

Standard II: Student Learning Programs and Support Services

The institution offers instructional programs, library and learning support services, and student support services aligned with its mission. The institution's programs are conducted at levels of quality and rigor appropriate for higher education. The institution assesses its educational quality through methods accepted in higher education, makes the results of its assessments available to the public, and uses the results to improve educational quality and institutional effectiveness. The institution defines and incorporates into all of its degree programs a substantial component of general education designed to ensure breadth of knowledge and to promote intellectual inquiry. The provisions of this standard are broadly applicable to all instructional programs and student and learning support services offered in the name of the institution.

Standard II.A: Instructional Programs

II.A.1 All instructional programs, regardless of location or means of delivery, including distance education and correspondence education, are offered in fields of study consistent with the institution's mission, are appropriate to higher education, and culminate in student attainment of identified student learning outcomes, and achievement of degrees, certificates, employment, or transfer to other higher education programs. (ER 9 and ER 11)

Evidence of Meeting the Standard

All LAHC's instructional programs, including both traditional and distance education classes, support the College mission (IIA1-01 College Mission on Website) of "providing access to associate and transfer degrees, certificates, economic and workforce development, and adult and noncredit instruction."

Administrative Procedure (AP) 4023 Program Approval (IIA1-02 AP 4023) requires that all programs must demonstrate alignment with the College mission and strategic master plan. Following the College's curriculum process (2A1-03 Curriculum Handbook on Program Development), the faculty in instructional disciplines carefully follow state and federal guidelines to ensure all courses are appropriate to higher education and culminate in identified student learning outcomes. Utilizing the courses approved through the curricular process, LAHC faculty continuously work toward the development of clear educational pathways that culminate in the attainment of degrees and certificates. For instance, the College has created twenty-two AA-T and AS-T degree patterns (IIA1-04 List of AAT/AAS).

Discipline faculty also meet with members of the LAHC Guided Pathways team to create degree and certificate pathways for the College's Program Mapper. The Program Mapper, available for students on the College website (IIA1-05 Program Mapper Website), organizes programs by Transfer, Career, and Academic Pathways (IIA1-06 TCAPs Website) to assist students with selecting a program of study. It provides a visual representation of LAHC's catalog that shows a term-by-term sample progress map and includes information related to occupations and careers commonly associated with each program, typical wages, and the labor market demand for California (IIA1-07 Sample Program Map). The Program Mapper clearly highlights the relationship between the College's courses and their relationship to achievement of degrees and certificates, employment, and transfer to higher education institutions.

During the program review process, faculty review program curriculum and learning outcomes to ensure that they are up to date (IIA1-08 Sample Questions from Program Review). Further, faculty are asked to explain how the program aligns with the College mission, in terms of the degrees and certificates it produces (IIA1-09 Sample Program Review Question).

Analysis and Evaluation

LAHC's curriculum and program processes ensure that all instructional programs are offered in a field of study consistent with the College's mission. The College's curricular and program review processes are aligned with AP 4023 as outlined in the College's Curriculum Handbook and Program Review Handbook. The College's successful degree and certificate completion rates, transfer rates, and employment rates are evidence that the College's programs culminate in

the attainment of identified student learning outcomes, and achievement of degrees, certificates, employment, or transfer to other higher education programs.

II.A.2 Faculty, including full time, part time, and adjunct faculty, regularly engage in ensuring that the content and methods of instruction meet generally accepted academic and professional standards and expectations. In exercising collective ownership over the design and improvement of the learning experience, faculty conduct systematic and inclusive program review, using student achievement data, in order to continuously improve instructional courses and programs, thereby ensuring program currency, improving teaching and learning strategies, and promoting student success.

Evidence of Meeting the Standard

Administrative Procedure (AP) 4022 Course Approval (IIA2-01 AP 4022) follows the framework set forth in 10 + 1 (IIA2-02 INSERT EVIDENCE OF ASCCC GRAPHIC), holding faculty accountable for all “academic and professional matters” necessary for student success. The LAHC faculty, including full time, part time, and adjunct faculty, engage in ensuring that the content and methods of instruction meet generally accepted academic and professional standards and expectations both in the curricular process and program review. Representatives from each of the College’s academic divisions participate in the Curriculum Committee (CC) (IIA2-03 CC Descriptor), which is responsible for curriculum review and approval (IIA2-04 LAHC Course Approval Process). Once curriculum is passed at the committee level, curricular changes are then presented and approved at the Academic Senate Committee (IIA2-05 Sample Minutes Demonstrating Curricular Approval) and at the District Academic Senate (IIA2-06 Sample District Senate Minutes with Curricular Approval).

Continuous improvement of courses and programs occur in the faculty driven program review process. The program review process includes an evaluation of the program’s strengths and weaknesses through the analysis of student achievement data, including course completion and certificate and degree award rates (IIA2-07 Program Review Handbook, p.13). Each program compares its performance on the student achievement data to the College’s institution-set standards (IIA2-08 Sample Program Review). When a program fails to meet the College’s institution-set standard on a student achievement metric, the program then develops an action plan with measurable improvement objectives. In addition to the evaluation of student achievement data, the program review process also involves an analysis of course student learning outcome (SLO) assessment data. Course SLO assessment data is discussed with discipline faculty and is used to develop best practices for instruction and to identify additional resources needed to support student success (IIA2-09 Process for Assessment Dialogue in SLO Handbook). Faculty are also asked to peer review curriculum (IIA2-10 Course Outline Periodic Review Checklist).

Analysis and Evaluation

All faculty, including full-time and adjunct faculty, ensure that the content and methods of instruction meet generally accepted academic professional standards through active involvement in the College’s curricular processes, including at the Curriculum Committee and the Academic

Senate. In exercising collective ownership over the design and improvement of the learning experience, faculty evaluate student achievement data and learning outcome assessment results in the faculty driven program review process. This systematic and inclusive process allows for the identification of course and program strengths and weaknesses, used to ultimately develop strategies to continuously improve instructional courses and programs, in turn ensuring program currency, improved teaching and learning strategies, and the promotion of student success.

II.A.3 The institution identifies and regularly assesses learning outcomes for courses, programs, certificates and degrees using established institutional procedures. The institution has officially approved and current course outlines that include student learning outcomes. In every class section students receive a course syllabus that includes learning outcomes from the institution's officially approved course outline.

Evidence of Meeting the Standard

LAHC recently moved to a new data management system, eLumen, to record learning outcome assessments. All learning outcome statements are recorded in eLumen (IIA3-01 eLumen SLO Statement Report). The institution established a procedure that at least one student learning outcome (SLO) will be assessed each calendar year per course, with all SLOs assessed within the SLO Cycle. This process is outlined in the SLO Handbook (IIA3-02 SLO Handbook). The College piloted assessing SLOs in eLumen Spring of 2021. Over 90% of course sections recorded assessment results in eLumen for at least one SLO (IIA3-03 SLO Report at Senate), demonstrating the College has a culture that embraces the assessment learning outcomes.

To ensure faculty, students, and the community have access to view SLOs, each semester, SLOs are extracted from the eLumen site and posted on the SLO by Department Website (IIA3-04 SLOs on Website by Department). Posting of the SLOs ensures that the most up to date SLOs may be reviewed prior to the construction of syllabi for the semester and provides faculty with an opportunity to design evaluation tools for the SLO they plan to assess during the semester.

In the Harbor Assessment-based Planning System (HAPS), course SLOs, program learning outcomes (PLOs), and institutional level outcomes (ISLOs) are aligned (IIA3-05 HAPS Alignment Diagram). The alignment is recorded in eLumen (IIA3-06 Example eLumen SLO-PLO alignment). Programs at LAHC are defined as any set of courses that lead to an outcome, such as a degree or certificate. Therefore, course level learning outcome assessments also allow for the assessment of learning outcomes at the degree or certificate program level.

eLumen also serves as the College's curriculum system. The College began the process of transitioning to eLumen in fall of 2020. All approved course outline of records (CORs) were moved from the prior Electronic Curriculum Database (ECD) to eLumen. After the CORs were uploaded into eLumen, a college-wide course validation process took place which included faculty review of all CORs for accuracy, including ensuring that all courses have approved student learning outcomes (IIA3-07 Course Validation Process).

Following LACCD Administrative Procedure (AP) 4112 Course Syllabus Requirements (IIA3-08 AP 4112 Course Syllabus Requirements), faculty distribute course syllabi including the student learning outcomes from the CORs in eLumen (IIA3-09 Sample COR). This requirement is outlined in the SLO Handbook (IIA3-10 SLO Handbook, p.12) and on the SLO website (IIA3-11 SLO Website). Per the LACCD AFT1521 contract, Student Evaluation of Classroom Instructor forms, part B 2. “A syllabus, which clearly outlined the course objectives, SLOs and grading criteria was distributed by the end of the first week of the term” (IIA3-12 **INSERT EVIDENCE OF FORM**).

Analysis and Evaluation

Approved student learning outcomes (SLO) statements and course outline of records are recorded in the College’s data management system eLumen. The SLO statements are made accessible to all constituents of the college on the SLO by Department Website. The institution has established procedures outlined in the SLO Handbook and the AFT1521 Faculty Contract detailing the assessment process and the requirement that the approved learning outcomes from the course outline of record are on the syllabi distributed for all sections of courses.

II.A.4 If the institution offers pre-collegiate level curriculum, it distinguishes that curriculum from college level curriculum and directly supports students in learning the knowledge and skills necessary to advance to and succeed in college level curriculum.

Evidence of Meeting the Standard

LAHC offers both pre-collegiate and college level courses. The College offers pre-collegiate courses in the English, Math, and Adult/Non-Credit Divisions. The College catalog has a description of each course, and the pre-collegiate level courses include either NC: non-credit or NDA: non-degree applicable in the descriptor (IIA4-01 Catalog Example of Course with Non-Credit Specifier), distinguishing it from college level curriculum. “Below Transfer Level” is also included in the course description for pre-collegiate courses (IIA4-02 Catalog Example of Below Transfer Level Course).

Students receive placement messages when they enroll in pre-collegiate college level math and English courses. For instance, when students enroll in pre-collegiate math courses, the following message is sent to students: “MATH 125, 125S, or 134 offers instruction in below transfer-level math in preparation for MATH 215 and/or 230.--MATH 137 offers instruction in below transfer-level math in preparation for MATH 227 or 227S.”

The College catalog contains an English Placement Chart (IIA4-03 English Placement Chart) and a math placement chart (IIA4-04 Math Placement Chart) demonstrating how the curriculum in the below transfer level courses support the skills necessary to advance to and succeed in college level curriculum should the student seek remediation in either discipline prior to enrolling in transfer level coursework.

Analysis and Evaluation

LAHC distinguishes its pre-collegiate level curriculum from college level curriculum in the college catalog using specifiers such as non-degree applicable and below transfer level in the course description. The placement models for math and English show how the curriculum in the below transfer level courses directly support students in learning the knowledge and skills necessary to advance to and succeed in college level curriculum.

