (c) above. These communications are intended to inform groups involved in the successive steps of the program planning and review process of their specific tasks that contribute toward the prioritization of projects and goals and to communicate back to department and unit levels of those priorities and the rationale upon which prioritization was made.

(d) More fully integrate program review into the planning and resource allocation processes for continuous quality improvement

Resolution

As the college collects and documents student learning outcomes results regularly and consistently in TracDat for the course and program levels and uses these results to inform program planning and resource allocation, it will advance towards achieving proficiency in evaluating institutional effectiveness. Complementary to this process is the college's significant effort to implement its

Student Success Plan. This began in earnest in spring 2008. Subsequent to the development and beginning implementation of the 14 strategies of that plan, the college also developed a robust evaluation protocol designed to provide the college feedback on the effectiveness of each of the strategies as well as the integrated results of all strategies working together to improve student learning and achievement results. An evaluation and organizational change expert was retained from April 2009 through the end of March 2010 for the first year of the protocol's development and implementation (III.d.1).

At the writing of this Follow-Up Report, the college is well underway with implementation of the evaluation plan, including development of processes, feedback mechanisms for improving practices, assessment tools, interview protocol and a data structure that will support the analysis of the effectiveness of each of the strategies of the Student Success Plan as well as the ultimate impact on student learning and achievement. Student success, under the plan, is measured in multiple ways, including student learning outcomes results, course retention and completion rates for those courses directly supported by the four Success Centers, transfer numbers, successful progression from course to subsequent course in a sequence of learning, and successful progression from basic skills courses to successful completion of transfer-level coursework in Math, English, Reading, vocational courses and other general education subjects. The data that is currently being delivered and the longitudinal student performance data that will ultimately result from implementation of the evaluation plan will enhance the regular reporting of local student achievement results in terms of the ARCC performance indicators and data on student job placement and advancement. Moreover, the research has been designed to yield insight that explains *how* certain interventions prove more effective than others.

In addition, the evaluation plan provides for the development of a research capability at LBCC that captures aspects of the student experience at the college and beyond that most significantly impacts student success. Part of the Student Success evaluation plan includes strategic communication of the results of the evaluation to appropriate strategy stakeholders as well as the student achievement results that represent the effectiveness of the overall plan and the integration of its multiple strategies.

Complementary to LBCC's efforts to cultivate a culture of evidence that supports continuous improvement of student learning and success, the college is participating among a group of 12 volunteer institutions in the California Leadership Alliance for Student Success (CLASS) project that extends from August 2009 through November 2010. The project involves tracking the cohort of all fall 2006 first-time-in-college students, full- and part-time, credit and non-credit students who have collegiate and/or pre-collegiate/basic skills enrollments in English, mathematics and/or reading at any time during the subsequent 3 years. Participation in the project will require committing institutional research time and resources to the cohort tracking. Regularly scheduled executive team work sessions must occur that focus on specified queries regarding student progress, attrition and success. The Board of Trustees must hold regularly scheduled discussions addressing the same student success queries. Finally, the college must submit data summaries to CLASS and discuss the findings with co-participants at each CLASS Institute. These considerable project requirements

further demonstrate the college's dedication and commitment to continuous improvement and student success (III.d.2).

The high-level results that will be reported according to the Student Success evaluation plan and from the CLASS project will be uploaded, along with ARCC data and other institutional-level reports, including the results of institutional level SLOs, into the TracDat general documents folder that is available to all units of the college and that is to inform the goal-setting processes for each unit.

The college recognizes that even though the new program planning and review process has been developed, its steps thoroughly described and communicated, the web-based tool configured to capture program plans, reviews and outcomes assessment data, and training provided on both the process and use of the tool, the college must monitor the effectiveness of the process in actually integrating unit plans and reviews into institutional-level planning and resource allocation. It must further evaluate the extent to which this integration ultimately supports improvements in student learning and support services.

