Executive Summary

Through the examination of the measures specified in the Educational Master Plan, there was evidence which shows accomplishment; but also assisted the college in identifying areas for simplifying and better aligning with the District Strategic Plan. Additionally, the college has elicited ways in which the planning process itself can be improved. Moving to a multi-year planning process which uses District Strategic Planning measures will aid in goal and process (deadline) achievement.

Areas for additional exploration and measurement include the alignment of the LAHC Foundation and the college’s climate survey. Further, providing a vehicle for sharing professional activity outcomes by employees to share knowledge and best practices should be developed and implemented.

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1. How does the EMP align with the District Strategic Plan goals?
Evidence: Harbor College Institutional Effectiveness Presentation July 2013

DSP Goal 1. Access and Preparation for Success:
- Improve equitable access; help students attain important early educational momentum points.
  - Achieving the Dream year 2 interventions. Discussed further in presentation

DSP Goal 2. Teaching & Learning for Success:
- Strengthen effective teaching and learning by providing a learner-centered educational environment; help students attain their goals of certificate and degree completion, transfer, and job training and career placement; increase equity in the achievement of these outcomes.
  - Career Technical Education: Certificate development and completion
  - SLO Assessment: Complete integration of SLOs with Planning
  - Curriculum Development: TMC AA-T degrees
  - LAHC Technology Annual Plan
  - Distance Ed Plan: Expand offerings and increase degree pathways

DSP Goal 3. Organizational Effectiveness: Improve organizational effectiveness through data-informed planning and decision-making, process assessment, and professional development.
  - Analysis and development of FTES growth plan:
    - Improve college funding base while growing efficiency in order to develop additional funding to improve student success.
  - Planning Process
    - Educational Master Plan as a guiding document in the planning process
  - SLOs

DSP Goal 4. Resources and Collaboration: Increase and diversify sources of revenue in order to achieve and maintain fiscal stability and to support District initiatives. Enhance and maintain mutually beneficial
external partnerships with business, labor, and industry and other community and civic organizations in the greater Los Angeles area.

- **Financial Sustainability**
  - The college has now embarked on a path to invest the new reserves in program growth so we can become self sustaining while fulfilling accreditation and district requirements.

- **EWD**
  - Increase grant funding sources
  - Increase industry partnerships in community

- **Human Resources Plan**
  - Use data to determine staffing needs of all constituencies of the campus
  - Very positive feedback on the 2 plans completed thus far from ACCJC visiting teams, citing it as a “best practice”

Evaluation: Every concerted effort was given during 2012-13 to align with the District Strategic Plan. Annually the colleges deliver a presentation to the Board of Trustees to demonstrate this alignment and provide evidence of outcomes. In 2012-13, this alignment was made more clear than in the past. To continue to strengthen this alignment, the college should give consideration to using the Goals in the DSP in the college’s EMP.

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**CPC Validation summary of Goal alignment:**
- We align, but alignment is not embedded in the planning process.

2. **Did the college achieve the strategic directions outlined for 2012-13?**

A. Maintain balanced budget (p. 4)

**Evidence:** Budget committee minutes [http://www.lahc.edu/govplanning/governance/budget/minutes.html](http://www.lahc.edu/govplanning/governance/budget/minutes.html)

Evaluation: The college had a small carry-forward (+$200,000) at the close of the 2012-13 fiscal year. This is the third consecutive year that LAHC has had a balanced budget.

B. Enrollment management & offerings (p.5-6)

**Evidence:**
- [http://www.lahc.edu/research/ExternalScan-EnrolMgmt.pdf](http://www.lahc.edu/research/ExternalScan-EnrolMgmt.pdf)

Evaluation: Enrollment management and offerings are primarily the function of Academic Affairs. In the college planning process, the college determined that it would complete an Enrollment Management Plan. Significant progress was made toward completing it, however it was never finished and brought through the CPC approval process.

