

# Standard I: Mission, Academic Quality and Institutional Effectiveness, and Integrity

The institution demonstrates strong commitment to a mission that emphasizes student learning and student achievement. Using analysis of quantitative and qualitative data, the institution continuously and systematically evaluates, plans, and implements, and improves the quality of its educational programs and services. The institution demonstrates integrity in all policies, actions, and communication. The administration, faculty, staff, and governing board members act honestly, ethically, and fairly in the performance of their duties.

## Standard I.A: Mission

I.A.1 The mission describes the institution’s broad educational purposes, its intended student population, the types of degrees and other credentials it offers, and its commitment to student learning and student achievement. (ER 6)

### Evidence of Meeting the Standard

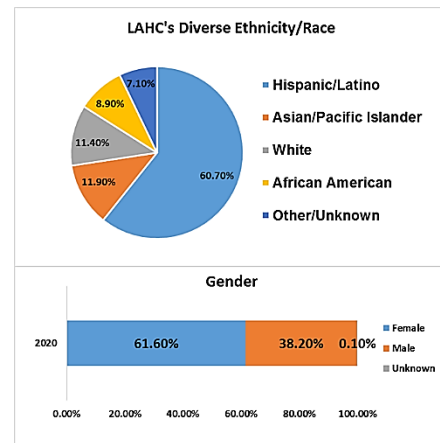
The Los Angeles Harbor College (LAHC) mission statement was most recently approved by the College Planning Council and the Los Angeles Community College District Board of Trustees in spring of 2019. The LAHC mission statement is as follows:

*Los Angeles Harbor College serves our diverse community by providing access to associate and transfer degrees, certificates, economic and workforce development, and adult and noncredit instruction. We promote equity, diversity, and student success through academic programs and support services that ensure our students become productive members of a global society.*

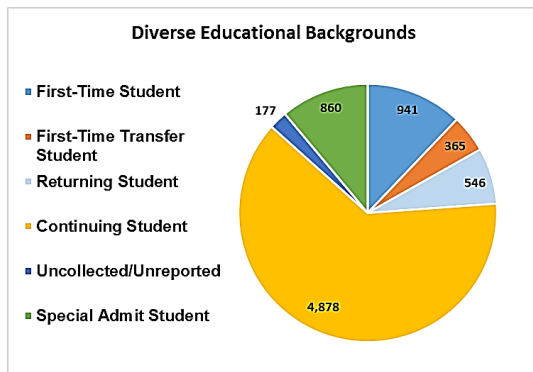
### Evidence of “Our Diverse Community”

Los Angeles Harbor College students come from diverse backgrounds in terms of ethnicity/race and age as shown in the charts on the right. Of the 7,720 students enrolled in fall of 2020, 61.6% are women, 38.2% are men, and .1% unknown (IA1-01 Annual College Profile).

In 2019-2020, 80% of LAHC’s students (6,684 students of 8,351 enrolled) received more than \$15 million in financial aid in the form of the Cal Grant B, California College Promise Method B or C, Pell Grant, and Supplemental Educational Opportunity Grant (IA1-02 CCCCO Financial Aid Report).



Nearly three quarters of all students (73.5%) from the College’s top five feeder high schools qualify for Free or Reduced-Price Meals (FRPM)—14.3 percentage points higher than the California average. Three of the five schools have a FRPM rates of 76.7% - 93.3% (IA1-03 FRPM Rates).



The chart on the left shows that LAHC students come from diverse educational backgrounds. In fall of 2020, students were first time, returning, continuing, transfer, and special admit. Statistics on the educational attainment of Hispanics in our service area reflect that 39.7% have less than a high school diploma, 24.8% earned a high school or GED diploma, 24.1% have some college or associate degree, and 11.4% have a bachelor’s degree (IA1-04 – OIE 2020 Data).

## Degrees and Credentials Offered

LAHC “promote[s] equity, diversity, and student success through academic programs and support services that ensure our students become productive members of a global society” by offering “associate and transfer degrees, certificates, economic and workforce development, and adult and noncredit instruction.” In 2020-2021, LAHC offered 22 Associate in Art for Transfer/Associate in Science for Transfer (AA-T/AS-T) degrees, 39 Associate of Arts/Associates of Science (AA/AS) degrees, and 64 Certificates. Of these programs, 27 are identified as career and technical education (CTE) programs (IA1-05 List of Awards).

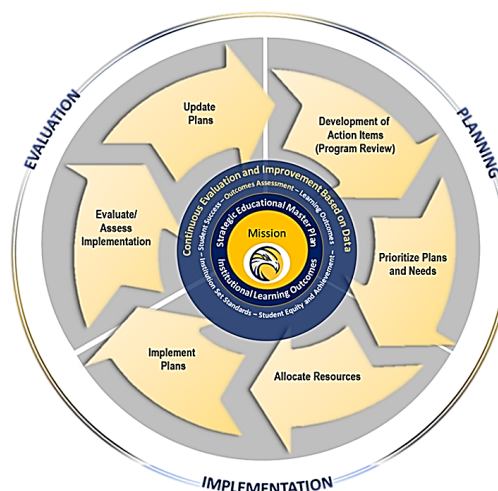
## Analysis and Evaluation

The mission statement clearly defines the College’s educational purposes (“promote equity, diversity, and student success through academic programs and support services that ensure our students become productive members of a global society”), its intended student population (“our diverse community”), and the types of degrees and other credentials it offers (“associate and transfer degrees, certificates, economic and workforce development, and adult and noncredit instruction”).

I.A.2 The institution uses data to determine how effectively it is accomplishing its mission, and whether the mission directs institutional priorities in meeting the educational needs of students.

## Evidence of Meeting the Standard

LAHC’s planning model (IA2-01 Collegewide Planning Model Handbook) illustrates how the College collects and evaluates data to determine how well it is accomplishing its mission. In the College’s planning model (see diagram on the right), the mission is at the center of all planning. The College’s Strategic Educational Master Plan (SEMP) (IA2-02 SEMP) and the Institution Student Learning Outcomes (IA2-03 ISLOs) were purposefully revised to reflect the College mission. The alignment of the mission to the SEMP goals and ISLOs assures that the mission directs institutional priorities in meeting the educational needs of the students.



In the planning model, institutional outcomes and goals are operationalized in the SEMP goals and ISLOs. The goals and objectives in the SEMP align with Student Success Metrics, Learning Outcomes, achievement towards Institution-Set Standards, and Student Equity and Achievement Outcomes reflecting key state outcome measures in the Student Centered Funding Formula (SCFF) (IA2-04 SCFF Metrics), Chancellor’s Vision for Success (IA2-05 Chancellor’s Vision for Success Website), LACCD District Plan (IA2-06 LACCD District Plan), and other state required plans aligned with the College mission. For instance, outcome measures related to achievement of the College mission such as learning progress, momentum, employment,

earnings, completion rates, course success, equity and achievement measures, and successful enrollment are reflected in the outcomes of the SEMP. ISLOs are operationalized through their alignment with program and student level outcomes.

To measure accomplishment of the College mission, LAHC collects and evaluates data to assess progress on institutional outcomes. The data collected on the SEMP and ISLO outcomes is reported in the: Annual College Profile (IA2-07 Annual College Profile 2021), LAHC College Factbook (IA2-08 LAHC College Factbook), Los Angeles Community College District's (LACCD) data dashboard (IA2-09 LACCD Data Dashboard), LAHC Program Review data dashboard (IA2-10 LAHC Data Dashboard), and in college surveys and reports (IA2-11 Sample Report).

In 2015, to strengthen evaluation of the mission through the assessment process (e.g., program review and student learning outcomes assessment), the Harbor Assessment-based Planning System (HAPS) based on the mission hierarchy model described in Standard IA3 was implemented. Through the alignment of program review and the ISLOs to the College mission, data collected at the student level is used to evaluate achievement of the mission. The College's 2018 evaluation of the 2014-2017 SEMP (IA2-12 SEMP 2014-2107 Evaluation Presentation) demonstrates how the alignment of the College's mission with the SEMP and ISLOs allow for an assessment of the achievement of the mission (IA2-13 SEMP Achievement Summary Report); it also shows how the College used the results of the SEMP evaluation process (IA2-14 SEMP Evaluation Survey Results) as a basis for establishing new priorities including in the 2018-2023 SEMP and the revisions to the College's ISLOs (IA2-15 - ISLO Workgroup Revision Process).

During the 2022 college-wide planning model revision process, the College recognized the evaluation of outcomes data occurring through the College's shared governance structure (IA2-16 Participatory Governance Handbook). To better capture the evaluation of outcomes data through the shared governance structure, the College modified its resource allocation process to allow shared governance committees to formulate action plans based on the evaluation of outcomes data serving as the basis for resource requests (IA2-17 Revised Resource Prioritization Timeline 2022).

Evaluations of the SEMP and ISLO outcomes data and the resulting improvement actions serve as the basis of resource allocation as demonstrated in the revised Resource Request and Budget Allocation Process (IA2-18 Budget Development Process 2022). Further, since all College plans are aligned with the mission through the goals of the Strategic Educational Master Plan (SEMP) and Institutional Student Learning Outcomes (ISLOs) (e.g., IA2-19 Student Equity and Achievement (SEA) Plan, IA2-20 Enrollment Management Plan (EMP), and IA2-21 Technology Master Plan), evaluation of SEMP and ISLO outcomes serve as the foundation for the revisions made in college plans. Together, these processes demonstrate how the College mission directs institutional priorities in meeting the educational needs of students.

