

## Academic Affairs Unit Plan Narrative

Division \_\_Academic Affairs Office\_\_ Academic Year \_\_2010-2011\_\_ Vice President \_\_Luis Rosas\_\_

### Executive Summary

#### Service Area Outcomes for Academic Affairs:

- 1.) LAHC will produce a schedule of classes that meets student/community needs, maximizes student success, and meets budget guidelines.
- 2.) LAHC will produce the 2010-2012 college catalog that meets student/community needs, maximizes student success, and meets budget guidelines.
- 3.) LAHC will maintain a high level of quality of course/program content and delivery (curriculum, chair and faculty evaluations, faculty development, hiring).
- 4.) Academic Affairs Division will meet all timelines for accreditation (program review, planning cycles, and assessment).

The major challenges for Academic Affairs this year include meeting our outcome goals despite a severely declining budget from Sacramento, an increasingly demanding set of requirements from ACCJC for program review and assessment, and greater obligations to tie data to planning and resource allocation. LAHC faculty are becoming increasingly aware of the importance of meeting these requirements, and they have made some important steps in developing and measuring course level outcomes and in writing program reviews. However, we must now re-double our efforts to get to the next level by developing program level outcomes and setting the stage for measuring both program and institutional student learning outcomes.

Academic Affairs will also have to monitor our FTES from fall '09 to make any necessary adjustments to the schedule for spring. The challenge is to make sure that our students suffer the least impact as we struggle to stay within the 2% cap on growth for the year. We will also begin revising the catalog beginning in January, and the challenge will be to clean up all the course and degree inventories so that we can provide accurate information for the catalog. Having added clerical support for Academic Affairs is making this job more efficient.

**Activities Description Narrative:** please describe suggested activities, including grant proposals to be written, new course or program initiatives, or program viability studies in priority order.

- 1.) Adjust the fall and spring schedules in order to reduce the number of unfunded FTES for the College. Fall, which is the semester that is most critical for apportionment purposes, will be cut by 25 sections. Spring will also be cut by 25 sections plus the 32 sections needed to balance the

offerings of summer 2010. Additional cuts may be necessitated once the budget numbers have been provided by District. See attached Section FTES Planning Document.

- 2.) "Academic Affairs Priority Directions—2009-2010" indicates that "In anticipation of draconian budget cuts ... Harbor needs to expand Contract Education in order to increase revenue." Representatives of the LAUSD have approached the college to provide additional educational opportunities for students at San Pedro High School. Academic Affairs will work with the Academic Senate to craft a series of course offerings modeled on the highly successful Harbor Teacher Prep Academy. Such innovative programming would fit within SPS small learning communities concept and provide their students with the chance to earn an associate's degree by the time they graduate. Academic Affairs would also investigate an articulation agreement with CSU Dominguez Hills to ease the transition to a four-year university. Potential revenue from this arrangement, once the full program has matured, would be approximately \$35,000 per year. See attached articles from the *Daily Breeze*.

Also on the horizon is a partnership with an innovative charter school, Greenworks Urban Academy. The school is innovative in that it is designed for the most at-risk youth. The policy of the school would be no suspension and direct intervention, with behavioral specialists on staff to assist students in achieving their educational goals. The school is embedding global citizenship and green technology into the curriculum, and will use problem-based learning as a teaching methodology to engage the students. The combination of these two focuses is a transformational approach to education. When the charter is approved, we anticipate creating a schedule for the high school students to come to Harbor College to earn dual credit enrollment credit. The idea is to include a schedule based on development and achievement to where students will earn up to 30 college units prior to their graduation from high school, supporting general education and career/vocational programs.

- 3.) Based on the current (April 2010) District FTES Planning Worksheet, Harbor has nearly 400 unpaid FTES (see attachment). There will therefore be further class cancellations in the Spring of 2011—this is the face of a \$3 million deficit. To help address this problem, Academic Affairs will work along with Student Services and the President's Cluster Marketing committee to increase our foreign student population to approximately 600. A key provision of this plan to work with the District Office to secure the appropriate legal avenues for contracting with "finders" to secure the additional foreign student applications. Academic Affairs will also review the curriculum to make sure there are appropriate offerings and beef up the ESL offerings to accommodate those students. This will also include making sure that new online degrees have a credible and consistent semester by semester schedule of offerings.

