

CRITERION 4: Teaching and Learning: Evaluation and Improvement

The institution demonstrates responsibility for the quality of its educational programs, learning environments and support services, and it evaluates their effectiveness for student learning through processes designed to promote continuous improvement.

Core Component 4A: The institution ensures the quality of its educational offerings.

4A1. The institution maintains a practice of regular program reviews and acts upon the findings.

*Do you have regular program reviews? How often do they occur?
What information is included in the program review?
How does your department act upon its findings?*

4A2. The institution evaluates all the credit that it transcripts, including what it awards for experiential learning or other forms of prior learning, or relies on the evaluation of responsible third parties.

*Does the college have a process for giving credit for experiential learning?
Or prior learning?*

4A3. The institution has policies that ensure the quality of the credit it accepts in transfer.

How does ECC determine what credits it accepts from other institutions?

4A4. The institution maintains and exercises authority over the prerequisites for courses, rigor of courses, expectations for student learning, access to learning resources, and faculty qualifications for all its programs, including dual credit programs. It ensures that its dual credit courses or programs for high school students are equivalent in learning outcomes and levels of achievement to its higher education curriculum.

*How does ECC ensure the academic integrity of courses and programs?
How do we evaluate dual credit?
How does your department ensure that dual credit courses are equal in rigor, SLOs, and in faculty qualifications?*

4A5. The institution maintains specialized accreditation for its programs as appropriate to its educational purposes.

*Does your department/program have specialized accreditation?
Is it required or optional? What is your status with that body?*



Navigating the HLC Criteria
HLC prep, Criteria 4
fall 2021

HLC LANGUAGE

HOW IT FITS AT ECC...

YOUR NOTES

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Core Component 4A: The institution ensures the quality of its educational offerings.

4A6. The institution evaluates the success of its graduates. The institution ensures that the credentials it represents as preparation for advanced study or employment accomplish these purposes. For all programs, the institution looks to indicators it deems appropriate to its mission.

How do our graduates do, after leaving ECC?

What is our process for tracking graduates?

How well do our graduates perform at transfer institutions?

Core Component 4B: The institution engages in ongoing assessment of student learning as part of its commitment to the educational outcomes of its students.

4B1. The institution has effective processes for assessment of student learning and for achievement of learning goals in academic and cocurricular offerings.

How does your department assess student learning?

How do you know that your students achieve the Student Learning Outcomes for your classes?

What does the college do with your assessment work?

What are the learning goals for our cocurricular offerings? How do we assess those?

4B2. The institution uses the information gained from assessment to improve student learning.

Give some examples of things you've discovered from assessment -- and what you did with that information.

What changes have you made in your department that came from assessment info?

4B3. The institution's processes and methodologies to assess student learning reflect good practice including the substantial participation of faculty, instructional and other relevant staff members.

In your role at the college, how do you participate in assessment work?

(How does assessment affect you?)

What does the college do with information on the assessment of student learning?



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Core Component 4C: The institution pursues educational improvement through goals and strategies that improve retention, persistence and completion rates in its degree and certificate programs.

4C1. The institution has defined goals for student retention, persistence and completion that are ambitious, attainable and appropriate to its mission, student populations and educational offerings.

*What are ECC's goals for retention, persistence, and completion?
How were these goals set -- in other words, what is the connection to ECC's Mission and to our student populations?*

4C2. The institution collects and analyzes information on student retention, persistence and completion of its programs.

*How is information collected?
What kinds of information is collected?
Who looks at it? How are conclusions drawn?*

4C3. The institution uses information on student retention, persistence and completion of programs to make improvements as warranted by the data.

What are some examples of changes that have been implemented due to data collected on student retention, persistence and completion?

4C4. The institution's processes and methodologies for collecting and analyzing information on student retention, persistence and completion of programs reflect good practice.

What are some examples of good practice that we follow in this area?

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