### **Analysis and Evaluation**

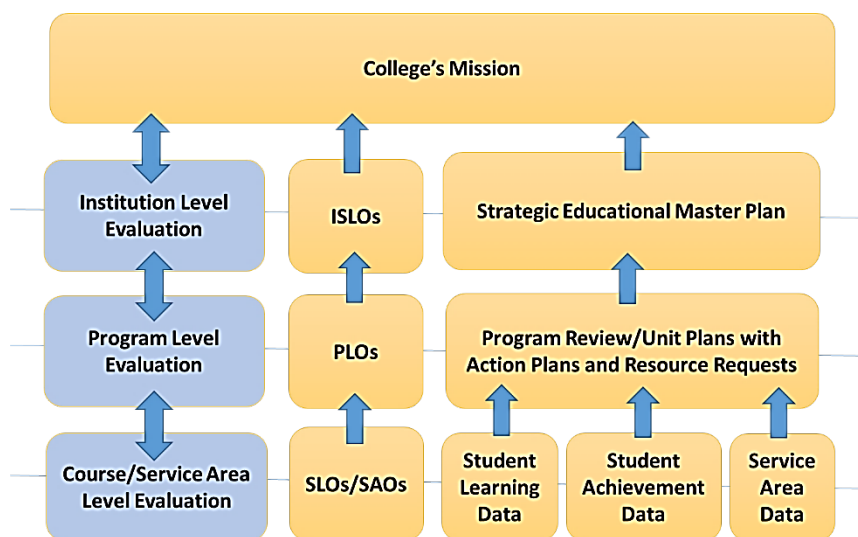
In LAHC's data driven college-wide planning model, the alignment of the College mission with the College's ISLOs and the SEMP goals, allows for an evaluation of the mission through the assessment of student success metrics, learning outcomes, student equity and achievement data,

and progress on the College's institution-set standards. This evaluation process, occurring through the shared governance structure, program review process, and student learning/area outcome assessment process results in the development of action improvement plans, serving as the basis for resource allocation and ongoing college-wide planning.

I.A.3 The institution's programs and services are aligned with its mission. The mission guides institutional decision-making, planning, and resource allocation and informs institutional goals for student learning and achievement.

**Evidence of Meeting the Standard**

The Harbor Assessment-based Planning System (HAPS) is an integral part of the College's Planning Model (IA3-01 HAPS Website). To strengthen the evaluation of its mission, the College implemented the Harbor Assessment-based Planning System (HAPS) in fall 2015. In the Harbor Assessment-based Planning System, the Strategic Educational Master Plan (SEMP) (IA3-02 SEMP) and Institution Student Learning Outcomes (ISLOs) (IA3-03 ISLOs) are aligned with the College's mission. Accomplishment of the College mission, therefore, can be evaluated based on measuring progress towards the SEMP goals and ISLOs (see diagram below).



As demonstrated in the diagram above, the HAPS model directly connects College programs and services with the College mission through the SEMP and ISLOs. College programs and services measure course and service area outcomes, aligned with the mission through the learning/area outcomes roll-up model (alignment of the student, program, and institutional learning outcomes). College's program review/unit plans were also purposely designed to align with the College's mission and the goals and objectives in the SEMP. These processes are both directly tied to resource allocation through the development of action plans that serve as the basis for resource requests (IA3-04 College Planning Model Diagram).

The College's planning model (as shown in IA2) details how the action plans are used as the basis for institutional planning. Action plans are generated from the comprehensive self-evaluation that takes place during the program review process and student learning outcomes

assessment process providing a basis for the allocation of resources, highlighting the relationship between these processes (IA3-05 Budget Development Process).

The HAPS model, therefore, connects what is happening at the course and service level to the planning that occurs at the institution level. It allows academic departments and service areas to identify strengths, areas of improvement, and to establish goals for student success based on course and area outcome assessments and progress towards institution-set standards and targets aligned with the SEMP, thereby providing a means for evaluating how well the College is accomplishing its mission by meeting strategic goals and targets (IA3-06 Program Review Design Presentation); in turn, these evaluations serve as a basis for resource allocation to facilitate the improvement of student learning and achievement.

### Analysis and Evaluation

Harbor's planning model defines the measures used to assess all college programs. The alignment that occurs across the continuum of the Harbor Assessment-based Planning System (HAPS) assures that all college programs and services are aligned with the college mission. The integration of HAPS into the college-wide planning model assures that the mission guides institutional planning, informs resource allocation and the decision-making processes, and the institutional goals for student learning and achievement.

I.A.4. The institution articulates its mission in a widely published statement approved by the governing board. The mission statement is periodically reviewed and updated as necessary. (ER 6)

### Evidence of Meeting the Standard

The College articulates and widely publicizes its mission in various locations, including the LAHC Catalog (IA4-01 College Catalog), the Schedule of Classes (IA4-02 Schedule of Classes), the Strategic Educational Master Plan (SEMP) (IA4-03 SEMP), and the Faculty Handbook (IA4-04 Faculty Handbook). It is also posted on the College website (IA4-05 Mission on College Website) and on shared governance homepages (IA4-06 Sample College Mission on Shared Governance Website). Seventy-two percent of respondents in the 2017 LAHC Campus Climate Survey either "strongly agreed" or "agreed" that the College "provides me with information about its mission" (IA4-07 2017 LAHC Campus Climate Survey). Faculty are also encouraged to include the mission statement on their syllabi and as a part of their email signature statements.

The College mission was most recently revised in spring of 2018 and was approved by the College Planning Council in December of 2018 (IA4-08 CPC Minutes 12/18) and the Los Angeles Community College District (LACCD) Board of Trustees (BOT) May of 2019 (IA4-09 BOT Minutes 5/19).

**The new mission statement:** "Los Angeles Harbor College serves our diverse community by providing access to associate and transfer degrees, certificates, economic and workforce development, and adult and noncredit instruction. We promote equity, diversity, and student

success through academic programs and support services that ensure our students become productive members of a global society.”

**The former mission statement:** “Los Angeles Harbor College promotes access and student success through associate and transfer degrees, certificates, economic and workforce development, and basic skills instruction. Our educational programs and support services meet the needs of diverse communities as measured by campus institutional learning outcomes.”

### **Analysis and Evaluation**

To ensure the College’s mission is up to date, the mission is periodically reviewed during the closing evaluation of the SEMP, scheduled to occur every 5-years. As a result of the last SEMP evaluation, the College mission was revised to: align with the Strategic Educational Master Plan (SEMP) and Institutional Student Learning Outcomes (ISLOs) (e.g., “We promote equity, diversity, and student success through academic programs and support services that ensure our students become productive members of a global society” was added to show the alignment between our mission and success metrics and learning outcomes in our SEMP), the wording was changed to better describe the intended population at LAHC (e.g., “**serves our** diverse community”), and to accurately reflect curriculum changes (e.g., “basic skills instruction” was removed and replaced with “adult and noncredit instruction” to reflect state curricular changes).

**Suggested Length for Standard I.A is 6 pages.**

### **Conclusions on Standard IA: Mission**

The widely published College’s mission statement, approved by the institution’s governing board, serves as the foundation for all institutional planning. All programs, services, and College plans are aligned with the College’s mission through the Strategic Educational Master Plan (SEMP) and Institutional Learning Outcomes in the College-wide and Harbor Assessment-based Planning System (HAPS) models. This alignment allows the College to assess accomplishment of its mission through the evaluation of student success metrics, student equity and achievement outcomes, progress towards the College’s institution-set standards, and learning outcomes in the program review/unit planning and shared governance processes. The action plans developed from the evaluation of outcomes data direct institutional planning and resource allocation to meet the educational needs of students. The mission statement is periodically reviewed to ensure that it accurately reflects the College’s diverse student population, the types of degrees and credentials it offers, and its commitment to student learning and achievement.

### ***Standard IA Evidence List***

- IA1-01 Annual College Profile
- IA1-02 CCCCCO Financial Aid Report
- IA1-03 FRPM Rates
- IA1-04 OIE 2020 Data
- IA1-05 List of Awards
  
- IA2-01 Collegewide Planning Model Handbook
- IA2-02 SEMP
- IA2-03 ISLOs

IA2-04 SCFF Metrics  
IA2-05 Chancellor's Vision for Success Website  
IA2-06 LACCD Strategic Master Plan  
IA2-07 Annual College Profile 2021  
IA2-08 LAHC College Factbook  
IA2-09 LACCD Data Dashboard  
IA2-10 LAHC Data Dashboard  
IA2-11 LA College Promise Survey Results  
IA2-12 SEMP 2014-2107 Evaluation Presentation  
IA2-13 SEMP Achievement Summary Report  
IA2-14 SEMP Evaluation Survey Results  
IA2-15 ISLO Workgroup Revision Process  
IA2-16 Participatory Governance Handbook  
IA2-17 Revised Resource Prioritization Timeline 2022  
IA2-18 Budget Development Process 2022  
IA2-19 Student Equity and Achievement (SEA) Plan  
IA2-20 Enrollment Management Plan (EMP)  
IA2-21 Technology Master Plan

IA3-01 HAPS Website  
IA3-02 SEMP  
IA3-03 ISLOs  
IA3-04 College Planning Model Diagram  
IA3-05 Resource Allocation and Budget Process  
IA3-06 Program Review Design Presentation

IA4-01 College Catalog  
IA4-02 Schedule of Classes  
IA4-03 SEMP  
IA4-04 Faculty Handbook  
IA4-05 Mission on College Website  
IA4-06 Sample College Mission on Shared Governance Website  
IA4-07 2017 LAHC Campus Climate Survey  
IA4-08 Mission Stmt Approval, CPC Minutes 12/18  
IA4-09 Mission Stmt Approval, BOT Minutes 5/19

## **Standard I.B: Assuring Academic Quality and Institutional Effectiveness**

I.B.1. The institution demonstrates a sustained, substantive and collegial dialog about student outcomes, student equity, academic quality, institutional effectiveness, and continuous improvement of student learning and achievement.

