• 2010-2011 Balanced Budget
• 2011-2012 On track to have balanced budget
• Construction projects well managed
• 2011 over $6 million in grants awarded to the college
• Steady progress on assessment of Student Learning Outcomes at all levels (course, program, institution)
Response to 2006 Accreditation Visit #1

Review and revise as necessary the program review process for effectiveness in improving instructional programs based on District/College institutional research data (no program self-developed data) and that a key measure of program success be its response to disciplines, cluster, and college developed SLOs. The team recommends that the review process should be completed with sufficient time to allow confirmation that the college has an operational and sustainable instructional review process as evidenced by completed program review cycles inclusive of all instructional programs. Further, the college program review policy and procedures should reflect the key and decisive role of the administration of the college in decisions effecting scheduling of courses and the continuance/discontinuance of programs.

- Progress report filed March 15, 2008 reported recommendation has been met
Response to 2006 Accreditation Visit #2

Develop an on-going systematic cycle of evaluation, integrated planning, resource allocation, implementation and re-evaluation. This should be based in deep analysis of District and institutional research provided data and assure a broad involvement and participation in the institutional planning cycle.

• Nov. 2008 follow up visit concluded that this has been met.
• College has established and implemented a solid framework for an articulated and coordinated cycle of evaluation, integrated planning, resources allocation, implementation with broad representation of all planning units.
Response to 2006 Accreditation Visit #3

Using the college and governance process the college should construct a meaningful dialogue about student learning which assures understanding and infusion of Student Learning Outcomes. This dialogue should rely on robust information focused on the accomplishments of students as defined in program, inter-departmental, and institutional student learning outcomes.

- Nov. 2008 and March 2009 Progress and mid-term reports outlined wide variety of activities to meet the recommendation, indicating this recommendation has been met
- Student Services 75% of SAOs measured/reported
- Administrative Services 75% SAOs measured/reported
- Academic Affairs (instruction) SLOs addressed in following slides
At the end of November 2011, we had reached 68.4% of all courses with one or more SLOs measured. This keeps us on track for completing 75% as indicated by our planning measure.
Assessment of Student Learning Outcomes at course level is on target to reach 75% by end of semester; 100% by end of spring ‘12
STUDENT LEARNING OUTCOMES ASSESSMENT

Search LAHC for

Harbor College is transforming into an outcomes-driven institution, where plans and decisions are made as the result of campus-wide dialog about assessment results.

Assessment Committee
In September 2009, an Assessment Committee was formed as a subcommittee of the Curriculum Committee.

Course Assessment
3 Feb. 2011 Course Assessment Progress Report (PDF)
Locate assessment forms in Word format.
Click for boilerplate Course Syllabus form

Program Assessment
Find organization of degrees, disciplines and service areas for program assessment. Locate curriculum maps and assessment forms.

Institutional Assessment
Institutional Student Learning Outcomes assessment plan and progress.

Contractual Interpretation for Assessment
Click to open a PDF file defining "Participates in the Student Learning Outcomes Assessment Cycle."
Program Level Student Learning Outcomes

• Six Program level SLOs measured in fall 2010:
  ✓ Business
  ✓ Nursing
  ✓ Child Development
  ✓ Accounting
  ✓ Public Safety
  ✓ Social/Behavioral Sciences

• Discovered difficulty in identifying students’ majors
  ✓ college campaign to get students to declare majors
  ✓ create new certificates in IGETSE and CSU breadth
Institutional Student Learning Outcomes

- ISLO#1—Communication: 750 essays collected fall 2010 and scored. Feedback to faculty in spring and resulting intervention carried out in fall 2011. Closing the loop: follow-up essays being collected at present.

- ISLO#3—Information Competency: Pre-test followed by intervention and post-test in fall 2011.

- ISLO#2—Cognition: Assessment Committee formulating quantitative reasoning assessment to be carried out in fall 2012.

- On track to have one ISLO measured per year over five years.
Response to 2006 Accreditation Visit #4

In making public the process of program review as well as the results, the college will regularly and in a timely manner review and update policy, planning and procedure manuals.

