Standard II: Student Learning Programs and Services

Elena = GREEN
Andrea=**GREEN-BOLD**
Megan = PURPLE
Sasha = RED
Delia = ORANGE
Joy- aqua accent bold ☺

The institution offers high-quality instructional programs, student support services, and library and learning support services that facilitate and demonstrate the achievement of stated student learning outcomes. The institution provides an environment that supports learning, enhances student understanding and appreciation of diversity, and encourages personal and civic responsibility as well as intellectual, aesthetic, and personal development for all of its students.

A. **Instructional Programs**

The institution offers high-quality instructional programs in recognized and emerging fields of study that culminate in identified student outcomes leading to degrees, certificates, employment, or transfer to other higher education institutions or programs consistent with its mission. Instructional programs are systematically assessed in order to assure currency, improve teaching and learning strategies, and achieve stated student learning outcomes. The provisions of this standard are broadly applicable to all instructional activities offered in the name of the institution.

> **"Los Angeles Harbor College fosters learning through comprehensive programs that meet the educational needs of the community as measured by student success, personal and institutional accountability, and integrity. Note: I copied the mission statement to keep it present while working on this section.**

- How does the institution ensure that all institutional offerings align with the stated mission of the institution?
- How does the institution ensure that its programs and services are high quality and appropriate to an institution of higher education?

Our academic and CTE programs are aligned with our college mission and are assessed on a regular basis. Pedagogical and curricular changes are regularly implemented based on assessment results. In addition, the program review process as described in the Program Review Manual http://www.lahc.edu/govplanning/collegeplans/ProgramReviewRevised%203-1-12.pdf , ensures that programs are reviewed on a scheduled cycle to determine their quality, viability, appropriateness, and relevance. Outside discipline review boards are invited to review our programs and their feedback is incorporated in the corresponding program review. These committees usually come from four-year institutions. The Nursing program has its own State mandated Licensure Review Board that follows its guidelines in addition to complying with our college guidelines. Students aspiring to become nurses take the NCLEX exam. Success rates for this exam are published on page 122 of Harbor College Fact Book.

- How does the institution choose the fields of study in which it offers programs?

For the most part, Harbor College offers traditional fields of study that are that lead to transfer and are consistent with programs at four-year sister institutions. In addition, the institution offers a variety of certificates that have been chosen for their demand, and because they increase the employability

Standard II: Student Learning Programs and Services

potential of our students (e.g. Culinary Arts, Child Development, Computer Technology).

-

  What are the student achievement outcomes of the institution's programs, i.e., to what extent do students progress through and complete degrees and certificates, gain employment, or transfer to four-year institutions?

Transfer rates and completion rates.

Degrees and certificates of achievement rates are reported in the College Fact Book. What exactly are they looking for?

- By what means are programs assessed for currency, teaching and learning strategies, and student learning outcomes?

Each program on campus has established Student Learning Outcomes (SLOs) that are assessed regularly, at least one SLO per semester. At Harbor, for assessment purposes, programs have been renamed Pathways and they often encompass several disciplines.   For example, the Behavioral Sciences Pathway includes Psychology, History, Political Science, etc.   Faculty members design a common programmatic assessment tool that is then implemented by each discipline.   Once data are collected instructors apply a common rubric to assess how students are doing in the pathway.   The data can be disaggregated by discipline.   After careful analysis instructors decide programmatic changes based on the results.   Changes may include pedagogy and other approaches to teaching. WE REALLY NEED AN EXAMPLE.

- How does the institution ensure that its programs and curricula are current?
  a. The institution identifies and seeks to meet the varied educational needs of its students through programs consistent with their educational preparation and the diversity, demographics, and economy of its communities. The institution relies upon research and analysis to identify student learning needs and to assess progress toward achieving stated learning outcomes.
     - What research is conducted to inform the college of student learning needs? What means does the institution use to assess students' educational preparedness?
     - How is this information incorporated into program planning?
     - What kind of research is being conducted to determine if students are achieving stated learning outcomes?

  b. The institution utilizes delivery systems and modes of instruction compatible
     with the objectives of the curriculum and appropriate to the current and future needs of its students.[1]

     - How does the institution determine that delivery of instruction supports the objectives and content of its courses?
     - How are delivery methods evaluated for their effectiveness in meeting student needs?
     - What dialogue is taking place about delivery systems and modes of instruction?