### **Evidence of Meeting the Standard**

The College's planning model ensures that regular and substantive dialogue is embedded in our planning model (IB1-01 Planning Model Diagram with Outcomes Assessment Process). At the course and service area level, regular and substantive dialog about learning outcomes occur as a



part of the student learning and area outcomes process (SLO/SAO). SLOs/SAOs are assessed annually, with a substantial dialog occurring at the discipline level on achievement of course and area outcomes, including dialog about best practices and areas of improvement. These discussions result in action improvement plans, ensuring continuous improvement of student learning and achievement. For instance, equity groups including CHAMPS, Puente, Asian Pacific American Student Services (APASS), Veterans, the Dream Resource Center, Umoja, and Special Programs and Services (SPS) discussed outcomes and action plans to address equity gaps at the Student Success Coordinating Committee (SSCC) (IB1-02 Best Practices Discussion, SSCC Minutes 3-1-21).

At the program level, the annual academic unit planning/program review processes include substantive dialog about student outcomes, student equity, and academic quality (IB1-03 Program Review Handbook). Action plans are generated based on review of the data in the program review/unit planning processes and are used to inform continuous improvement of these programs to enhance student learning and achievement (IB1-04 Sample Action Plan).

At the institutional level, collegial dialogue focusing on student equity, learning outcomes, and effectiveness to support continuous improvement of student learning and achievement occurs at several campus wide forums and at the College's committees. For example, in 2021, the College held a LAHC Data Summit (IB1-05 Data Summit Presentation), LAHC Budget Summit (IB1-06 Budget Summit Agenda), and an Enrollment Town Hall (IB1-07 Enrollment Town Hall Presentation), all involving the presentation of student outcomes and equity data, followed by discussions of areas of strengths and weaknesses that the College can build on.

The College's shared governance structure also ensures sustained, substantive, and collegial dialog regarding student outcomes, student equity, academic quality, institutional effectiveness, and continuous improvement of student learning and achievement. For instance, at the Student Success Coordinating Committee, the first-year completion rates for Math and English were presented by the different equity groups (IB1-08 Puente Presentation on First Year Math and English Completion Rates), such as Puente, Umoja, Asian Pacific American Student Services (APASS), and Veterans to stimulate a discussion about how to address equity gaps (IB1-09 SSCC Minutes 4-19-21). At the Academic Senate, in-depth collegial dialog occurs about the College's programs and their effectiveness at meeting student outcomes and the academic quality of programs (IB1-10 Academic Senate Minutes: Pace Program Review Discussion). The College Planning Council (CPC) reviewed the achievement of the College's Strategic Educational Master Plan (SEMP) outcomes (IB1-11 SEMP Review Presentation) and the College used the results (IB1-12 SEMP Survey Results) as a basis for revisions for the SEMP and Institutional Student Learning Outcomes (IB1-13 ISLO Workgroup).

### **Analysis and Evaluation**

The College-wide planning model ensures that dialog on academic quality and institutional effectiveness occurs at all levels of the institution. Sustained, substantive, and collegial dialog about student outcomes, student equity, academic quality, institutional effectiveness, and continuous improvement of student learning and achievement occur annually in the unit planning/program review processes, the learning outcomes assessment process, through

College's campus wide forums such as Town Halls and Summits, and in college shared governance committees.

I.B.2. The institution defines and assesses student learning outcomes for all instructional programs and student and learning support services.

#### **Evidence of Meeting the Standard**

Student Learning Outcomes (SLOs) and Student Area Outcomes (SAOs) are defined for all instructional and learning support services. Discipline faculty develop SLO statements for courses as a part of the curriculum process and statements are recorded in eLumen (IB2-01 SLO List). The College defines SAOs as the measures defined in the Strategic Educational Master Plan (SEMP) (IB2-02 SAO List: SEMP Measures in SEMP).

The College initially used Sharepoint to record SLO assessment results (IB2-03 Sample SLO Assessment Sharepoint), but recently adopted and migrated data to eLumen (IB2-04 Sample eLumen SLO Assessment). All SLOs are defined by program faculty, approved through the curriculum process, and are listed in eLumen (IB2-05 Curriculum Handbook). Faculty coordinators create and plan assessment activities for their departments in eLumen. SLOs are assessed annually. Assessment results are entered by faculty for each section being assessed into eLumen each semester.

In the College's student support areas, SAOs for student and learning support programs are assessed annually in the unit planning process (IB2-06 Sample SAO Assessment) and through surveys (IB2-07 Sample Survey). Student and learning support programs assess their progress towards their SEMP measures. These results of the assessment are recorded in Sharepoint (IB2-08 SAOs Results Posted).

#### **Analysis and Evaluation**

The College defines SLOs through the curriculum process. SAOs are defined in the Strategic Educational Master Plan as the SEMP measures. Assessments occur annually for both SLOs, which are recorded in eLumen, and SAOs, which are currently recorded in Sharepoint and will soon migrate to eLumen.

I.B.3. The institution establishes institution-set standards for student achievement, appropriate to its mission, assesses how well it is achieving them in pursuit of continuous improvement, and publishes this information.

#### **Evidence of Meeting the Standard**

The College establishes institution-set standards that are appropriate to LAHC's mission. The College's Institution-Set Standards are calculated each year by the Office of Institutional Effectiveness using the college's three-year averages on student performance metrics, including degree completion, certificate completion, transfer, and licensure pass rate and job placement for Career Technical Education (CTE) programs (IB3-01 2020-2021 Institution-Set Standards).

The College's institution-set targets in the Strategic Educational Master Plan (SEMP) were aligned with key state outcome measures in the Student Centered Funding Formula (SCFF), Chancellor's Vision for Success, the Los Angeles Community College (LACCD) District Plan, and other state required plans aligned with the College mission (IB3-02 SEMP).

The College's Comprehensive Program Review and Unit Planning processes integrate evaluation of student achievement within programs and link the results with planning, decision-making, and resource allocation (IB3-03 College Planning Diagram). For Career Technical Education (CTE) programs, where licensure is required, the licensure pass rate and job placement rate are used as an additional student performance metric. In the program review process, student success metrics and learning outcomes data are measured against the college's institution-set standards and targets to show how well the program is meeting the college's mission and strategic educational master plan goals (IB3-04 Sample Program Review). Action plans for improvement are generated in the program review planning process when a program does not meet the standard (IB3-05 Sample Action Plan). The evaluation of the data that occurs in the program review process informs continuous improvement through the College-wide planning process (IB3-06 Program Review Manual).

The institution-set standards are published on the program review dashboard (IB3-07 Institution-Set Standards on Program Review Dashboard) and the institution-set targets are published in the College's SEMP, which is posted throughout the College's website.

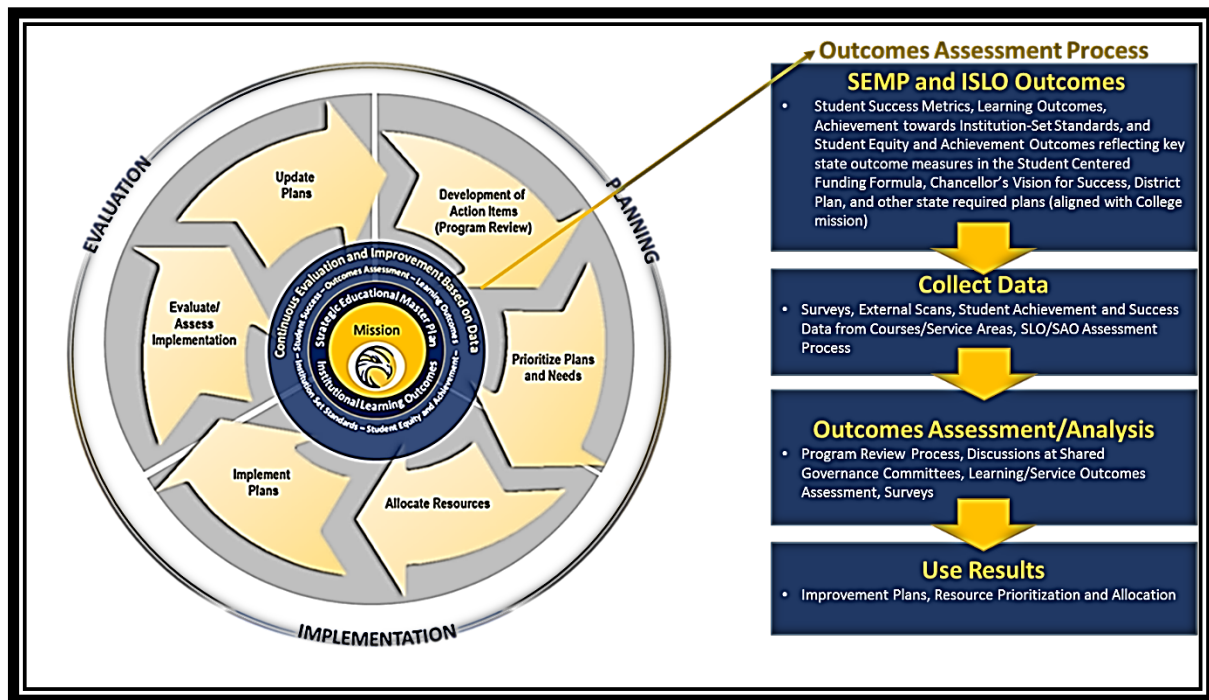
### **Analysis and Evaluation**

LAHC's Office of Institutional Effectiveness annually calculates institution-set standards for student achievement appropriate to the mission. The institution-set targets, aligned with key state required plans, are defined in the Strategic Educational Master Plan (SEMP). In the program review process, the College assesses student performance against the institution-set standards and institution set-targets in order to determine institutional effectiveness and academic quality. The evaluation of the data and supporting narratives derived from this process provide the basis for improvement actions and resource allocation and is used to inform college-wide planning and budget decisions. The institution-set standards and targets are published on the College website.

I.B.4. The institution uses assessment data and organizes its institutional processes to support student learning and student achievement.

