



LONG BEACH
CITY COLLEGE

Student Learning Outcomes

Course Objectives → Course SLOs → Program SLOs

Introductions

Long Beach City College Curriculum/SLO Team:

Kenna Hillman; Chair, Committee on Curriculum & Instruction

Haley Nguyen; Coordinator of Student Learning Outcomes (CTE)

Colin Williams; Coordinator of Student Learning Outcomes (General)

Jennifer Holmgren; Educational Assessment Research Analyst

Session Student Learning Outcomes

At the conclusion of this session, participants can...

- Identify course objectives and differentiate them from course SLOs
- Write course and program SLOs
- Understand the structure of Curriculum at LBCC
- Share and discuss a different approach to SLO facilitation
- Share and discuss a streamlined course identification methodology

What is a Course level Learning Outcome?

Statements of acquired skills or knowledge that students will be able to demonstrate upon completion of a course.

Student learning focused rather than instructor's teaching.



S.M.A.R.T. SLO Creation - Courses

S.M.A.R.T.

(Specific, Measurable, Attainable, Realistic, and Time-bound)

Ex. Students will learn about basic arithmetic methods.

SMART Ex. Recall how to and be able to calculate the multiplication of fractions at the conclusion of the course.

SLOs vs OBJECTIVES

SLOs

- Overarching Product
- Higher Level Thinking Skills
- Wide Range of Knowledge
- Broad Aspects of Behaviors