II.A.5 The institution's degrees and programs follow practices common to American higher education, including appropriate length, breadth, depth, rigor, course sequencing, time to completion, and synthesis of learning. The institution ensures that minimum degree requirements are 60 semester credits or equivalent at the associate level, and 120 credits or equivalent at the baccalaureate level. (ER 12)

Evidence of Meeting the Standard

LAHC follows the process for course review stated in the LACCD Administrative Procedure (AP) 4022 Course Approval (IIA5-01 AP 4022 Course Approval) as outlined in the College's Curriculum Committee Policy and Procedures Manual (IIA5-02 LAHC Curriculum Committee Policies and Procedures Manual, Section VA, p.5-6) and the LAHC New Course Approval Process and Timeline Flowchart (IIA5-03 LAHC New Course Approval Process and Timeline). Full-time faculty meeting minimum qualifications in the subject represented by the program's Taxonomy of Programs (TOP) code create, revise, and discontinue programs. LACCD AP 4023 Program Approval (IIA5-04 AP 4023 Program Approval) describes programs, types of awards, and includes the process for creating and revising awards. The full process for program development is outlined in the College's Curriculum Committee Policy and Procedures Manual (IIA5-05 LAHC Curriculum Committee Policies and Procedures Manual, Section VB., p.6-8). Further, the College's curriculum approval process aligns with the requirements specified in California Community Colleges Chancellor's Office (CCCCO) Program and Course Approval Handbook (IIA5-06 CCCCCO Program and Course Approval Handbook) to ensure courses and programs are appropriate in length, breadth, depth, rigor course sequencing, time to completion, and synthesis of learning.

LAHC degrees and programs comply with LACCD Board Policy (BP) 4100 Graduation Requirements for Degrees and Certificates (IIA5-07 AP 4100 Graduation Requirements for Degrees and Certificates) requiring at least 18 semester units in a single discipline or major area of emphasis and a minimum of 60 units. The 60 unit minimum required is also specified under the Graduation Requirements section of the Course Catalog. This portion of the catalog states that "A minimum of 60 semester units of course credit in a selected curriculum with at least 18 semester units of study in a major or area of emphasis and at least 18 semester units of study in general education" is required for an associate degree (IIA5-08 LAHC Course Catalog, Graduation Requirements Section, p. 213).

Analysis and Evaluation

LAHC's processes for course and program development are outlined in the College's Curriculum Committee's Policy and Procedure Manual. These processes follow LACCD AP 4022 and AP

4023 and are aligned with requirements specified in CCCCCO Program and Course Approval Handbook ensuring LAHC's degrees and programs follow practices common to American higher education, appropriate length, breadth, depth, rigor, course sequencing, time to completion, and synthesis of learning.

LAHC's curriculum process complies with BP 4100 ensuring that minimum degree requirements are 60 semester credits or equivalent at the associate level.

II.A.6 The institution schedules courses in a manner that allows students to complete certificate and degree programs within a period of time consistent with established expectations in higher education. (ER 9)

Evidence of Meeting the Standard

The College's Enrollment Management Plan (EMP) (IIA6-01 EMP) provides a framework for scheduling courses in a manner that allows students to complete certificates and degrees within an appropriate period of time. In this framework (IIA6-02 EM Diagram), the College uses enrollment data (IIA6-03 Sample Enrollment Report), program pathways (IIA6-04 Sample Program Map), student achievement and learning outcomes data (IIA6-05 Annual College Profile), and the Student Centered Funding Formula (SCFF) metrics (IIA6-06 SCFF Metrics; IIA6-07 SCFF Metrics Enrollment Report) when scheduling courses.

Analysis and Evaluation

Using the framework outlined in the College's Enrollment Management Plan, the College schedules courses in a manner that allows students to complete certificate and degree programs within a period of time consistent with established expectations in higher education.

II.A.7. The institution effectively uses delivery modes, teaching methodologies and learning support services that reflect the diverse and changing needs of its students, in support of equity in success for all students.

Evidence of Meeting the Standard

To address the diverse needs and learning styles of students, LAHC offers a wide variety of course formats. Traditionally, the College offered eight and 16-week courses, both in person and fully online in an asynchronous format. To address the needs of returning students and students who may be working full-time who wish to accelerate course work, fully asynchronous five-week course pathways were also created. Students may opt to take a combination of five, eight, and 16-week courses to address their individual needs and learning styles. LAHC also offers a wide variety of course modalities to address the diverse needs of students. Distance Education courses are offered in fully synchronous, hybrid, and asynchronous formats. The college also supports several completely online degrees (IIA7-01 List of Approved Programs with Substantive Change). These options allow students to learn in an environment which best suits their needs (IIA7-02 Class Formats in Course Schedule).

In spring of 2019, the College faced COVID-19, transitioning over 700 courses to a distance education format due to the sudden onset of the pandemic. Increased district-wide training offered through the Vision Resource Center (IIA7-03 VRC Website) and college-specific training opportunities (IIA7-04 DE Training Schedule) were scheduled to enhance knowledge of online pedagogy and resources. Local campus distance education coaches were also hired to assist faculty with their online teaching needs (IIA7-05 LAHC Distance Education Website with Coaches Information) and the LAHC Distance Education Team started a DE Youtube Channel with instructional resources for faculty (IIA7-06 LAHC DE Youtube Channel Website).

Professional development for students, staff, and administrators in support of equity in success for all students are offered by both the College and through the district. For instance, LAHC's Racial Equity and Social Justice Committee hosted a Town Hall, which included workshops on anti-racist practices in the classroom and anti-racist practices in Student Services (IIA7-07 RESJ Presentation on 10/29/21).

Based on a review of the College's disaggregated student achievement and learning outcomes data showing equity gaps in completion rates, in combination with data revealing that students in equity success groups retain and complete at higher rates, the College created an Equity Village in 2019. The Village consists of centralized student success centers for programs that meet the needs of specific student populations. Programs include Asian Pacific American Student Success (APASS), the Dream Resource Center, the Harbor College Puente Project, Umoja, and Veterans Services. The programs support academic success by providing culturally relevant, student-centered services, including dedicated counselors, support groups, and cohort courses.

Consistent with LACCD Board Policy BP 5140 Disabled Students Program and Services (IIA7-08 BP 5140 Disabled Students Program and Services), LAHC's Special Programs and Services (SPS) office ensure that students with disabilities have equal access to all educational offerings at the College. SPS provides support services, curriculum, instruction, and adaptive technology to facilitate equal opportunities for students with special needs.

Analysis and Evaluation

Recognizing the diversity and changing needs of students, LAHC offers a wide variety of course modalities. The College offers continuous training focusing on equity and success for students at the campus and district level, applicable to both traditional classroom settings and the online environment. The College also has numerous equity programs in support of equity in success for all students.

II.A.8. The institution validates the effectiveness of department-wide course and/or program examinations, where used, including direct assessment of prior learning. The institution ensures that processes are in place to reduce test bias and enhance reliability.

Evidence of Meeting the Standard

A limited number of department-wide course and/or program examinations are used by the College. Due to the implementation of California State Assembly Bill (AB) 705 (IIA8-01 AB 705) English and math no longer use standardized placement tests.

LACCD Administrative Procedure (AP) 4236 Advanced Placement Credit (IIA8-02 AP 4236 Advanced Placement Credit), AP 4237 International Baccalaureate Credit (IIA8-03 AP 4237 International Baccalaureate Credit), AP 4238 CLEP Credit (IIA8-04 AP 4238 CLEP Credit), and AP 4235 (IIA8-05 AP 4235 Credit for Prior Learning) outline the processes the College uses for direct assessment of prior learning, including satisfactory Advanced Placement (AP), International Baccalaureate (IB), and the College-Level Examination Program (CLEP) examination scores.

Analysis and Evaluation

Department-wide course and/or program evaluation rely on either tests that have been independently validated by an external agency or that are regularly validated locally with measures in place to ensure reliability and freedom from bias.

II.A.9. The institution awards course credit, degrees and certificates based on student attainment of learning outcomes. Units of credit awarded are consistent with institutional policies that reflect generally accepted norms or equivalencies in higher education. If the institution offers courses based on clock hours, it follows Federal standards for clock-to-credit-hour conversions. (ER 10)

Evidence of Meeting the Standard

Course level learning outcomes assessments are conducted to ensure that students obtain the knowledge, skills, and behaviors a student should possess when completing the course (IIA9.01 Sample eLumen SLO Assessment). Program level outcomes for degrees and certificates are created by faculty discipline experts, as well as advisory boards for career technical education (CTE) programs (IIA9.02 SLO Assessment Handbook, p.7).

Program level outcomes are also aligned with institutional level outcomes (ISLOs) (IIA9.03 Sample Alignment). The alignment between course, program, and institutional learning outcomes allow faculty to assess the attainment of learning outcomes at all levels. With the alignment of learning outcomes at all levels, the course level assessment process ensures that degrees and certificates are based on the achievement of course and program level outcomes.

The College follows the processes set forth in Administrative Procedure (AP) 4020 Curriculum Development (IIA9.04 AP 4020 Curriculum Development) to ensure units of credit awarded are consistent with institutional policies that reflect generally accepted norms or equivalencies in higher education. Further, AP 4020 criteria for clock-to-credit hour conversion adheres to Title 5, sections 55002.5 (Credit Hours Definition) and 55256.5 (Work Experience Credit), and 34 Code of Federal Regulations §§ 668.8(k)(2)(i)(A) and 668.8(l) (courses in Clock Hour programs).

Analysis and Evaluation

Following policies set forth in AP 4020 Curriculum Development, LAHC awards academic federal credit based on generally accepted practices in higher education in accordance with statutory or system regulatory requirements. Faculty establish, align, and assess learning

outcomes at the course, program, and institutional levels. The alignment of course, program, and institutional level outcomes ensure that students who earn degrees and certificates have met a program's learning outcomes. The units of credit are consistent with institutional policies and the accepted norms of higher education. Clock-to-credit hour conversions are also applied.

II.A.10. 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. (ER 10)

Evidence of Meeting the Standard

LAHC follows the policies and procedures on transfer course articulation detailed in LACCD Board Policy (BP) 4050 (IIA10-01 BP 4050 Articulation) and AP 4050 (IIA10-02 AP 4050 Articulation). All articulated courses meet the standards set forth by the institution to which they transfer and are articulated to meet major requirements and/or general education requirements.

LAHC's Curriculum Committee's Policy and Procedures Manual outlines the process on obtaining transfer credits to fulfill degree requirements (IIA10-03 Curriculum Committee Policy and Procedure's Manual, p.9-12). Division Chairs, in consultation with discipline faculty, review the learning outcomes for transferred courses for comparability with the learning outcomes of its own courses. For General Education degrees, the Curriculum Committee is charged with determining whether a course meets eligibility for General Education (GE) status in a corresponding area based on Title 5 (55063) (IIA10-04 Title 5 (55063)) and the CSU General Education Breadth Requirements Policy #8919100 (IIA10-05 CSU GE Policy #8919100). Since Associate Degrees for Transfer (ADT) are statewide degrees, the College references approved ADT Transfer Model Curricula (TMC) (IIA10-06 TMC Website) when determining whether a course fulfills degree requirements.

LAHC transfer-of-credit policies are clearly communicated to students in the College catalogue (IIA10-07 College Catalog, p. 223-231) and are available in the College's Transfer Center (IIA10-08 Transfer Center Homepage). The College's Transfer Center supports the College mission by creating a strong transfer culture by providing resources and counseling services to support students in achieving their goals.

Counselors review transfer requirements with students, use the General Education Certification and IGETC guidelines (IIA10-09 College Catalog, pg.218-223) and take students to Assist.Org (IIA10-10 Assist.org Website) and other specific university websites determined by their transfer aspirations.