A process for evaluating the new program planning and review process was presented to the College Planning Committee in May, 2009 as part of the Program Planning and Review Implementation Team's complete set of recommendations. The evaluation calls for the creation of a task force each spring at the conclusion of the program review process to survey all constituent groups on their experience with the process and on its perceived effectiveness. Focus groups will be conducted if necessary to further explore the reasons for any dissatisfaction or lack of involvement in the process uncovered through the initial survey. The evaluation task force will submit to the College Planning Committee a summary of findings from this research along with recommendations for improvements to the planning and review process. In addition, the evaluation task force will seek evidence of specific examples where the results of program review, especially those concerning student learning outcomes, are linked to institutional planning and resource allocation processes. This evaluation will also consider the impact of the program review process on improving student achievement measures (III.d.3).

Recommendation 4:

The team recommends that the college include the academic freedom statement and a clarification of the acceptance of transfer credit in the catalog, using the language of Board Policy and Administrative Regulation 4019.

Resolution

The 2009-10 LBCC college catalog includes on page 31 the Long Beach City College District Board policy 4012 on academic freedom. The policy states:

“In the spirit of academic inquiry and in keeping with the code of ethics adopted by the Academic Senate of Long Beach City College, it is the policy of the Board of Trustees that the professional staff shall be free to define and discuss relevant information and concepts in the classroom or any other appropriate forum and shall be free to select materials and methods of presentation” (IV.1).

Administrative Regulation 4019 on Acceptance of Transfer Credit from Other Institutions appears in its entirety on pages 28 and 29 of the 2009-10 LBCC college catalog. The regulation names the administrative authority of the District responsible for establishing and enforcing the regulation. It describes the institutions within the United States for which transfer credits are accepted by LBCC. Acceptance of transfer credits from foreign institutions is described. Further guidelines on acceptability of credits from other colleges, universities and institutions are delineated in accordance with Administrative Regulation 4019 (IV.2; IV.3).

Recommendation 5:

The team recommends the college develop a college-wide code of ethics.

Resolution

On May 1, 2009, the President's Leadership Council, which has representation from all constituent groups, discussed a new policy on Institutional Code of Ethics that was brought forth by the District's Human Resources office. The President's Leadership Council approved the policy which was presented to the Board of Trustees for first reading on June 23, 2009. On July 14, 2009, the Board of Trustees adopted Policy 3008 (V.1; V.2; V.3; V.4).

Additional plans

The college has invited Dr. Jerry Hunter, retired Chancellor of Fullerton College, to visit LBCC and facilitate a workshop on ethical leadership. This workshop was scheduled for November 10, 2009, but given the fact that the accreditation evaluation team will visit the college on this date efforts are underway to reschedule this workshop. It will include, in addition to the presentation by Dr. Hunter, an introduction to LBCC's new Institutional Code of Ethics by the Vice President of Human Resources and a presentation on fraud prevention by the college's Internal Auditor. The college's Professional Development Coordinator is planning to schedule an *Ethics and Integrity in the Workplace* workshop in early March of 2010. Another workshop, *Values and Ethics*, is scheduled for spring 2010, pending LBCC Foundation grant funding. The college's new ethics policy will be introduced to the management team on October 16, 2009 as part of the American Federation of Teachers (AFT) contract workshop (V.5).

LIST OF SUPPORTING EVIDENCE

Statement on Report Preparation

Process and Timeline

- P.1 Board of Trustees, Minutes, 2/17/09
- P.2 Board of Trustees, Minutes, 3/10/09
- P.3 Board of Trustees, Minutes, 4/28/09
- P.4 Board of Trustees, Minutes, 5/26/09
- P.5 Board of Trustees, Minutes, 6/23/09
- P.6 Board of Trustees, Minutes, 7/14/09
- P.7 Board of Trustees, Minutes, 8/25/09
- P.8 Accreditation Update, Presented to Board of Trustees, 8/25/09
- P.9 Board of Trustees, Minutes, 9/22/09
- P.10 Academic Senate, Minutes, 8/28/08
- P.11 College Planning Committee, Minutes, 9/3/09
- P.12 Email to Academic Senate re: Accreditation Follow-Up Report
- P.13 Email to College Planning Committee re: Accreditation Follow-Up Report
- P.14 Email to Academic Council re: Accreditation Follow-Up Report
- P.15 Email to Presidents' Leadership Council re: Accreditation Follow-Up Report
- P.16 Academic Council, Minutes, 9/15/09
- P.17 President's Leadership Council, 9/25/09
- P.18 Email to District re: Accreditation Follow-Up Report, 9/16/09