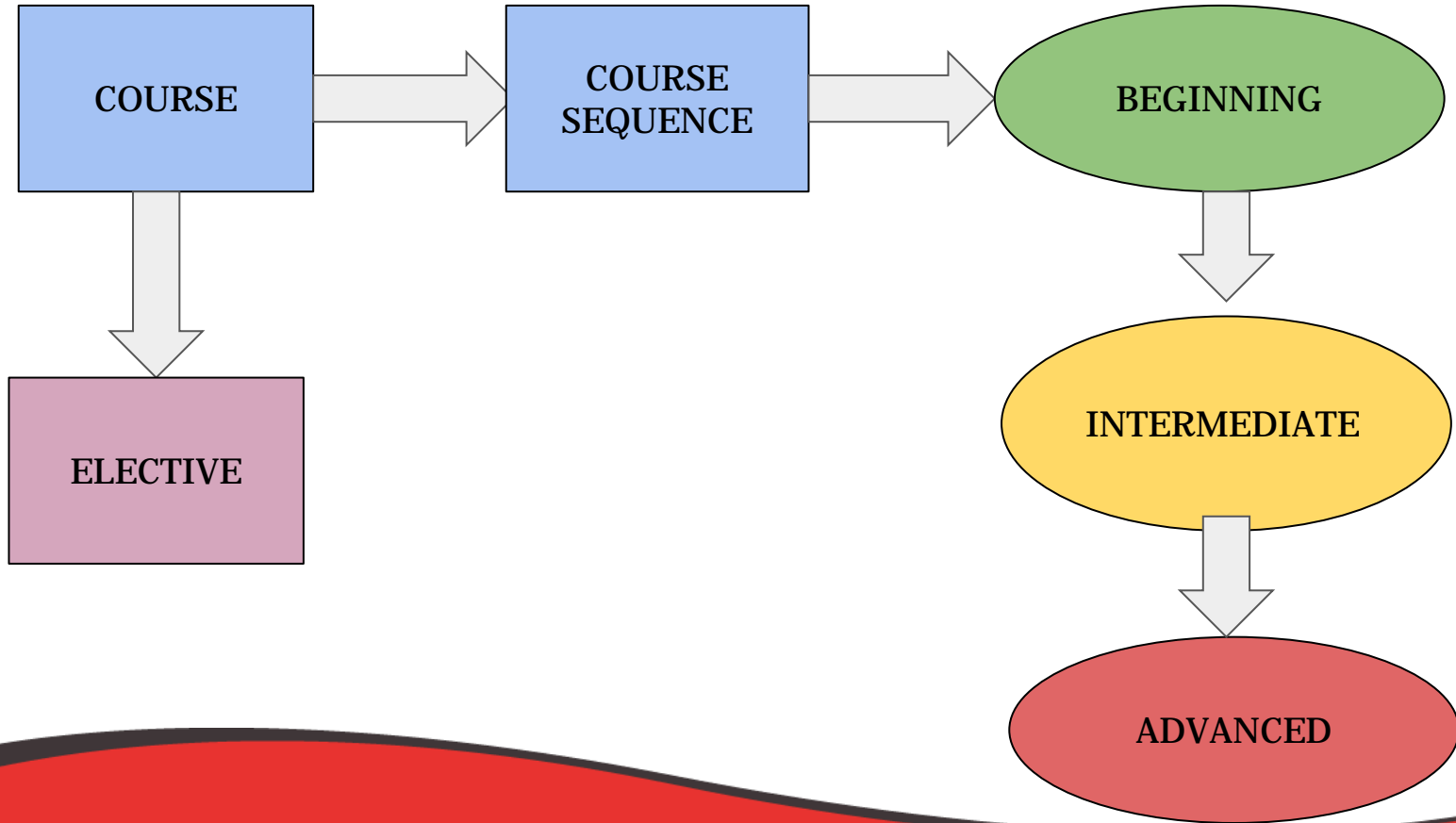
OBJECTIVES

- Classroom Focused
- Specific, Discrete Units
- Short Time Frame

REVISED Bloom's Taxonomy Action Verbs Examples

Remembering	Understanding	Analyzing	Evaluating	Creating
<ul style="list-style-type: none">•Choose•Define•Find•Match•Label	<ul style="list-style-type: none">•Classify•Compare•Contrast•Demonstrate•Explain•Extend	<ul style="list-style-type: none">•Analyze•Assume•Categorize•Classify•Compare•Conclusion	<ul style="list-style-type: none">•Agree•Appraise•Assess•Award•Choose•Compare	<ul style="list-style-type: none">•Adapt•Build•Construct•Choose•Combine•Compile

COURSE SLO



Beginning Culinary Skills

SLOs

OBJECTIVES

<p>Identify and select the appropriate kitchen tools used for cutting, cooking and baking.</p>	<ul style="list-style-type: none">● List the functions of a chef knife.● Associate appropriate knife for various cuts.● Define sauteed and sauce pans.● Practice julienne, dice, and chop knife cuts.● Define cooking terminology.
<p>Demonstrate moist, dry and combination cooking methods for vegetable, grains and poultry using both classical and modern techniques.</p>	<ul style="list-style-type: none">● Explain the 5 mother sauces.● Select and practice cooking techniques for meat, vegetables, grains.● Replicate stocks and sauces.

Intermediate Culinary Skills

SLOs

OBJECTIVES

<p>Compare and determine the appropriate cooking techniques for meats, seafoods, vegetables and grains.</p>	<ul style="list-style-type: none">● List the best cooking methods for meats, seafood, vegetables and grains.● Define various cuts of meats.● Define types of fish and seafood.
<p>Plan and prepare various appetizers and hor d'oeuvres according to requested serving style in a fine dining establishments.</p>	<ul style="list-style-type: none">● Select ingredients for various appetizers● Organize menu items.● Demonstrate cooking methods for selected appetizers and hor d'oeuvres.● Classify types of appetizers and hor d'oeuvres.
<p>Prioritize and arrange menu items in chronological order according to cooking time, holding procedures and service timeline.</p>	<ul style="list-style-type: none">● Develop “mis en place” schedule.● Choose appropriate cooking tools.● Draw service timeline including stations.

Advanced Culinary Skills

SLO

OBJECTIVES

<p>Develop and formulate “pres fixe” lunch menus including food cost and profit margin.</p>	<ul style="list-style-type: none">● Design appetizer, entree and dessert menu items.● Maintain inventory and analyze food cost.
<p>Analyze, perform, and evaluate restaurant operation to ensure the deliver of high quality food and services safely, timely and professionally.</p>	<ul style="list-style-type: none">● Create a Capstone Project (Portfolio includes menu development, customer service procedures, restaurant station design, marketing plan)● Perform BOH and FOH duties*
	<p>*Back of House (BOH) *Front of House (FOH)</p>


ACCJC Definition of Program SLOs

Chancellor's Office & ACCJC define programs as:

- Certificates
 - Competency (“Completion” @ LBCC)
 - Completion (“Accomplishment” @ LBCC)
 - Achievement
- Associate Degrees (A.A., A.S., ADT)

What is a Program Learning Outcome?


Comprehensive skills/knowledge-sets:

- Knowledge and Understanding
 - Hard Skills
 - Soft Skills
 - Attitudes, Values, Dispositions, etc.
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Methods of Development

Begin with Departmental Collaboration.

Discuss:

- Foundational Courses
 - Capstone Course or Experience
 - Areas of Concentration in the Program
 - Required/Elective Courses
 - A Curricular Map
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S.M.A.R.T. SLO Creation - Program

S.M.A.R.T.

(Specific, Measurable, Attainable, Realistic, and Time-bound)

Ex: Serve students for the fulfillment of their own personal goals.

SMART Ex: Find the particular solution and write the general solution to a given differential equation.