LAHC Credit for Prior Learning policies follow LACCD Administrative Procedure (AP) 4235 (IIA10-11 AP 4235 Credit for Prior Learning). The alternative methods for awarding credit and the process for the determination of eligibility for credit for prior learning, the prior learning

assessment grading procedure developed in accordance with BP 4232 Pass/No Pass grading option (IIA10-12 BP 4232 Pass/No Pass Grading Option), and the transcription of credit is detailed for students in the College’s catalog (IIA10-13 College Catalog, Credit for Prior Learning Section, p. 386-392).

Consistent with BP 4050 and AP 4050 on articulation, LAHC has developed transfer articulation agreements with a wide variety of colleges and universities. Students can access information about transfer/articulation agreements in the College catalog (IIA10-14 College Catalog, Transfer/Articulation Agreements, pgs. 228-229).

Analysis and Evaluation

LAHC awards academic credit based on the generally accepted practices from degree-granting institutions and in accordance with LACCD BP 4050 and AP 4050 and other regulatory requirements.

The College’s curriculum approval process ensures that programs are congruent with the College mission and are based on recognized articulation agreements with public and private universities that correspond to its mission (ACCJC Policy on Award of Credit Compliance). These agreements certify that the College’s learning outcomes for transfer courses are comparable to those of the learning outcomes for the four-year institutions.

Transfer-of-credit policies are made available to students in the College Catalog. These policies are also available on published handouts used by counselors and students when formulating an educational plan.

II.A.11. The institution includes in all of its programs, student learning outcomes, appropriate to the program level, in communication competency, information competency, quantitative competency, analytic inquiry skills, ethical reasoning, the ability to engage diverse perspectives, and other program-specific learning outcomes.

Evidence of Meeting the Standard

Discipline faculty are responsible for student learning outcomes (SLOs). During the process of developing SLOs, faculty are required to align course SLOs with program learning outcomes (PLOs), with the understanding the program level outcomes are based on the skills/behaviors that discipline experts feel students should acquire upon completion of the program. The process for the development of SLOs and PLOs is outlined in the SLO Handbook (IIA11-01 SLO Handbook). Further, in the Harbor Assessment-based Planning Model, SLOs, PLOs and institutional level outcomes (ISLOs) are aligned (see diagram on the right).



During the Institutional Level Outcome (ISLO) revision process in 2018 (IIA11-02 ISLO Revision Process), the ISLOs were revised to align with the College’s GE Areas (IIA11-03 ISLO and GE Area Alignment Chart), Accreditation Standard II.A.11 (IIA11-04 ISLO and Accreditation Standard II.A.11 Alignment Chart), and the CSU Golden Four (IIA11-05

ISLO and CSU Alignment Chart). These alignments were reviewed and updated again during the 2021 General Learning Outcomes (GELOs) revision process (IIA11-06 GELO Revision Process).

The SLO-PLO-ISLO alignment, in combination with the ISLO alignment to the College's GE Areas, Accreditation Standard II.A.11, and the CSU Golden four, ensure that each program includes course level student learning outcomes in communication competency, information competency, quantitative competency, analytic inquiry skills, ethical reasoning, the ability to engage diverse perspectives, and other program-specific learning outcomes.

Analysis and Evaluation

In the student learning outcome development process, discipline experts develop course level and program level outcomes that purposefully align with each of the College's institutional learning outcomes. The HAPS roll-up model (PLO/GELO-ISLO-Mission Alignment) and the demonstrated alignment between our ISLOs and the LAHC GE areas, Accreditation Standard II.A.11, and the CSU Golden Four, ensure our SLOs cover communication competency, information competency, quantitative competency, analytic inquiry skills, ethical reasoning, the ability to engage diverse perspectives, and other program-specific learning outcomes.

II.A.12. The institution requires of all of its degree programs a component of general education based on a carefully considered philosophy for both associate and baccalaureate degrees that is clearly stated in its catalog. The institution, relying on faculty expertise, determines the appropriateness of each course for inclusion in the general education curriculum, based upon student learning outcomes and competencies appropriate to the degree level. The learning outcomes include a student's preparation for and acceptance of responsible participation in civil society, skills for lifelong learning and application of learning, and a broad comprehension of the development of knowledge, practice, and interpretive approaches in the arts and humanities, the sciences, mathematics, and social sciences. (ER 12)

Evidence of Meeting the Standard

LAHC adopts the general education philosophy set forth in LACCD Board Policy (BP) 4025 (IIA12-01 BP 4025 Philosophy and Criteria for Associate Degree and General Education) and Administrative Procedure (AP) 4025 Philosophy and Criteria for Associate Degree and General Education (IIA12-02 AP 4025 Philosophy and Criteria for Associate Degree and General Education), clearly stated in the College catalog: "The awarding of an Associate Degree symbolizes a successful attempt on the part of the college to lead students through patterns of learning experiences. Among these are the ability to think and to communicate clearly and effectively both orally and in writing; to use mathematics; to understand the modes of inquiry of the major disciplines; to be aware of other cultures and times; to achieve insights gained through experience in thinking about ethical problems; and to develop the capacity for self-understanding."

All associate degrees require the completion of general education requirements. There are three general education plans offered at the College: the LACCD General Education Plan, the California State University General Education Breadth Plan (CSU GE-Breadth Plan), and the Intersegmental General Education Transfer Curriculum (IGETC) (IIA12-03 Plans in Catalog). The College’s Cal State University (CSU) General Education-Breadth (GE-Breadth) program allows California community college transfer students to fulfill lower-division general education requirements for any CSU campus prior to transfer. This plan is governed by the California State University system. The Intersegmental General Education Transfer Curriculum (IGETC) is a general education program that California Community College transfer students can use to fulfill lower-division general education requirements at a California State University or University of California campus. This policy is governed by the Intersegmental Committee of the Academic Senates (ICAS).

Through the curriculum approval process, members of the curriculum committee, including the curriculum chair, articulation officer, and representatives from each of the academic divisions, work closely to determine what courses are included in the local general education pattern (IIA12-04 Curriculum Handbook).

The College’s Institutional Learning Outcomes (ISLOs) (IIA12-05 ISLOs) focusing on communication skills, cognition, information literacy and technology competency, and social responsibility and ethics were purposefully aligned with the LAHC GE areas. This alignment assures that the College’s ISLOs cover a broad comprehension of the development of knowledge, practice, and interpretive approaches in the arts and humanities, the sciences, mathematics, and social sciences (see diagram below).

ISLOs	Corresponds to LAHC GE Areas					
	Natural Sciences	Social & Behavioral Sciences	Humanities	Language & Rationality	Health & Physical Education	Math
Communication	X	X	X	X	X	X
Cognition	X	X	X	X	X	X
Information Literacy and Technological Competency		X	X	X		
Social Responsibility & Ethics		X	X	X	X	

In summer of 2021, the General Education Learning Outcomes (GELOs) Workgroup (IIA12-06 GELO Workgroup) revised the existing GELOs. The GELOs were revised to align with the ISLOs (see GELO-ISLO Alignment Chart below).

GELO	ISLOs
GELO 1 - Demonstrate proficiency in verbal, written, and non-verbal communication appropriate to the audience and purpose.	ISLO 1 - Communication: Use oral, written, and non-verbal modes of expression appropriate to the audience and purpose.
GELO 2 - Employ qualitative and quantitative reasoning to solve problems and demonstrate the ability to form conclusions based on the analysis of evidence.	ISLO 2 - Cognition: Use critical thinking skills and quantitative reasoning to analyze, synthesize, and evaluate ideas and information to interpret real world information in the context of a discipline.
GELO 3 - Utilize technology for research and learning skills necessary to achieve educational, professional, and personal objectives.	ISLO 3 - Information Literacy and Technological Competency: Utilize technology for research and learning skills necessary to achieve educational, professional, and personal objectives.
GELO 4 - Describe social constructs that guide ethical decision-making and the role of human events and forms of expression in shaping society.	ISLO 4 - Social Responsibility and Ethics: Demonstrate sensitivity to and respect for others by promoting equity, diversity, and success by participating as responsible citizens that empower self, others, and the community.

The alignment of GELOs to ISLOs ensure that general education learning outcomes also include a student’s preparation for an acceptance of responsible participation in civil society, skills for lifelong learning, and application of learning.

Analysis and Evaluation

LAHC’s programs include a component of general education based on a carefully considered philosophy clearly stated in the College’s catalog consistent with BP 4025 and AP 4025 on policies related to the Philosophy and Criteria for Associate Degree and General Education. Through the curriculum approval process, faculty determines the appropriateness of each course for inclusion in the general education curriculum, based on student learning outcomes and competencies appropriate to the degree level.

Alignment of the ISLOs to the LAHC GE areas, along with the revision of the GELOs to reflect the alignment between LAHC’s GELOs and the College’s ISLOs ensure that the learning outcomes include a student’s preparation for and acceptance of responsible participation in civil society, skills for lifelong learning and application of learning, and a broad comprehension of the development of knowledge, practice, and interpretive approaches in the arts and humanities, the sciences, mathematics, and social sciences.

II.A.13. All degree programs include focused study in at least one area of inquiry or in an established interdisciplinary core. The identification of specialized courses in an area of inquiry or interdisciplinary core is based upon student learning outcomes and competencies, and include mastery, at the appropriate degree level, of key theories and practices within the field of study.

Evidence of Meeting the Standard

All LAHC degree programs adhere to Administrative Procedure (AP) 4100 Graduation Requirements for Degrees and Certificates (IIA13-01 AP 4025 AP 4100 Graduation Requirements for Degrees and Certificates) requiring a minimum of 60 units, a minimum of 18 units in an area of focused study and one of the three general education plans (LACCD GE, CSU GE or IGETC), plus various combinations of restricted and unrestricted electives. Degree information and requirements are published in the College Catalog (IIA13-02 GE, CSU, IGETC Degree Requirements) and are available online and in hard copy.

Consistent with AP 4100, each degree program includes a minimum of 18 units in an area of focused study that offers major preparation courses required for that degree. These are evaluated by the curriculum committee and approved by the Academic Senate and the State Chancellor's office. For CTE programs, they are further evaluated by Advisory Board committees for currency in the field as outlined in AP 4102 Career Technical Programs (IIA13-03 AP 4102 Career Technical Program). Courses required for ADTs are aligned with the transfer model curricula and meet Senate Bill (SB) 1440 (IIA13-04 SB 144) and SB 440 (IIA13-05 SB 440) requirements for C-ID equivalency.

In the Harbor Assessment-based Planning System (HAPS) (IIA13-06 HAPS Diagram), each course within a program is mapped to its program learning outcomes and by extension to the ISLOs. Thus, course SLO data can be used when evaluating ISLOs. Furthermore, the fact that each degree requires a GE plan that addresses each ISLO (IIA13-07 GE and ISLO Alignment) assures that all students who complete a degree have demonstrated competency in all four of the ISLOs.

Analysis and Evaluation

Following regulations and policies set forth in AP 4100 Graduation Requirements for Degrees and Certificates and AP 4102 Career Technical Education, the College's degree programs include a minimum of 18 units of focused or interdisciplinary study. Degree requirements meet standards for appropriateness to the major or area(s) of emphasis at the lower-division level. Courses and their inclusion in programs are approved by processes required by regulation and are regularly evaluated during program review and outcomes assessment.

