Los Angeles
Harbor College

Institutional Self Study 2006
for Reaffirmation of Accreditation

December 2005
Institutional Self Study 2006  
for  
Affirmation of Accreditation  

Submitted by  
Los Angeles Harbor College  
1111 Figueroa Place  
Wilmington, California  90744-2397  

December 2005  

Submitted to  
Accrediting Commission  
for Community and Junior Colleges  
of the Western Association of Schools and Colleges
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INTRODUCTION
Self Study 2006

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Vincent Thomas Bridge, Port of Los Angeles, San Pedro, California.
Points of interest around Los Angeles Harbor College.

Fort MacArthur, San Pedro.

Banning Residence Museum, Wilmington.

American Merchant Marine Memorial, San Pedro.

Overlooking the Pacific Ocean, Palos Verdes.

Friendship Bell, San Pedro.
Los Angeles Harbor College
Certification of the Institutional Self Study Report
December 2005

TO: Accredit ing Commission for Community and Junior Colleges
Western Association of Schools and Colleges

FROM: Los Angeles Harbor College
1111 Figueroa Place
Wilmington, CA 90744-2397

This Institutional Self Study Report is submitted for the purpose of assisting in the
determination of the institution’s accreditation status.

We certify that there was broad participation by the campus community, and we believe
the Self Study Report accurately reflects the nature and substance of this institution.

Signed:

________________________________________________________________________
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Chancellor, Los Angeles Community College District

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THE CHALLENGE OF CHANGE

The past six years have been the most challenging for Los Angeles Harbor College since its inception.

The 2000 accreditation visit mandated far-reaching changes in College governance and planning along with the college-wide implementation of program review.

New accreditation standards brought the updating of all course outlines to incorporate student learning outcomes and change the way we serve the purpose that defines us.

The enactment by the voters of Propositions A and AA will transform the College physically through $224 million in renovations and new construction.

Yet continuing operating deficits have forced the most intensive financial Self Study in the history of the College and resulting operational cutbacks.

This Self Study details how the College plans to meet these challenges, and this introduction to the study is more than a preface to our detailed responses to the essential questions for each of the four accreditation standards. In showing the College as it is in 2005, it projects the College as it can be in 2010 on the eve of the next accreditation visit: an institution renewed in what we do and how we do it, through a consistent focus in the years between this accreditation visit and the next on the themes highlighted in this summary.
THEMATIC OVERVIEW

In order to understand the College as it is in 2005 and as it can be in 2010, it will help to see it as it was at two important points in its past: in 1965, when the period of the greatest growth in the history of the College began and in 1985, when the growth had ended and new dynamics were in place.

“HAPPY HARBOR”

When it opened in 1949, Harbor College was “Harbor Tech”, a two-year technical institute modeled on L.A. Trade Tech, with an initial enrollment of 649, approximately four-fifths male, three-fourths World War II veterans taking classes through the G.I. Bill of Rights, and a median age approaching 30. Seventy percent were graduates of San Pedro High School, with a faculty of 21 -- 17 of them from San Pedro High and 17 of them male (though not the same 17). Classes that first year were taught in Quonset huts that a few years earlier had housed Axis prisoners of war.¹

Blueprints reveal ambitious plans, which soon began to take shape. By the early 1950s, there were six buildings (only now coming down). By 1963, the Administration, Astronomy, Business, and Science buildings were constructed, along with Seahawk Center. In 1965 Fine Arts, and by 1969, Drama/Speech, General Classrooms, and the service and materials storage buildings were completed. After some years as Harbor Junior College, by 1965 the school had its present name, Los Angeles Harbor College, and 5,000 students, now only 50% male and only 50% from San Pedro, but still 70% white, at a school in a surrounding community a majority of which now was not. Virtually all entrants took the requisite placement tests, and 80% of them placed optimally. Fifteen percent of the student body received financial aid. There was a placement office which had nearly 1,000 students a year in work-study positions or regular jobs. Neither Carson nor Rancho Palos Verdes had yet been incorporated, one last dairy farm still contested the future of Western Avenue with the initial shopping center just opened there, and except for government housing, there were no homes on the east side of the avenue.

The faculty numbered 88 -- 51 of them full-time, 46 white, 32 male, 27 from San Pedro High. Most of their offices in the upper floor of the library building. The Faculty Senate, one of the first such bodies at a community college in California, had the power to consent on any matter of school “policy” and was in its second year, but the relative handful of members of the AFT at the school were still years short of collective bargaining. Like the other Los Angeles community colleges, the school was still part of the Los Angeles Unified School District.

The College had two convocations and a graduation ceremony that year attended by over 1,000 students in each case. The faculty held eleven social events and professional institutes. The visuals shown in class were 35mm slides and 16mm films. There were 12 full-time custodians and 4 gardeners. The clerical pool, which that year duplicated 18,000
copies of faculty exams, syllabi, etc., on mimeographs, numbered 6 full-time staff. One of them exclusively took minutes at campus committee meetings, which were all neatly bound at the end of the year and filed in the College library.

Now that the institute was a College, it had a president, along with three deans. The president, Wendell Black, was halfway through the thirteen years he would head the College and could have stepped out of a motion picture: handsome, eloquent, decisive, beloved. Through the rest of his tenure, and that of three successors, spanning the next twenty years, the College grew to 12,500 students and 122 full-time faculty. The average age of a full-time instructor was 39. The introduction of new full-time faculty was the high-point of every opening day College-wide meeting. The one in 1970 was the most striking of all, when 27 new full-time faculty came forward one by one to loud applause and formed a line that stretched across the stage.

Throughout the district the College was known as “Happy Harbor” -- more respectfully, it is hoped, than deservingly. Campus-wide surveys as late as the 1980s show a self-perception as “the friendly school where everyone gets on.” Successive accreditation teams remarked upon a certain insularity (which, as they apparently felt they had to keep saying it, must have suited the College just fine).