### **Evidence of Meeting the Standard**

The use of assessment data to organize the College’s institutional processes to support student learning and student achievement is detailed in the College’s planning model (see diagram below).



In the outcomes assessment process described in the diagram above, outcomes assessment from the program review process (IB4.01 Psychology Program Review with Annual Updates), discussions at shared governance committees (IB4.02 SEMP Outcomes Data Discussion, SSCC Minutes 12.7.20), learning/service area outcome assessments (IB4.03 Sample SLO Assessment; 1B4.04 Sample SAO Assessment), college reports (IB4.05 District SEMP Outcomes Report; IB4.06 Annual College Profile; IB4.07 Enrollment Report SCFF Outcomes), and surveys (IB4.08 LAHC Technology Survey) serve as the foundation for improvement plans and resource prioritization and allocation. These results are also incorporated across other College Plans (e.g., IB4.09 Strategic Educational Master Plan (SEMP), IB4.10 College Technology Master Plan, and IB4.11 Student Equity and Achievement (SEA) Plan).

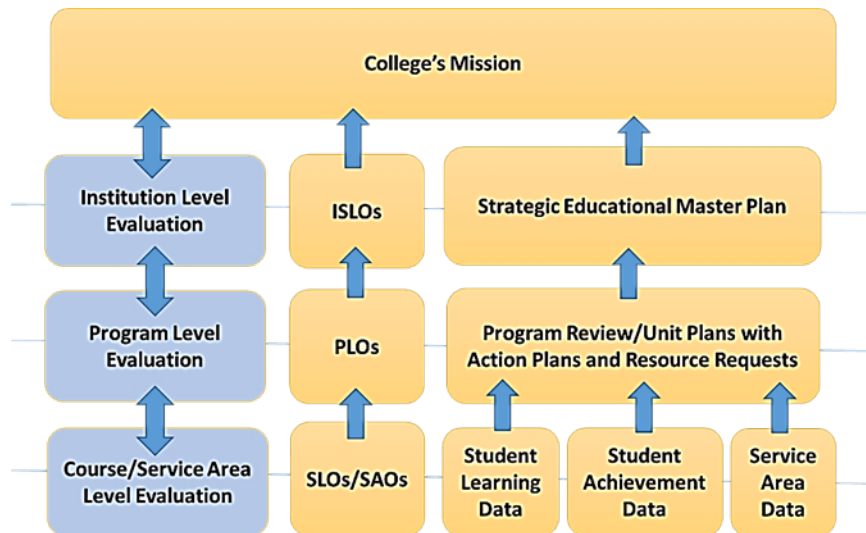
**Analysis and Evaluation**

The College’s planning processes demonstrate how assessment data is at the core of college planning and how these processes support student learning and achievement in alignment with our mission.

I.B.5. The institution assesses accomplishment of its mission through program review and evaluation of goals and objectives, student learning outcomes, and student achievement. Quantitative and qualitative data are disaggregated for analysis by program type and mode of delivery.

**Evidence of Meeting the Standard**

In 2015, the College integrated the Harbor Assessment-based Planning System (HAPS) into its planning model (see standard IA3 detailing the alignment between the College mission and programs and services using the HAPS model). Using the HAPS model, ISLOs and program review/unit planning were purposely revised to reflect the College mission.



In the HAPS roll-up model, student learning and service area level outcomes (SLOs and SAOs), Program Level Outcomes (PLOs), and Institution Student Level Outcomes (ISLOs) are aligned. With the ISLO and mission alignment, course and service area level outcome assessments provide a means of measuring progress towards the mission.

In spring of 2021, in the spirit of ongoing improvement of our processes, the academic program review process was revised using the assumptions in HAPS. Revisions were made to further strengthen the connection between program review and the College mission (IB5-01 Program Review Revision Presentation). This new process combined the academic annual unit planning and comprehensive program review processes into one: program review with annual updates (IB5-02 Program Review Handbook). Data is disaggregated by program type and mode of delivery (e.g., DE and non-DE course data evaluations take place), and each discipline conducts its own program review. Consistent with the former program review template, programs evaluate progress towards the College institution-set standards and targets aligned with the SEMP goals and student learning outcome assessment data to innovate curriculum and make programmatic changes (IB5-03 Sample Program Review). Qualitative (IB5-04 Sample SLO Qualitative Data) and quantitative data (IB5-05 Sample SLO Quantitative Data) from SLO assessment results provide a means for the program to measure the program's progress towards the college's institutional learning outcomes. Further evaluation of official quantitative data provided by the college's Office of Institutional Effectiveness (OEI) on key performance indicators related to student achievement, such as course completion rates, Full-Time Equivalent Student (FTES), Full-time Equivalent Faculty (FTEF), and degree and certificate completion rates occur (IB5-06 Sample Data Sheet). The evaluation of SLO assessments and student achievement data can be supplemented by empirically validated survey data and external feedback on the program from area experts.

Career Technical Education (CTE) Programs complete additional program review modules, including an evaluation of the feedback from advisory committees and data pertaining to licensure pass rates and job placement rates (IB5-07 Additional CTE Program Review Modules).

A new program review dashboard with completion data disaggregated by gender, ethnicity, and age was made available in spring of 2022 (IB5-08 Program Review Dashboard with Disaggregated Data). The Assessment Committee voted to add an equity data evaluation module to the program review template (IB5-09 Approval of Equity Module, Assessment Committee Minutes 2.15.22), allowing programs to evaluate the disaggregated data against the institution-set standards and formulate action plans when necessary (IB5-10 Sample Equity Module from Program Review Template).

While the academic side has combined program review and unit planning into one process, service areas continue to prepare annual unit plans involving an evaluation of progress towards the SEMP goals, objectives, and measures (IB5-11 Sample Service Area Unit Plan). The unit planning process was developed based on the HAPS assumptions and is therefore aligned with the College mission and serves as a means for assessing accomplishment of the mission.

### **Analysis and Evaluation**

The alignment of the student/service area outcomes assessment process and the mission in the roll-up model, and the program review alignment with the mission through the SEMP, connects what is happening at the course level to the planning that occurs at the institution level. These processes allow academic departments and service areas to identify strengths, areas of improvement, and to establish goals for student success based on SEMP outcome measures, institution set standards and targets, and student learning/area outcome assessment results, thereby providing a means for evaluating how well the college is accomplishing its mission and meeting strategic goals and targets. It further allows for the formulation of new goals based on the evaluation of data. Quantitative and qualitative data are disaggregated for analysis by program type and mode of delivery.

Recognizing the need to bridge the gap between the service and academic areas, the College is in the process of revising the service area unit planning process to make it more cohesive with the academic program review process. As in the case with academic program review, the other College clusters including student services and administrative services are in the process of converting unit planning to a more comprehensive annual program review process that not only reviews progress towards the SEMP goals but will also evaluate College-wide progress towards the institution-set standards and involve discussions of the role the service area plays in contributing to the College's achievement and success outcomes. Program reviews on the academic side will discuss future revisions to include an evaluation of the contribution of the College's service areas to programmatic success, resulting in a more holistic review of the program within its broader context. These projects are further detailed in the Quality Focus Essay (QFE).

I.B.6. The institution disaggregates and analyzes learning outcomes and achievement for subpopulations of students. When the institution identifies performance gaps, it implements strategies, which may include allocation or reallocation of human, fiscal and other resources, to mitigate those gaps and evaluates the efficacy of those strategies.

### **Evidence of Meeting the Standard**

The College disaggregates learning outcomes and achievement data for subpopulations of students. Data is disaggregated by gender, age, and ethnicity at the institutional level on the College's data dashboard (IB6-01 LAHC Data Dashboard), at the academic program level (IB6-02 LAHC Data Dashboard at Program Level), and for specific support programs (IB6-03 LACCD Data Dashboard).

In the College's recently revised program review process, learning outcomes and achievement data are disaggregated by age, ethnicity, and gender (IB6-04 Sample Program Review Data Dashboard with Disaggregated Data). In the program review process, programs identify gaps and develop action plans to address these gaps (IB6-05 Psychology Program Review with Equity Action Plan). For instance, based on a review of the disaggregated data for the College's Psychology Statistics program, the program developed an action plan to partner with equity groups to develop specialized culturally relevant curriculum to attempt to mitigate the gaps found in achievement among different ethnic groups. Progress and effectiveness on the action plans stemming from the assessment of the disaggregated data is evaluated in the program review/unit planning process. Resource requests are made as a part of the program review/unit planning process (IB6-06 Sample Resource Request). Action plans stemming from the program reviews/unit plans serve as the basis for resource allocation. In the aforementioned example of the College's Psychology Statistics Program, the department submitted a resource request to help secure human, technological, and fiscal resources to support the development of curriculum and need for faculty with this area of specialty (IB6-07 Psychology FHPC Presentation), which was approved by the College President (IB6-08 President's FHPC Decision Report).

With the college's recent transition to the new data management system eLumen, learning outcomes data can also be disaggregated for subpopulations of students (IB6-09 Sample Data Chart from eLumen) at the institution and program levels. This data will be used in the program review process, including in the development of action plans which are tied to resource request, once there is a sufficient sample size.

Assessment data is also disaggregated for specialized programs. At the Student Success Coordinating Committee, equity groups such as Puente, Umoja, Asian Pacific American Student Services, and Veterans presented data on first-year math and English completion rates to evaluate programmatic success in these areas (IB6-10 Puente Presentation on First Year Math and English Completion Rates). Assessment of equity gaps in achievement at the institution level led to the development and resource allocation for the LAHC Equity Village (**IB6-11 Equity Village Plans**).

### **Analysis and Evaluation**

LAHC disaggregates and analyzes learning outcomes and achievement for subpopulations of students at the program level and at the institution level. Performance gaps are identified through discussions at college committees and through the program review process. When the institution identifies performance gaps, it implements strategies, including allocation or reallocation of human, fiscal and other resources, to mitigate those gaps and evaluates the efficacy of those strategies.