Recommendation II

- II.1 Academic Council, Minutes, 2/17/09
- II.2 SLO Tribe Working Document, 3/3/09
- II.3 Recommendations to the LBCC Academic Council, Executive Overview, 3/17/09
- II.4 LBCC Outcomes Assessment Blueprint
- II.5 Academic Council, Minutes, 3/17/09
- II.6 Academic Council, Minutes, 4/21/09
- II.7 Process Oversight Group, Charge and Membership
- II.8 Academic Senate, Minutes, 4/24/09
- II.9 Academic Senate, Minutes, 05/08/09; includes student learning outcomes resolution
- II.10 Outcomes Assessment Workshops Attendance Sheets

Recommendation II (a) – Develop course SLOs

- II.a.1 LBCC Annual Report Update on SLOs for 2007-08
- II.a.2 Department Head Meeting, Summary Notes, 3/12/09
- II.a.3 Department Head Meeting, Summary Notes, 8/27/09
- II.a.4 Outcomes Assessment Workshop Schedule, spring 2009
- II.a.5 Outcomes Assessment Workshop Schedule, June 2009
- II.a.6 Outcomes Assessment Workshop Schedule, July 2009
- II.a.7 Presentation: Student Learning Outcomes (SLOs)/Learning Objectives & the Course Outline
- II.a.8 Course SLO Training documents
- II.a.9 Course SLO Assessment Workshop Handouts
- II.a.10 Accreditation Update email from Curriculum Chair to all faculty, 4/9/09
- II.a.11 Department Head Academy Binder, Program Plan/Program Review and Outcomes Assessment, 7/30/09
- II.a.12 Email to Deans and Department Heads, Status on Course SLOs, 8/13/09

- II.a.13 College Day Letter from Superintendent-President, 7/27/09
- II.a.14 College Day Agenda, 8/14/09
- II.a.15 List of Credit Courses with No SLOs
- II.a.16 List of Noncredit Courses with No SLOs
- II.a.17 Sample Course SLOs on course outline website, Accounting 1A
- II.a.18 Sample Course SLOs on course outline website, Math 110
- II.a.19 Sample Course SLOs on course outline website, English 1
- II.a.20 Sample Course SLOs on course outline website, History 11
- II.a.21 List of Courses in TracDat (by Program), 8/09
- II.a.22 Deans Operational Meeting, Agenda, 7/22/09
- II.a.23 Deans Meeting with Executive VPAA, Agenda, 7/08/09
- II.a.24 Deans Meeting with Executive VPAA, Agenda, 7/29/09
- II.a.25 Deans Meeting with Executive VPAA, Agenda, 8/12/09
- II.a.26 Deans Meeting with Executive VPAA, Agenda, 8/25/09
- II.a.27 Sample Course Management Worksheet for Deans, 8/09
- II.a.28 Flex Day Agenda, October 28, 2009

Recommendation II (b) – Develop degree SLOs

- II.b.1 Long Beach City College 2009-2001 Certificate and Degree Programs
- II.b.2 Long Beach City College General Education Plans Academic Year 2009-2010
- II.b.3 Sample Curriculum Guide for Accounting
- II.b.4 Sample Curriculum Guide for Air Conditioning
- II.b.5 LBCC Instruction Programs List
- II.b.6 General Education Outcomes for LBCC
- II.b.7 LBCC Handbook for Proposing New General Education Courses

- II.b.8 Associate Degree/General Education Subcommittee, Agenda, 9/09/09
- II.b.9 Associate Degree/General Education Subcommittee, Agenda, 9/23/09
- II.b.10 Associate Degree/General Education Subcommittee, Agenda, 10/07/09