**THINGS CHANGE**

Most changes date officially more from when the changes first are noticed than from when they actually begin. Of all the factors listed in the WASC 2001 Guide to Accreditation as changing the character and mission of community colleges in the past generation, perhaps the most significant has been “the decline in institutional impact and control over the educational experience and curricula of students.” That change alone would have altered the preparation level of our students through the last twenty years -- altered what they know and how they learn -- even if the socioeconomic and ethnic distribution of our student population had not also changed profoundly.

By 1985, the steady and at times dramatic growth in College enrollment through every year since 1949 had been reversed, as was the case for community colleges in general throughout the state. Enrollment here peaked at 12,541 students, and by the late 1980s had fallen by one-third. The Music Building had been constructed in 1977 and the Nursing Building in 1980, but the renovation of the College Library in 1983 was the end of the line for major construction projects. The factors normally cited for the enrollment decline system-wide are: institution of system-wide tuition, “free-flow”, and funding reductions in the wake of Proposition 13; disappearance of the pool of Vietnam veterans eligible for veterans' benefits; and reduction in the large number of women over 30 (single or married and with or without bachelor's degrees) who had returned to college in the 1970's.

Despite the drop in enrollment, certain demographics stood much closer to what the figures are today\twenty years later, than to what they had been twenty years before. Despite the relative loss in women over 30, women all in all outnumbered men, but as EOPS and related programs brought more minority students to Harbor, free-flow took many non-minority students away, so that the ethnic and socioeconomic distribution of the student body was already more what it is today than what it was in 1965, and a much more reflective mirror of the surrounding community, which was by 1985, 1/3 white, 1/3 Hispanic, 1/6 black, 1/6 Asian and Pacific Islanders; 30% of them received financial aid of some type. Our ratio
of full-time to part-time faculty was still the highest in the district, but reduced funding had pulled it down from 86% in 1965 to 76% in 1985. The College still had a student newspaper, and a revived attempt at campus-wide convocations had attracted 400 attendees, about the level to which graduation attendance had fallen. In 1985, there were two new full-time faculty hires, and six faculty retirements, and the median faculty age of 52.

The proliferation of special programs and administrative requirements along with the larger number of students had given us a greater number of administrators than we have today. By 1985, we also had the president who would serve here longest, James Heinselman, then in his fourth of twenty years at the head of the College. Of all the changes he perceived so aptly, the one he most fully acted on was the District's 1991 shift in the way it allocated its State-apportioned funds among the colleges in the District. Prior to 1991, every college had been granted, in addition to funding related to enrollment, a base funding reflecting the minimum administrative costs any college would require as a separate institution. After 1991, colleges were funded on enrollment only, reflecting a similar change in the way the State allocated its funds among all districts. Up to 1991, Harbor College had been the only College in the District never to run a deficit; after 1991, once the few transitional years in which the new formula was gradually introduced had passed, the deficits began.

**HARBOR COLLEGE 2005**

Following Mr. Heinselman's promotion to interim District Chancellor in February 1998, the College entered a period markedly different from the 20 years of stable leadership it had enjoyed. Mr. Jose Robledo was transferred as acting president from the District offices to head the institution from February of 1998 to July of 1999. In the spring of 2000, the first search for a new president was conducted. None of the candidates forwarded by the committee was chosen by the Board of Trustees. As a result, in August of 1999, Mr. Frank Quiambao, a twenty-plus year veteran of the College and vice president of Student Services, was appointed as acting president with the proviso that he not be a candidate for the permanent position. At the conclusion of the second search in the spring of 2000, the committee forwarded three names to Chancellor Mark Drummond and the Board of Trustees; among the names forwarded was that of Dr. Linda Spink, whom the Board selected. She began her service at Harbor in July 2000.

College “unduplicated head count”, which had bottomed-out near 7500 in the late 1980s, had begun falling again, reaching an all-time low of 7000 as Dr. Spink took office, charged to “grow” the College; and in 2001 a highly successful marketing effort boosted total enrollment 20% to 9000, with an increase of another 16% the following year. But the growth was a financial trap, as in the end the District was able to fund the College for a growth rate of only 4%. Significant cuts in adjunct staff and course offerings ensued, and by 2003, unduplicated head count was down to 8500, where it has remained.

Budget deficits have plagued the College for several years, during which substantial efforts on the part of all stakeholders have not been sufficient to pull the campus into growth model. Despite efforts to identify areas for improvement, no simple solutions have been found. Reductions in work force, transfers, and retirements from academic and classified ranks have not remedied the situation. The College, which once took such pride in maintaining or exceeding 75/25 ratios of full-time to part-time faculty dictated by State law, has seen those numbers decline to the present ratio of 63/37.
District budget policy required that every college in the District balance its budget by June 30, 2003. Harbor College was unable to meet the goal of solvency; consequently, the District Allocation Grant Taskforce, which required extensive budget analysis, forgave over $6 million in debt to the campus to cover the deficits for fiscal years 1999-00, 2000-01, 2001-02, 2002-03, and 2003-04. However, the campus has an obligation to reimburse the District for deficits in 2004-05 over the next four years. Scheduled payments include three at $140,000 per year, and one at approximately $1 million. The College is expected to run a budget deficit of over $1 million again for the current fiscal year, so it has continued to husband its resource, as it makes payments on the prior deficits.3

The report of the accreditation team which visited Harbor College in March, 2000, asked that the College respond to two recommendations regarding participatory governance and a College master plan. The challenge was to adopt a participatory governance structure that would enable integrated College planning, with program review at its core.4 This was a bullet the College had been saying it was going to bite for years. Now the College was going to have to do it.