C. Embedding Essential Skills throughout the curriculum (p. 10)

**Evidence:** [http://www.lahc.edu/govplanning/governance/eskills/index.html](http://www.lahc.edu/govplanning/governance/eskills/index.html)

Evaluation: Unable to provide an evaluation as request for assistance/evidence went unanswered.

D. Technology destination (p.12)

**Evidence:** LAHC Technology Plan: [http://www.lahc.edu/govplanning/collegeplans/Los%20Angeles%20Harbor%20College%20Technology%20%20Plan%206-4-12.pdf](http://www.lahc.edu/govplanning/collegeplans/Los%20Angeles%20Harbor%20College%20Technology%20%20Plan%206-4-12.pdf)
Students who have online courses have the same resources as our ‘traditional’ students via the web. The site is http://www.lahc.edu/harboronline.html. This is a Title 5 mandate/ACCJC requirement.

Evaluation: Partially met, based upon Technology Plan evaluation completed (see for comments).

CPC validation summary in regard to achieving the strategic directions outlined in the EMP:
- It is difficult to determine if the college met A. The college did not meet B and C. Per the 2/6/14 evaluation of the Tech plan, the goals are too vague to determine if they were achieved.

3. Did the college achieve the college goals outlined for 2012-13?

**College Goal 1: Learning & Instruction**

**Accountability Measures: Curriculum Quality**

a. Program review up-to-date: In 2012-13, the college did not have 100% Program Review completed. There are several programs overdue: Legal Studies skills certificate, Computer Science Information Technology, Learning Skills, Learning Foundations, CNA, Personal Development, Public Safety Pathway, Extension programs. This audit was conducted in May by Mark Wood (Dean of Academic Affairs).

1. Course outlines current with measurable student outcomes (SLO), and entry/exit competencies. Clear and specific course syllabi

   Evidence: All syllabi must be reviewed by the department chairs. This is to ensure that all the mandated information that must be in each course syllabi, such as SLO’s, are in the document. There is a boilerplate syllabus located at http://www.lahc.edu/facultystaff/slo/. Consideration could be given to the adoption of a rubric to measure the extent to which the educational quality is communicated in syllabi. This could be an action item in Division Council and discussed through the Assessment Committee/Academic Senate. Samples of rubrics from other colleges using this methodology are available upon request.

2. Consistency of materials

   Evidence: Course materials must include the material that appears in the course description. This can easily be found in the catalog and class schedules. There is a course assessment site at http://www.lahc.edu/facultystaff/slo/courseassessment.html

3. Industry and enrollment trends considered

   Evidence: The Office of Institutional Effectiveness has done both internal and external scans, and presented the scans at all the shared governance meetings. Evidence for this can be found in two places, one is Factbook pages 155-162, and the other is on the web at http://www.lahc.edu/research/index.html http://www.lahc.edu/research/LA_Harbor%20CTE2013%20Report.pdf

b. Appropriateness of learning experience measured against needs to perform in that domain (e.g. Nursing Board pass rate)

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Evidence: Completion and transfer rates are documented in several places on the web. The college’s Factbook and data availability is an area for which the college received a Commendation during the 2012 ACCJC Accreditation visit.
Student’s Right to Know 2009; Student Success Scorecard, IPEDS data have been shared through Achieving the Dream efforts; ARCC presentation to the Board of Trustees, as required by law, took place in March 2013.

c. External standards met (Health and Safety, student assessment validation, prerequisite validation including accreditation and certification)
Evidence: Health & Safety standards are maintained through the college’s FMO operations; Assessment validation was not due in 2012-13. The college needs to complete pre-requisite validation and is scheduled to do this in the fall of 2014 semester due to staffing levels in I.E.

d. Articulation of courses and programs
Evidence: The college developed TMC degrees in response to the legislative mandate known as SB 1440.

e. Qualitative and/or quantitative measures to assure technological support is current and relevant for instruction
Evidence: This is discussed in several places in the 2012-13 planning process: Technology Plan 2012-13 (see also Technology Plan evaluation); in the HR Plan 2012-13; and through the District Budget process. In addition to feedback from students, faculty, and administrators, there is a Technology Master Plan and a Technology committee. With the rapid development of technology, this is an area that we can address with more effort. Much of this is anecdotal reports, or through the personal experience of the faculty member or Department Chair. Also, the Teaching and Learning Center researches new technological methodology, and offers workshops or one on one training. The I.T. department is usually busy keeping the technology maintained and updating current software.