     - How effectively are delivery systems and modes of instruction facilitating
       student learning?
  c. The institution identifies student learning outcomes for courses programs, certificates, and degrees; assesses student achievement of those outcomes;

and uses assessment results to make improvements.
- What student learning outcomes has the institution identified for its courses, programs, certificates, and degrees?
- How and by whom are student learning outcomes and strategies for attaining them created? How and by whom are student learning outcomes
and program outcomes assessed? How are the results used for improvement?

- Are student learning outcomes vehfiably at the collegiate level? What assessments are in place for measuring these outcomes? How effectively are the assessments working?
- What dialogue has occurred about using assessment results to guide improvements to courses, programs, etc,? What improvements have
resulted?

2. The institution assures the quality and improvement of all instructional courses and programs offered in the name of the institution, including collegiate, developmental, and pre-collegiate courses and programs, continuing and community education, study abroad, short-term training courses and programs, programs for international students, and contract or other special programs, regardless of type of credit awarded, delivery mode, or location.[1iJ]

- By what criteria and processes does the institution decide to offer developmental, pre-collegiate, continuing and community education, study abroad, short-term training, international student, or contract education programs?
- Which of these (or other) categories of courses and programs does the institution
Offer?
- By what means does the institution ensure that all of its instructional courses and
programs are of high quality? Are they all of high quality?
- What is the process for establishing and evaluating each type of course and program? How does the college determine the appropriate credit type, delivery mode, and location of its courses and programs?
- How does the institution ensure the quality of all instructional courses and programs offered in its name? Does the institution use evaluation of courses and programs effectively for improvement?

   a. The institution uses established procedures to design, identify learning outcomes for, approve, administer, deliver, and evaluate courses and programs. The institution recognizes the central role of its faculty for establishing quality and improving instructional courses and programs.
   - What established policies and institutional processes guide the development and evaluation of courses, programs, certificates, and degrees? What is the role of faculty?
   - Do these procedures lead to assessment of quality and improvement? Who is responsible for identifying appropriate student learning outcome/assessments?

Standard II: Student Learning Programs and Services

- Are student learning outcomes and assessments established for each course, program, certificate, and degree?
- What processes exist to approve and administer courses, programs, certificates, and degrees? Are the processes effective?
- How are courses, programs, certificates, and degrees evaluated? How often? What are the results of the evaluations?
- What improvements to courses, programs, certificates, and degrees have occurred as a result of evaluation? How does the institution assure that it relies on faculty discipline expertise for establishing the quality of its courses and programs?

b. The institution relies on faculty expertise and the assistance of advisory committees when appropriate to identify competency levels and measurable student learning outcomes for courses, certificates, programs including general and vocational education, and degrees. The institution regularly assesses student progress towards achieving those outcomes.

- How are competency levels and measurable student learning outcomes determined? What is the role of faculty? What is the role of advisory committees?

- How has the institution structured the relationship between student learning outcomes, competency levels for degrees, certificates, programs, and courses?

The Curriculum Committee works to ensure that the competency levels for degrees, certificates, programs and courses meet the required standards for certification and transfer. Program/Pathways are developed to meet Curriculum standards, and student learning outcomes are created to align with the requirements of the Program/Pathways.

- Do students have a clear path to achieving the student learning outcomes required of a course, program, certificate and degree? How well does the institution achieve and evaluate the effectiveness of learning at each level?

Students are provided in their class syllabi with the student learning outcomes, during the first day of instruction. Each course is assessed and each program/pathway is assessed. The results are then analyzed to determine what improvements/ modifications need to be made in order to increase the effectiveness of learning. Both full time and adjunct faculty are fully involved in the creation, implementation and analysis of the information gathered.

c. High-quality instruction and appropriate breadth, depth, rigor, sequencing, time to completion, and synthesis of learning characterize all programs.
- How does the institution demonstrate the quality of its instruction? What evidence exists that all programs are characterized by the variables cited in this standard?

The institution demonstrates the quality of its instruction by ensuring that all of the instructors meet the criteria required to teach a given course. Minimum qualifications are rigorously checked at the district level to ensure that the instructors meet the teaching requirements.

Standard II: Student Learning Programs and Services

In addition, all instructors undergo evaluations,(*see AFT contract* Appendix C- Section II – Evaluation forms). In the evaluation form instructors are evaluated on the following:

> 9. Ensures that course content is current and appropriate"
>
> 10. Teaches course content that is appropriate to the official course outline of record congruent with standards set by the discipline
>
> 11. Uses materials that are accurate and that are pertinent to the subject matter and course outline (*AFT contract page 195*)

Instructors must also provide a copy at the beginning of each semester, of course syllabi to the division chair, to ensure the material presented is consistent with the course outline, as well as to ensure the student learning outcomes are stated.