I.B.7. The institution regularly evaluates its policies and practices across all areas of the institution, including instructional programs, student and learning support services, resource management, and governance processes to assure their effectiveness in supporting academic quality and accomplishment of mission.

### **Evidence of Meeting the Standard**

Regular evaluation of instructional programs, student and learning support services, and resource management occur through the annual program review/unit planning processes. The program review/unit planning process is aligned with the College's mission through the Strategic Educational Master Plan (SEMP) and the College's Institutional Learning Outcomes (ISLOs) (IB7-01 HAPS Diagram). An evaluation of progress towards the SEMP goals and ISLOs allow all areas to determine how effectively their areas are supporting academic quality and accomplishment of the mission.

District and College surveys also provide a means for evaluating policies and practices across all areas of the institution. For instance, the College uses student surveys on support programs and services (IB7-02 Sample Survey) and Faculty surveys such as professional development surveys (IB7-03 Opening Day Faculty Evaluation Survey), and technology surveys (IB7-04 Technology Survey) to determine the effectiveness of the College's policies and practices.

Shared governance committees also work to continually evaluate and innovate their processes. For instance, the Assessment Committee formed a Program Review Workgroup to evaluate the academic program review process and make revisions to it (IB7-05 Program Review Revision Workgroup), resulting in an updated Program Review process (IB7-06 Program Review Handbook). Further, through the evaluation of outcomes data and the College's current processes by the Budget Committee (IB7-07 Budget Committee Summit), a new College Resource Allocation/Budget Development process was created (IB7-08 Resource Allocation and Budget Development Process 2022).

At the end of each calendar year, all shared governance committees complete a Committee Self-Evaluation Form (IB7-09 Committee Evaluation Form). Committee members have the opportunity to annually evaluate the committee's effectiveness in relationship to the accomplishment of the mission by reviewing the committee descriptor, membership, progress towards goals, and to establish new goals. Any changes to the committee made during this process is presented at the College Planning Council for approval (IB7-10 CPC Minutes with Discussion/Approval of Changed Committee Descriptor).

### **Analysis and Evaluation**



The college demonstrates that it regularly evaluates policies and practices across all areas of the institution, including instructional programs, student learning support services, and resource management through the program review/unit planning processes and district and college surveys. Governance processes are also annually evaluated through the end of year Committee Self-Evaluation forms.

I.B.8. The institution broadly communicates the results of all of its assessment and evaluation activities so that the institution has a shared understanding of its strengths and weaknesses and sets appropriate priorities.

#### **Evidence of Meeting the Standard**

The primary means of communication of assessment and evaluation activities is via the College website (IB8-01 Planning Website). Assessment data collected from surveys (IB8-02 District Student Survey Results), the program review process (IB8-03 Sample Program Review), and course level and service area outcome assessment activities (IB8-04 Sample Course Level Assessment) are available on the College's internal Sharepoint website. The results of outcomes assessments are also communicated through District Reports (IB8-05 District Strategic Plan Outcomes Report), College and District reports (IB8-06 College's Annual Profile), and through the College's and District's data dashboards (IB8-07 College Data Dashboard; IB8-08 District Data Dashboard).

The assessment of data in the program review (IB8-09 Sample Program Review) and unit planning (IB8-10 Sample Unit Plan) processes also allows for a shared understanding of the college's strengths and weaknesses in achievement of its mission and goals. The action planning process that occurs as a part of program review and unit planning is used to set priorities for the college, including resource allocation (IB8-11 SEA Funding Retreat).

Results of assessment and evaluation activities are also presented at college committees. The Office of Institutional Effectiveness (OIE) presents assessment and evaluation activities at the committees such as the College Planning Council (IB8-12 CPC Minutes with OIE Outcomes Assessment Report).

Assessment and evaluation activities are also presented at College Summits. Annually, the LAHC Data Summit is coordinated by the OIE (IB8-13 LAHC Data Summit Presentation). The Data summit serves as a means to communicate college wide assessment results including performance on student success metrics such as student achievement data, the student-centered funding formula, and the SEMP goals, and serves as a basis for planning. The Budget Summits also involve the presentation and evaluation of assessment outcomes (IB8-14 Budget Summit Agenda) used to inform the College resource allocation and budget processes.

#### **Analysis and Evaluation**

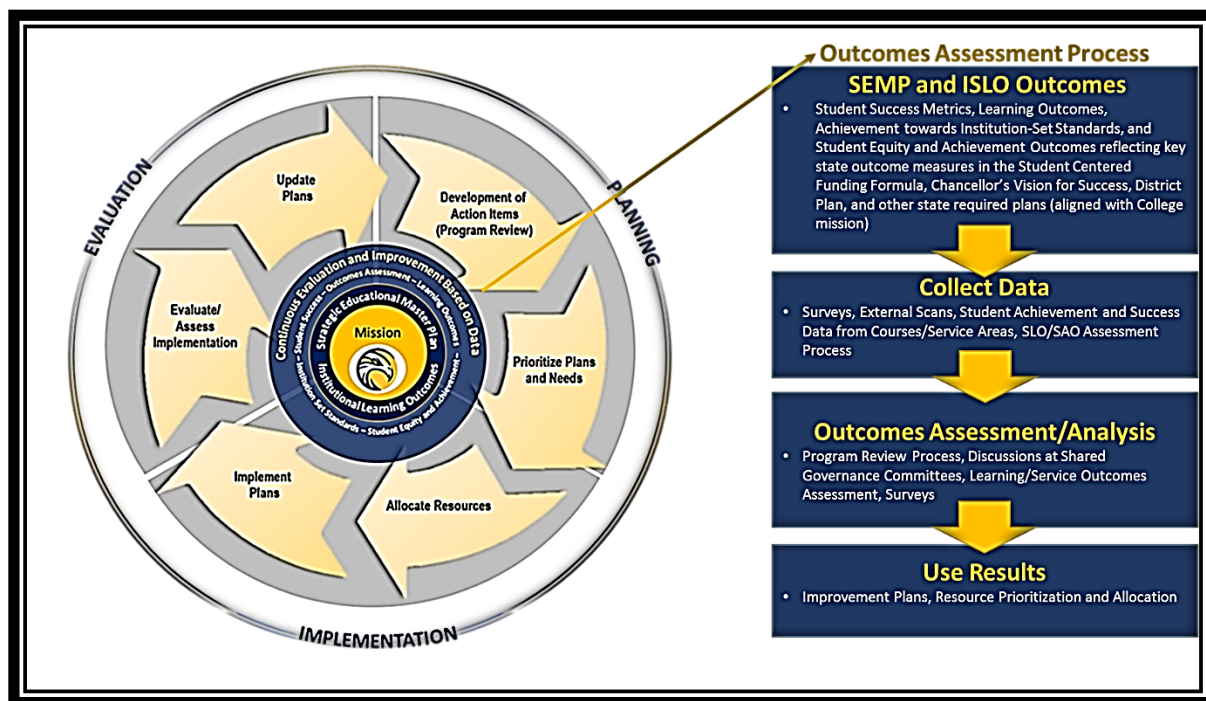
LAHC broadly communicates the results of all its assessment and evaluation activities through the College's website via data dashboards, published surveys, outcome assessment reports, and as a part of the program review and learning outcomes assessment processes. Results of assessment and evaluation activities are also communicated through presentation of surveys and other outcome data reports at college committees and through the College's Annual Data

Summit. Communication of the assessment and evaluation activities allow the institution to have a shared understanding of its strengths and weaknesses and set appropriate priorities.

I.B.9. The institution engages in continuous, broad based, systematic evaluation and planning. The institution integrates program review, planning, and resource allocation into a comprehensive process that leads to accomplishment of its mission and improvement of institutional effectiveness and academic quality. Institutional planning addresses short- and long-range needs for educational programs and services and for human, physical, technology, and financial resources.

**Evidence of Meeting the Standard**

In fall of 2021, the College Planning Council formed a workgroup to revise the College-wide Planning Handbook and diagrams (IB9-01 Planning Model Workgroup). Los Angeles Harbor College’s (LAHC) data-driven planning model focuses on systematic improvement based on the continuous cycle of evaluation, planning, and implementation.



In the College’s planning model, the mission is at the center of all planning (IB9-02 Planning Model Handbook). The College’s Strategic Educational Master Plan (SEMP), reflecting outcome measures from state required plans and the Institutional Student Learning Outcomes, were purposefully revised to reflect the College’s mission. All College plans are aligned with the goals of the Strategic Educational Master Plan (SEMP) (IB9-03 SEMP) and Institution Student Learning Outcomes (ISLOs) (IB9-04 ISLOs), demonstrating the connection between college-wide planning and the College’s mission.

The evaluation of institutional outcomes including learning outcomes, student equity and achievement, student success, and progress towards the College’s institution set-standards, serve

as the basis for all planning, including resource prioritization and allocation (IB9-05 Outcome Data Chart; see Standard IB4).

The integration of the Harbor Assessment-based Planning System (HAPS) into the college-wide planning model allows for evaluation of the College's progress towards the College mission through the SEMP goals and ISLOs (see standard IB5). SEMP performance measures in the program review and unit planning processes provide a means by which the College measures the accomplishment of its mission. Evaluation of the College mission also occurs through course and service area level outcome assessments facilitated through the learning outcomes roll-up model linking course/area level outcomes to the College mission. In the case that a program or unit is not meeting a performance metric or a learning/area outcome, action plans with improvement items are devised. The action plans generated during the processes result in the identification of short- and long-range needs for educational programs and services, resource allocation, and are the basis for institutional planning. Resource requests tied to the action plans generated during the program review/unit planning process are used to prioritize resources.