**College Goal 1: Learning & Instruction continued**

**Educational Innovation**

Does the College have evidence of seeking, developing and applying innovative methodologies? Measures:

a. Participation of on-going learning by faculty and staff and integration into learning.
Evidence: Flex workshops, tuition reimbursement, release time are examples of institutional commitment to faculty and staff support. In order for the college to realize the impact and provide exposure to educational innovation, the college might consider publishing a newsletter in which faculty/staff share the knowledge they obtained from attending conferences.

b. Recognition and awards given by external bodies.
Evidence: HTPA Factbook, pp.38-39. Blue Ribbon School, Harbor Teacher Preparation Academy is ranked #3 out of 978 among Title One Schools. Without a PIO, there is no formal system of archiving various recognition and awards. The President’s office currently collects this material, although there needs to be a process in place for archiving various recognition and awards.

c. Documentation of innovation activities in the classroom.
Evidence: Some examples of innovative classroom activities can be found at the Teaching and Learning Center (TLC) website. The First Year Experience Title V grant “learning coaches” and cohorts is an example of innovation during 2012-13. The College also launched a Puente program, and due to feedback from students and faculty, the College created a remediation program called the “Math Fast Trac” This program gives incoming students the opportunity to refresh their basic math skills so that they can either place at an appropriate level in the math sequence, or take the Math Competency exam.

d. Documentation of best practices.
Evidence: Unavailable

e. Program Review (was addressed in earlier part of this document)

**Educational Goal Achievement**

How do we know when goals are achieved? Measures:

Evidence: The college is not at 100% of the SLO Assessment cycle. The college completed the ACCJC Annual SLO Report (which was due March 15, 2013). This report is available on the college’s website in the Accreditation section.
b. Course completion: Course completion data is in the Factbook, pp. 110-111. [http://www.lahc.edu/facultystaff/slo/index.html](http://www.lahc.edu/facultystaff/slo/index.html).

c. Program completion: Program completion data is also found in the Factbook, pp. 58-103, and on the web.

d. Transfers: Data is in the Factbook [http://www.lahc.edu/facultystaff/slo/index.html](http://www.lahc.edu/facultystaff/slo/index.html)
The Scorecard is a comprehensive site that gives a good overall view of each of the State’s Community Colleges, including Harbor College. [http://scorecard.cccco.edu/scorecardrates.aspx?CollegeID=742#home](http://scorecard.cccco.edu/scorecardrates.aspx?CollegeID=742#home)


f. Vocational preparation: This can be found in the College’s Factbook, p 134. The Internal and External scans also give us useful information on industry needs and preparation to fill those needs. [http://www.lahc.edu/research/index.html](http://www.lahc.edu/research/index.html) [http://www.lahc.edu/research/LA_Harbor%20CTE2013%20Report.pdf](http://www.lahc.edu/research/LA_Harbor%20CTE2013%20Report.pdf)

**Evaluation:** In the ACCJC Annual Report for 2013, the college had to set Student Success targets for the above areas. This was done in a Joint meeting of Assessment Committee and Achieving the Dream Data Team:

- Std for course completion: 70%
- Std for retention: 53%
- Std for degree completion (#): 539
- Std for transfer to 4-year (#): 350
- Std for certificate completion (#): 102

Attention needs to be given to courses, programs, and transfer that are lower than the targets; SLOs need to be at 100%.