Scenarios Exercise

COURSE SLOs

PROGRAM SLOs

A: Phlebotomy Courses

C: Phlebotomy Program

B: Library Technician Courses

D: Library Technician Program

[Link to Scenarios Handout](#)



Overview of LBCC

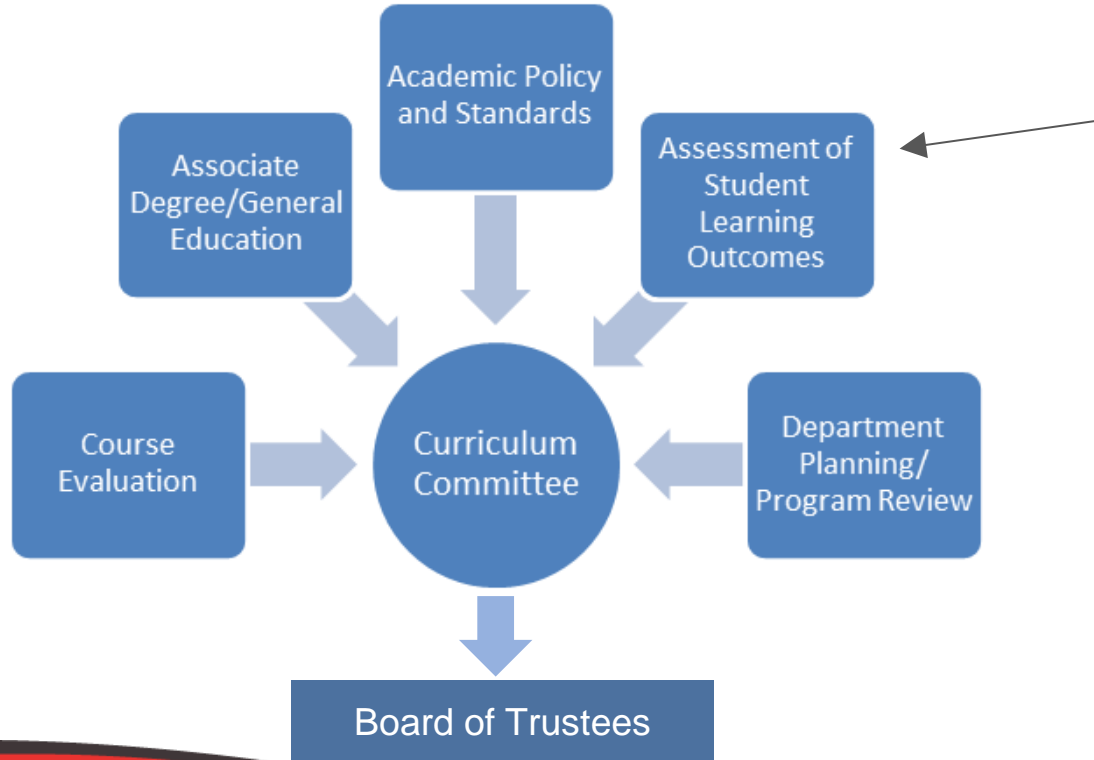
Curriculum Committee
Structure

Letter from ACCJC

SLO Coordinator Structure




LBCC: Committee on Curriculum and Instruction



ACCJC: 'Reaffirmation with Follow-up Report'

Catalyst for Review & Restructure

- Select Two SLO Coordinators (40% Reassign Time each)
 - Review of Current SLO Status and Process
 - Increase of SLO workshops throughout academic year
 - Develop and Implement New Structure and Processes
 - SLO Facilitators directly assist department faculty using new methodology
 - Stipend pay structure - 3-tiered model
 - Contract and mandatory on-going trainings
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TWO SLO COORDINATORS

CTE

Works with
CTE Faculty

Member CTE
Committee

“GENERAL”

Works with Non-
CTE Faculty

Member Curriculum
Committee

Co-Chairs: Assessment of Student Learning Outcomes
Subcommittee of Curriculum

Common Assessment Methods

- Rubrics
- Multiple Choice Exams/Quizzes
- Pre/Post Tests




Designing a Meaningful Assessment

Ensure that Your Assessment Method....