An example of the integration of unit planning, planning and resource allocation can be seen in the Student Equity and Achievement (SEA) Funding Process (IB9-06 SEA Plan). Student support programs participate annually in the program review/unit planning processes, evaluating achievement of SEMP goals, objectives, and measures. Action plans with resource requests are generated from this process. Unit plans (IB9-07 Sample Unit Plan) with resource requests are prioritized by the Student Success Equity Committee ([IB9-08 Sample Prioritization List](#)). The prioritization list is then used as a basis for the allocation of resources.

The faculty hiring process, determining the full-time faculty positions recommended to the college President, integrates student success metrics, program review, learning outcomes, and resource allocation in its process (IB9-09 FHPC Handbook). Further, the President considers the assessment data in the decision to hire from the Faculty Hiring List (IB9-10 President's 2021-2022 Hiring List).

In an ongoing effort to systematically improve the resource allocation process at the College, an evaluation of outcomes assessment data and the resource allocation and budget development model occurred at the fall 2021 Data Summit (IB9-11 Budget Summit Agenda 2021; IB9-12 SCFF Metrics Report); based on the results of the evaluation, in spring of 2022 at the Budget Summit (IB9-13 Budget Summit Agenda) a new budget and resource development process allowing each department and manager to review their annual unit plan and program review documents and identify resource requests linking those plans to the Strategic Educational Master Plan and Enrollment Management Plan was presented (IB9-14 Budget Development Process 2022). The revisions to the resource allocation and budget development process, including the creation of a new program review and resource request timeline (IB9-15 Revised Resource Allocation Timeline), were made to strengthen the connection between program review/unit planning, resource allocation, and the budget development, ensuring that the budget reflects the college's priorities for student success.

### **Analysis and Evaluation**

The integration of the Harbor Assessment-based Planning Model (HAPS) into the College-wide planning model demonstrates how LAHC uses outcomes assessment and evaluation in its outcome assessment processes. The planning model demonstrates how program review/unit planning, planning, and resource allocation are all integrated into one continuous, broad based, systematic evaluation and planning system.

## **Conclusions on Standard IB: Assuring Academic Quality and Institutional Effectiveness**

LAHC's institutional planning model centers on continuous improvement through assessment of outcomes data to evaluate, plan, and implement strategies to improve the quality of its educational programs and services.

The College systematically evaluates and makes public how well and in what ways it is accomplishing its mission, including the assessment of institutional outcomes. Integration of the Harbor Assessment-based Planning System into the College's planning model allows for an assessment of achievement of the College mission through the program review and outcome assessment processes. The program review process, involving an annual review of quantitative and qualitative course level outcome assessment data, serves as the primary means through which improvement plans are developed and evaluated for program effectiveness and through which resources are allocated.

Results of outcome assessments are widely communicated to the College through the College website, the program review process, learning and area outcome assessment process, at College Committees, and at college forums/summits. Substantial dialogue pertaining to the results of outcome assessments is therefore embedded in the College's culture.

## **Improvement Plans**

In 2022, the College received funding from IEPI to support an Innovation and Effectiveness project based on the evaluation of college-wide planning processes at town halls, summits, leadership retreats, and through the shared governance structure. An IEPI team including constituency leadership comprised of faculty, staff, and administrators from across the campus further discussed and assessed the College's processes at an IEPI retreat, leading to the development of four areas of focus in the Quality Focus Essay (QFE). These four areas are directly related to areas of identified improvement in Standard IB.

One area of focus in the QFE will be on unifying the College program review/unit planning processes across the campus. An area of strength identified in the current processes is that all areas, Academic Affairs, Administrative Services, and Student Services, complete either program review or annual unit plans aligned to planning outcomes in the College Strategic Educational Master Plan (SEMP). However, the reviews in each area are formatted differently. Following suit with the Academic Affairs Cluster, who recently revised their program review and unit planning processes, the other clusters are working on also only having one process, program review with annual updates. While support programs review progress towards SEMP goals reflecting the College institution-set targets, the program review for these areas will also be revised to evaluate achievement of the College's progress towards the institution set standards.

This approach recognizes the role that support programs play in achievement of the College institution set standards. Further, academic programs are in the process of including revisions to the program review process to better reflect the role that service areas play in programmatic success. These revisions will reduce the silos that the College has identified as a barrier to campus wide collaboration towards college goals.

A second area of focus in the QFE will be on moving towards an integrated planning process using student outcomes outlined in the Strategic Educational Master Plan as the basis for all planning. Outcomes reflecting all areas of the College (e.g., enrollment, technology, student equity, distance education etc.) will be reflected in the new SEMP, eliminating the need for multiple plans. The integration of plans into one student outcomes driven plan allows for more cohesion across the College planning processes and ensures that student success is at the forefront of all planning.

Resource allocation, a third area of focus in the QFE, will be another area the College will work towards innovating. Currently, the resource allocation process focuses on allocation of resources based on departments, rather than Transfer, Career, and Academic Pathways (TCAPs). The program review process, serving as the basis for resource allocation, will also be revised to evaluate academic pathways success rather than department success. Further, student learning outcomes for TCAPs rather than discipline-based outcomes will be developed. Shifting the focus from discipline-based resource allocation to pathway-based allocation allows for a more holistic approach to evaluating student success and supporting the needs of students through the resource allocation process.

Finally, the fourth area of focus in the QFE will be on Equity and Guided Pathway Integration. In terms of planning and resource allocation, equity groups and guided pathways are currently operating as separate entities, and therefore are not capitalizing on the potential for shared resources. Recognizing that guided pathways provide equity groups with a pathway to student success, the College has devised a plan to work towards integrating the pathway model into the equity groups success plans (see the QFE for the details of the plan).

**Suggested Length for Standard I.B is 17 pages.**

### ***Standard IB Evidence List***

- IB1-01 Planning Model Diagram with Outcomes Assessment Process
- IB1-02 Best Practices Discussion, SSCC Minutes 3-1-21
- IB1-03 Program Review Handbook
- IB1-04 Sample Action Plan
- IB1-05 Data Summit Presentation
- IB1-06 Budget Summit Agenda
- IB1-07 Enrollment Town Hall Presentation
- IB1-08 Puente Presentation on First Year Math and English Completion Rates
- IB1-09 SSCC Minutes 4-19-21
- IB1-10 Academic Senate Minutes: Pace Program Review Discussion
- IB1-11 SEMP Review Presentation
- IB1-12 SEMP Survey Results
- IB1-13 ISLO Workgroup

IB2-01 SLO List  
IB2-02 SAO List: SEMP Measures in SEMP  
IB2-03 Sample SLO Assessment Results  
IB2-04 Sample SLO Assessment  
IB2-05 Curriculum Handbook  
IB2-06 Sample SAO Assessment  
IB2-07 Sample Survey  
IB2-08 SAOs Results Posted

IB3-01 2020-2021 Institution-Set Standards  
IB3-02 SEMP  
IB3-03 College Planning Diagram  
IB3-04 Sample Program Review  
IB3-05 Sample Action Plan  
IB3-06 Program Review Manual  
IB3-07 Institution-Set Standards on Program Review Dashboard

IB4.01 Psychology Program Review with Annual Updates  
IB4.02 SEMP Outcomes Data Discussion, SSCC Minutes 12.7.20  
IB4.03 Sample SLO Assessment  
IB4.04 Sample SAO Assessment  
IB4.05 District SEMP Outcomes Report 2.16.22  
IB4.06 Annual College Profile 2021  
IB4.07 Enrollment Report SCFF Outcomes  
IB4.08 LAHC Technology Survey 2019  
IB4.09 2018-2023 Strategic Educational Master Plan (SEMP)  
IB4.10 College Technology Master Plan  
IB4.11 Student Equity and Achievement (SEA) Plan

IB5-01 Program Review Revision Process  
IB5-02 Program Review Handbook  
IB5-03 Sample Program Review  
IB5-04 Sample SLO Qualitative Data  
IB5-05 Sample SLO Quantitative Data  
IB5-06 Sample Data Sheet  
**IB5-07 Sample Program Review with CTE Modules**  
IB5-08 Program Review Dashboard with Disaggregated Data  
IB5-09 Approval of Equity Module, Assessment Committee Minutes 2.15.22  
IB5-10 Sample Equity Module from Program Review Template  
IB5-11 Sample Service Area Unit Plan

IB6-01 LAHC Data Dashboard  
IB6-02 LAHC Data Dashboard at Program Level  
IB6-03 LACCD Data Dashboard  
IB6-04 Sample Program Review Data Dashboard with Disaggregated Data

IB6-05 Psychology Program Review with Equity Action Plan  
IB6-06 Sample Resource Request  
IB6-07 Psychology FHPC Presentation  
IB6-08 President's FHPC Decision Report  
IB6-09 Sample Data Chart from eLumen  
IB6-10 Puente Presentation on First Year Math and English Completion Rates  
**IB6-11 Equity Village Plans**

IB7-01 HAPS Diagram  
IB7-02 Sample Survey  
IB7-03 Opening Day Faculty Evaluation Survey  
IB7-04 Technology Survey  
IB7-05 Program Review Revision Workgroup  
IB7-06 Program Review Handbook  
IB7-07 Budget Committee Summit Fall 2021  
IB7-08 Resource Allocation and Budget Development Process 2022  
IB7-09 Committee Evaluation Form  
IB7-10 CPC Minutes with Discussion/Approval of Changed Committee Descriptor

IB8-01 Planning Website  
IB8-02 District Student Survey Results  
IB8-03 Sample Program Review  
IB8-04 Sample Course Level Assessment  
IB8-05 District Strategic Plan Outcomes Report  
IB8-06 College's Annual Profile  
IB8-07 College Data Dashboard  
IB8-08 District Data Dashboard  
IB8-09 Sample Program Review  
IB8-10 Sample Unit Plan  
**IB8-11 SEA Funding Retreat**  
IB8-12 CPC Minutes with OIE Outcomes Assessment Report  
IB8-13 LAHC Data Summit Presentation  
IB8-14 Budget Summit Agenda