Not long after, the voters of the Los Angeles Community College District adopted the largest facilities construction bond issue in the history of the District. Our share of the proceeds would give us the biggest building program in the history of the College, one which would change the face of the College. At the same time, not one nickel of the $224 million could go for operating expenses, and the District was insisting that the College no longer run a deficit, and was ready to impose the harshest economies yet, on top of years of lean times. Meanwhile, WASC was re-centering the accreditation process in response to doubtful student learning in schools nationwide; it was no longer going to be enough for us to teach; more of our students were going to have to learn. This would change the way that many of us did things.

HARBOR COLLEGE 2010

The Harbor College of 2010 will have completed the building program provided for through Propositions A and AA and will be approaching the enrollment levels the new facilities will accommodate 12,000 students, the peak enrollment of our past. But how will the College assure that these students have learned the things which they have a right to have learned and which the California of the 21st century requires that they know?

INSTITUTIONAL COMMITMENTS

The Harbor College of 2010 will be known throughout the community and by every student enrolling here as a place where students learn - where that is our only goal, and where our claim to have achieved it can be validated.
PLANNING AGENDA ITEMS ADDRESSING THE THEME OF INSTITUTIONAL COMMITMENTS:

From the Standard IA planning agenda:
- Implement more effective ways of securing campus-wide awareness of the College mission and how the College governance and planning processes fulfill that mission in promoting student learning.

From the Standard IIIA planning agenda:
- Provide staff development activities focused on our College values.

From the Standard IID1 planning agenda:
- Provide incentives for staff development and other initiatives enabling the College to address financial issues by re-framing them in terms of the College mission.

EVALUATION, PLANNING, AND IMPROVEMENT

The Harbor College of 2010 will be a college where improvement is achieved through an ongoing and systematic cycle of evaluation, integrated planning, implementation, and reevaluation; where the planning cycle begins with evaluation of student needs and College programs and services; and where this evaluation in turn informs College decisions about where it needs to improve, and the College identifies improvement goals campus-wide.

Currently the College Strategic Plan has been newly revised and will serve as a guide to all future College planning in accordance with a Planning Policy and Procedure Manual adopted in 2002. The Manual planning timetable systematizes the steps, activities, timelines, and personnel responsible for planning. According to this timetable, the Educational Master Planning process originates annually in the Planning Office with the development of assessment measures and progress reports (May-June). These assessment measures are then subjected to a variety of evaluations from the general campus via surveys or forums, as well as a community external scan, and the College Planning Council (CPC) (September-October). The community external scan is integrated into the program, updating the College goals and strategies for achievement (September). After input from these various constituencies, both internal and external, the information is synthesized with existing program review reports as well as unit plans (December). Departments or divisions, operating at the unit level, establish objectives that are then integrated and prioritized into “cluster” objectives and forwarded to CPC. If approved, the synthesis of these cluster objectives, which have been evaluated and re-worked both internally and externally, will be published as the College Master Plan (March). After presenting the Master Plan and supporting documents to the campus, community, and the District, the clusters then establish their annual priorities and recommend these to CPC (March). The final step in the process includes a later review of the unit/cluster plans that are then forwarded to the Planning Office for review and the beginning of the next planning cycle.

As stated in the November 2001 Accreditation Status Report, “skepticism on the part of many regarding the planning process and its relevance to the future” had to be overcome. “Many at Harbor College believed that their past efforts at planning and budgeting had been
overridden or ignored by administrative or District decisions. Some of these individuals believed that planning and governance work would, once again, have little impact and yield few results."

**PLANNING AGENDA ITEMS ADDRESSING THE THEME OF EVALUATION, PLANNING, AND IMPROVEMENT:**

**From the Standard IB1 planning agenda:**
- Divide the duties of the dean of planning and research between a dean of planning and a dean of research, with appropriate staffing for each office.

**From the Standard IB3 and 4 planning agenda:**
- Fully implement the College planning process, for decisions reached inclusively and by on-going data-based prioritizations, through ongoing College and cluster operational plans sufficiently complete so every individual priority can be considered in the over-all context of competing priorities.

**From the Standard IB5 planning agenda:**
- Verify College data so all stakeholders have confidence in its validity and convey it even more widely. Formalize discussions with community stakeholders and distribute results to stakeholders.

**From the Standard IB6 planning agenda:**
- Secure a full-time institutional researcher to implement more fully the “assessment loop” essential in the planning process.

**From the Standard IIA1 planning agenda:**
- Establish an emerging programs list to assist the College in focusing resources for grant writing.
- Streamline collaborative mechanisms for developing community needs, administrative responses, and faculty implementation so as to serve emerging needs more effectively.

**From the Standard IIA2 planning agenda:**
- Define the respective responsibilities of the committees involved in aspects of the program review process more clearly so full conformance with the process is maintained.
- Upgrade or replace the planning software system purchased by the College so the functions envisioned for it in the College Planning Policy and Procedures Manual are fully operative.
- Provide the College Planning Council (CPC) during the coming semester with cluster operational plans that are sufficiently functional to enable CPC to complete its comprehensive operational plan for the College.

**From the Standard IIA5 planning agenda:**
- Clarify the College process for securing and allocating vocational education funding.

**From the Standard IIA6 planning agenda:**
- Implement the program viability criteria and assessment procedure agreed to by
the College administration and Academic Senate as an integral part of the program review process.

**From the Standard IIIA6 planning agenda:**
- Complete a College operational plan sufficiently functional so personnel priorities can be derived directly from it.

**From the Standard IIIB1 planning agenda:**
- Continue to hold Proposition A/AA contractors strictly accountable for the fulfillment of all obligations.
- Complete a College operational plan sufficiently functional so facilities priorities can be derived directly from it.