Recommendation II (c) – Develop program SLOs

- II.c.1 LBCC Definition of a Program
- II.c.2 Academic Council, Minutes, 5/19/09
- II.c.3 LBCC Instructional Programs
- II.c.4 Outcomes Assessment Process and Instructional Programs, Organization and Application
- II.c.5 Program Outcomes, Early Childhood Education
- II.c.6 Program Outcomes, Social Science
- II.c.7 Program Outcomes, English
- II.c.8 Program Outcomes, Foreign Languages
- II.c.9 Program Outcomes, Academic Support and Development
- II.c.10 Integrated Student Learning Outcomes Committee, Agenda, 5/01/09
- II.c.11 Service Unit Outcomes and Assessment document
- II.c.12 Student Support Services Retreat Agenda, 4/30/09
- II.c.13 Sample Student Support Services SLO/SUO Matrix, EOPS SLOs
- II.c.14 Sample Student Support Services SLO/SUO Matrix, EOPS SUOs
- II.c.15 Sample TracDat SLO_SUO Assessment Report, Admissions and Records
- II.c.16 Sample TracDat SLO_SUO Assessment Report, Counseling and Student Support Development
- II.c.17 Sample TracDat SLO_SUO Assessment Report, Financial Aid, EOPS and Veterans
- II.c.18 List of Inter-level Groups and Sub-Units (SUOs developed as part of Program Review)
- II.c.19 Program Review, Service Unit Outcomes and Planning Presentation, 7/08/09
- II.c.20 Program Review, SUOs and Planning handout, 7/08/09

- II.c.21 Customized Training Schedule for Administrative Units for Assessment and Program Plan/Program Review, summer 2009
- II.c.22 Sample TracDat SUO Assessment Plan, Academic Services
- II.c.23 Sample TracDat SUO Assessment Plan, Community Relations and Marketing
- II.c.24 Sample TracDat SUO Assessment Plan, Economic Development
- II.c.25 Sample TracDat SUO Assessment Plan, Facilities
- II.c.26 Sample TracDat SUO Assessment Plan, Fiscal Services
- II.c.27 Sample TracDat SUO Assessment Plan, Human Resources, Professional Development
- II.c.28 Sample TracDat SUO Assessment Plan, Instruction and Information Technology Services
- II.c.29 Sample TracDat SUO Assessment Plan, Risk Services
- II.c.30 Sample TracDat SUO Assessment Plan, Workforce Development
- II.c.31 LBCC Instructional Program Outcomes
- II.c.32 Development of Instructional Program Level Student Learning Outcomes
- II.c.33 Instructional Program Outcomes Assessment Process

Recommendation II (d) – Develop institutional SLOs

- II.d.1 Questions for conference call with B. Beno, ACCJC, 3/13/09
- II.d.2 Curriculum Committee, Minutes, 4/22/09
- II.d.3 Curriculum Committee, Minutes, 5/13/09
- II.d.4 Institutional Learning Outcomes for LBCC
- II.d.5 Sample Student Support Services GO Project SLO alignment with ILOs

Recommendation II (e) – Assess attainment of SLOs

- II.e.1 Student Success Initiative, Long Beach City College, Evaluation Plan
- II.e.2 Outcomes Assessment Workshop Schedule, spring 2009
- II.e.3 Outcomes Assessment Workshop Schedule, June 2009

- II.e.4 Outcomes Assessment Workshop Schedule, July 2009
- II.e.5 Writing Effective Assessment Plans Presentation, summer 2009
- II.e.6 Program/Course/Unit Level Outcome and Assessment Plan Rubric Detailed Directions
- II.e.7 LBCC Program/Course/Unit Level Outcome and Assessment Plan Rubric
- II.e.8 Developing Surveys for the Outcomes Assessment Process presentation, summer 2009
- II.e.9 Development of Surveys, Concise Edition
- II.e.10 Using Rubrics to Evaluate Assessments presentation
- II.e.11 Scoring Rubrics document guide
- II.e.12 Summer Institute Workshop Flier, 7/09/09
- II.e.13 Assessment of Student Learning Outcomes: Planning, Implementing, Analyzing and Reporting, Presentation by Randy Martinez, 7/09/09
- II.e.14 Mid-Summer Institute 2009, Sign-In List
- II.e.15 Course Assessment Plan Project Report, 8/17/09
- II.e.16 Course Assessment Plan, Economics 1A and 1H
- II.e.17 Course Assessment Plan, English 2
- II.e.18 Course Assessment Plan, Math 60
- II.e.19 Economics Course Assessment Report, summer 2009
- II.e.20 Sociology Course Assessment Report, summer 2009
- II.e.21 Geography Course Assessment Report, summer 2009
- II.e.22 ESL Course Assessment Report, summer 2009
- II.e.23 LASSI Course Assessment Report, summer 2009
- II.e.24 Critical Thinking Assessment Findings
- II.e.25 Rubric for Communication Assessment
- II.e.26 Rubric for Reading Assessment
- II.e.27 Rubric for Writing Assessment
- II.e.28 Rubric for Listening