II.A.14. Graduates completing career-technical certificates and degrees demonstrate technical and professional competencies that meet employment standards and other applicable standards and preparation for external licensure and certification.

Evidence of Meeting the Standard

LAHC adheres to the regulations set forth in LACCD Administrative Procedure (AP) 4102 Career Technical Education (IIA14.01 AP 4102 Career Technical Education). Career Technical Education (CTE) programs all have advisory committees that meet on an annual basis to review and provide feedback on the program's courses leading to career-technical certificate and degrees. For instance, in summer of 2021 the Business Advisory Committee, consisting of LAHC faculty, administrators, and local industry experts met to discuss the program's certificates, program innovation, and curriculum course and program revisions (IIA14.02

Business Advisory Committee Presentation_6.25.2021; IIA14.03 Business Advisory Committee Minutes_6.25.2021).

The CTE program's Advisory Committee's feedback, along with job employment rates and external licensure pass rates are evaluated as a part of the program review with annual updates process (IIA14.04 CTE Program Review Questions). Courses, including student and program level outcomes, are then modified, if necessary, based on the program review evaluation process (IIA14.03 Program Review Handbook). For instance, based on the Business department's program review ([IIA14.05 Business Department Program Review](#)), including an analysis of the Business Advisory Committee's feedback and outcomes data, the Business division revised some of their program, including archiving some of the program's certificates based on the Board's feedback ([IIA14.06 Curriculum Approvals, Academic Senate Minutes_4.21.22](#)).

Analysis and Evaluation

In line with AP 4102, CTE programs continually update courses to reflect up-to-date technical and professional competencies that meet employment standards and preparation for external licensure and certification through LAHC's systematic program review process.

II.A.15. 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.

Evidence of Meeting the Standard

LACCD Board Policy (BP) 4021 and Administrative Procedure (AP) 4021 Program Viability (IIA15.01 BP 4021 Program Viability; IIA15.02 AP 4021 Program Viability) specify that program viability reviews must consider the provisions that can and should be made for students in progress to complete their training in case the program is eliminated or significantly changed. If a program is eliminated or significantly changed, the College's Academic Senate and administration collaboratively prioritize student needs and the importance of as little disruption as possible to student progress. This process is outlined in the LAHC Program Review Handbook (IIA15.03 LAHC Program Review Handbook on Program Viability).

Analysis and Evaluation

LAHC has a process in place outlined in the LAHC Program Review Handbook for making appropriate arrangements in the case that programs are eliminated, or program requirements are significantly changed, so that students may complete their education in a timely manner.

II.A.16. The institution regularly evaluates and improves the quality and currency of all instructional programs offered in the name of the institution, including collegiate, pre-collegiate, career-technical, and continuing and community education courses and programs, regardless of delivery mode or location. The institution systematically strives to improve programs and courses to enhance learning outcomes and achievement for students.

Evidence of Meeting the Standard

LACCD Board Rule (BR) 6801 Program Review (PR) (IIA16.01 BR 6801 Program Review) requires that the college's program review process: defines and affirms excellent academic programs, provides a systematic planning process, reviews the quality of instructional programs and courses, and fosters self-renewal and self-study programs. In addition, it highlights the importance of the program reviewing linking the college's mission with the educational master plan, department goals, and educational objectives. ***Update when new BP available**

Consistent with BR 6801, all LAHC's instructional programs, including collegiate, pre-collegiate, career technical, and continuing and community education courses and programs, regardless of delivery mode or location, participate in the College's program review with annual updates process (IIA16.02 Program Review Website with Program Review Timeline). LAHC's ongoing and systematic program review process is rooted in the assessment of learning outcomes and student achievement data (IIA16.03 Sample PR Template). This evaluation results in the creation of actionable improvement plans allowing programs to capitalize on their strengths and make changes to enhance student success. This process, outlined in the LAHC Program Review Handbook (IIA16.04 PR Process in PR Handbook), ensures continuous innovation and improvement of all the college's instructional programs.

To ensure ongoing innovation and improvement of the College's instructional programs, in spring of 2021 the College revised its program review process, combining unit planning and program review into one process in its new program review process with annual updates (IIA16.05 Program Review Workgroup). Several key design principles were carried over to the new program review process with annual updates from the 2016 program review revision (IIA16.06 2016 Program Review Manual). In line with the Harbor Assessment-based Planning System (HAPS) (IIA16.06 HAPS Website), the Program Review Workgroup continued to base the program review process on the mission hierarchy model. In the HAPS model, all institutional outcomes operationalize the mission, assuring that the mission directs institutional priorities in meeting the educational needs of students. The program review process is aligned with the College mission through the goals of the Strategic Educational Master Plan (SEMP) (II16.07 SEMP) and the Institutional Student Learning Outcomes (II16.08 ISLOs). Data generated at the student level on student achievement and learning outcomes aligned with the SEMP and ISLOs are evaluated against the College's institution-set standards (IIA16.09 Institution-Set Standards 2021-2022) and institution-set targets (SEMP goals). When an institutional-set standard is not met, programs formulate actionable improvement plans. Resource requests are tied to the program review and improvement plans and are therefore used to support program improvement (IIA16.10 Budget Development Process).

The results of the program review evaluation are used therefore, to inform curricular changes and support program innovation. For instance, based on an evaluation of the data in the Spring of 2021 Psychology program review (IIA16.11 Psychology Program Review), the Psychology department did not meet the standard for award completion. Based on further evaluation of course student learning outcome assessment data in the program review, two areas student struggle in were identified: Research Methods and Statistics. To increase award completion, the Psychology department created an action plan to increase the number of faculty with specialties in these areas. The program review and the supporting data was used as a rationale for hiring two

additional psychology faculty during the faculty hiring prioritization process. Through the process, the program secured funding to hire two additional full-time faculty members in fall in 2021 (IIA16.12 FHPC List; IIA16.13 President List Faculty Hires 10-2-2021).

To further strengthen evaluation of programs, the Assessment Committee voted to add an equity data review module into the program review template (IIA16.14 Equity Module Approval, Assessment Committee Minutes_2.15.22). In spring of 2022, the new program review data dashboard was launched with disaggregated data by gender, ethnicity, and age (IIA16.15 Program Review Data Dashboard with Equity Data); evaluations of this data against the institution-set standards will be piloted in the spring 2022 program reviews.

In the 2021 program review with annual updates revision, Career Technical Education (CTE) programs have additional required modules to complete, including a summary of advisory committee meeting feedback and an evaluation of labor market demand and certificate alignment with codes, job placement rates, and licensure pass rates. See Standard IIA14 for an example of ongoing improvement through program review with annual updates with the CTE modules.

Analysis and Evaluation

Systematic improvement of all instructional programs and courses to enhance learning outcomes and achievement for students occur in the College's annual program review process with annual updates.

Conclusions on Standard IIA Instructional Programs

Consistent with the College mission, Los Angeles Harbor College offers a wide array of instructional programs to support student success. Congruent with state and federal regulations and established Board Policies and Administrative Procedures, the College's programs reflect higher education standards and expectations. To assess and ensure the quality and rigor of the programs remain appropriate to higher education, the College regularly assesses learning outcomes, reviews course curriculum, evaluates teaching strategies and learning support services, and measures achievement of the College's institution set standards and Strategic Educational Master Plan goals as a part of the program review process. Through this evaluation process, the College systematically improves its programs and courses on a continuous basis to enhance learning outcomes and achievement for students.

Standard IIA Evidence List

- IIA1-01 College Mission on Website
- IIA1-02 AP 4023 Program Approval
- IIA1-03 Curriculum Handbook on Program Development
- IIA1-04 List of AAT/AAS
- IIA1-05 Program Mapper Website
- IIA1-06 TCAPs Website
- IIA1-07 Sample Program Map
- IIA1-08 Sample Questions from Program Review

IIA1-09 Sample Program Review Question

IIA2-01 AP 4022 Course Approval

IIA2-02 INSERT EVIDENCE OF ASCCC GRAPHIC

IIA2-03 CC Descriptor

IIA2-04 LAHC Course Approval Process

IIA2-05 Sample Minutes Demonstrating Curricular Approval

IIA2-06 Sample District Senate Minutes with Curricular Approval

IIA2-07 Program Review Manual, p.13

IIA2-08 Sample Program Review

IIA2-09 Process for Assessment Dialogue in SLO Handbook

IIA2-10 Course Outline Period Review Checklist

IIA3-01 eLumen SLO Statement Report

IIA3-02 SLO Handbook p.13

IIA3-03 SLO Report at Senate

IIA3-04 SLOs on Website by Department

IIA3-05 HAPS Alignment Diagram

IIA3-06 Example eLumen SLO-PLO alignment

IIA3-07 Course Validation Process

IIA3-08 AP 4112 Course Syllabus Requirements

IIA3-09 Sample COR

IIA3-10 SLO Handbook, p.12

IIA3-11 SLO Website

IIA3-12 INSERT EVIDENCE OF FORM

IIA4-01 Catalog Example of Course with Non-Credit Specifier

IIA4-02 Catalog Example of Below Transfer Level Course

IIA4-03 English Placement Chart

IIA4-04 Math Placement Chart

IIA5-01 AP 4022 Course Approval

IIA5-02 LAHC Curriculum Committee Policies and Procedures Manual, Section VA, p.5-6

IIA5-03 LAHC New Course Approval Process and Timeline

IIA5-04 AP 4023 Program Approval

IIA5-05 LAHC Curriculum Committee Policies and Procedures Manual, Section VB., p.6-8

IIA5-06 CCCCCO Program and Course Approval Handbook

IIA5-07 AP 4100 Graduation Requirements for Degrees and Certificates

IIA5-08 LAHC Course Catalog, Graduation Requirements Section, p. 213

IIA6-01 EMP

IIA6-02 EM Diagram

IIA6-03 Sample Enrollment Report

IIA6-04 Sample Program Map
IIA6-05 Annual College Profile
IIA6-06 SCFF Metrics
IIA6-07 SCFF Metrics Enrollment Report

IIA7-01 List of Approved Programs with Substantive Change
IIA7-02 Class Formats in Course Schedule
IIA7-03 VRC Website
IIA7-04 DE Training Schedule
IIA7-05 LAHC Distance Education Website with Coaches Information
IIA7-06 LAHC DE Youtube Channel Website
IIA7-07 RESJ Presentation on 10/29/21
IIA7-08 BP 5140 Disabled Students Program and Services

IIA8-01 AB 705
IIA8-02 AP 4236 Advanced Placement Credit
IIA8-03 AP 4237 International Baccalaureate Credit
IIA8-04 AP 4238 CLEP Credit
IIA8-05 AP 4235 Credit for Prior Learning

IIA9.01 Sample eLumen SLO Assessment
IIA9.02 SLO Assessment Handbook, p.7
IIA9.03 Sample Alignment
IIA9.04 AP 4020 Curriculum Development

IIA10-01 BP 4050 Articulation
IIA10-02 AP 4050 Articulation
IIA10-03 Curriculum Committee Policy and Procedure's Manual, p.9-12
IIA10-04 Title 5 (55063)
IIA10-06 TMC Website
IIA10-07 College Catalog, p. 223-231
IIA10-08 Transfer Center Homepage
IIA10-09 College Catalog, pg.218-223
IIA10-10 Assist.org Website
IIA10-11 AP 4235 Credit for Prior Learning
IIA10-12 BP 4232 Pass/No Pass Grading Option
IIA10-13 College Catalog, Credit for Prior Learning Section, p. 386-392
IIA10-14 College Catalog, Transfer/Articulation Agreements, pgs. 228-229