**From the Standard IIIB6 planning agenda:**
- Implement all aspects of the College disaster preparedness plan.

**From the Standard IIIB2 planning agenda:**
- Continue to involve all College stakeholders in minimizing departures from the planned schedule and budget for Proposition A/AA construction.
- Secure an appropriate balance between instructional and instructional-support expenditures through a College operational plan that is fully functional.

**From the Standard IIIC2 planning agenda:**
- Reactivate the Instructional Technology Advisory Committee to assure a proper balance between administrative and instructional demands on technology resources.

**From the Standard IIID1 planning agenda:**
- Incorporate grant applications into unit plans for prioritization within the over-all college planning process.

**From the Standard IIID2 planning agenda:**
- Devise clear and simple formats for displaying budget issues on the College Website and for general campus use.
- Use new District financial hardware to tighten fiscal planning and management.

**From the Standard IIID3 planning agenda:**
- Enable the College Budget Committee to perform more fiscal analysis and evaluation functions as provided in the College Planning and Budget Policy and Procedures Manuals.

**From the Standard IVA2 planning agenda:**
- Give College Planning Council meetings the planning focus they need by completing cluster operational plans sufficiently functional to enable CPC to reach its decisions within the framework of the College operational plan and through the ongoing review of that plan.

**From the Standard IVB2 planning agenda:**
- Secure adequate staffing for the College Office of Planning and Research.
• Continue to promote the fullest possible compliance with governance and planning procedures while establishing a process to evaluate their implementation.
• Implement innovative yet practical class scheduling and other initiatives to put the College on a clear path to a balanced budget.

STUDENT LEARNING OUTCOMES

The Harbor College of 2010 will be a college where student learning outcomes are not only stated but practiced, evaluated, and improved at the course, program, and degree levels, where everything the College does is assessed and strengthened in terms of student learning.

Established forms of measurement currently demonstrate that students learn at Harbor College. Over three-fifths of the students in our classes - over three-fourths of those completing these classes -- average A’s or B’s. The teachers crafting the grading scales that yield these results and the workloads validating them have devoted their professional lives to student learning. Student surveys show high levels of satisfaction both with the learning environment and with the perceived results. Receiving four-year colleges and universities welcome Harbor College students and consistently confirm the excellent preparation received here.

Yet how is this squared with studies at all levels of higher education which seem to legitimize a growing perception on the part of the public and of instructors themselves that despite everyone’s best efforts actual student learning falls far short of course objectives? Anecdotal evidence of instructor interaction supports the sense that, no matter how carefully tests are constructed, they test more the students’ ability to take tests than lasting knowledge of the subject matter; even where student attitudes and effort levels are strongly positive, preparation for anything resembling college-level work is often lacking. Moreover, since the ending of teacher education requirements in the credentialing of community college teachers, teachers may not only sense that students have not even learned how to learn, but teachers well-prepared in terms of what to teach may feel increasingly at a loss as to how to teach it.

The College must determine reliable indicators, at the course, program, and College-wide levels, that learning has occurred, and effective ways of strengthening it.

PLANNING AGENDA ITEMS ADDRESSING THE THEME OF STUDENT LEARNING OUTCOMES:

From the Standard IA1 planning agenda:
Changes in community needs oblige the College to reassess all aspects of its mission more completely. Program reviews have identified the following priorities for initiation, renewal, or expansion:
• The Early Education Program
• A Biotechnology Program
• The Process Plant Technology Program, which has not been offered for the past five years due to funding constraints
• A Culinary Arts Program, to meet industry demands as well as community services for seniors.
• E-commerce, International Business, and Marine Sciences Programs, for which there is community demand
• A one-year vocational program in construction, given the building boom in the Los Angeles and South Bay areas and the limited offerings in vocational learning for members of the community.
• Television Broadcasting courses. There are more students wishing to take these than we can accommodate.
• Childcare services during the evening hours, which lack of funding and staff have prevented us from currently providing.

From the Standard IB1 planning agenda:
In addition to fuller assessment of the impact of College focus on student learning outcomes (SLO’s) in general, evaluate their results in terms of:
• student enrollment in appropriate courses with higher expectations of success;
• greater student sense of personal achievement;
• workforce development and opportunities for job placement;
• ease of student access to and navigation of the campus.

From the Standard IB7 planning agenda:
• Effective for the spring 2006 semester, no course will be offered at Los Angeles Harbor College without the outline including required student learning outcomes (SLO’s). Essential data and cycle schedules for review of all College programs are on file.
• Have essential program review data and cycle schedules for all college programs on file as of December, 2005.

From the Standard IIA1 planning agenda:
• Close the “loop” in program review of non-vocational programs and disciplines by increased focus on the SLO assessment process. Analyze entry and exit skills to determine how they accommodate to program and College-level student learning outcomes (SLO’s).
• Address ways of providing multiple sources for dialogue and evaluation in program (discipline) areas with none or very few full-time faculty.
• Challenge all committees and groups to increase participants’ familiarity with program review procedures and to implement them more fully. Share documentation already in the hands of administrators and division chairs more widely.
• See to it that the integrated program review process is ongoing rather than cyclical.
• Supplement the efforts of the single part-time webmaster with assistance from the several staff members advising the President’s cluster on web concerns having increased direct access to the website.
• Institute more specific surveys and data gathering at the program level in staggered cycles so that students do not feel inundated in all courses at once and so that proper evaluation of results is feasible.
• Incorporate the College-wide student learning outcomes recently adopted by the Academic Senate and College Planning Council into the biennial student survey. Develop unit and program review surveys for ongoing evaluation of unit/program SLO’s.
• Provide more fully in College operational plans for instructor flexibility in utilizing multiple modes of instruction, particularly Web-based supplemental instruction.