- II.e.29 Rubric for Speaking
- II.e.30 Interpersonal Skills Rubric for LBCC ILOs
- II.e.31 Curriculum Committee, Minutes, 8/19/09
- II.e.32 Academic Senate, Minutes, 8/28/09
- II.e.33 Curriculum Committee, Minutes, 9/09/09
- II.e.34 Assessment of Student Learning Outcomes Committee, 9/08/09

Recommendation II (f) – SLOs in course syllabi

- II.f.1 2009-10 LBCC College Catalog
- II.f.2 Accreditation Update email from Curriculum Chair to all faculty, 4/9/09
- II.f.3 Department Head Meeting, Summary Notes, 3/12/09
- II.f.4 Department Head Meeting, Summary Notes, 8/27/09
- II.f.5 College Planning Committee Meeting, Summary Notes, 9/03/09
- II.f.6 Master Agreement between Long Beach Community College District and Community College Association-Long Beach City College, 7/01/06 – 6/30/09
- II.f.7 Assessment of Student Learning Outcomes, Minutes, 9/08/09

Recommendation II (g) – attainment of SLOs in faculty evaluation

- II.g.1 Academic Senate, Minutes, 5/08/09
- II.g.2 Department Head Meeting, Minutes, 8/27/09
- II.g.3 Academic Senate, Minutes, 8/28/09
- II.g.4 College Planning Committee Meeting, Summary Notes, 9/03/09
- II.g.5 President’s Leadership Council Meeting, Minutes, 9/25/09
- II.g.6 Assessment of Student Learning Outcomes Committee, Minutes, 10/06/09
- II.g.7 Email from ASLO member to CCA President regarding SLOs and Faculty Evaluations, 10/07/09

Recommendation II (h) – integration of SLOs into planning, decision-making, resource allocation

- II.h.1 Program Plan/Program Review Task Force Charge and Membership
- II.h.2 Program Plan/Program Review Task Force Report to CPC, 12/09
- II.h.3 Program Planning and Review Implementation Team Charge and Membership
- II.h.4 Program Planning and Review Implementation Task Force Charge and Membership

Recommendation II (i) – establish SLOs for general education and align with general education philosophy

- II.i.1 General Education Learning Outcomes (GEOs) for LBCC
- II.i.2 Curriculum Committee Meeting, Minutes, 5/13/09
- II.i.3 Critical Thinking Assessment Pilot Analyses, 7/17/08
- II.i.4 Assessment of Student Learning Outcomes Committee Minutes, 2/3/09
- II.i.5 Instructional Area Flowchart
- II.i.6 Associate Degree General Education Subcommittee Meeting, Minutes, 9/09/09
- II.i.7 Philosophy of General Education (revisions proposed shown)
- II.i.8 Handbook for Proposing New General Education Courses
- II.i.9 Assessment of Student Learning Outcomes Subcommittee, Minutes, 10/06/09

Recommendation III (a) – Complete revision of program review process

- III.a.1 Program Planning and Review Implementation Team Charge and Membership
- III.a.2 Program Review: Setting a Standard; The Academic Senate for California Community Colleges, 2008-09 Educational Policies Committee
- III.a.3 Program Planning and Review Implementation Team Meeting, Agenda, 3/13/09
- III.a.4 Program Planning and Review Implementation Team Meeting, Agenda, 3/26/09
- III.a.5 Program Planning and Review Implementation Team Meeting, Agenda, 4/3/09
- III.a.6 Program Plan/Program Review Process, Recommendations from Program Plan /Program Review, Campus-Wide Presentation