- What institutional dialogue has occurred to enhance understanding and agreement about the quality and level of its programs?

In the 2012-2014College Catalog (page 4) under "Accreditation" it states, "Los Angeles Harbor College is accredited by the Accrediting Commission for Community and Junior Colleges of the Western Association of Schools and Colleges and is approved under the regulations of the California Community Colleges. The University of California, California State University systems and other colleges and universities give full credit for appropriate courses completed.

Under the "Mission Statement of the LACCD", it also states, "we strive to create supportive instructional environments that challenge students to meet rigorous academic standards, to become active, self-directed learners, to develop critical and creative habits of mind, and to develop an abiding appreciation for other peoples and other cultures."

- What criteria does the college use to decide the breadth, depth, rigor, sequencing, time to completion, and synthesis of learning breadth of each program it offers?

The course sequences are set up in advance for a six year period. Courses are offered in a cycle in order for students to complete their program within a reasonable amount of time.

- What role do faculty play in these decisions? How does the college use these qualities (breadth, depth, etc.) to determine that a program is collegiate or pre-collegiate level?

College faculty play an integral role in the decision making process. Each division decides which courses as well as the amount of courses, budget permitting, to be offered.

d. The institution uses delivery modes and teaching methodologies that reflect the diverse needs and learning styles of its students.[1]
   - What assessment of student learning styles has the college performed?

   - How does the institution demonstrate it is meeting the needs and learning styles of its students? What do faculty and staff know about learning needs and pedagogical approaches?

The institution uses a combination of traditional classroom, hybrid and online classes to meet the needs of the different students. The Teaching and Learning Center provides a wide variety of workshops to

Standard II: Student Learning Programs and Services

help instructors learn different skill and tools to deliver information. Special Programs and Services also contact all faculty at the beginning of each semester to remind students that if they need any additional assistance to seek out Special Programs and Services to see what help is available for them.

- Do courses include multiple ways of assessing student learning? How does the college determine what delivery modes are appropriate for its students?

Most courses include a variation of student learning assessment. Each division/department is allowed to determine which delivery modes are most appropriate for their courses. The divisions and departments have the freedom to determine the needs of their students and decide which teaching methodologies to implement to best meet the students' different learning needs.

- What teaching methodologies are commonly used? How are methodologies selected? Have faculty discussed the relationship between teaching methodologies and student performance? What efforts has the college made to match methodologies with particular needs of students' learning styles?

Each department is allowed to choose which methodologies to implement. Faculty members within a department will meet to discuss best practices. For example, within the Foreign Language Department, while the Natural Approach is the favored approach, all instructors are allowed and encouraged to use whatever other teaching methods will best fit their particular classroom. Instructors are also encouraged to meet Flex obligations by attending workshops and conferences presenting current methodology trends (see Flex Forms – Flex Guidelines – Category B: Conference/Workshop/In -Service Training/Seminars: (Off-Campus).

- Has the college investigated the effectiveness of its delivery modes? How effective are delivery modes and instructional methodologies that the college uses in producing learning?

e. The institution evaluates all courses and programs through an ongoing systematic review of their relevance, appropriateness, achievement of learning outcomes, currency, and future needs and plans.
  - How does the college evaluate the effectiveness of its courses and programs?

  - Do criteria used in program review include relevancy, appropriateness, achievement of student learning outcomes, currency, planning for the future? Is this process consistently followed for all college programs, regardless of the type of program (collegiate, developmental, etc.)?

  -

- **According to the Program Review rubric adopted by the Academic Senate (http://www.lahc.edu/govplanning/collegeplans/ProgramReviewRevised%203-1-12.pdf) : LAHC program review includes the evaluation of college relevancy according to the college Educational Master Plan ("Review clearly shows that the division or area has understood the goals and strategic directions in the Educational Master Plan and developed appropriate action steps to address them."), SLOs ("Review records the robust assessment of student learning outcomes at the course and program levels and develops plans for improvement of student learning."), planning for the future ("Six-year plan of**

Standard II: Student Learning Programs and Services

action provides practical steps based on data [enrollment data, environmental scan, and assessment of SLOs"]).   All programs at the college are on a 6-year rotating program review process and all programs go through the same amount of rigor and scrutiny during their evaluation.

What types of data are available for program evaluation? **(see below)**   Does the evaluation include a curricular review?   **Yes, it does.**   Does the evaluation include a comprehensive review of the program role in the overall college curriculum? **Yes, it does.**

The data available for program review are: Quantitative and Qualitative (http://www.lahc.edu/govplanning/collegeplans/ProgramReviewRevised%203-1-12.pdf).