- Nov. 2008 visit concluded recommendation has been met
- Program Review Resources (templates/data) available online
- Institutional and performance data available printed and online (Factbook)
- Completed Program Reviews available online
- Shared governance, planning process, student learning outcomes available online
- 2007-08 College Planning Policy and Procedure Manual available online
Standard I: Institutional Mission & Effectiveness

- Involved and engaged community (attendance at World Café and Academic Summit)
- ASO Students active on shared governance committees
- Renewal of and re-commitment to documented planning process with Student Success at the forefront
- Institutional Effectiveness data demand is increasing (and welcomed!)
- Threaded planning calendar so that planning retreats, shared governance committees, and campus can make decisions with best information available
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<tr>
<td>IB</td>
<td>The College will continue to function as a pilot participant in the development of the District online Institutional Effectiveness System to enable all colleges joining in the system to integrate their program review, planning, and budgeting processes as fully as possible.</td>
<td>Next round of program reviews will be on the IES system linking planning and budgeting</td>
<td>Deans of Academic Affairs; Deans and Program Managers of student services</td>
<td>ongoing</td>
<td>2015-2018</td>
</tr>
<tr>
<td>IB</td>
<td>Develop a mechanism to evaluate the effectiveness of communicating information about institutional quality to the public.</td>
<td>survey/research</td>
<td>President's Office with support from IE</td>
<td>immediately</td>
<td>Fall 2012</td>
</tr>
<tr>
<td>IB</td>
<td>Unify institutional effectiveness measurements into the clearest possible assessment of College performance in terms parallel with those utilized by the District for posting on the College website and for use in College governance and planning processes.</td>
<td>&quot;Grid alignment with District Office grid&quot;</td>
<td>IE, DRC, DPC</td>
<td>ongoing</td>
<td>establish by Fall 2012</td>
</tr>
</tbody>
</table>
Standard IIA: Student Learning Programs and Services

2009 Substantive change approved for 3 online degrees
  Administration of Justice
  Business
  Fire Technology
HTPA (LAUSD/LAHC mchs partnership) continues to earn awards
  2011 California Distinguished School
  2010 Highest API in secondary schools in LAUSD
  2010 National Blue Ribbon NCLB award Washington, D.C
SLO measurement
Curriculum maps created and in progress of measurement
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<tr>
<td>IIA</td>
<td>Further integrate varied data sources (district, college, individual faculty/department managers) to identify and respond to student learning needs.</td>
<td>Achieving the Dream (AtD) data analysis; AtD interventions.</td>
<td>AtD Data Team, AtD Core group, IE</td>
<td>ongoing</td>
<td>2015 + continuous beyond institutionalization</td>
</tr>
<tr>
<td>IIA</td>
<td>Ensure that the College will continue to achieve its Student Learning and Service Area Outcome goals on schedule, with each division having 75 percent of course SLOs assessed by the end of the fall 2011 semester; each academic program and pathway having PSLOs assessed by the end of the 2011-12 academic year (that is to say, 25 percent of the total number of PSLOs then being complete); assessment for two ILSOs conducted by the end of that academic year.</td>
<td>Assessment forms completed and posted on the web</td>
<td>VP/AA and Deans of Academic Affairs</td>
<td>ongoing</td>
<td>Fall 2012</td>
</tr>
</tbody>
</table>
Standard IIB: Student Support Services

Matriculation commended by APMS for maintaining and keeping assmt/plcmt data well organized and accurate

Decrease in funding for categorical programs yet growth of populations needing services