- III.a.7 College Planning Committee, Agenda, 4/23/09
- III.a.8 LBCC Program Plan/Program Review Process: Recommendations from the Program Planning and Review Implementation Team; Presentation to the College Planning Committee, 4/23/09
- III.a.9 Long Beach City College, Program Plan/Program Review Final Report, 4/21/09

Recommendation III (b) – Begin implementation of the revised program review process

- III.b.1 Program Planning and Review Implementation Task Force Charge and Membership, 5/09
- III.b.2 TracDat Training Schedule for Instructional Areas
- III.b.3 TracDat Training Schedule for Student Support Services and Administrative Units
- III.b.4 TracDat Users’ Guide, Instructional Areas
- III.b.5 Instructional Areas Program Planning/Program Review Worksheet/TracDat Guide
- III.b.6 TracDat User’s Guide, Student Support Services and Administrative Units
- III.b.7 Sample Department Enrollment Trend Data
- III.b.8 Sample Department Efficiency Data
- III.b.9 Sample Department Effectiveness Data
- III.b.10 Sample Department Degrees and Certificates Data
- III.b.11 Data Dictionary for Department Program Planning and Review
- III.b.12 Accountability Reporting for the California Community Colleges (ARCC), LBCC excerpt, 2009
- III.b.13 TracDat Users’ Survey Response Summary Report
- III.b.14 Sample Email to Departments Re: Status of Program Plan Upload to TracDat

Recommendation III (c) – Communicate program review process and results

- III.c.1 Inter-level Planning Groups Charge and Composition
- III.c.2 Vice President-Level Planning Groups Charge and Composition
- III.c.3 Program Review, Service Unit Outcomes and Planning Presentation, 7/08/09

- III.c.4 Email Re: new program planning and review process, 8/24/09
- III.c.5 *In the Loop* Announcement Re: Program Plan Due Date
- III.c.6 Program Plan / Program Review and Outcomes Assessment, Department Head Academy, July 30, 2009
- III.c.7 Department Head Meeting, Summary Notes, 8/27/09
- III.c.8 Suggested Good Practices For Facilitating Collaborative Participation in Student Learning Outcomes Assessment and Program Planning/Review
- III.c.9 Email to Deans and Department Heads Re: School-level planning groups, 8/12/09
- III.c.10 Administrative Regulation 4005, Program Review Subcommittee, pages 9-10
- III.c.11 Program Review Subcommittee, Minutes, 9/17/09
- III.c.12 Program Review Validation Response Form, updated 9/17/09
- III.c.13 Program Plan/Review Teams and Status, 2009-10
- III.c.14 Criteria for Prioritization

Recommendation III (d) – Integrate program review into planning and resource allocation process for continuous quality improvement

- III.d.1 Student Success Initiative, Long Beach City College, Evaluation Plan
- III.d.2 California Leadership Alliance for Student Success, Guide to the CLASS Project
- III.d.3 Program Planning/Program Review Process Evaluation Task Force Charge and Composition

Recommendation IV – Academic Freedom Statement, Acceptance of Transfer Credit

- IV.1 LBCC 2009-10 College Catalog, page 31
- IV.2 LBCC 2009-10 College Catalog, pages 28-29
- IV.3 LBCC Administrative Regulation 4019, Administrative Regulations on Acceptance of Transfer Credit from Other Institutions

Recommendation V – Develop college-wide code of ethics

- V.1 Board of Trustees, Minutes, page 12, 6/23/09
- V.2 President’s Leadership Council, Minutes, 5/01/09
- V.3 Board of Trustees, Minutes, page 13, 7/14/09
- V.4 LBCC Administrative Regulation 3008, Administrative Regulations on Institutional Code of Ethics
- V.5 Professional Development Workshop Schedule, fall 2009