From the Standard IIA2 planning agenda:
• Within budget constraints, enhance major and program integrity in scheduling College offerings while researching correlations between class size and SLO achievement.
• Conduct an in-depth comparison of student learning outcomes as between “traditional” semester courses and shorter-term courses.
• Outreach
  □ Work with the high school contacts and the College Admissions Office to improve the registration process, making the necessary paperwork less challenging for high school students so all are enrolled in a timely fashion.
  □ Set-up a source of supplies and equipment (especially A/V equipment) for the outreach faculty to use.
  □ Continue and expand the meetings with outreach faculty to reduce their feelings of isolation and allow them to share their experiences.
• Distance Learning
  □ Investigate the possibility of an orientation to online classes as a prerequisite for online students.
  □ Continue to encourage students to complete the chancellor’s student survey and disseminate these results.
  □ Implement and enforce an “exclusion for non-attendance” policy.
  □ Work with the College Admissions Office to develop an add process for distance education students.
  □ Work with West Los Angeles College under a cooperative Title V grant to develop distance education counseling services.
  □ Develop a web site for new and continuing distance education faculty providing resources.
  □ Start user group(s).
  □ Investigate, through the Curriculum Committee, a process for ensuring that future classes are in compliance with Section 508 of the Education Code, pursuant to the recent evaluation completed in preparation for the SPS technical assistance visit in June 2005.
  □ Schedule additional College-wide and interdepartmental staff development activities relating course objectives and grading policies to actual learning.

From the Standard IIA3 planning agenda:
• Schedule additional College-wide and interdepartmental staff development activities to relate course objectives and grading policies to actual learning.
• Secure data on how many transfer students actually graduate from four-year colleges and universities. Fund institutional research for formal and consistent tracking of the educational outcomes of our graduates to validate success rates.

From the Standard IIA4 planning agenda:
• Within funding constraints, enhance College efforts to provide the skills and direction necessary for students to succeed, and a more effective student tracking system, for the ultimate achievement of a 100% success-rate for properly placed students for all courses in their Student Educational Programs.
From the Standard IIA6 planning agenda:
- Secure complete conformance with the course syllabus requirement specified for this standard.

From the Standard IIB planning agenda:
- Dedication of staff for student services research and resource development.
- Development of special funding to supplement staffing to provide optimal student service delivery in the various Student Services departments (inclusive of additional counseling positions, Health Center director position, Life Skills Center director position and classified positions).
- Development of special funding to allow for expansion of service delivery to include evening and Saturday hours for appropriate Student Services departments.
- Implementation of expanded computer technology usages in Student Services (inclusive of meeting the accessibility needs of the College for students with disabilities).
- Continue to develop new Student Services marketing materials for the 2006-07 academic year.
- Development of special funding to expand degree and intensity of service provision within specified Student Services departments as indicated by program review, self-evaluation and student survey results within five years.

From the Standard IIB2 planning agenda:
- Expansion of outreach efforts (inclusive of expanded development of Student Services department websites, updating of brochures, complete production of a Student Services CD, interactive links to Harbor College website) within the 2006-07 academic year.

From the Standard IIB3 planning agenda:
- Continue offering student and staff development activities (inclusive of availability of materials in multiple languages and formats) to promote student understanding and appreciation of diversity with associated measurements to determine their effectiveness.
- Continue to evaluate existing admissions practices to minimize biases.

From the Standard IIB4 planning agenda:
- Continuation of program review and other evaluation processes to measure the effectiveness of Student Services programs and services.
- The analysis of evaluation findings and utilization of results to improve programs and services.
- The continued development of student learning outcomes as appropriate to the specific departments and student populations.

From the Standard IIC1 planning agenda:
- With budget constraints, provide for additional full-time librarians and classified staff for the Library, a flatbed scanner and high-speed computer for public use, an increased book budget for student success through the replacement of 3% of the Library’s book collection every two years, and acquisition of a core collection of instructional and educational DVDs and continued purchase of e-books.
Evaluate the student outcomes from Library Science 101 and implement resulting decisions over the upcoming academic year.

Assess the possibility of an online version of Library Science 101 and 102 as part of an ongoing information literacy program including learning communities, tailored workshops, and drop-in orientations in addition to credit course.

Provide a series of appearances by authors, lecturers, and performers on course-related topics.

Develop a system of informing students individually of campus news including Library developments beyond the student newspaper.

Provide necessary lighting, furniture, and improved shelf access for the Library, as well as improved access to information resources for all students.

Maintain Library vendor contracts.

From the Standard II2 planning agenda:
- Conclude the joint Library-faculty review of the Library collection of online databases, periodical indexes, and print subscriptions, as well as its information literacy classes.

From the Standard IIIA1 planning agenda:
- Promote more frequent administration of tests by the Personnel Commission for classified areas, especially immediately prior to the selection process for positions for which openings have been announced.
- See to it that the faculty contractual evaluation processes is a fully meaningful tool for assessing and improving the achievement of student learning outcomes.

From the Standard IIIC1 planning agenda:
- Resolve issues in fulfilling the College commitment to distance learning according to feedback from distance learning participants.
- Provide for an Instructional Technology Training Facility, either in the Learning Resource Center or through the conversion of an outmoded lab in some other campus location.
- Upgrade the College internet connection for higher speed.
- Standardize electronic monitoring systems to assure notification of system downtimes across the College infrastructure.

**ORGANIZATION**

The Harbor College of 2010 will be a college organized for student learning - that is, whose governance structures and procedures are oriented above all to support student learning.

The new structures and procedures instituted since 2000 were devised on the assumption that, since a college ipso facto is a place for student learning, then insofar as its other concerns are seen to, student learning necessarily also will be. Hence, among all the factors weighed and argued in determining the organization of the College through several years of campus-wide focus on these issues, little concern was explicitly devoted to the extent to which the resulting structures and procedures promoted student learning; and each component of the over-all structure would have to review its processes accordingly.
PLANNING AGENDA ITEMS ADDRESSING THE THEME OF ORGANIZATION:

From the Standard IB1 planning agenda:
- See to it that unit meetings are more regular and inclusive.
- Implement more effective and creative initiatives to secure fulfillment of faculty obligations for committee service and staff development activities.
- Limit the multiplicity of staff development activities offered, to increase attendance at those which are scheduled.