**CPC validation summary in regard to achieving Goal #1 of the EMP:**

- We agree for the most part, however, we feel there are best practices that might be documented in other reports in document.

**College Goal #2 Student Support & Services**

Are we enrolling students who apply to the College so that they achieve their educational and personal goals?

**Measures:**

**Enrollment Development**

a. Matriculation tracking

b. Completion and Retention tracking

**Educational Goal Achievement**

a. Course Completion

b. Degree and Certificate completion Factbook

c. Transfers

d. Transfer readiness

**Student Services Program Quality & Utilization of Services**

a. Point of Service surveys

b. Student services program reviews

**Evaluation:** Matriculation, completion, and retention data were reviewed in Goal #1 in regards to Enrollment Development and Educational Goal Attainment. There is evidence that Student Services areas are completing Program Reviews and Point of Service Surveys. The question of “Are we enrolling students who apply to the College so that they achieve their educational and personal goals?” may perhaps be answered better with different metrics. Suggest GOAL  Objectives → Activities → Outcomes be examined and re-considered for this section of the plan.

**CPC validation summary in regard to achieving Goal #2 of the EMP:**

- Student Support Services are being redefined by SB 1456
College Goal #3 Participatory Governance

a. Annual determination of goals achieved for strategic and operational plans
   Evaluation/Evidence: In progress as evidenced by this evaluation and evaluation process.

b. Active participation of all college constituencies in governance process. Given opportunity for participation, identify a participation target for each constituency.
   Evaluation/Evidence: The membership of CPC is by constituent group and in order for meetings to occur, quorum is defined as 3 of the 4 groups with 13 members present (see Participatory Governance Document). CPC routinely meets and has participation by all constituents.

c. Active participation of all college constituencies in accreditation process
   Evaluation/Evidence: The college received a Commendation from the ACCJC Follow-Up Visiting team (April 2013) for its collegiality and cooperation the team felt was evident in the college’s visit and Follow-Up report submission.

d. On-going revie and implementation of operational plan.
   Evaluation/Evidence: The college’s operational plan is completed in accordance with the timeline established by the District Office and is also present in the college’s Budget Timeline. The operational plan is reviewed by the Vice Presidents of the Clusters along with the college President. Implementation is done by all members of the campus community.

Evaluation: As a result of the college’s 2012 ACCJC visit, the college undertook significant examination and graphic/pictorial depictions of the Participatory Governance process. The College’s planning model was updated and along with the Shared Governance diagram, both were approved through the participatory governance process. Additionally documents explaining the process were approved by CPC. The goal statement in this section is actually critical that we addressed it due to ACCJC Standard 1, but we need to be more clear on alignment of objectives, activities, and outcomes to measure this goal. Suggest Objectives → Activities → Outcomes be examined and re-considered for this section of the plan to align better with the Goal.

CPC validation summary in regard to achieving Goal #3 of the EMP:
- While progress has been made in terms of clarifying the governance process, goal setting and actual plans to reach goals still needs work.

College Goal #4 Economic Resources

Institutional Efficiency

a. Cost/FTES (students): Factbook pp. 51-54
b. WSCH/FTEF (faculty): Factbook pp. 55

c. Percent of budget linked with plans: 100% see 2012-13 Unit/Cluster Plans. All are posted on the college website.

d. Classroom utilization: Factbook pp. 56-59

e. Identify sources of revenue and amount available related to need:
   - Enrollment: Factbook pp. 141-149. (FTES and WSCH)
   - Non-enrollment:
     Categorical: Unit plans and program review [link to webpage]
     Grants and Specially Funded Programs: Factbook pp. 150-153
     District Allocation formula: Factbook pp. 148-149