IIA11-01 SLO Handbook
IIA11-02 ISLO Revision Process
IIA11-03 ISLO and GE Area Alignment Chart
IIA11-04 ISLO and Accreditation Standard II.A.11 Alignment Chart

IIA11-05 ISLO and CSU Alignment Chart
IIA11-06 GELO Revision Process

IIA12-01 BP 4025 Philosophy and Criteria for Associate Degree and General Education
IIA12-02 AP 4025 Philosophy and Criteria for Associate Degree and General Education
IIA12-03 Plans in Catalog
IIA12-04 Curriculum Handbook
IIA12-05 ISLOs
IIA12-06 GELO Workgroup

IIA13-01 AP 4025 AP 4100 Graduation Requirements for Degrees and Certificates
IIA13-02 GE, CSU, IGETC Degree Requirements
IIA13-03 AP 4102 Career Technical Program
IIA13-04 SB 144
IIA13-05 SB 440
IIA13-06 HAPS diagram
IIA13-07 GE and ISLO Alignment

IIA14.01 AP 4102 Career Technical Education
IIA14.02 Business Advisory Committee Presentation_6.25.2021
IIA14.03 Business Advisory Committee Minutes_6.25.2021
IIA14.04 CTE Program Review Questions
IIA14.05 Business Department Program Review
IIA14.06 Curriculum Approvals, Academic Senate Minutes_4.21.22

IIA15.01 BP 4021 Program Viability
IIA15.02 AP 4021 Program Viability
IIA15.03 LAHC Program Review Handbook on Program Viability

IIA16.01 BR 6801 Program Review
IIA16.02 Program Review Website with Program Review Timeline
IIA16.03 Sample PR Template
IIA16.04 PR Process in PR Handbook
IIA16.05 Program Review Workgroup
IIA16.06 2016 Program Review Manual
IIA16.06 HAPS Website
IIA16.07 SEMP
IIA16.08 ISLOs
IIA16.09 Institution-Set Standards 2021-2022
IIA16.10 Budget Development Process
IIA16.11 Psychology Program Review
IIA16.12 FHPC List
IIA16.13 President List Faculty Hires 10-2-2021

IIA16.14 Equity Module Approval, Assessment Committee Minutes_2.15.22
IIA16.15 Program Review Data Dashboard with Equity Data

Suggested Length for Standard II.A is 17 pages.

Standard II.B: Library and Learning Support Services

II.B.1. The institution supports student learning and achievement by providing library, and other learning support services to students and to personnel responsible for student learning and support. These services are sufficient in quantity, currency, depth, and variety to support educational programs, regardless of location or means of delivery, including distance education and correspondence education. Learning support services include, but are not limited to, library collections, tutoring, learning centers, computer laboratories, learning technology, and ongoing instruction for users of library and other learning support services. (ER 17)

Evidence of Meeting the Standard

The Library and Learning Resource Center (LLRC) building was innovatively designed to provide services to all Harbor students regardless of location or means of delivery. The LLRC is the heart of the campus and houses the departments responsible for student learning support at LAHC. Specifically, the LLRC includes the Library, Open Computer Laboratory, Tutoring Center, Literacy Center, Math Center, Writing Center, and High Tech Center.

In addition to the learning support services physically offered in the LLRC, Distance Education students are given the assistance they need through a variety of methods. The methods include contacting the academic support service locations on campus, via Zoom, or Cranium Café. Regarding off-site classes, the technology needs of the class are considered and the hosting site collaborates with the college to ensure technology needs of the class are met. Students who attend classes off-site have access to support services via the remote platforms mentioned above. They also have access to the online supported Library databases and online tutoring as well as other support services addressed in Standard IIC.

The LAHC Library is typically open Monday through Thursday 8 a.m. – 7 p.m. and Friday 8 a.m. -12 p.m., for a total of 48 service hours per week during the Fall and Spring Semesters. However due to COVID-19, hours have been reduced based on student usage demand. For example, currently, the Reference Desk is Monday through Thursday 9 a.m. – 3 p.m. and Friday 9 a.m. – 2 p.m. with alternating Saturdays 10 a.m. – 2 p.m. A secondary computer lab is open on Saturdays from 8am-12pm. Additionally, all services may extend hours during key intervals throughout each term, i.e., mid-term and final examinations based on student demand. During the winter and summer intersessions, the Library adjusts its service hours to align with intersession class schedules.

The Library collection is diverse. It includes reference materials, a variety of both fiction and non-fiction literary books, e-books, newspapers, periodicals, textbooks, and online accessible databases. The Library houses in excess of 81,602 books, current periodical subscriptions, as well as 70 electronic databases (e.g. EBSCO host, Kanopy, ProQuest)) (IIB1-01 Library

Database Website; IIB1-02 Streaming Video Titles). Students also have available to them a 24/7 online Librarian Chat (IIB1-03 Chatbot on Library Website; IIB1-04 Springshare Agreement Summary 2021). Currently enrolled students may conduct online searches in the computer commons area, which has 186 computers, or they can use the online databases from off-campus by logging in with their student I.D. login. Wireless Internet is available throughout the campus.

To support student learning, the Library provides several online tutorials and workshops for students: Citations & Plagiarism (MLA and APA), Electronic Periodicals & Databases, Finding a Print Book Using OneSearch, and eBook Basics (IIB1-05 Tutorials and Workshops on Library Website; IIB1-06 Library Database and Periodicals List). The Library has nine study rooms that students can reserve for collaborative group study and provides numerous workshops throughout the semester to help students navigate the library resources. Currently, all workshops are conducted synchronously via zoom (IIB1-07 Calendar of Workshops Spring 2022). Faculty wishing to set up a dedicated workshop for their students, can submit an online request for a Library Instruction Session (IIB1-08 Faculty Request Form).

Existing processes ensure collections are sufficient in quantity, currency, depth, and variety to support educational programs. Librarians work with faculty regarding the currency of the collection and discipline needs throughout the academic year. This assists with assuring the library collection reflects the diversity and commitment of the Library to support lifelong learning and inquiry. Additionally, the course curricular adoption process directly connects the Library Chair with each new course adopted and/or updated. As a part of the course outline of record, the discipline faculty identify book, periodical, and electronic resource collections relevant to the course. During the course approval process, the Library Department Chair is responsible for considering the material requests for purchase as funding permits. The Library Department Chair is one of the required approvers of the course outline of record and must review each course prior to final campus approval. Given the need to add to the collection outside of the curricular process, faculty members on campus can submit requests for adoption of materials directly to the Library Department Chair (IIB1-09 Sample COR with Library Resource Request).

The Library in addition to its collection, houses the College's Open Computer Lab. The LLRC houses 186 computers for student use. Each of the computers is accessible to the World Wide Web and the computers connect to both color and black and white fee-for-service printers. Additionally, the Library houses two fee-for-service copy machines for student use. The campus supplies a variety of software applications on each of the computers (IIB1-10 List of Computer Software). LAHC has wireless access points for students, faculty, staff, and guests throughout the campus. Staff from the District IT team, housed at LAHC, support the computer lab's technology needs. IT staff aid with computer applications, operations and minor troubleshooting as needed. The IT Department is responsible for the technology infrastructure of the Open Lab and ensures that the computers and the systems are working properly.

The Library staff at LAHC created research workshops which are taught by both the Library faculty chair and other faculty librarians. These workshops teach students how to find and evaluate library and website resources, and how to cite them. The workshops are advertised to the student body as well as to faculty and are held weekly at various times during operational hours. Students can sign up to attend a workshop and faculty can request workshop sessions for their courses via an online request form (IIB1-11 Faculty Request Form).

Housed within the LLRC are the Tutoring Center and Reading aka Literacy Center, Writing Center, Math Lab, and Hi-tech Center and are collectively referred to as tutoring. The Tutoring Center Instructional Assistants, and tutors are dedicated to creating a student-centered environment that fosters creativity and lifelong learning through the delivery of high-quality flexible workshops, tutoring, and self-paced learning programs. Each area has a set of dedicated computers as well as physical tutoring space. The Math Lab supports students by providing one-on-one or small group math tutoring for all math courses, in person and online (IIB1-12 Math Lab Website). The Writing Lab provides one-on-one writing consultations to all students from all disciplines and at all stages of the writing process, in person and online (IIB1-13 Writing Lab Website). Drop-in one-on-one tutoring is provided in English, math, and reading while one-on-one and group tutoring sessions are provided in subject specific areas such as accounting, anatomy, economics, chemistry, physics, microbiology, and physiology (IIB1-14 Learning Resource Center Website). Students can access tutoring online via both NetTutor and via Penji, allowing students to schedule appointments with LRC tutors remotely (IIB1-15 Net Tutor Data). Adjacent to the LRC is the High Tech Lab, which provides specialized assistance to students with documented disabilities (IIB1-16 High Tech Lab Website).

As of Spring 2022, LLRC tutoring activities are coordinated in tandem between two Instructional Assistants (IAs), one with a background in Mathematics and the other in Reading/English. The IAs hire peer tutors and provide initial and ongoing training on basic literacy and reading comprehension. Additionally, tutors complete Study Skills DLA's (learning styles, annotating a textbook, and time management) and or Reading Comprehension (understanding vocabulary, main ideas, supporting details, patterns of organization, and inferences) (IIB1-17 List of Attendees at Training).

Tutoring services are available at various times in-person and online based on the schedule of classes and student demand. For example, during the Spring 2022 semester, the Writing Lab was open in person for a total of 18 hours and online 34 hours for a total of 52 service hours each week (IIB1-18 Tutoring Hours of Operation) The Instructional Assistants and tutors provide quality and innovative tutoring services in reading, writing, mathematics, sciences, humanities, and a variety of academic and CTE courses to all LAHC students in an environment that is conducive to their learning style and educational program.

The evidence demonstrates the College meets this standard. The Library/LLRC has the responsibility of supporting "life-long learning" for students. Library faculty guide students and support faculty by creating research guides and conducting library orientations and workshops. The librarians provide the knowledge, experience, and skills for selecting and accessing print and electronic resources and research tools to the campus community. The technical and information accessing skills acquired at the Library, in Library orientations, and research workshops assist with preparing LAHC students for engaging with college-level coursework in both on-campus and off-campus/remote modalities.

The Tutoring Center/LLRC has embraced its role of delivering academic support workshops and tutoring sessions to better prepare students in their academic advancement. The Tutoring Center is a vibrant open area where students are welcomed to self-study, work with other peers, and meet with tutors and instructors from across the campus both online and in-person.

Analysis and Evaluation

LAHC supports student learning and achievement by providing a variety of library and learning support services for students, both on campus and online. The library collection is ample for the size of the College; students have computer access in the LLRC and in other labs/classrooms across campus. Tutoring in English, math, and other subjects are available and easy to access; and other academic learning support services, such as those provided through the High Tech Lab, are available to students. In summary, LAHC fully supports student learning and achievement via multiple sources and is committed to student and institutional success.

II.B.2. Relying on appropriate expertise of faculty, including librarians, and other learning support services professionals, the institution selects and maintains educational equipment and materials to support student learning and enhance the achievement of the mission.