Active ASO—students lobby in Sacramento

Student Clubs and Athletics have strong participation
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<tr>
<td>IIB</td>
<td>Actively participate in the development and implementation of a new District wide SIS system, which is projected to be operational by 2014.</td>
<td>Use and implementation</td>
<td>Deans of Academic Affairs; Deans and Program Managers of student services; Dean of IE</td>
<td>ongoing</td>
<td>2016</td>
</tr>
<tr>
<td>IIB</td>
<td>Monitor any changes in regulations and policies by the federal, state and District offices, and will implement policies as required.</td>
<td>Evidence will include memos and documents created announcing new policies/regulations</td>
<td>Deans and Program Managers of student services</td>
<td>ongoing</td>
<td>ongoing</td>
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<tr>
<td>IIB</td>
<td>Assess certificated, classified, and unclassified staffing in order to meet student needs as identified in Student Services evaluative efforts and program review findings.</td>
<td>Cluster plan for Student Services; Human Resources Master Plan</td>
<td>VP/SS, VP/ Admin Ser, support from IE</td>
<td>immediately</td>
<td>Spring 2012</td>
</tr>
<tr>
<td>IIB</td>
<td>Ensure that all Student Services units identify student/ service learning outcomes, measure outcomes, and integrate data into planning decisions.</td>
<td>completed assessment forms posted on the web</td>
<td>Deans and Program Managers of student services</td>
<td>ongoing</td>
<td>ongoing</td>
</tr>
<tr>
<td>IIB</td>
<td>Implement a web-based interactive counseling system for students and expand student website services through social media with close adherence to federal accessibility standards (Section 508).</td>
<td>student surveys to know it is effective</td>
<td>Counselors</td>
<td>ongoing</td>
<td>ongoing</td>
</tr>
<tr>
<td>IIB</td>
<td>Provide appropriate adaptive computer technology and alternate media to meet the accessibility needs of the college.</td>
<td>Sign in logs; tutor reports; surveys on site</td>
<td>DSPS Program Coordinator, with I.T. support and input from LRC/LAC</td>
<td>ongoing</td>
<td>ongoing</td>
</tr>
<tr>
<td>IIB</td>
<td>Increase the number of students who have identified a formal education plan from our current 47% to 60%.</td>
<td>SARS data.</td>
<td>Counselors and Deans/Program Managers of Student Services</td>
<td>ongoing</td>
<td>Fall 2012</td>
</tr>
<tr>
<td>IIB</td>
<td>Expand the development and dissemination of marketing materials to international as well as unserved or underserved populations.</td>
<td>Categoricals—veterans, CalWorks, etc. designated programs will measure #s of inquiries/#s of enrollment. International students will also be measured in inquiries/enrmt</td>
<td>International Students Director; Recruitment and Outreach Coordinator; Assoc Dean of EOPS/Categorical Program Managers.</td>
<td>Ongoing</td>
<td>ongoing</td>
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Library & Learning Assistance Center new building Summer 2012
Integration of assessment data into planning
LAC student survey Spr ’11
Contract for online tutoring resources
Library Science courses
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<tr>
<td>IIC</td>
<td>Identify specific areas for assessment and develop a measurement device to track student performance and link to Library/LAC usage campus-wide associated with student success (transfer, AA, or certificate/honors students at culmination).</td>
<td>define parameters and determine a methodology</td>
<td>Library faculty with support from IE</td>
<td>immediately</td>
<td>ongoing</td>
</tr>
<tr>
<td>IIC</td>
<td>Post available student support programs on specific division and student services Web pages to provide greater publicity and support for all available learning assistance resources regardless of discipline or location.</td>
<td>every division have a link to the library and LRC on their department website</td>
<td>Each Department Chair and Program Manager</td>
<td>immediately</td>
<td>ongoing</td>
</tr>
<tr>
<td>IIC</td>
<td>Expand on campus orientation to include visits to or presentations by the Library and Learning Assistance Center staff.</td>
<td>log high school visits in Welcome Center and ensure Library/LAC are on the tour.</td>
<td>Welcome Center and Deans/Program Managers Student Services</td>
<td>ongoing</td>
<td>ongoing</td>
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</table>
| IIC | Improve tracking of database usage in order to strengthen the link between data and planning and to better inform future planning decisions. | Develop the tools required to track data. | Chair of Library; Chair of ongoing LAC | Fall 2013 | }
Standard IIIA: Human Resources