f. Fiscal effectiveness of expenditures
   - Determine target dollars needed: Budget Committee minutes (web)
   - Assess appropriateness of allocation of revenues: unsure where evidence is located
   - Determine fiscal effectiveness of revenues to expenditures: unsure where evidence is located
   - Minimize liability: unsure where evidence is located
Enrollment Development
How does the College optimize our economic resources to enhance enrollment? Measures:
Enrollment Management also takes into consideration the external scan at
http://www.lahc.edu/research/ExternalScan-EnrolMgmt.pdf. The WSCH, FTES, and Retention data is kept in
the following pages in the Factbook, both the printed and online version.
a. WSCH (Weekly Student Contact Hours) Factbook pp. 51
b. FTES (Full-time Equivalent Students) Factbook pp. 52
c. Retention Factbook pp. 120

Evaluation: The college received a commendation for its Factbook and available of data during the 2012 visit,
but we were given a charge to better use the data to inform/develop planning and planning outcomes. This
goal is an example of the phenomenon described during our visit. There is much data, but unfortunately no
discussions or outcomes of discussions on “assessing appropriateness of allocation…”, “determining fiscal
effectiveness”, and ways to minimize the college’s liability. For future iterations of the college’s EMP, this
section could achieve the GOAL → Objectives → Activities → Outcomes with some re-phrasing of the above
bullets.

CPC validation summary in regard to achieving Goal #4 of the EMP:
- It would work if there were some assurances of consistent funding over the multi-year plan. Also, major
changes in state legislation have an annual impact.

GOAL #5 Partnerships
Community Relations
Are the partnerships consistent with the Mission of the College? Measures:
a. Coordinate tracking of informal and formal partnerships with:
   Job placement tracking: “Gainful Employment Disclosures” are required for our vocational programs and are
   required to be posted on the college’s website (as well as filing a federal report). We do not have to report on
   other academic programs: http://www.lahc.edu/classes/gainemp.html
   Employer surveys (pay and not-for-pay): Unable to locate evidence on our website
   Advisory committee participation: CTE areas have advisory boards, as well as several academic programs.
   The notes/minutes of the advisory boards/committees should be posted online. The advisory
   boards/committees are also involved in CTE in the Program Review process. This evidence needs to be easier
   to find and incorporated into the the unit planning process.
   Community surveys and feedback: The college has invited the campus community to provide feedback in
   “world cafes” in 2010 and in 2011; however, the evidence of these activities is not located on the web. The
   college has not done community surveys/feedback since 2011. This is an Actionable Improvement Item in
   Standard IV, and will be addressed as the college prepares for its 2015 comprehensive visit.
b. Maintain an inventory of community and industry partnerships documenting the qualitative and quantitative
   value of each. The EWD area within Academic Affairs has a list of the grants and partners of the grants for the
   college. The amount of the grants is listed; and each of the grants was brought through the Academic Senate
   Grants Committee in order to provide a description of the relationship of the grant to the college. The minutes
   of the Grants committee along with the addendum forms that were submitted should be on the website.
c. Document frequency and effectiveness of community outreach by College: Student Recruitment Reports
   located on the college website http://www.lahc.edu/research/index.html
d. Monitor contributions and support from the community:
   Foundation campaign successes: http://www.lahc.edu/foundation/index.html
   Scholarship donations: “Local Scholarship Resources” at http://www.lahc.edu/studentervices/finaid/schollist.html
   Student activity accounts: The fiscal health of the ASO student activities should be located on the ASO
   website; but the website has not been updated since 2011. http://www.lahc.edu/studentervices/aso/aso.html
e. Document public relations articles: In 2012-13, the College President’s Office published several newsletters
   which went out to the community, but unfortunately are not located on the college website. If the college has
   these as pdf’s, then they could be placed on the webpage.
Program Innovation and Instructional Partnerships
Are we responding to our community's instructional needs? Measures:
  a. Number of programs developed in response to community needs and demands: unable to locate evidence.
  b. Number of community outreach programs: In 2012-13, the College was awarded a City of LA Grant, to form the Warren Furutani Youth Source Center at LAHC. [http://www.lahc.edu/studentservices/ywc/]
  c. Surveys and tracking of program participants: Factbook pp. 133