Evidence of Meeting the Standard

LAHC follows LACCD Board Policy (BP) 4040 Library and Library Support Services (IIB2-01 BP 4040 Library and Support Services) affirming that “library and learning support services that are an integral part of the institution’s educational program and will comply with the requirements of the Reader Privacy Act.” LAHC relies on the expertise of faculty and learning support services coordinators to create a comprehensive collection of educational materials and equipment. Consistent with BP 4040, LAHC’s library provides working collections of books and periodicals for each major field of the curriculum. Educational equipment and materials to support student learning and enhance the achievement of the mission are identified by each academic discipline within the department(s) via multiple modes, Program Review, Curriculum, and via the Library Collection Development Process. These processes ensure that faculty have multiple means of identifying applicable materials for adoption and use.

The Division Chair of the Library is included in the membership of the Curriculum Committee to review new curriculum and updates of existing courses to verify that the Library has sufficient resources to support the curriculum and/or to purchase resources to meet curricular needs (IIB2-02 Link to Curriculum Committee Descriptor; IIB2-03 Collection of Development Titles Added). Faculty, staff, and students can also “Suggest a Purchase” via the Library website (IIB2-04 Library Information and Services Link). Librarians also email division chairs and other faculty members to ascertain what workshops, books, periodicals, and online databases would best support teaching and learning. The librarians provide orientations for new faculty members and the opportunity for all faculty members to schedule a library workshop specifically designed for their course/students (IIB2-05 Orientation Announcement and Request Form).

The curriculum process includes recommendations to the library about the needs of the students who will be taking that course. This includes online and on campus students. While courses are typically updated every 3-6 years, faculty can request additional library resources at any time. Annual Program review is another opportunity for faculty and programs to request library resources.

Faculty members may provide the Library with a copy of their course textbook from the publisher for placement on Faculty Reserve area of the circulation desk for their classes. All library research databases are available via the Internet to students who take classes on campus and online. Students are provided links and directions from the college LLRC website.

The College has a Library Collection Development Policy that guides collection development, which is the process of selecting books, periodicals, and electronic resources for the Library. In its collection development activities, the Library respects the principles of intellectual freedom as outlined in the American Library Association documents, the Library Bill of Rights, and the Freedom to Read Statement (IIB2-06 American Library Association Documents; IIB2-07 Library Bill of Rights; IIB2-08 Freedom to Read Statement).

Faculty expertise is used in the “weeding” process (de-acquisition) process and in the collection development process (IIB2-09 Weeding Process in Library Handbook, p.8). Librarians continuously monitor the collection to ensure the most up to date, relevant, and comprehensive enough to support the educational programming of the college. The campus prioritizes resources to ensure the collection materials needed can be acquired. Throughout the year, librarians work to complete a “weeding” process to discard old materials (IIB2-10 Weeding List). The librarians maintain a running chart of call number ranges that have been examined within the past decade and use that chart to determine which areas require weeding next. The librarians utilized the following criteria:

- Misleading – factually inaccurate
- Ugly – worn beyond mending or rebinding
- Superseded – by a new edition or by a much better book on the subject
- Elsewhere – the material is easily obtained from another library or from a free online source
- Added copy – unnecessary to keep
- Trivial – of no discernible literary or scientific merit
- Irrelevant to the needs and interest in the library’s community
- Classic in poor condition to be replaced

Once librarians finish removing weeded materials from the shelf, they determine if there is or is not a substantial gap in the subject area. They then map the subject area to current or proposed curriculum to determine whether the gap needs to be filled or if the subject area can remain unfilled. For example, in a recent weeding activity for the subject of automotive repair, very few books were replaced since the automotive program was archived.

Responsibilities for developing the Library’s resources and collections are shared among the academic and Library faculty. They support collection development in specific disciplines and subject areas. They work with input from faculty in their disciplines to provide information resources that enhance the campus curriculum, to support student learning, and to assure achievement of the institutional mission.

Analysis and Evaluation

The evidence demonstrates the College meets this standard. Following BP 4040 Library and Learning Support Services, faculty, librarians, and other instructional support staff work together to maintain library and instructional materials appropriate for the students at the College. This includes acquisitions, online data bases, computer availability, and learning resource support. Review of both the library services and the instructional support services range from post-workshop/tutoring session surveys to end-of-semester library surveys in addition to division Unit Plans and the College's Program Review process.

II.B.3. The institution evaluates library and other learning support services to assure their adequacy in meeting identified student needs. Evaluation of these services includes evidence that they contribute to the attainment of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement

Evidence of Meeting the Standard

At LAHC, the LLRC houses the Library, an integrated campus Open Computer Laboratory, and Tutoring Center. Each semester, student surveys are collected to evaluate the adequacy on the LLRC program offerings. Feedback from these surveys is reviewed each academic year and improvement activities are developed as a part of the Program Review process. Recommendations from faculty are also included when planning for instructional support services for the upcoming year. Services provided by the LLRC academic support programs reinforce the attainment of student learning outcomes (IIB3-01 Learning Resource Center Survey Fall 2017; IIB3-02 Academic Library Trends Survey 18-19; IIB3-03 Academic Library Trends Survey 19-20; IIB3-04 Academic Library Trends Survey 21-22).

Each academic year, the Library as a department completes the campus approved Program Review process. As such, the department staff and faculty review the student area outcomes and student learning outcomes of the department. Based on this review, the department uses the data to plan improvements for the subsequent year and request resources if applicable. As part of the program review process, each department is provided data which includes up to date campus climate survey results along with student survey data results that inform the Library team of both the campus and student satisfaction with Library services (IIB3-05 **LLRC Program Review**).

In tandem with the Library, the Tutoring Center faculty and staff review the student area outcomes and student learning outcomes survey data specifically collected for the LLRC services (IIB3-06 Tutor Self Evaluation Fall 2021 Results; IIB3-07 Citation Workshop Survey). Based on this review, the department uses the data to plan improvements for the subsequent year and request resources if applicable. During the Spring 2022 semester, Tutoring Center staff and the area Dean re-evaluated the survey tool to gather additional data related to both on-campus and online/remote services (**IIB3-08 Survey Tool Evaluation Spring 2022 Results**).

Analysis and Evaluation

The evidence demonstrates the College meets this standard. The College uses student surveys to evaluate services provided by the Library and the Learning Resource Center. Funding allocation is provided for Electronic Periodicals & Databases and for other resource maintenance. The Library and LRC team evaluate students' needs for their programs and services and improve

their services based on the data. Additionally, the campus evaluates the impact of services by reviewing attendance data, SLO outcomes, and survey data related to all its services such as workshops, tutoring, reference assistance, etc. The data gathered via program review, also informs strategies to continuously improve services

II.B.4. When the institution relies on or collaborates with other institutions or other sources for library and other learning support services for its instructional programs, it documents that formal agreements exist and that such resources and services are adequate for the institution's intended purposes, are easily accessible and utilized. The institution takes responsibility for and assures the security, maintenance, and reliability of services provided either directly or through contractual arrangement. The institution regularly evaluates these services to ensure their effectiveness. (ER 17)

Evidence of Meeting the Standard

As part of the Los Angeles Community College District, the college purchases subscriptions from the Community College Library Consortium of California. Participating in the consortium allows LAHC to expand its purchasing power, as it can purchase subscriptions at a reduced cost. LAHC renews this formal membership agreement on an annual basis (IIB4.01 Consortium Agreement). Membership in the Consortium allows the LAHC Library to acquire new as well as maintain subscriptions to the online databases in its collection. The consortium also includes a product-review committee that evaluates information resources and makes recommendations about potential subscriptions.

The College assures the security, maintenance, and reliability of the services provided by the consortium where both parties agree to specific terms as outlined in the agreement as further discussed in Standard 3.C.3 The College's Lightweight Directory Access Protocol (LDAP) Single Sign-on and Active Directory allow for students to securely access multiple services. The single sign-in process provides access for all and allows for students to remotely access multiple services that are available online.

Analysis and Evaluation

The evidence demonstrates the College meets this standard. LAHC's membership in the Community College Library Consortium allows the Library to purchase subscriptions at a reduced cost. Each year, the LAHC Librarians collect and analyze data to purchase databases based on the diverse student educational needs. The LLRC is well funded, modern, and has the resources necessary to provide services both online and in-person. Contracts comply with LACCD guidelines and the outcomes of the services they support are evaluated on a regular basis to ensure they are utilized as intended.

[Note: Suggested Length for Standard II.B is 6 pages.]

Conclusions on Standard IIB Library and Learning Support Services

Los Angeles Harbor College is proud of serving students and the community by offering credit and non-credit coursework, which is supported by the Library and Learning Resource Center.

The services provided are designed to provide academic support as well as ensure students have the resources necessary to ensure student success, all while enhancing the student experience. The area is well funded, modern, and has the resources necessary to provide services both online and in-person. Contracts comply with LACCD guidelines and the outcomes of the services they support are evaluated on a regular basis to ensure they are utilized as intended.

Standard IIB Evidence List

IIB1-01 Library Database Website

IIB1-02 Streaming Video

IIB1-03 Chatbot on Library Website

IIB1-04 Springshare Agreement Summary 2021

IIB1-05 Tutorials and Workshops on Library Website

IIB1-06 Library Database and Periodicals List

IIB1-07 Calendar of Workshops Spring 2022

IIB1-08 Faculty Request Form

IIB1-09 Sample COR with Library Resource Request

IIB1-10 List of Computer Software

IIB1-11 Faculty Online Request Form

IIB1-12 Math Lab Website

IIB1-13 Writing Lab Website

IIB1-14 Learning Resource Center Website

IIB1-15 Net Tutor Data

IIB1-16 High Tech Lab Website

IIB1-17 List of Attendees at Training

IIB1-18 Tutoring Hours of Operation

IIB2-01 BP 4040 Library and Support Services

IIB2-02 Curriculum Committee Descriptor

IIB2-03 Collection of Development Titles Added

IIB2-04 Library Information and Services Link

IIB2-05 Orientation Announcement and Request Form

IIB2-06 American Library Association Documents

IIB2-07 Library Bill of Rights

IIB2-08 Freedom to Read Statement

IIB2-09 Wedding Process in Library Handbook, p.8

IIB2-10 Weeding List

IIB3-01 Learning Resource Center Survey Fall 2017

IIB3-02 Academic Library Trends Survey 18-19

IIB3-03 Academic Library Trends Survey 19-20

IIB3-04 Academic Library Trends Survey 21-22

IIB3-05 LLRC Program Review

IIB3-06 Tutor Self Evaluation Fall 2021 Results

IIB3-07 Citation Workshop Survey

IIB3-08 Survey Tool Evaluation Spring 2022 Results

IIB4.01 Consortium Agreement

Standard II.C: Student Support Programs

II.C.1. The institution regularly evaluates the quality of student support services and demonstrates that these services, regardless of location or means of delivery, including distance education and correspondence education, support student learning, and enhance accomplishment of the mission of the institution. (ER 15)

Evidence of Meeting the Standard

Regular and formal evaluations of the quality of student support services are conducted through the unit planning/program review process and the assessment of student area outcomes (SAOs). In the Harbor-Assessment-based Planning System (HAPS) (IIC1.01 HAPS Website), the goals, measures, and student area outcomes are embedded into the College's Strategic Educational Master Plan (SEMP) (IIC1.02 SEMP) and the unit planning/program review and SAO assessment process (IIC1.03 Sample Unit Plan with SAO Assessment). If a program does not meet a SEMP outcome/measure, the program then devises an actionable improvement plan to work towards meeting the outcome/measure (IIC1.04 Sample Action Plan). The SEMP has been purposefully aligned with the College Mission (IIC1.05 HAPS Diagram), allowing for an evaluation of the accomplishment of the college mission based on achievement of the SEMP goals.