IB9-01 Planning Model Workgroup  
IB9-02 Planning Model Handbook  
IB9-03 SEMP  
IB9-04 ISLOs  
IB9-05 Outcome Data Chart  
IB9-06 SEA Plan  
IB9-07 Sample Unit Plan  
**IB9-08 Sample Prioritization List**  
IB9-09 FHPC Handbook  
IB9-10 President's 2021-2022 Hiring List  
IB9-11 Budget Summit Agenda Fall 2021  
**IB9-12 SCFF Metrics Report**

IB9-13 Budget Summit Agenda Spring 2022  
IB9-14 Budget Development Process 2022  
IB9-15 Revised Resource Allocation Timeline

## **Standard I.C: Institutional Integrity**

I.C.1. The institution assures the clarity, accuracy, and integrity of information provided to students and prospective students, personnel, and all persons or organizations related to its mission statement, learning outcomes, educational programs, and student support services. The institution gives accurate information to students and the public about its accreditation status with all of its accreditors. (ER 20)

### **Evidence of Meeting the Standard**

The Los Angeles Harbor College Catalog serves as the primary resource by which the College communicates information to the public (IC1-01 College Catalog). The College Catalog includes the College mission statement, information about the College's education programs and student support services, and institutional and program level outcomes. The Catalog also has information about the College's accreditation status (IC1-02 Accreditation Status in College Catalog). The Catalog is posted on the website to provide ease of access for students and the public (IC1-03 Catalog on Website).

The Catalog Committee, a subcommittee of the Curriculum Committee, is charged with ensuring that the Catalog is accurate and up to date (IC1-04 Catalog Committee Responsibilities in the LAHC Curriculum Committee Policy and Procedures Manual, p. 2). The Catalog Committee works together with the Curriculum Committee and discipline faculty to review catalog content and identify necessary changes.

Additional information about student support services (IC1-05 Website with Listing of Student Support Services) and the College's accreditation status is available on the College's website (IC1-06 Accreditation Website).

### **Analysis and Evaluation**

Clear and accurate information is provided to students, personnel, and the community pertaining to the College's mission, learning outcomes, educational programs, and student support services. This information is reviewed on a continuous basis for accuracy and is updated in the College catalog. The College's Accreditation page, accessible via one click from the homepage, provides accurate information to students and the public about the College's accreditation status with all its accreditors.

I.C.2. The institution provides a print or online catalog for students and prospective students with precise, accurate, and current information on all facts, requirements, policies, and procedures listed in the "Catalog Requirements". (ER 20)

### **Evidence of Meeting the Standard**

LAHC provides both print and online versions of the 2020-2021 College catalog and catalog addendum (IC2-01 College Catalog). The catalog is updated every two years. When there are



course or program modifications that occur between review cycles, the Catalog addendum provides an updated record of those changes. A catalog checklist is used to ensure that all the general information required in ER 20, including general information about the college, requirements, and major policies affecting students are included (IC2-02 Catalog Checklist).

### **Analysis and Evaluation**

The College meets this standard and ER 20 by providing a print and electronic catalog to the public. The print version is updated every two years while the online version is regularly updated to ensure accuracy and currency.

I.C.3. The institution uses documented assessment of student learning and evaluation of student achievement to communicate matters of academic quality to appropriate constituencies, including current and prospective students and the public. (ER 19)

### **Evidence of Meeting the Standard**

LAHC collects assessment data on student learning and evaluates student achievement in the outcomes assessment process, including in the program review process (IC3-01 Program Review Template), learning/service area outcome assessments (IC3-02 Sample SLO Assessment), discussions at shared governance committees (IC3-03 CPC Minutes 5-11-20; IC3-04 SSCC Minutes 4-19-21), College Summits/Town Halls (IC3-05 Data Summit 2021), and College reports and surveys (IC3-06 AB705 Outcomes Data Report; IC3-07 LA College Promise Survey Results). Assessment outcomes include course completion data, degree and certificate completion data, licensure pass rate, job placement rate, and transfer data and other student success, equity, and achievement metrics (IC3-08 Institution-Set Standards 20-21; IC3-09 Annual College Profile).

Assessment results are made available to the appropriate constituencies, including current and prospective students and the public, on the College website, including on the College's data dashboard (IC3-10 LAHC Data Dashboard), on the LACCD data dashboards (IC3-11 LACCD Data Dashboard), through the link on the College's website to LAHC's California Community College Student Success Scorecard, the U.S. Department of Education Scorecard, and The California Community College's Launch Board (IC3-12 Link to Student Success Scorecard, Dept. of Education Scorecard, and Launch Board on Outcomes Dashboard Website).

### **Analysis and Evaluation**

Documented assessment of student learning and achievement outcomes are collected and evaluated in the College's outcomes assessment processes. The completed program reviews, learning outcome assessments, shared governance evaluations, surveys, reports, and several sources of outcomes data are posted on the College's website, thereby allowing for communication of matters of academic quality to appropriate constituencies, including current and prospective students and the public.

I.C.4. The institution describes its certificates and degrees in terms of their purpose, content, course requirements, and expected learning outcomes.

**Evidence of Meeting the Standard**

The LAHC Catalog, located on and easily accessible via the College's website (IC4-01 Website with the Location of the Catalog), describes certificate and degree patterns, their purpose, content, course requirements, and expected learning outcomes (IC4-02 College Catalog).

**Analysis and Evaluation**

LAHC describes its certificates and degrees, including their purpose, content, course requirements, and expected learning outcomes in the College Catalog.

I.C.5. The institution regularly reviews institutional policies, procedures, and publications to assure integrity in all representations of its mission, programs, and services.

**Evidence of Meeting the Standard**

LACCD Board Policy (BP) 2410 Board Policies and Administrative Procedures (IC5-01 BP2410 Board Policies and Administrative Procedures), requires that the District periodically review Board Policies, Administrative Procedures, and protocols. In accordance with BPR 2410, in 2021, the District recently revised and approved several of its Board Policies, Administrative Policies, and Legal Policies (IC5-02 Sample Approval of Revised AP, District Academic Senate 12.9.21).

LAHC's College Planning Model (IC5-03 Planning Model Diagram) ensures that the college is in the continuous process of reviewing its policies and procedures to assure integrity in all representations of its mission, programs, and services.

The Committee Year End evaluations (IC5-04 Committee Year-End Evaluation) requires that College Committees review policies, procedures, and publications to ensure that they are up-to-date and are aligned with the College's mission. For instance, the College's program review process was recently revised, and the program review manual was updated to reflect updated board policies, alignment with the College's mission, and new procedures in the process (IC5-05 Program Review Handbook).

In preparation for its biannual Catalog, the College reviews institutional policies, procedures, and publications to assure that all representations are correct and up-to date. The Catalog Checklist (IC5-06 Catalog Checklist) is used by the Catalog Committee to ensure that the appropriate content is included in the catalog. More frequent reviews are reflected in regular online updates.

**Analysis and Evaluation**

The College's planning model helps to ensure that the institution regularly reviews institutional policies, procedures, and publications to assure integrity in all representations of its mission, programs, and services.

I.C.6. The institution accurately informs current and prospective students regarding the total cost of education, including tuition, fees, and other required expenses, including textbooks, and other instructional materials.

**Evidence of Meeting the Standard**

Current and prospective LAHC students can access the detailed information about the total cost of education in the college catalog posted on the college website (IC6-01 Catalog on LAHC Website). The LAHC catalog includes a section outlining the Cost of Attendance (IC6-02 College Catalog, pgs. 356-359) for students living at home, living away from home, and non-residents; this section includes a breakdown of the costs of tuition and fees, books and supplies, room and board, transportation, and other personal expenses. It also contains examples of a 9-month budget, the cost of summer terms, and a 12-month budget.

**Analysis and Evaluation**

LAHC's catalog provides accurate and easily accessible information about the total cost of education for current and prospective students.

I.C.7. In order to assure institutional and academic integrity, the institution uses and publishes governing board policies on academic freedom and responsibility. These policies make clear the institution's commitment to the free pursuit and dissemination of knowledge, and its support for an atmosphere in which intellectual freedom exists for all constituencies, including faculty and students. (ER 13)

**Evidence of Meeting the Standard**

LACCD Board Policy (BP) 4030 on Academic Freedom (IC7-01 BP4030 Academic Freedom) assures LAHC's institutional and academic integrity. This policy is published in the LAHC catalog (IC7-02 LAHC Course Catalog, BP 4030, p.416). BP 4030 explicitly recognizes that an essential function of education is probing of received opinions and an exploration of ideas; and it ensures faculty's right to teach and student's right to learn.

**Analysis and Evaluation**

LACCD BP 4030, published in the LAHC catalog, makes clear the College's commitment to the free pursuit and dissemination of knowledge and supports an atmosphere in which intellectual freedom exists for faculty and students.

I.C.8. The institution establishes and publishes clear policies and procedures that promote honesty, responsibility and academic integrity. These policies apply to all constituencies and include specifics relative to each, including student behavior, academic honesty and the consequences for dishonesty.

**Evidence of Meeting the Standard**

LAHC follows LACCD Board Policy (BP) 5500 Standards of Student Conduct (IC8-01 BP 5500 Standards of Student Conduct), outlining the policies that promote honesty, responsibility, and

academic integrity. BR 5500 explains the College’s policy on academic honesty and specifies examples that constitute academic dishonesty. Further, BP 5500 requires that the “Conduct in all of the Los Angeles Community Colleges must conform to District and college rules and regulations. Violations of such rules and regulations may result in disciplinary action depending on the individual’s status as student, faculty, staff, or visitor.”