Qualitative Data Include:
- **breadth of the curriculum**
- **teaching: faculty development in classroom techniques such as addressing alternative learning styles, student course contracts, and classroom research**
- **learning**
- **student satisfaction**
- **student support services: tutoring, financial aid, learning/study skills, childcare, etc.**
- **levels of outside support (e.g., articulating universities or employing business and industry).**

Quantitative Data Include:

- **analysis of Student Learning Outcomes and Program Learning Outcomes**
- **articulation agreements**
- **declining enrollment trends**
- **average class size below 25 for 2 or more years**
- **employment/transfer rate**
- **local advisory board information**
- **Gainful Employment Data**
- **insufficient frequency of course section offerings to assure reasonable availability for students to complete the program within its stated duration (average length of time required to complete program)**
- **low rate for student achievement of program goals (i.e., successful completion rate)**
- **low retention within courses**
- **low term-to-term persistence for those in courses in the major**
- **currency of curriculum**
- **impact on Program Offerings within the College, the District and the region (remember all CTE programs must receive approval from the regional deans); declining need for this program by other programs**
- **lack of demand in the workforce or unavailability of the transfer major**
- **adequate faculty, both in numbers of full-time faculty and in their particular expertise (use of faculty development or sabbatical resources may be appropriate)**

Standard II: Student Learning Programs and Services

- **sufficient physical resources including facilities, equipment, and supplies**
- **appropriate levels of outside support such as classified staff, course offerings, library materials, and workplace learning opportunities.**
- **adjustment of course scheduling: times of day, block scheduling, short courses, frequency and number of sections, open entry/open exit**
- **analysis of demand for the program through use of labor market information which may result in curriculum modifications such as adding options for higher demand specialties**
- **articulation of programs/courses: K-12, Tech Prep, etc., and a four-year sequencing of offerings to ensure student ability to transition to subsequent levels**
- **FT/PT ratio**
- **FTES/FTEF**
- **cost per FTES**
- **number of majors in non-major courses**
- **transfer rate in relation to College wide transfer rate**

- How is the relevancy of a program determined? Have student learning outcomes for the program been identified and assessed? How well are students achieving these outcomes?

The relevancy of a program is determined by evaluating:
(http://www.lahc.edu/govplanning/collegeplans/ProgramReviewRevised%203-1-12.pdf)
- **analysis of demand for the program through use of labor market information which may result in curriculum modifications such as adding options for higher demand specialties**
- **articulation of programs/courses: K-12, Tech Prep, etc., and a four-year sequencing of offerings to ensure student ability to transition to subsequent levels**
- **lack of demand in the workforce or unavailability of the transfer major**
- **low retention within courses**
- **low term-to-term persistence for those in courses in the major**
- **currency of curriculum**
- **employment/transfer rate**
- **local advisory board information**
- **Gainful Employment Data**

SLOs are determined and assessed by a college-wide rubric which include areas such as, Institutional Learning Outcomes, Course Intended Outcomes, Means of Assessment and Criteria for Success, Summary of Data Collected and Use of Results.

Students are achieving ISLO at 60%, Program level at 55%, Course Level at 85% and Service Area at 100%. (LAHC 2013 Fact Book)

- How are results of program evaluation used in institutional planning? What changes/improvements in programs have occurred as a result of the consideration of program evaluations?

Standard II: Student Learning Programs and Services

- **Results of program evaluation are used in institutional planning by ?????**

    f. The institution engages in ongoing, systematic evaluation and integrated planning to assure currency and measure achievement of its stated student learning outcomes for courses, certificates, programs including general and vocational education, and degrees. The institution systematically strives to improve those outcomes and makes the results available to appropriate constituencies.
        - To what extent does the institution understand and participate in ongoing and integrated planning?
- **The institution understands and participates in ongoing integrated planning by following a strict SLO course assessment schedule and by providing resources needed (in the form of budgetary help, technology equipment, tutoring services, etc.) in order to improve student success at the college. ???**

    - Does the college have a planning process in place? Is it cyclical, i.e., does it incorporate systematic evaluation of programs and services, improvement planning, implementation, and re-evaluation? How does college budgeting of resources follow planning?