Regular evaluations of the quality of student support services are also conducted through surveys. District surveys, such as those conducted on online courses (IIC1.06 Online Courses Survey) and the online transition during the onset of the COVID pandemic (IIC1.07 Online Transition Survey), were used to assess the quality of the College's distance education program (IIC1.08 Technology Survey). The Los Angeles College Promise (LCAP) Program also conducted a survey to assess the quality of their program in support of student learning (IIC1.09 LA College Promise Survey). Further, each semester student surveys are collected to evaluate the adequacy of the Library and Learning Resources program offerings in addressing student needs (IIC1.10 Library Tutoring Services Survey). Feedback from these surveys is incorporated for each academic year.

Analysis and Evaluation

Through unit planning/program review, the SAO assessment process, and survey data, the College regularly evaluates the quality of student support services. The alignment of SAOs/SEMP outcome measures in the unit planning process in the HAPS planning model, ensures that College programs, regardless of location or means of delivery, including distance and correspondence education, support student learning, and enhance accomplishment of the mission of the institution.

IIC2.2. The institution identifies and assesses learning support outcomes for its student population and provides appropriate student support services and programs to achieve those outcomes. The institution uses assessment data to continuously improve student support programs and services.

Evidence of Meeting the Standard

Consistent with LACCD Board Policy (BP) 5050 Student Success and Support Programs, (IIC2-01 BP 5050 Student Success and Support Programs), LAHC provides “Student Success and Support Program services to students for the purpose of furthering equality of educational opportunity and academic success.” Student support programs are aligned with the measures and outcomes of the College’s Strategic Educational Master Plan (SEMP) (IIC2-02 SEMP). Student area outcomes (SAOs), therefore, are identified as the SEMP measures (IIC2-03 SAOs Defined in SEMP). In an effort to continuously improve student support programs and services, SAOs are assessed in the program review/unit plans for all Student Services and Administrative Services areas (IIC2-04 SAO Assessment in Unit Plan). Improvement actions are developed from an evaluation of the outcomes in the program review/unit planning process (IIC2-05 SAO Improvement Action in Unit Plan Template). Resource allocation is based on the action improvement plans developed from the program review/unit planning process (IIC2-06 SAO Assessment in Unit Plan).

Discussion of outcome measures from student survey results of programs are also used to evaluate the quality of student support programs. For instance, the counseling program continually examines its processes based on outcomes data such as the Annual College Profile (IIC2-07 Annual College Profile), the district campus climate surveys (IIC2-08 District Student Survey), and Counseling Department data reports (IIC2-09 Counseling ConexEd Reports) to address student access, persistence, and completion of educational goals. The evaluation of the data resulted in additional training for counselors on the counseling liaison model and the adoption of a new comprehensive counseling approach that utilizes the Transfer-Career Academic Program (T-CAP) or Guided Pathways Framework to identify students declaring a specific major. Once students are identified using this process, counselors attempt to contact these students and connect them with academic faculty in their chosen major to help support their educational success.

Analysis and Evaluation

In-line with LACCD BP 5050, the College establishes student success and support programs that are aligned with the SEMP measures and outcomes. SAOs are assessed annually as a part of the student support program and services unit planning/program review process and through outcomes assessment data collected from surveys. Improvement actions are identified as a part of the unit planning/program review process. The improvement actions and unit plans/program reviews serve as the basis for resource allocation.

II.C.3. The institution assures equitable access to all of its students by providing appropriate, comprehensive, and reliable services to students regardless of service location or delivery method. (ER 15)

Evidence of Meeting the Standard

Consistent with LACCD Board Policy (BP) 5300 Student Equity (IIC3-01 BP 5300 Student Equity) and the College's Student Equity and Achievement Plan (SEA) (IIC3-02 SEA Plan), LAHC is committed to assuring equitable access to educational and student support services to all the College's students.

In addition to traditional support services and programs, LAHC follows LACCD BP 5150 Extended Opportunity Programs and Services (EOPS) (IIC3-03 BP 5150 EOP&S), requiring additional support services and programs that assist students who have language, social, and economic disadvantages to support academic success. For instance, LAHC's student support programs such as EOPS (IIC3-04 EOPS), Cooperative Agencies Resources for Education (CARE) (IIC3-05 CARE), NextUp/Cooperating Agencies Foster Youth Educational Support (CAFYES) (IIC3-06 CAFYES) and California Work Opportunities and Responsibilities to Kids (CalWorks) (IIC3-07 CalWorks) have dedicated outreach, orientation, tutorial services, counseling and advising, and financial services for students; these programs support educationally disadvantaged low income single parents and foster youth students in realization of their academic potential. Programs offer both face-to-face and online service hours for students.

In-line with LACCD BP 5140 Disabled Student Programs and Services (DSPS) (IIC3-08 BP 5140 DSPS), LAHC's Special Programs and Services (SPS) Office and Academic Success Action Plan (Trio Project) (IIC3-09 SPS Website) are designed to ensure students with disabilities have equal access to all the College's educational offerings. These programs facilitate equal opportunity through the provision of appropriate services, curriculum, instruction, and adaptive technology.

The College also adopts the policies set forth in LACCD BP 5055 Enrollment Priorities (IIC3-10 BP 5050 Enrollment Priorities) to establish special registration assistance for disabled or disadvantaged students for the purpose of providing equalization of educational opportunity. For instance, the College's counselors follow a tiered outreach and registration process, providing priority registration for students who are members of equity support programs such as CalWorks, Disabled Students Programs and Services, EOPS, Foster Youth, and Active Duty/Veterans (IIC3-11 LACCD District Wide Priority Registration Schedule).

The College's Maslow Center for Basic Needs (IIC3-12 Maslow Center for Basic Needs Website) was opened in spring of 2020 to support students struggling to have their basic needs met. The center supports students who face housing insecurity, food insecurity, and clothing needs (IIC3-13 Food Pantry Flyer). In addition, students can obtain limited case management services and information regarding resources.

Analysis and Evaluation

LAHC follows policies set forth in LACCD BP 5300 Student Equity, BP 5150 Extended Opportunity Programs and Services, BP 5140 Disabled Student Programs and Services, BP 5050 Enrollment Priorities, and the College's Student Equity and Achievement (SEA) Plan. In line with these policies and the SEA Plan, the College provides services that support basic student needs, assuring equitable access to all its students by providing appropriate, comprehensive, and reliable services to students regardless of service location or delivery method.

II.C.4. Co-curricular programs and athletics programs are suited to the institution's mission and contribute to the social and cultural dimensions of the educational experience of its students. If the institution offers co-curricular or athletic programs, they are conducted with sound educational policy and standards of integrity. The institution has responsibility for the control of these programs, including their finances.

Evidence of Meeting the Standard

All college's programs, including co-curricular and athletic programs (IIC4-01 Athletics Website), are aligned with the College's mission and contribute to the social and cultural dimensions of the educational experience of its students. Congruent with the College's mission, the athletic program "supports student-athlete development and excellence in five areas: Academics, Athletics, Personal Development, Career Development, and Community Service. The goals of the program include serving the high-risk students shown to be low in course completion rates, decreasing dropout rates, and increasing the percentage of student-athletes' retention, completion, and transfer rates." To contribute to the social and cultural dimensions of the educational experience of student-athletes and to ensure the program upholds high standards of integrity, the athletic program incorporates the use of program mentors, the Student Athlete Advisory Council (SAAC), grade checks/progress reports, study hall, tutoring assistance, an academic counselor, guest speakers and workshops with various campus departments, a student handbook, and a website for CHAMPS (IIC4-02 CHAMPS Website).

The Associated Student Organization (ASO) (IIC4-03 ASO Website) helps to contribute to the social and cultural dimensions of the educational experience of its students by providing students with the opportunity to experience being a part of a strong campus community through in-person and online programs and activities (IIC4-04 ASO Club List).

LAHC adheres to LACCD Board Policy (BP) 5700 Intercollegiate Athletics (IIC4-05 BP 5700 Intercollegiate Athletics) assuring "that the athletics program complies with state law, the California Community College Athletic Association (CCCAA) Constitution and Sport Championship Handbooks, and appropriate Conference Constitution regarding student athlete participation."

LACCD BP 5400 Associated Student Organizations (ASO) (IIC4-06 BP 5400 ASO) maintains that the College's co-curricular programs are "subject to the rules and regulations of the Board of

Trustees.” In line with BP 5420 Associated Student Organization Finance, the College has the responsibility for overseeing Associated Students funds.

Analysis and Evaluation

LAHC’s co-curricular programs and athletics programs are all suited to the College mission and contribute to the social and cultural dimensions of the educational experience of its students. LAHC follows BP 5700 Intercollegiate Athletics and BP 5400 Associated Student Organization to ensure that all co-curricular and athletics programs are conducted with sound educational policy and standards of integrity. Consistent with BP 5430 Associated Student Finance, the College assumes responsibility for the control of these programs, including their finances.

IIC.5. The institution provides counseling and/or academic advising programs to support student development and success and prepares faculty and other personnel responsible for the advising function. Counseling and advising programs orient students to ensure they understand the requirements related to their programs of study and receive timely, useful, and accurate information about relevant academic requirements, including graduation and transfer policies.

Evidence of Meeting the Standard

In-line with LACCD Board Policy (BP) 5110 Counseling (IIC5-01 BP 5100 Counseling), LAHC provides counseling and advising both on campus and online to support student development and success. New students participate in an onboarding process that includes either a Virtual Self-Paced New Student Orientation (IIC5-02 Virtual Self-Paced New Student Orientation Powerpoint) or can attend an In-Person Early Priority Registration Event (IIC5-03 2021 Early Registration Event Flyer). While specific programs also provide counseling services, in 2020-2021, 5,984 students met with a Counseling faculty through the General Counseling Center.

BP 5300 Student Equity (IIC5-03 BP 5300 Student Equity) highlights the College’s commitment to student equity and college services. Consistent with BP 5300 Student Equity and BP 5100 Counseling, equity groups, such as Puente, Umoja, Asian Pacific American Student Services (APASS), and Veterans have embedded counselors to support the educational and career goals of students who are members of these groups (IIC5-04 Equity Counselor Links on Counseling Website). For instance, the Veterans program has a general checklist for incoming students interested in using VA Educational Benefits that includes information on scheduling an appointment with the Veteran Counselor (IIC5-05Veterans Checklist).

Using ConexEd, a case management, scheduling, and communication software, current and prospective students can schedule an online, in person, or telephone counseling appointment through the College’s website (IIC5-06 Counseling Appointments on Website). Drop-in counseling hours are also available in-person and online (IIC5-07 General Counseling Flyer). During campus closures, students can continue to receive counseling services through the website and via email communication. For instance, prerequisite clearances can be submitted to

the general counseling email during campus closures, ensuring that students always have access to services.