Policies regarding honesty, responsibility, and integrity for all constituencies are clarified in the published College Catalog (IC8-02 LAHC Course Catalog, p. 420). LAHC’s Office of Compliance also publishes these policies on the College website, including reasons for disciplinary actions consistent with violations of standards of conduct set forth in BR 5500 (IC8-03 Office of Compliance Website).

The consequences for dishonesty or other violations of the standard of conduct policies set forth by BP 5500 are clearly outlined on the College’s Student Discipline website, including an informal process, formal process, and types of student discipline in progressive order (IC8-04 Student Discipline Website).

While faculty have the right to academic freedom outlined in BP 4030 Academic Freedom (IC8-05 BP 4030 Academic Freedom), BP 4030 requires that individuals of the College “uphold the District’s professional ethics policies for faculty, administrators, and staff; and in the case of students, abide by the District’s Standards of Student Conduct.” Further, Administrative Procedure (AP) 4105 Distance Education (IC8-06 AP 4105 Distance Education) requires that faculty establish standards for instruction that extend to the online learning environment. The College’s commitment to academic dishonesty in the online environment is evidenced by the integration of plagiarism detection software such as Turnitin into Canvas.

### **Analysis and Evaluation**

LAHC follows and publishes the policies and procedures set forth by the LACCD Board promoting honesty, responsibility, and academic integrity. These policies cover all constituencies and include expectations for student behavior, academic honesty, and the consequences for dishonesty.

I.C.9. Faculty distinguish between personal conviction and professionally accepted views in a discipline. They present data and information fairly and objectively.

### **Evidence of Meeting the Standard**

LACCD Board Policy BP 4030 Academic Freedom (IC9-01 BP 4030 Academic Freedom) and the agreement between the LACCD and the Los Angeles College Faculty Guild (LACFG) (IC9-02 LACFG Agreement) assert that "Faculty especially shall have the academic freedom to seek the truth and guarantee freedom of learning to the students." While these policies protect faculty member’s academic freedom, BP 4030 also states that “The right to academic freedom, however, cannot be separated from the equally important responsibility, which each individual has, to uphold the District’s professional ethics policies for faculty, administrators, and staff; and in the case of students, to abide by the District’s Standards of Student Conduct.” Further, the Faculty Guild contract outlines the evaluation process for all faculty, demonstrating the requirement for

faculty to keep current in the discipline, use materials that are accurate and that are pertinent to the subject matter and course outline, and ensure that course content is current and appropriate (IC9-03 Faculty Evaluation Form).

Program review is another area where faculty's commitment to the presentation of data and information fairly and objectively is evidenced. In the process of program review, faculty collaborate with peers and take part in a self-evaluative, self-improvement process involving a critical analysis of student learning outcome results and assessment of data in relation to the institution's set standards and targets, resulting in a candid review of the overall program quality and effectiveness. This process allows for the identification of effective and less effective aspects of the program. Faculty are encouraged to view this process as an opportunity to evaluate data, exchange ideas about trends, comment on noteworthy accomplishments, and identify areas of need where the program would benefit from assistance or resources (IC9-04 Academic Program Review Handbook).

### **Analysis and Evaluation**

The LACCD agreement with the Los Angeles College Faculty Guild and LACCD Board Policy (BP) 4030 Academic Freedom outlines faculty member's rights regarding academic freedom, while also requiring faculty to demonstrate objectivity and sensitivity when presenting data and information. Faculty also demonstrate their commitment to the presentation of data and information in a fair manner through the program review process.

I.C.10. 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 and student handbooks.

### **Evidence of Meeting the Standard**

Not applicable.

I.C.11. Institutions operating in foreign locations operate in conformity with the Standards and applicable Commission policies for all students. Institutions must have authorization from the Commission to operate in a foreign location.

### **Evidence of Meeting the Standard**

Not applicable. Los Angeles Harbor College only has a campus within Los Angeles County.

I.C.12. The institution agrees to comply with Eligibility Requirements, Accreditation Standards, Commission policies, guidelines, and requirements for public disclosure, institutional reporting, team visits, and prior approval of substantive changes. When directed to act by the Commission, the institution responds to meet requirements within a time period set by the Commission. It discloses information required by the Commission to carry out its accrediting responsibilities. (ER 21)

### **Evidence of Meeting the Standard**

LAHC's compliance with Eligibility Requirements, Accreditation Standards, Commission policies and guidelines is evidenced by the accreditation held by the Accrediting Commission for Community and Junior Colleges (ACCJC). The College demonstrates its honesty and integrity in the self-evaluation process and its timely response to all Commission requirements through the publication of present and past information on the College's self-evaluation process on the College website (IC12-01 Accreditation Website). The College's accreditation website also has information about prior approvals of substantive changes (IC12-02 Substantive Change Approval on Accreditation Website).

### **Analysis and Evaluation**

The College's compliance with Eligibility Requirements, Accreditation Standards, Commission policies and guidelines is evidenced by the accreditation held by the ACCJC. The College communicates its accreditation status on the college website. The College's Accreditation webpage also provides evidence that the College publicly shares its reports and documents, including present and past self-evaluation reports and prior approvals of substantive changes.

I.C.13. The institution advocates and demonstrates honesty and integrity in its relationships with external agencies, including compliance with regulations and statutes. It describes itself in consistent terms to all of its accrediting agencies and communicates any changes in its accredited status to the Commission, students, and the public. (ER 21)

### **Evidence of Meeting the Standard**

The affirmation of accreditation from agencies such as the Accrediting Commission for Community and Junior Colleges (ACCJC) (IC13-01 ACCJC Reaffirmation of Accreditation Letter) and program specific accrediting bodies and agencies such as the Accreditation Commission for Education in Nursing (ACEN) (IC13-02 ACEN Accreditation Website) and the California Board of Registered Nursing (CABRN) (IC13-03 BRN Accreditation Website) shows that LAHC advocates and demonstrates honesty with its external agencies, including compliance with regulations and statutes.

LAHC clearly communicates the College's accreditation status on its website (IC13-04 Accreditation Status on Website) and in the LAHC Catalog (IC13-05 Accreditation Status in College Catalog, p.4).

### **Analysis and Evaluation**

LAHC demonstrates honesty and integrity across its relationships with external agencies through its reporting to the Accrediting Commission for Community and Junior Colleges (ACCJC) and accrediting bodies for specific disciplines such as the Accreditation Commission for Education in Nursing (ACEN) and the California Board of Registered Nursing (CABRN), which have their own regional, state, or national accrediting requirements. Information regarding the College's accreditation status is available for public viewing on the college website.

I.C.14. The institution ensures that its commitments to high quality education, student achievement and student learning are paramount to other objectives such as generating financial returns for investors, contributing to a related or parent organization, or supporting external interests.

### **Evidence of Meeting the Standard**

Not Applicable.

Suggested Length for Standard I.C is 10 pages

## **Conclusions on Standard IC: Institutional Integrity**

LAHC is committed to institutional integrity. Through the establishment and continuous process of review of College's policies, procedures, and publications, the College assures the quality of the information provided to the community it serves. The College follows and publishes board and administrative policies on academic freedom, academic honesty, and academic integrity. To accurately communicate matters of academic quality to current and prospective students and the public, LAHC publishes documented assessment of student learning and achievement metrics on the College website. In compliance with Eligibility Requirements, Accreditation Standards, Commission policies, guidelines, and requirements for public disclosure, and to demonstrate honesty and integrity in its relationship with external agencies, information pertaining to the College's accreditation status and links to accreditation reports and letters are available on LAHC's website.

### ***Standard IC Evidence List***

IC1-01 College Catalog

IC1-02 Accreditation Status in College Catalog

IC1-03 Catalog on Website

IC1-04 Catalog Committee Responsibilities in the LAHC Curriculum Committee Policy and Procedures Manual, p. 2

IC1-05 Website with Listing of Student Support Services

IC1-06 Accreditation Website

IC2-01 College Catalog

IC2-02 Catalog Checklist

IC3-01 Program Review Template

IC3-02 Sample SLO Assessment

IC3-03 CPC Minutes 5-11-20

IC3-04 SSCC Minutes 4-19-21

IC3-05 Data Summit 2021

IC3-06 AB705 Outcomes Data Report

IC3-07 LA College Promise Survey Results

IC3-08 Institution-Set Standards 20-21

IC3-09 Annual College Profile

IC3-10 LAHC Data Dashboard  
IC3-11 LACCD Data Dashboard  
IC3-12 Link to Student Success Scorecard, Dept. of Education Scorecard, and Launch Board Outcomes Dashboard Website

IC4-01 Website with the Location of the Catalog  
IC4-02 College Catalog

IC5-01 BP2410 Board Policies and Administrative Procedures  
IC5-02 Sample Approval of Revised AP, District Academic Senate 12.9.21  
IC5-03 Planning Model Diagram  
IC5-04 Committee Year-End Evaluation  
IC5-05 Program Review Handbook  
IC5-06 Catalog Checklist

IC6-01 Catalog on LAHC Website  
IC6-02 College Catalog, pgs. 356-359

IC7-01 BP4030 Academic Freedom  
IC7-02 LAHC Course Catalog, BP 4030, p.416

IC8-01 BP 5500 Standards of Student Conduct  
IC8-02 LAHC Course Catalog, p. 420  
IC8-03 Office of Compliance Website  
IC8-04 Student Discipline Website  
IC8-05 BP 4030 Academic Freedom  
IC8-06 AP 4105 Distance Education

IC9-01 BP 4030 Academic Freedom  
IC9-02 LACFG Agreement  
IC9-03 Faculty Evaluation Form  
IC9-04 Academic Program Review Handbook

IC12-01 Accreditation Website  
IC12-02 Substantive Change Approval on Accreditation Website

IC13-01 ACCJC Reaffirmation of Accreditation Letter  
IC13-02 ACEN Accreditation Website  
IC13-03 BRN Accreditation Website  
IC13-04 Accreditation Status on Website  
IC13-05 Accreditation Status in College Catalog, p.4