Yes, the college has a planning process in place.   It is a cyclical evaluation that takes place every 6 years. It includes: (http://www.lahc.edu/govplanning/collegeplans/ProgramReviewRevised%203-1-12.pdf, pg. 39)

- a. **defining and affirming excellent academic programs.**
- b. **Providing for a systematic program planning process.**
- c. **Reviewing the quality of instructional programs and courses.**
- d. **Fostering self-renewal and self-study of programs.**

College budgeting of resources follows planning by using a Unit Plan for each division. This Unit Plan includes the programs that need monetary assistance in order to raise the rate of SLOs passing percentage and also to contribute to student success. For example, from the Communication Division Unit Plan "A basic skills English instructor to assist in the assessment of English 21 and to assist in the Language Arts Learning Center. The five SLOs of English 21 demonstrate the intricate skill work needed to assist students in developing their writing, vocabulary, and reading skills, most specifically SLO #4: Write a 5-8 sentence paragraph using a coherent, explicit topic sentence, supporting information, and a conclusion sentence in various rhetorical modes; and SLO #5: Write a 3-5 paragraph essay using a coherent, explicit thesis, supporting information, and a conclusion paragraph using a rhetorical mode."**
(http://www.lahc.edu/govplanning/collegeplans/Communications%20Unit%20Plan%2013-14_revised.pdf, pg. 6)

As a result of this identified need, the college has recently hired a full-time, tenure track faculty member to assist in the Language Arts Lab and with Developmental Writing instruction.

    - To what extent are institutional data and evidence available and used for planning? Are data analyzed and interpreted for easy understanding by the college community?
- **The institutional data is readily available both in print (2013 LAHC Fact Book) and online at the Fact book website (http://www.lahc.edu/research/factbook13.html).   This information is easy to understand by the college community in that it comes in the form**

Standard II: Student Learning Programs and Services

of bar charts, column charts, pie charts, line charts etc., all in color and in an easy to follow format.

    g. If an institution uses departmental course and/or program examinations, it validates their effectiveness in measuring student learning and minimizes test biases.

• How does the institution ensure the use of unbiased, valid measures of student learning? **????? Many disciplines and programs rely on authentic assessments.**

    h. The institution awards credit based on student achievement of the course's stated learning outcomes. Units of credit awarded are consistent with institutional policies that reflect generally accepted norms or equivalencies in higher education.

• Are student learning outcomes the basis for credit awarded for courses? Are credits awarded consistent with accepted norms in higher education? **?????**

    i. The institution awards degrees and certificates based on student achievement of a program's stated learning outcomes.
      • By what means does the institution ensure that achievement of stated programmatic learning outcomes are the basis for awarding degrees and certificates?

Degree & Certificate Completion:
    Activities to increase the number of degrees and certificates awarded:
    • _Purchase and implement an electronic degree audit program
    • _Send letters from counseling to students with over 30 units concerning information on graduation.
    • _Develop a 'How to Get Out' personal development class
    • _AA degree will be developed to encourage transfer student to obtain a degree
    • _Supplemental service through SSS grant for disabled students

(http://www.lahc.edu/stegplan.pdf, pg. 6) ???

    • What institutional dialogue has occurred about the learning expected of students to earn a degree or certificate? **?????**

    • How has the college identified student learning outcomes for its degrees and certificates?
    • The college identifies SLOs for its degrees and certificates by linking the SLOs to the COR approved by the Academic Senate Curriculum Committee. These SLOs are reviewed every 6 years during Program Review for each academic and certificate program.

3. The institution requires of all academic and vocational degree programs a component of general education based on a carefully considered philosophy that is clearly stated in its catalog. The institution, relying on the expertise of its faculty, determines the appropriateness of each course for inclusion in the general education curriculum by examining the stated learning outcomes for the course.
    • What evidence is found in the catalog of a faculty developed rationale for general education that serves as the basis for inclusion of courses in general

education?

After combing through the current catalog (2012-2014) I found that although there are numerous references to general education, it is usually in the context of transfer or graduation requirements. On page 5, there is a small paragraph that states the following: "General Education. A program of general education is comprised of associate degree programs and other planned experiences which develop knowledge, skills, and attitudes necessary for the student to be effective as a person, a family member, a worker, and a citizen, thereby enhancing the quality of life for the individual and for the society-at-large." This paragraph is listed under "Functions of the Community College" and I am not sure whether or not it is clear who (faculty or other) developed this statement. Even in reviewing the Liberal Arts degree program, which "consists of a core general education component" (p. 101), does not emphasize much the rationale of GE courses.