- Implemented Portal – Self-Service Model
- Decline in staffing yet increased efficiency
- FON Plan for Faculty Hires – increase FT faculty
- Human Resources Master Planning session January 2012 (developing plan to match growth/decline)
- Continue cross training
- Electronic payroll reporting
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<tr>
<td>IIIA</td>
<td>Ensure that all hiring requests implement the College plan.</td>
<td>Update the Human Resources Master plan to facilitate achievement of objective.</td>
<td>Senior Staff, President, FHPC, CPC</td>
<td>ongoing</td>
<td>ongoing</td>
</tr>
<tr>
<td>IIIA</td>
<td>Clarify confidentiality regulations in each department and ensure the confidentiality of work-related issues is on a need-to-know basis between the employees and direct supervisors.</td>
<td>Training workshops for all Department Chairs, managers/supervisors, Deans, Vice Presidents, and college President</td>
<td>SPOC and Flex/Staff Development</td>
<td>immediately</td>
<td>Fall 2012</td>
</tr>
<tr>
<td>IIIA</td>
<td>Update the Faculty and Classified Employee Handbooks to better inform new hires about Harbor College policies and processes.</td>
<td>Handbooks updated and available on the website.</td>
<td>SPOC/District Office HR, Academic Senate, CPC, Collective Bargaining agents</td>
<td>immediately</td>
<td>Fall 2012</td>
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</table>
Standard III B: Physical Resources

- Rebuilt and modernized 80% of the campus
- New smart classrooms and labs
- Technology driven facility management
- Solar power, card key access, ADA Compliant
- Train facility staff as building engineers
- Manage facility software training
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<tr>
<td>IIIB</td>
<td>Institute a preventive and predictive maintenance program to prolong the life of building systems and to identify and assess current and future repair needs.</td>
<td>Develop the tools required to track data.</td>
<td>FMO Manager, VP Adm Ser, and Adm Ser Committee</td>
<td>Fall 2012</td>
<td>Fall 2014</td>
</tr>
<tr>
<td>IIIB</td>
<td>Further integrate facilities planning in all of its aspects to reflect both the Educational Master Plan and the completion of bond construction.</td>
<td>Planning Retreat to facilitate communication; and schedule each Cluster planning retreat to accomplish shared goals.</td>
<td>VPs of the Clusters, CPC, Senate, IE for support</td>
<td>immediately</td>
<td>Fall 2012</td>
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</table>
Standard IIIC: Technology Resources

- Upgraded all instructional labs
- Upgraded all technical support hardware and software
- Supports new technology driven environment
- Continue to strengthen the Academic Technology Committee Relationship / Faculty technology training
- Increase Technology staff and web support
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<tr>
<td>IIIC</td>
<td>Clarify and advertise the technology options to students, such as the process of obtaining a student LACCD email address, and publicize the benefits.</td>
<td>Measured and reported by IT that students have increased in number/usage of accounts.</td>
<td>IT staff</td>
<td>immediately</td>
<td>ongoing</td>
</tr>
<tr>
<td>IIIC</td>
<td>Establish the role of TAC as a ‘clearance’ committee in the college planning process, guaranteeing that IT-related planning and budget decisions made by planning committees are properly informed and coordinated.</td>
<td>Enforce the use of a form (referred to in the Planning Manual) to be signed off on by TAC and attached to all Unit Plans with Technology based requirements. If the signed form is absent, the activity/objective will be taken off of the Unit/Cluster plans. IE will assist in the design of the form.</td>
<td>TAC, Division Chairs, Deans/Program managers, VPs, IE support</td>
<td>immediately</td>
<td>Fall 2012</td>
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<tr>
<td>IIIC</td>
<td>Ensure that there are technical resource training workshops that are relevant and applicable to specific disciplines and classrooms offered during the first week of FLEX activities and throughout the school year.</td>
<td>Perform a needs assessment to determine training needs; Track Flex and Teaching Learning Center offerings</td>
<td>Flex Coordinator, TLC Faculty, Dean of Academic Affairs</td>
<td>immediately</td>
<td>ongoing</td>
</tr>
<tr>
<td>IIIC</td>
<td>Outline a systematic campus wide refresh policy for technology that is built into the campus budget.</td>
<td>Integrate the policy into the Administrative Cluster plan; align budget to achieve objective.</td>
<td>IT staff, VP Adm Ser, Adm Ser Committee</td>
<td>immediately</td>
<td>ongoing</td>
</tr>
<tr>
<td>IIIC</td>
<td>Create a technology reserve to ensure that the cost of maintenance (ten percent of a lab purchase) is built into the initial funding of technology investments and remains until the refresh occurs.</td>
<td>Integrate the policy into the Administrative Cluster plan; align budget to achieve objective.</td>
<td>IT staff, VP Adm Ser, Adm Ser Committee</td>
<td>immediately</td>
<td>ongoing</td>
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</table>
Standard IIID: Financial Resources