From the Standard IB4 planning agenda:
- Secure contracts with a major beverage distributor, to allow vending machines on campus; and with a phone provider, to allow antennas on light poles in the athletic field; and pursue a federal grant in partnership with West Los Angeles College, to develop hybrid/online courses that would support alternative approaches to student learning.

From the Standard IIIA2 planning agenda:
- Continue to press for an adjustment of the District funding allocation model to provide for the fixed costs incurred by every College regardless of enrollment.

From the Standard IIIB1 planning agenda:
- Resolve campus police cost and service-level issues.

From the Standard IIIC1 planning agenda:
- Increase cross-training of all technology staff so the departure of individual staff members does not impair service quality even when vacancies are promptly filled.

From the Standard IIID2 planning agenda:
- Continue the new cycle of College major gifts campaigns fully meeting Foundation fund-raising targets.

From the Standard IVA1 planning agenda:
- Strengthen the biennial College review of its governance document provided for by the document, in a continuing commitment to resolve the contradiction between the new openness and powers of College governance structures and campus-wide uncertainties as to their relevance.

From the Standard IVB2 planning agenda:
- Continue to maintain the leanest possible College administrative structure.

DIALOGUE

The Harbor College of 2010 will be a college where all members of the community comprising it participate in informed and intentional dialogue about institutional quality and improvement - a dialogue informed by information, both quantitative and qualitative, which is responsive to clear inquiry, meaningfully interpreted, and broadly communicated.

Despite all the discussion of governance issues in recent years, College faculty, staff, and
students seem genuinely unaware of many of the results. A large number of staff and students serve on College committees, but many participants continue to feel the real decisions are made elsewhere. Though information is regularly distributed through the campus mail, e-mail, or posted on the College website, this does not seem to assure actual communication.

For planning issues as well as governance issues (and in particular planning for construction under Proposition A) this poses a challenge. Although opportunities for dialogue and involvement in decision-making are widely available, how to increase participation has yet to be effectively addressed. Beginning in 2002, regular College forums had been inaugurated to help confront the problem, and a variety of additional approaches must be developed for conveying important information in ways that work, including effective incentives for broader attendance at open forums on important issues. Most importantly, all instructional divisions and other College units must meet regularly to hear the reports of their representative in governance bodies, and to provide feedback on issues general to the College and specific to the unit.

The greatest concern is for effective participation by classified staff. It has been reaffirmed repeatedly throughout the past ten years that classified staff must be released from work to attend important committee or College-wide meetings, but this will not assure attendance so long as budget deficits prevent supplemental pay for staff whose attendance at meetings might otherwise delay the completion of important assigned work.

**PLANNING AGENDA ITEMS ADDRESSING THE THEME OF DIALOGUE:**

**From the Standard IB2 planning agenda:**
- Make the College website and other campus communications media more attractive and informative to increase College-wide awareness of College goals and the structures and procedures by which they are implemented.

**From the Standard IB4 planning agenda:**
- Make the College website and other campus communications media more attractive and informative to give all College staff and students a clearer view of what constitutes College planning and of their essential role in it.

**From the Standard IIIA5 planning agenda:**
- Assure faculty fulfillment of Faculty Development (FLEX) requirements while developing an effective alternative for classified staff.

**From the Standard IIID1 planning agenda:**
- Although the College Planning Committee represents all constituencies, and College forums are open, make additional efforts to increase classified and student participation.

**From the Standard IVA2 planning agenda:**
- Share more and clearer information about the governance process for fuller participation in by all members of the College community, particularly classified staff.
From the Standard IVB2 planning agenda:
- Keep the community more fully informed on College priorities in general and on progress in Propositions A/AA construction in particular.

INSTITUTIONAL INTEGRITY

The Harbor College of 2010 will be, finally, what our stated values pledge us to be: a college which represents itself truthfully to all its stakeholders, internal and external, and which demands of its students and of its staff honesty and fairness in all their dealings with each other.

PLANNING AGENDA ITEMS ADDRESSING THE THEME OF INSTITUTIONAL INTEGRITY:

From the Standard IIA6 planning agenda:
- Formally involve students, through the Associated Students Organization, in catalog review.

From the Standard IIA7 planning agenda:
- Strengthen instructor awareness of and compliance with District and College ethical guidelines through informal interactions at the division level, within and outside the contractual evaluation process.
- Strengthen instructor concern for issues of student integrity through informal interactions at the division level, within and outside the contractual evaluation process.

From the Standard IIIA1 planning agenda:
- Enhance employee awareness of and compliance with official guidelines through informal interactions at the unit level, within and outside of the contractual evaluation process.

From the Standard IIB3 planning agenda:
- Continue offering workshops, activities, campaigns and classes designed to foster civic and personal responsibility of Harbor College students (ongoing).

From the Standard IIIA3 planning agenda:
- Strengthen the efforts that have brought significant improvements in faculty-staff survey responses in recent years as to the fairness and objectivity with which College personnel deal with each other.
1 Past statistical data is derived from sources on file in the College library; bound College bulletins and student newspaper; retrospectives, not necessarily properly documented, in the College Memorabilia Collection; and past Accreditation Self Studies.
2 For perspectives of the District funding allocation formula, see College Budget File.
3 See Allocation Grant Taskforce materials in College Budget File.
College Plans From 1949.