Regular Counseling Division Meetings (IIC5-08 Sample Division Meeting Agenda) and Annual Counseling Summits (IIC5-09 Counseling Summit Agenda) are in place to keep faculty abreast of student success/outcomes assessment data, new mandate/initiatives, and about the College's programs, board and administrative policies, transfer/articulation agreements, and resources to help support student success. All counseling faculty are also asked to attend seminars, trainings, and conferences to obtain the most up-to-date information. Specifically, counseling faculty attend the California State University Counselor Conference (IIC5-10 California State University Counselor Conference Website) and the Ensuring Transfer Success Conference (IIC5-11 Ensuring Transfer Success Conference Website) specific to the University of California system.

During counseling sessions with students, counseling faculty help students develop a Comprehensive Student Education Plan (IIC5-12 Sample Comprehensive Student Education Plan) and educate students about resources such as Assit.org (IIC5-13 Assist.org Website), the Guided Pathways Framework (IIC5-14 Guided Pathways Website), CSU/IGETC Planning Worksheets (IIC5-15 Planning Worksheets), Ci-D Website (IIC5-16 Ci-D Website), and ADT/AST Transfer Model Curriculum Templates (TMC) (IIC5-17 Ci-D TMC Template).

Several other programs also hold orientations and have dedicated counselors to provide students with information about academic requirements. For instance, EOPS (IIC5-18 EOPS Website) has a program orientation that outlines the program benefits and requirements to maintain eligibility. Students in the program can meet with an EOPS counselor that assists them with educational planning, provides early intervention resources when necessary, and connects the students with resources such as tutoring or food insecurities.

The College's Transfer Center holds appointments, workshops, fieldtrips, and aids with university applications (IIC5-19 LAHC Transfer Center's Website); additionally, the Transfer Center has online and in-person resources for students including informational videos and pamphlets to ensure graduation and transfer requirements are clearly communicated to students. An annual transfer fair, which during COVID was transitioned to a virtual platform, is held so that students can connect with a university admissions representative.

To reach a wider audience of students about academic, transfer, and graduation requirements, the College offers workshops, classroom presentations, and major exploration opportunities where counseling partners with academic faculty to support students in these areas (IIC5-20 Sample Workshops).

Analysis and Evaluation

Consistent with LACCD BP 5110, LAHC provides counseling and advising both on campus and online to support student development and success. Counseling faculty attend meetings, workshops, and internal and external trainings to prepare for the advising function. By connecting students with resources that align with their goals, counseling faculty help students realize and achieve academic, personal, and career goals by providing information about

academic requirements and College policies including those pertaining to graduation and transfer.

IIC.6. The institution has adopted and adheres to admission policies consistent with its mission that specify the qualifications of students appropriate for its programs. The institution defines and advises students on clear pathways to complete degrees, certificate and transfer goals. (ER 16)

Evidence of Meeting the Standard

LAHC follows LACCD Board Policy (BP) 5010 (IIC6.01 BP 5010 Admissions and Concurrent Enrollment), specifying the qualifications of students appropriate for the College's programs, ensuring that the College's admission policies are consistent with the College mission.

College faculty and counselors worked together to create clearly defined degree and certificate pathways published on the College's Program Mapper. The Program Mapper, available for students on the College website (IIC6.02 Program Mapper Website), organizes programs by Transfer, Career and Academic Pathways (TCAPs) to assist students with selecting a program of study (IIC6.03 TCAP's Website Page). It provides a visual representation of LAHC's catalog that shows a term-by-term sample map and includes information on occupations and careers commonly associated with each program, typical wages, and the labor market demand for California (IIC6.04 Sample Program Map). The Program Mapper clearly highlights the relationship between the College's courses and achievement of degrees and certificates, employment, and transfer to higher education programs. Through the curricular process, faculty have also developed 24 Associate Degrees for Transfer, 71 Certificates, and 39 AA/AS degrees listed in the College Catalog (IIC6.05 College Catalog).

Counseling faculty in the General Counseling Center and Transfer Center assist students with the development of Comprehensive Student Education Plans (IIC6.06 Sample Comprehensive Student Education Plan); by using degree and certificate pathways defined in the CSU/IGETC Planning Worksheets (IIC6.07 CSU/IGETC Worksheets), Ci-D Website (IIC6.08 Ci-D Website), ADT/AST Transfer Model Curriculum Templates (IIC6.09 TMC Templates), the Guided Pathways Program Mapper (IIC6.10 GP Mapper) and by educating them about resources such as Assit.org (IIC6.11 Assist.org), counselors advise students on clear pathways to complete degrees, certificates, and transfer goals.

Analysis and Evaluation

LAHC has adopted and adheres to BP 5101 Admissions and Concurrent Enrollment, specifying admission policies. College faculty and counselors work together to develop clearly defined degree and certificate pathways. Counseling faculty advise students on clear pathways to complete degrees, certificates, and transfer goals by assisting them with the development of a

Comprehensive Student Education Plan and by educating them about resources such as the College's Program Mapper, Transfer Model Curriculum, and the College Catalog.

II.C.7. The institution regularly evaluates admissions and placement instruments and practices to validate their effectiveness while minimizing biases.

Evidence of Meeting the Standard

Due to the implementation of California State Assembly Bill (AB) 705 (IIC7.01 AB 705), English and math no longer use standardized placement tests. LAHC now uses a Self-Guided Placement model for new students (IIC7.02 Self-Guided Placement; IIC7.03 Math and STEM/Business Self-Guided Placement). As a part of the College's application process, students are asked a series of questions from AB705, including providing information on prior coursework and grade point average. Based on the student's responses to these questions, course recommendations are made. These and other admission processes are evaluated by committee such as the District Academic Senate (DAS) (IIC7.04 Math Placement Model Discussion, DAS Minutes 12-9-21).

Analysis and Evaluation

While the college uses limited admissions and placement instruments such as the Self-Guided Placement Model, those used are regularly evaluated by campus committees to validate their effectiveness while minimizing biases.

II.C.8. The institution maintains student records permanently, securely, and confidentially, with provision for secure backup of all files, regardless of the form in which those files are maintained. The institution publishes and follows established policies for release of student records.

Evidence of Meeting the Standard

LAHC adheres to the policies set forth in LACCD Board Policy (BP) 5040 Student Records, Directory of Information, and Privacy (IIC8.01 BP 5040 Student Records, Directory Information, and Privacy), requiring that student records are permanently, securely, and confidentially maintained. BP 5040 requires that "student records are maintained in compliance with applicable federal and state laws relating to the privacy of student records."

The College also follows BP 5040 guidelines pertaining to release of student records, stating "Any currently enrolled or former student of the District has a right of access to any and all student records relating to him/her maintained by the District." Further, BP 5040 states, "No District representative shall release the contents of a student record to any member of the public without the prior written consent of the student, other than directory information as defined in this policy and information sought pursuant to a court order or lawfully issued subpoena, or as

otherwise authorized by applicable federal and state laws.” BP 5040 is published on the LACCD website and in the College Catalog (IIC8.02 BP5040 in Catalog).

Analysis and Evaluation

Consistent with the policies established in BP 5040 Student Records, Directory of Information, and Privacy, LAHC maintains student records permanently, securely, and confidentially, with provision for secure backup of all files, regardless of the form in which those files are maintained. The College also follows the established policies outlined in BP 5040 for release of student records and publishes the information on the District website and in the College Catalog.

[Note: Suggested length for Standard IIC is 10 pages.]

Conclusions on Standard IIC: Student Support Services

Los Angeles Harbor College offers comprehensive and equitable student support services that align with the College’s mission through the goals of the Strategic Educational Master Plan (SEMP) and the Student Equity and Achievement Plan. Through the assessment of student area outcomes aligned with the SEMP measures and outcomes and the evaluation of equity data, student achievement metrics, and survey results, the College continuously improves student services and programs. Academic counselors support students through their educational journeys by providing them with accurate information, clear pathways to complete degrees, certificates, and transfer goals, and resources pertinent to the College’s programs of study. The College follows established Board and Administrative Policies to ensure that the College’s support services are conducted with sound educational policy and standards of integrity.

Standard IIC Evidence List

- IIC1.01 HAPS Website
- IIC1.02 SEMP
- IIC1.03 Sample Unit Plan with SAO Assessment
- IIC1.04 Sample Action Plan
- IIC1.05 HAPS Diagram
- IIC1.06 Online Courses Survey
- IIC1.07 Online Transition Survey
- IIC1.08 Technology Survey
- IIC1.09 LA College Promise Survey
- IIC1.10 Library Tutoring Services Survey

- IIC2-01 BP 5050 Student Success and Support Programs
- IIC2-02 SEMP
- IIC2-03 SAOs Defined in SEMP Measures
- IIC2-04 SAO Assessment in Unit Plan
- IIC2-05 SAO Improvement Action in Unit Plan Template
- IIC2-06 SAO Assessment in Unit Plan

IIC2-07 Annual College Profile
IIC2-08 District Student Survey
IIC2-09 Counseling ConexEd Reports

IIC3-01 BP 5300 Student Equity
IIC3-02 SEA Plan
IIC3-03 BP 5150 EOP&S
IIC3-04 EOPS
IIC3-05 CARE
IIC3-06 CAFYES
IIC3-07 CalWorks
IIC3-08 BP 5140 DSPS
IIC3-09 SPS Website
IIC3-10 BP 5050 Enrollment Priorities
IIC3-11 LACCD District Wide Priority Registration Schedule
IIC3-12 Maslow Center for Basic Needs Website
IIC3-13 Food Pantry Flyer

IIC4-01 Athletics Website
IIC4-02 CHAMPS Website
IIC4-03 ASO Website
IIC4-04 ASO Club List
IIC4-05 BP 5700 Intercollegiate Athletics
IIC4-06 BP 5400 ASO

IIC5-01 BP 5100 Counseling
IIC5-02 Virtual Self-Paced New Student Orientation Powerpoint
IIC5-03 2021 Early Registration Event Flyer
IIC5-03 BP 5300 Student Equity
IIC5-04 Equity Counselor Links on Counseling Website
IIC5-05 Veterans Checklist
IIC5-06 Counseling Appointments on Website
IIC5-07 General Counseling Flyer
IIC5-08 Sample Division Meeting Agenda
IIC5-09 Counseling Summit Agenda
IIC5-10 California State University Counselor Conference Website
IIC5-11 Ensuring Transfer Success Conference Website
IIC5-12 Sample Comprehensive Student Education Plan
IIC5-13 Assist.org Website
IIC5-14 Guided Pathways Website
IIC5-15 Planning Worksheets
IIC5-16 Ci-D Website
IIC5-17 Ci-D TMC Template

IIC5-18 EOPS Website
IIC5-19 LAHC Transfer Center's Website
IIC5-20 Sample Workshops

IIC6.01 BP 5010 Admissions and Concurrent Enrollment
IIC6.02 Program Mapper Website
IIC6.03 TCAP's Website Page
IIC6.04 Sample Program Map
IIC6.05 College Catalog
IIC6.06 Sample Comprehensive Student Education Plan
IIC6.07 CSU/IGETC Worksheets
IIC6.08 Ci-D Website
IIC6.09 TMC Templates
IIC6.10 GP Mapper
IIC6.11 Assist.org

IIC7.01 AB 705
IIC7.02 Self-Guided Placement
IIC7.03 Math and STEM/Business Self-Guided Placement
IIC7.04 Math Placement Model Discussion, DAS Minutes 12-9-21

IIC8.01 BP 5040 Student Records, Directory Information, and Privacy
IIC8.02 BP5040 in Catalog