Educational Goal Achievement
How can we document goal achievement? Measures:
  a. Occupational Career Certificates, Skills Certificates, and Degrees

Evaluation: This is an area which would benefit by clarifying the goal and measurement that is associated with it. There is evidence of evaluation of the recruitment aspect of outreach, however we do not have a consistent reporting mechanism to report/measure partnerships. The Foundation has been without an Executive Director since 2011. For future iterations of the college’s EMP, this section could achieve the GOAL → Objectives → Activities → Outcomes with some re-phrasing of the above bullets.

CPC validation summary in regard to achieving Goal #5 of the EMP:
  • Lack of alignment with the mission of the college. Measurements are also misaligned. No communication is posted.

Goal #6 Institutional Environment & Physical Resources
Satisfaction Surveys
How safe, healthy and pleasing is our environment? Measures:
  b. External surveys: unable to locate evidence

Progress on Campus Construction and Development
Has the College developed and initiated a construction plan that will result in a facility that will serve our community and will be completed in a timely manner? Measures:
  a. Development of campus plan
     The campus facilities master plan is completed and on file as required.
  b. Adhere to timelines in the 5-year Facilities Master Plan
     CORE and Usergroups met regarding construction as needed; [http://www.lahc.edu/constructionlahc.html]
  c. Achievement of 5-year Capital Construction Plan: Evidence indicates progress met
  d. Internal and community Climate surveys: LACCD Dashboard at [http://www.build-laccd.org/bidding_and_contracting/content/documents/dashboard/2013/September%202013/LACCD_Building_Program_Monthly_Progress_Report_10_16_2013_September_6_pm.pdf#page=115]

Institutional Efficiency
Does the College make a deliberate effort to maintain a safe and efficient environment? Measures:
  a. Student-Right-To-Know (SRTK) [http://srtk.cccco.edu/index.asp]
  b. Workmen’s Compensation data [http://www.dir.ca.gov/dwc/dwcrep.htm]
  c. Compliance issues [http://www.lahc.edu/sheriff/crimestats.htm] [http://californiacommunitycolleges.cccco.edu/ComplaintsForm.aspx]

College and Community Relations
How does the community perceive the College environment? Measures:
a. Community surveys and feedback
b. Contributions and support from community: LAHC Foundation [http://www.lahc.edu/foundation/index.html]

**Evaluation:** The employee climate survey was last done in Spring 2011, so it is something that could be prioritized for the college in the near future as we prepare for the 2015 accreditation visit. In regards to construction and facilities, CORE and user groups have continued to meet to achieve outcomes. There were a few unforeseeable delays in 2012-13 which have impacted the opening of buildings, but timelines were adjusted to meet needs. There are a few repetitive questions regarding partnerships in this section which overlap with Goal #5. For future iterations of the college’s EMP, this section could achieve the GOAL → Objectives → Activities → Outcomes with some re-phrasing of the above bullets, and lessen some of the repetition of sections.

**CPC validation summary in regard to achieving Goal #6 of the EMP:**
- We would want a larger sample of members to participate in the [climate] survey; also the members should be a diverse group (the members who create the survey). Also, more workshops on campus violence.
- More measurement of Foundation activities.

**Goal #7 Human Resources & Development**

**Satisfaction Surveys**
Is Human Resources and Development responsive to College needs? Measures:
b. Staff development reports: While employees complete summaries of the knowledge obtained through conference attendance, these are not shared among the campus community. This is also addressed in an earlier section of the EMP.
c. Documentation of College diversity: This is located in the Factbook for both employees (pp. 9-14) and students. The Los Angeles Community College District is one of the top two Districts nationwide in diversity. Harbor College is a Hispanic serving institution, with 47% of our students identifying as Hispanic in origin. The College also has a large percentage from the Philippines and South Pacific, which is a unique demographic group. Carson High has a very high percentage of South Pacific students, and they are one of our primary feeder schools. The College has hosted Samoan Day, had a club for Samoans, and they are very visible and active on campus. In 2012-13, we had a Black Student club, as well as a club that is primarily for AB 540 students.
d. Employee evaluation: This is also an accreditation standard and should be examined within the context of achieving the standard. Suggestion is an annual report documenting that all employee evaluations which were due were completed from the college SPOC to the VP of Administrative Services and College President.