- How are student learning outcomes used to analyze courses for inclusion as general education?
- How is the rationale for general education communicated to all stakeholders?
Page 81 of the 2012-2014 catalog lists the requirements of the Liberal Arts & Sciences Degree Program, and states that the "degree is designed for students who desire a broad base of knowledge in the liberal arts and sciences", but again, this is a not much of a rationale.
- How is the general education philosophy reflected in the degree requirements?
Every degree option lists GE requirements as a part of Component III or as a "core" component.

General education has comprehensive learning outcomes for the students who complete it, including the following:

a. An understanding of the basic content and methodology of the major areas of knowledge: areas include the humanities and fine arts, the natural sciences, and the social sciences.
   - How are the basic content and methodology of traditional areas of knowledge in general education determined?
   - What process is used to ensure that general education courses include this content and methodology?
   - Do general education courses demonstrate student attainment of comprehensive student learning outcomes?
   - Do student learning outcomes for general education courses require students to understand the basic content and methodology in the major areas of knowledge? Is there a consistent process for assuring that the content and methodology are included in course outlines?
   - How well are students able to apply their understanding to subsequent coursework, employment, or other endeavors?
b. A capability to be a productive individual and lifelong learner: skills include oral and written communication, information competency, computer literacy, scientific and quantitative reasoning, critical analysis/logical thinking, and the ability to acquire knowledge through a variety of means.
   - What criteria have been developed to determine if general education students have attained these capabilities or skills?
   - What criteria does the college use to assure that the required skill level meets collegiate standards? Is there a consistent process for assuring that expected skill levels are included in course outlines? What measures of student skills are employed? Is the college satisfied that these measures are

effective?

- How well are students achieving these outcomes? How well are students able to apply these skills to subsequent coursework, employment, or other endeavors?

c.   A recognition of what it means to be an ethical human being and effective citizen: qualities include an appreciation of ethical principles; civility and interpersonal skills; respect for cultural diversity; historical and aesthetic sensitivity; and the willingness to assume civic, political, and social responsibilities locally, nationally, and globally.

- How are student learning outcomes developed to address concerns about ethics and effective citizenship? How is it determined where to include student learning leading to development of these qualities?

4. All degree programs include focused study in at least one area of inquiry or in an established interdisciplinary core.

- Do degree programs include at least one area of focused study or interdisciplinary core? **They do.   The new TMCs also include the major area of study and/or the interdisciplinary core.   Should we show an example?**

5. Students completing vocational and occupational certificates and degrees demonstrate technical and professional competencies that meet employment and other applicable standards and are prepared for external licensure and certification.

- What evidence exists that students who complete vocational and occupational degrees and certificates meet employment competencies; are prepared for licensure; are prepared for certification by external agencies?
- How does the college acquire reliable information about its students' ability to meet these requirements?

6. The institution assures that students and prospective students receive clear and accurate information about educational courses and programs and transfer policies.[3] **Documents to include: LAHC G. E. sheets, LAHC list of degrees (prepared by Dan Ruiz & Citlally Santana, info presented in the notebook to all new students at Orientation session.)** The institution describes its degrees and certificates in terms of their purpose,
content, course requirements, and expected student learning outcomes.   In every class section students receive a course syllabus that specifies learning outcomes consistent **(SLOs on Syllabi)** with those in the institution's officially approved course outline.

- How does the institution assure that information about its programs is clear and accurate? Are degrees and certificates clearly described? Are student learning outcomes included in descriptions of courses and programs?

This institution assures that information about its programs is clear and accurate through the use of departmental webpages.   For example, the Anthropology Department's webpage can be found at http://www.lahc.edu/classes/socialscience/anthro/anthro.html.   It provides an overview of the program with contact information for each of the faculty.   The Nursing Department, which offers an accredited degree, provides a Program Information Brochure and Course Curriculum through its webpage.   Student Learning Outcomes are not readily accessible on the Nursing Department homepage; they are listed on the syllabi that are posted through the Anthropology Department page.

Each issue of the LAHC College Catalog undergoes a review, with collaboration provided by the academic departments, the Scheduler, and the College Articulation Officer.

- How does the institution verify that students receive a course syllabus that

Standard II: Student Learning Programs and Services

includes student learning outcomes?

This institution verifies that students receive a course syllabus that includes Student Learning Outcomes through the action of Division Chairs.   At the beginning of each semester, the Behavioral and Social Sciences Division Chair asks all faculty to send their syllabi to his assistant, who then retains the syllabi on file.   At each Division meeting, he reminds faculty of the importance of listing SLO's on their syllabi.

- How does the college verify that individual sections of courses adhere to the course objectives/learning outcomes?