- 2010-11 Year End surplus $434,000
- Restructuring for greater efficiency
- Budget work group analyzing budget more intensively than ever
- Annual budget retreat Feb. 2012
- Strengthened monitoring of expenditures by unit managers
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<tr>
<td>IIID</td>
<td>Consolidate grants administration in the Office of Economic and Workforce Development to ensure that faculty members now on release time to administer grants can be back in the classroom for a substantial financial savings.</td>
<td>Increase of full-time teaching faculty in the classroom, thereby reducing expenditures.</td>
<td>Dean of Economic &amp; Workforce Devmt., VP Academic Affairs, Division Chairs</td>
<td>immediately</td>
<td>Fall 2013</td>
</tr>
<tr>
<td>IIID</td>
<td>Devise other clear and simple formats for displaying budget issues on the College Web site and for general campus use.</td>
<td>The college must devise clear and simple formats for displaying budget issues on the college website and for general campus use.</td>
<td>Budget Committee; AVP Adm Services</td>
<td>immediately</td>
<td>Fall 2012</td>
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<tr>
<td>IIID</td>
<td>Develop a process to give the Committee the operative capacity to ensure that expenditures made are actually authorized as well as properly processed in the technical sense.</td>
<td>Create a flow diagram outlining the process.</td>
<td>Budget Committee; AVP Adm Services, VP Adm Ser</td>
<td>immediately</td>
<td>Fall 2012</td>
</tr>
<tr>
<td>IIID</td>
<td>Fully report CTE decisions to the Budget Committee so cost overruns that then must be charged against the general fund can be minimized. In seeing to this, the responsibilities of the Dean of Economic and Workforce Development must be clarified according to the Grants Policy and Procedures Manual as part of the over-all planning process.</td>
<td>Examine and revise the Grants Policy &amp; Procedure manual as needed to ensure fiscal responsibility of grant management is achieved.</td>
<td>Grants Committee; CTEC Committee; Budget Committee;</td>
<td>immediately</td>
<td>Fall 2012</td>
</tr>
<tr>
<td>IIID</td>
<td>Procure funding for the position of a full-time Foundation director on a permanent basis.</td>
<td>Hire an Executive Director for the Foundation on a permanent basis.</td>
<td>College President; VP Adm Ser.; Dean of Economic Development</td>
<td>immediately</td>
<td>Fall 2013</td>
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Standard IVA & B: Decision Making Roles & Processes

• Sincere and inspired leadership with presidential change
• Increased transparency and process focus has created atmosphere of trust and integrity
• Shared governance and participation on committees has increased
• President balanced budget through shared governance process
• President has improved the college’s relationship with community
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<td>IVA</td>
<td>Governance and planning bodies will complete their “action-evaluation loops” for the 2011-12 academic year by adapting the evaluation model initiated by the District Planning Committee in 2009.</td>
<td>Implement the model, completing all needed documentation; posting results on website.</td>
<td>VPs; President; CPC</td>
<td>immediately</td>
<td>Jun. 2012</td>
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<tr>
<td>IVA</td>
<td>The CPC will conduct a “communication audit” to pinpoint where aspects of the process have broken down and to propose solutions for Council action.</td>
<td>All participants in the governance and planning process will be surveyed</td>
<td>Office of Institutional Effectiveness</td>
<td>Spring 2012 survey conducted</td>
<td>Fall 2012</td>
</tr>
<tr>
<td>IVA</td>
<td>Hold committee meetings to the shortest time possible.</td>
<td>Committee Chairs</td>
<td>CPC; Academic Senate</td>
<td>immediately</td>
<td>Fall 2012</td>
</tr>
<tr>
<td>IVA</td>
<td>All constituency representatives on the College Planning Council affirm the final document on a separate signature page to strengthen its credibility.</td>
<td>Signing the document at a CPC meeting; posting it on the website.</td>
<td>CPC; Academic Senate; Administration; Classified staff; Students.</td>
<td>Jan. 2012</td>
<td>Jan. 2012</td>
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</table>
• Widespread engagement in the preparation of the Self Evaluation report
• College wide commitment to accomplishing the actionable improvement items
• Transparency and process orientation in all committee meetings and in college planning
• Data driven/data informed decisions increasingly define the culture of the college