- Is Consistent Across Course Sections
- Is Administered in a Specific Time Frame
- Has a Robust Sample Size




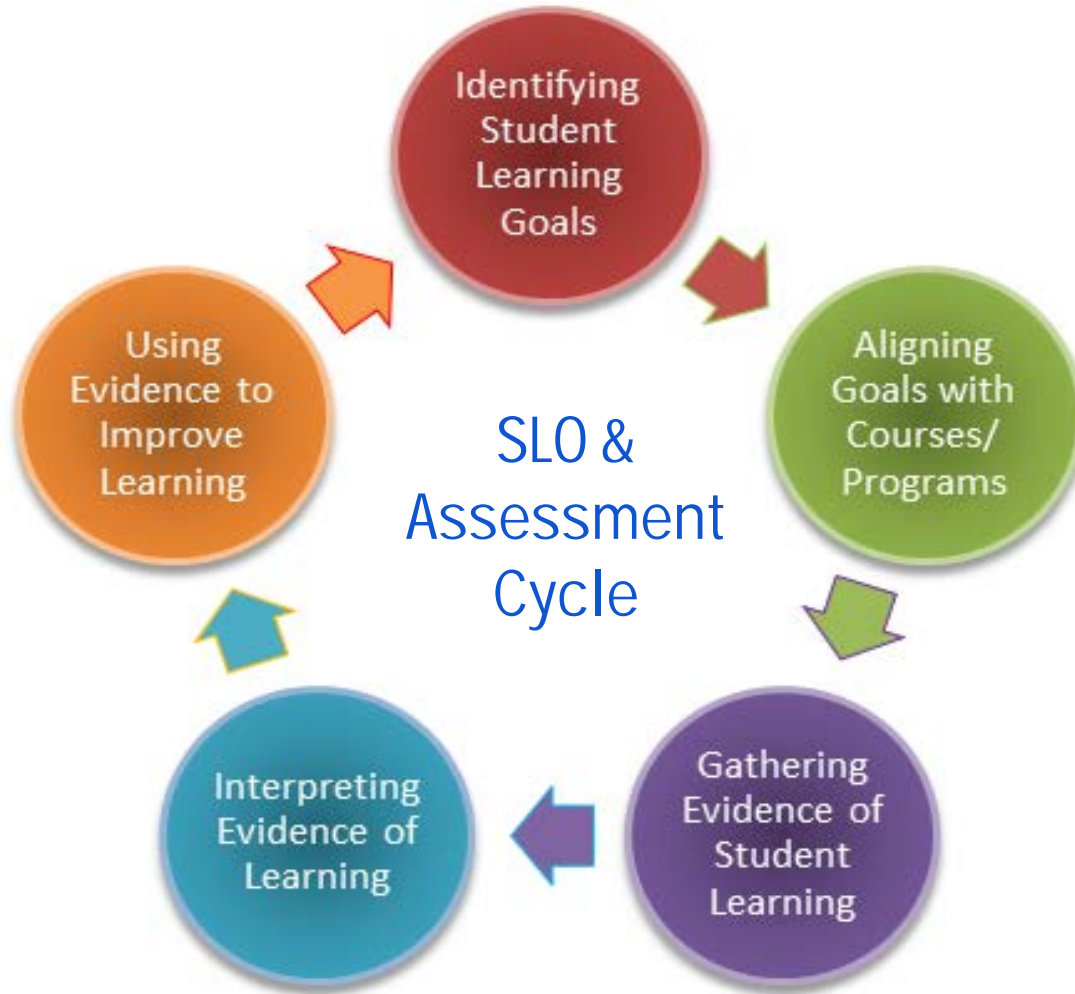
Designing a Manageable Assessment

- **When Possible, Collect Data Online**
 - Learning Management Systems (e.g., Moodle, Canvas)
 - Survey Software (e.g., SurveyGizmo, Qualtrics)
 - **Don't Try to Assess Every Course and Program Every Semester!**
 - Consider Prioritizing Courses and Programs
 - Consider Assessing 20% of Courses and Programs Each Semester
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LBCC Implementation

At LBCC We Prioritize Courses in the Following Order:

- Low Course Success Rate and High Enrollment
 - Low Course Success Rate (regardless of Enrollment)
 - Course Review Year = Current Year
 - Course Never Having Closed the Loop
 - At Least 1 SLO for a Course Has Closed the Loop
 - High Enrollment Only
 - Courses that Have Closed the Loop and Meet None of the Above Criteria
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Resources

Revised Bloom's Taxonomy:

http://www.apu.edu/live_data/files/333/blooms_taxonomy_action_verbs.pdf

Rubrics in Canvas: <https://guides.instructure.com/m/4152/1/39726-How-do-i-use-a-rubric-to-grade-submissions-in-speedgrader>

LBCC Student Guide to SLOs:

<http://www.lbcc.edu/outcomesassessment/generalinfo.cfm>

<http://www.lbcc.edu/outcomesassessment/studentguideprogram.cfm>

<http://www.lbcc.edu/outcomesassessment/studentguidecourse.cfm>

LBCC SLOs: <http://www.lbcc.edu/outcomesassessment/developoutcomes.cfm>

ACCJC: <http://www.accjc.org/past-accjc-conference-presentations-and-other-materials>

Thank you!

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