The Division of Behavioral and Social Sciences verifies that individual sections of courses adhere to the course objectives/learning outcomes by hiring faculty with an excellent teaching record and expertise in their field.   The Anthropology Department faculty members are experts in their chosen fields and committed to upholding a high standard of academic rigor.

a. The institution makes available to its students clearly stated transfer-of-credit policies in order to facilitate the mobility of students without penalty. In accepting transfer credits to fulfill degree requirements, the institution certifies that the expected learning outcomes for transferred courses are comparable to the learning outcomes of its own courses. Where patterns of student enrollment between institutions are identified, the institution develops articulation agreements as appropriate to its mission.
   - What policies does the institution have to address transfer of coursework internally and externally and how are they communicated to students? Are these policies regularly reviewed?

The Transfer Center is responsible for providing students with information about the transfer process and the articulation of courses at Harbor with four-year institutions.   The Transfer Center webpage is exceptionally thorough in providing answers to the questions that our students will have.   The FAQ page provides answers to common questions, such as, "What are the IGETC and CSU G.E. sheets?" The Student Success committee reviews transfer and articulation policies.

   - How does the institution develop, implement, and evaluate articulation agreements?

Articulation officers must follow the articulation process stated in the "California Articulation Policies and Procedures Handbook"; this handbook is developed and updated by community college, CSU, and UC Articulation officers across the state.   In order for a new articulation agreement to take place, the University needs to initiate the formal process.

b. When programs are eliminated or program requirements are significantly changed, the institution makes appropriate arrangements so that enrolled students may complete their education in a timely manner with a minimum of

disruption.
- What policy does the institution have to address elimination of, or major changes in, programs?

    According to the Harbor College Academic Program Review Policy and Procedure Manual, there are 14 key factors which may be used in identifying and evaluating at-risk programs, which include: declining enrollment trends, average class size below 25, and low retention within courses. Though the decision of the College President is final, there is a process for appeal in place.

- How are students advised to complete educational requirements when programs are eliminated or modified?

Students can receive guidance from the College Transfer Center upon the termination of an educational program.

c. The institution represents itself clearly, accurately, and consistently to prospective and current students, the public and its personnel, through its catalogs, statements, and publications, including those presented in electronic formats. It regularly reviews institutional policies, procedures, and publications to assure integrity in all representations about its mission, programs, and services.
- How does the institution conduct regular reviews of its policies and practices regarding publications to ensure their integrity? Are electronic representations of the institution regularly reviewed?

Electronic representations of the institution are reviewed by the college webmaster and Chair of the Library Division, Jonathan Lee, or another qualified staff member, before they are published online. Lee verified that all materials are free of copyright infringement before they are published on the college website. Faculty members regularly review their departmental websites and contact the division assistants if there are any items of concern.

- Does the institution provide information on student achievement to the public? Is that information accurate and current?

Yes, Harbor College performs its due diligence by providing information on student achievement to the public. The Transfer Center homepage has a link to an Articulation page, where information is provided at the left hand column on Student Right to Know Rates. This link connects to another site where information is provided on completion and transfer rates, at Harbor College and across the state.

7. In order to assure the academic integrity of the teaching-learning process, the institution uses and makes public governing board-adopted policies on academic freedom and responsibility, student academic honesty, and specific institutional beliefs or world views. These policies make clear the institution's commitment to the free pursuit and dissemination of knowledge.
- Do board-approved policies on academic freedom exist and are they made public? Do board-approved policies on student academic honesty exist and are they made public?
    a. Faculty distinguishes between personal conviction and professionally accepted views in a discipline. They present data and information fairly and objectively.

Standard II: Student Learning Programs and Services

- What policies demonstrate institutional commitment to the pursuit and dissemination of knowledge?
- How does the college communicate its expectation that faculty distinguish between personal conviction and professionally accepted views in a discipline? In what discussions have faculty engaged to deepen understanding of this expectation? How successfully does the faculty make this distinction in the classroom? What mechanisms does the college have for determining how effectively it is meeting this expectation?

b. The institution establishes and publishes clear expectations concerning student academic honesty and consequences for dishonesty.
- What mechanism does the institution have for informing and enforcing its policies on academic honesty for students and faculty?

c. Institutions that require conformity to specific codes of conduct of staff, faculty, administrators, or students, or that seek to instill specific beliefs or world views, give clear prior notice of such policies, including statements in the catalog and/or appropriate faculty or student handbooks.
- How are requirements of conformity to codes of conduct communicated?
- If a college seeks to instill specific beliefs or world views, what policies does it have in place to detail these goals? How are the policies communicated to appropriate constituencies?