**Knowledgeable and Effective Selection and Retention of Personnel**
Is the College being staffed appropriately, competently, and as needed to serve our students? Measures:
a. Ability to fill positions in scheduled time frames: HR Plan 2012-13; Cluster minutes; CPC minutes
b. Retention and attrition of staff: Factbook
c. Documentation of College diversity: Factbook
d. Complete personnel evaluations as specified in contracts and policies: addressed above.
The college was directed to complete an HR Plan during the ACCJC 2012 accreditation visit in order to better connect human resources to allocation and ensuring that the college could staff appropriately within its budget constraints. This would ultimately help the college understand the fiscal connection to staffing the college long term. During the follow up visit, the college was told that the HR Plan had become a “best practice”. The HR Plan identifies areas of staffing as well as areas for professional development as a college, which helps the college align its efforts.
Personal Goal Achievement
Are the College personnel enabled to learn, grow and achieve? Measures:
a. Staff development reports: Reports must be completed upon completion of attendance of a conference, however, these reports are not shared/reported to the campus community. A conference attendance newsletter might perhaps be a vehicle for this to occur.
b. Tuition reimbursement: Each union has funds available (with guidelines in place) for tuition reimbursement. It is often on a first-come, first served basis.
c. Conference attendance: Each union has funds available for employees to partake in conferences. It is often on a first-come, first served basis.

Evaluation: While some of the data for the above sections exists and is shared, a target or baseline has not been established. The college needs to develop a mechanism for sharing information/best practices obtained by attending conferences. GOAL → Objectives → Activities → Outcomes will help the college determine if this section of the EMP is being met.

CPC validation summary in regard to achieving Goal #7 of the EMP:
- Wider sharing of professional development activities so best practices can be effectively shared across the college. Applies to both staff and faculty.
- Personnel Commission interference with hiring of necessary positions hampers college progress at times. District/College role in resolving these issues as they arrive needs to be more timely and more effective.

CPC Planning Retreat
Evaluation of Planning Documents: Educational Master Plan

1. How can the college embed the Institutional Student Learning Outcomes (ISLOs) into the Educational Master Plan?

   - Evidence of Program Review documentation needs to be submitted in a timely manner and with stronger integration/link to ISLOs.

2. How can the college better align the Educational Master Plan to the District Strategic Plan?

   - Start the planning process with the District Strategic goals and determine how LAHC can achieve them; and create the college goals to that end. The cluster and unit plans should then include objectives that address district goals.
   - By aligning our plan with the district plan from the beginning we can save a lot of time.

3. What are the elements of the Educational Master Plan that are important to keep present in the next iteration of the EMP?

   - Keep all educational goals

4. What are the elements of the Educational Master Plan that could be improved in the next iteration of the EMP?

   - Evidence of enrollment development must be integrated into SB 1456 and develop measures to assess systematic process of data collection on certificates; collect and extract survey results.
   - The technology plan needs to reflect the 21st century and what students use.
   - Exclude Part B because it includes the permanent positions that cannot be changed in response to planning.
5. The District Strategic Plan goes through 2017; If the college were to align its Educational Master Plan with the DSP, would a multi-year (2014-2017) work? Why/why not?

- Yes
- Dependent upon district funding and complete re-write of student services.
- Yes, a multi-year plan would be ideal; could possibly address the deadline issues we seem to have. Allows more time for completion and implementation of goals and objectives; and allows for more reflection of future goals.