Recruitment of international students as a means to reduce the deficit and increase revenue. The revenue from one international student has the means to pay for additional sections, which if the enrollment growth is achieved, would reduce the deficit. Means of achieving this goal include: using organizations which recruit for the college (proprietary); arranging meetings with

consulate offices in the LA area to discuss needs and explore collaborations; and reaching out to the countries in which we have already established relationships.

- 4.) Organize and prepare workshops and other training to increase faculty ability to incorporate essential skills into the curriculum at all levels. (See attached "Academic Affairs Priority Directions—2009-2010.") This activity will be directed primarily through the Teaching Learning Center, funded by the Basic Skills grant. See attached ARCC 2010 Report: College Level Indicators.
- 5.) The Assessment subcommittee of the Curriculum Committee has planned to have all programs or pathways develop student learning outcomes by the end of spring semester 2010. The plan also stipulates that the college as a whole will assess program level outcomes matched with institutional student learning outcomes during the 2010-2011 academic year. This, however, will require additional help for the SLO coordinator. Ancillary assignment for four faculty at .2 to support SLO development at the division level. While one faculty member is currently receiving reassigned time to coordinate the SLO assessment program, much more effort at the division level needs to take place. Someone needs to be available at the division level to support faculty one-on-one in writing measures, gathering and interpreting data, and maintaining the records required by the accrediting agencies.
- 6.) There are at least five disciplines in which there are no full-time faculty. Ancillary assignments (\$500 per person) need to be provided so the discipline will have program level outcomes and measures written. Source of funds: accreditation account—Program 100.
- 7.) Scantron to support assessment of Student Learning Outcomes (e.g., conduct surveys, score and record assessment measures. New technology permits faculty to do sophisticated manipulations of data that are required for effective assessment of SLOs. Moreover, student satisfaction surveys, climate surveys, and employer ideas and preferences can be assessed through both online and hardcopy forms. Source of funds: Block Grant
- 8.) Provide ePortfolio access for students in pilot program. We are piloting this program for 150 students in the spring semester and need to double that in fall and double that again in the following spring. At present, there is no district money to support this activity (\$5 per student per year). Source of funds: Title V

**SAO Assessment Results Narrative:** please describe assessment activities that support proposed unit initiatives.

N/A

**Staffing Implications:** if any request will require additional classified support or training, please describe its extent.

See above

**Technology Implications:** if any request involves technology, please describe its impact on the network, licensing, repair, training and support.

N/A

LA Harbor College

Unit Plan Activity Summary Sheet

Division Academic Affairs Office

Academic Year 2010-2011

Vice President Luis Rosas

Discipline ID#	Department Priority (1 to 99)	College Strategy Supported (separate columns if two)	Student Success Initiative	Technology Access	Department Objective (link to Program Review)	Proposed Activity	Brief Summary of SLO Assessment Results (See attached forms)	List Other Supporting Documents/Links Attached (E.G., WSCH, Wait Lists, Retention, Environmental Scans)	Resources Required (list faculty, equipment, etc.)	Estimated Total Cost and Source (E.G., Program 100, VTEA, etc.)
91						Adjust the fall and spring schedules in order to reduce the number of unfunded FTES for the College. Fall will be cut by 25 sections. Spring will also be cut by 25 sections plus the 32 sections needed to balance the offerings of summer 2010.		See attached Section FTES Planning Document.		Saves \$225,000
91						Work with the Academic Senate to craft a series of course offerings modeled on the highly successful Harbor Teacher Prep Academy for SPHS small learning communities. Provide their students with the chance to earn an associate's degree by the time they graduate				Revenue generation approximately \$35,000 per year.
91						Create partnership with the charter school, Greenworks Urban Academy. Students will earn up to 30 college units prior to their graduation from high school,				Generates \$20,000 / year