8. Institutions offering curricula in foreign locations to students other than U.S. nationals operate in conformity with standards and applicable Commission policies.

- How well do curricula offered in foreign locations to non-U.S. students conform to the specifications of the Commission's "Policy on Principles of Good Practice in Overseas International Education Programs for Non-U.S. Nationals?"

Sources of Evidence: Examples for Standard IIA

Listed below are examples of potential sources of evidence for Standard II. There may be many other sources relevant to each college's unique mission that institutions should provide and teams should consider.

Standard II: Student Learning Programs and Services: Instructional Programs

- Evidence that all instructional offerings align with the institution's mission regardless of where and how they are taught
- Evidence that the quality of all programs is consistently determined to meet a high standard and rigor appropriate for higher education
- Evidence of analytical reviews demonstrating that instructional programs are
- relevant to the interests, needs and educational goals of the students served by the institution
- Evidence students are achieving stated learning outcomes
- Evidence the institution considers how instruction is delivered and how it assesses that delivery is both appropriate and current
- Evidence of the development of student learning outcomes and strategies for attaining those outcomes at the course, program, certificate and degree level
- Evidence of assessment of student learning and program outcomes
  Evidence of assessment of student achievement data
- Evidence of institution-set standards
- Evidence of analysis of assessment results and use for improvement of student learning
- Evidence that an institutional process exists for determining the quality of all courses and programs
- Evidence that established procedures are used to develop courses and programs and that faculty play a major role in this endeavor
- Evidence of a faculty-driven assessment plan that includes systematic evaluation and integrated planning of student learning outcomes for all courses, programs certificates, programs, and degrees
- Evidence that systematic evaluation and review of student progress toward achieving learning outcomes take place
- Evidence of the role played by advisory committees
- Evidence instructional offerings are in appropriate areas of academic study given the institution's mission
- Evidence programs are appropriately sequenced to provide the bases for success in subsequent courses
- Evidence courses are of sufficient content, breadth, and length to permit the student to learn and practice expected knowledge, skills, and abilities
- Evidence the institution concerns itself with pedagogy that addresses student needs and learning styles
- Evidence that diverse methods of instruction are used and that students are exposed to a variety of points of view
- Evidence of regular, systematic evaluation and review of instructional courses and programs, using consistent and valid research strategies
- Evidence evaluation results are used for improvement
- Evidence that elements assessed include measures of student achievement and learning
- Evidence for an assessment plan that includes systematic evaluation and integrated planning of student learning outcomes for all courses, programs, certificates and degrees

Sources of Evidence: Examples for Standard IIA

- Evidence that results of evaluation are communicated and disseminated
- Evidence that results of evaluation are used for improvement
- Evidence of a process for validating the effectiveness of examinations that assess student learning
- Evidence that placement tests are examined for biases
- Evidence the institution has developed a means for awarding credit based on student learning outcomes
- Evidence that credits awarded are consistent with accepted higher education practices
- Evidence the college uses student achievement of stated learning outcomes in awarding credit for degrees and certificates
- Evidence that a consistent process for examining student learning outcomes is used to analyze courses for inclusion as general education
- Evidence that the rationale for general education is communicated to students, employers, and other constituencies
- Evidence that content and methodology is determined by appropriate discipline faculty
- Evidence the institution has determined standards for the skills in general education
- Evidence students who complete general education programs are proficient in general education skills
- Evidence the program of general education includes student learning outcomes concerning values, ethics, civic responsibility, and diverse perspectives
- Evidence that students who complete vocational and occupational degrees and certificates meet employment competencies, are prepared for certification by external agencies, are prepared for licensure
- Evidence that clear and complete information about degrees and certificates is made available to students in publications and course syllabi
- Evidence that transfer policies are made available to students
- Evidence that transferred courses accepted are comparable to the college's student learning outcomes for courses
- Evidence that articulation agreements exist and are regularly evaluated
- Evidence students are able to complete programs that substantially change or are eliminated
- Evidence students are advised on what they must do to complete the programs above
- Evidence that publications and other representations of the college are regularly reviewed for clarity and accuracy
- Evidence that institutional policies are regularly reviewed to ensure integrity
- Evidence the institution provides the public with information about student achievement
- Evidence of board-approved and distributed policies on academic freedom and student academic honesty
- Evidence that the policies above are followed
- Evidence of faculty awareness and commitment to fair and objective presentation of knowledge
- Evidence that a college's declaration of specific world views or codes of conduct policies are clear in publications provided in advance of enrollment or employment