College Plans For March 2010.
THE COLLEGE

Los Angeles Harbor College is one of 109 public two-year community colleges in the California Community Colleges system and is one of nine colleges in the Los Angeles Community College District, the largest district in the State. The College employs more than 450 persons, including full-time and part-time staff. In the fiscal year 2004, the general fund budget was $22.9 million with an additional $7.4 million from other sources including specially funded programs and categorical funds. The main telephone number is (310) 233-4000. The website address is http://www lahcd.edu.

LOCATION

The campus is located at 1111 Figueroa Place, Wilmington, California 90744-2397, approximately 22 miles south of downtown Los Angeles. The primary service area includes the 15th District of Los Angeles (Harbor City, Harbor Gateway, San Pedro, and Wilmington), the cities of Carson, Gardena, Lomita, Palos Verdes Estates, Rancho Palos Verdes, Rolling Hills Estates, Rolling Hills, and some parts of Torrance, Long Beach, and Redondo Beach.

If a college should be an intellectual and spiritual harbor, then the College setting reflects its name and purpose. The College’s 86-acre campus is part of a reserve that includes the College, a recreational lake, a wildlife sanctuary, a public park, and a golf course, located in the western portion of the Los Angeles suburb of Wilmington, California, a community long known for its petroleum refineries and its proximity to the Port of Los Angeles. Adding to the relative seclusion of the College is the College’s separation from much of the neighboring residential area by the Harbor Freeway (I-110) which, in turn, offers the College high visibility and easy accessibility. The view from the College frames the Palos Verdes hills to the west and provides glimpses of an international cruise ship terminal and the beauty of Catalina Island to the east and south.

Every College should be a place of acceptance and opportunity, and Harbor College has provided a new beginning to Californians of every background.

STUDENTS

Harbor enrolled 8,394 students in the fall 2005 semester. Residents of California are charged $26 per unit to attend the State’s public community colleges. The tuition for nonresidents is $149 per unit. Anyone 18 years of age or older is eligible for admission.
Persons younger than 18 may enroll with special permission. Students may choose from associate degree and certificate programs, complete the first two years of a bachelor’s degree, and enjoy personal enrichment classes for lifelong learning at Los Angeles Harbor College. The College provides a “second chance” for those who did not complete a high school diploma or pursue higher education in the past. A majority of Harbor students are employed either part or full-time.

A DIVERSITY REFLECTING THE REGION AND COMMUNITY THE COLLEGE SERVES

California is now the fifth largest economy in the world with a population of 34 million people, 12.5% of that of the United States. Almost 50% of the State population is located in Southern California, with 16.5 million people, of a diversity fully reflected at Harbor College. Of Southern California’s population, 40.57% is Hispanic, 38.85% Caucasian, 10.19% Asian, and 7.3% African Americans. The Los Angeles area is home to 28% of the State’s population with 9.9 million people.

The Harbor College service area as previously stated is 68% ethnic non-white (African American, Asian, and Hispanic), with Hispanics comprising the largest group (38%) and Whites constituting the second-largest (30%). Seventeen percent of the service area population is Asian and 13% African-American. The ethnic non-white population at the College is eight percentage points higher than in the College service area, but otherwise almost perfectly mirrors its demographics, at 42% Hispanic, 19% Asian, and 15% African-American.
EMPLOYEES

In fall 2004, there were 103 full-time and 222 adjunct faculty members; 129 classified professionals and staff; 10 administrators and 2 classified administrators, yielding a total of 466 employees. The faculty and staff of Harbor College share the diversity of the student body.

ACADEMIC DIVISIONS

Los Angeles Harbor College academic areas are divided into twelve organizational units referred to as divisions with eleven academic divisions and one student services division. The academic divisions are: Behavioral Sciences, Business and Technology, Communications, Health Sciences, Humanities and Fine Arts, Library, Mathematics and Physical Science and Technology, Physical Education, Science and Family and Consumer Studies, and Social Sciences. The student services division is Counseling. A division is comprised of one or more disciplines.

FACILITIES

Harbor College serves as the cultural hub of the South Bay. Community members as well as students enjoy Harbor’s facilities which include five large classroom buildings; a planetarium for astronomy; complete physical education facilities (including a gymnasium, weight training room, dance studio, fields, courts and stadium); an art building with full ceramic, photography, and computer labs; a speech-drama building with two theaters; a music building with electronic music capabilities, a full recording studio, and a recital hall; a nursing training facility; and a modernized library/learning resources center that includes a television studio and a global/smart classroom.
The 2004-05 budget of $22.9 million was allocated as follows:

<table>
<thead>
<tr>
<th>C/I</th>
<th>Description</th>
<th>02/03 Expenditure</th>
<th>% of 02/03</th>
<th>03/04 Expenditure</th>
<th>% of 03/04</th>
<th>04/05 Expenditure</th>
<th>% of 04/05 BUDGET</th>
<th>% of Total</th>
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<tr>
<td>110000</td>
<td>Teaching, Regular</td>
<td>$7,265,370</td>
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<td>11.2%</td>
<td>$2,876,733</td>
<td>12.2%</td>
<td>$3,009,819</td>
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<td>17.5%</td>
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<td><strong>Total Certificated Salaries</strong></td>
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<td>$13,512,215</td>
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<td>Non-Certificated Salaries</td>
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<td>Sub/Relief, Unclassified</td>
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<td>Instructional Aides, Non-Perm</td>
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<td><strong>Total Non-Cert Salaries</strong></td>
<td>$5,515,139</td>
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<td>PERS Employer Contributions</td>
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<td>Misc Employee Benefits</td>
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<td><strong>Total Benefits</strong></td>
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<td>14.8%</td>
<td>$3,772,441</td>
<td>16.0%</td>
<td>$3,462,398</td>
<td>15.1%</td>
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<td>420000</td>
<td>Books</td>
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<td><strong>Total Printing &amp; Supplies</strong></td>
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<td>$296,781</td>
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<td>550000</td>
<td>Utilities &amp; Housekeeping Expense</td>
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<td>Contracts &amp; Rentals</td>
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<td>580000</td>
<td>Other Expense</td>
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<td>590000</td>
<td>Misc Other Expense</td>
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<td>0.0%</td>
<td>$35,132</td>
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<td><strong>Total Operating Expenses</strong></td>
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<td>Buildings</td>
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<td>$39,001</td>
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<tr>
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<td><strong>Total Capital Outlay</strong></td>
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<tr>
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<td>739800</td>
<td>Interfund Transfer w/in Loc</td>
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<td>739900</td>
<td>Interfund Transfer - Rest/Unrestr</td>
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<tr>
<td>790000</td>
<td>Unallocated/Reserves</td>
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<td>-0.1%</td>
<td>$81,000</td>
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<tr>
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<td><strong>Total Other</strong></td>
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<td>$493,454</td>
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<tr>
<td></td>
<td>Less Intrafund w/in Loc</td>
<td>$0</td>
<td>0.0%</td>
<td>$0</td>
<td>0.0%</td>
<td>$0</td>
<td>0.0%</td>
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<tr>
<td></td>
<td><strong>Total Unrestricted</strong></td>
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<td>100.0%</td>
<td>$23,543,879</td>
<td>100.0%</td>
<td>$22,957,933</td>
<td>100.0%</td>
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</tr>
</tbody>
</table>

Except where otherwise indicated, current descriptive information provided in this segment of the Self Study is documented in the 2005-06 College Fact Book and Planning Resource Guide.

For the current College budget, see College Budget File.
Students walking across the Music building quad.
THE COLLEGE RESPONSE TO THE 2000 ACCREDITATION VISIT

The Western Association of Schools and Colleges (WASC) requested that Los Angeles Harbor College file an interim report, subsequent to its review of the institutional self study and the report of the evaluation team in March 2000. The evaluation report asked that the College respond to two recommendations regarding participatory governance and a College master plan. Beginning in the Fall of 2000, Harbor College embarked on an inclusive College-wide effort to address these issues in the ways summarized in the WASC Status Report filed and accepted in November 2001. In accepting that report, the visitation team specified what would be expected of the College in fulfilling its commitments with the filing of this report. ¹

As explained in detail in the November 2001 Status Report cited above, the Academic Senate of Harbor College at its initial meeting of the 2000-01 academic year, recommended the reconvening of the existing College governance council (then referred to as PAC, although with the new governance model, the middle word in the acronym was changed from “advisory” to “action”). PAC was authorized to develop a proposed College governance model and planning process on the basis of prior discussions with the incoming College president, Dr. Linda Spink. As authorized by a more detailed motion of the Senate and adopted at its second meeting of the year, PAC formed two task forces: one, consisting of representatives of the four College constituencies to develop a draft College governance proposal; the other, consisting of all members of PAC as well as unit managers, to develop a proposed College strategic plan and College planning process.

In monthly meetings throughout 2000-01, the governance task force produced successive drafts of a governance document, and in March 2001, offered the current working draft to the College community for its consideration. The document was discussed in several regular and special sessions of the Academic Senate, as well as at campus-wide forums. In May 2001, William Scroggins, past president of the State Academic Senate, facilitated a final retreat on the matters still in contention. At its May 17 and May 24, 2001 meetings, the Academic Senate authorized its representatives to PAC to make every effort through the summer to complete work on the model. On September 21, 2001, the Academic Senate approved the participatory governance model for a one-year trial period to begin October 1, 2001. ²

In the meanwhile, PAC’s Strategic Planning Task Force (SPTF), facilitated by consultant Burt Peachy, developed a proposed strategic plan and planning process. The results from the August 2000 external scan meeting, which included representatives from local community agencies as well as the College SPTF, were presented to the academic divisions in pre-semester planning sessions on August 16, 2000. Within each of the sessions, divisions and departments reviewed and revised the earlier 1999-2000 plans, incorporating this most recent external information. The SPTF, co-chaired by the president of the Academic Senate and the dean of planning and research, held eight formal meetings throughout 2000-01. Numerous informal or workgroup meetings were also held throughout the year as well as a November all campus retreat.

The primary goal of the SPTF was to create a Strategic Plan that would articulate the core vision and values of the College, and to provide strategies for achieving and assessing these goals. The resulting Strategic Plan, approved by PAC in May 2001, organizes the values and mission into seven goals, with further delineation by strategies and key
performance indicators.3

As explained in the November 2001 Status Report cited previously, the Planning Action Council (renamed College Planning Council (CPC) in 2003, and to be referred to by that name hereinafter) is composed of six representatives from each of the four constituent groups -- faculty (Academic Senate and Faculty Guild), classified collective bargaining agents, Associated Students Organization, and administration. Within each of its designated areas, the planning and allocation committees, also consisting of representatives of the four constituencies, develop operational plans. The model defines those specific areas in which each constituency will have involvement and authority. Ultimately the plans are then referred to CPC. Upon receiving the operational plans from each of the committees, CPC is responsible for prioritizing and integrating them into the College Master Plan. The Budget Committee then structures a budget to implement the CPC decisions. CPC’s authority rests with its review and coordination of strategic planning for general campus policy issues.

The Academic Senate, within the role provided by Title 5 of the Education Code, retains primary control over all academic and professional matters. The Senate and administration mutually agreed upon the process for developing planning and budgeting decisions, in which the Academic Senate plays a significant role in determining the specific content of College plans and budget allocations. The governance model reaffirmed the process of collegial consultation between the College president and the Academic Senate delineating those areas on which the president must rely primarily on the Academic Senate, and those areas on which the president must reach mutual agreement with the Academic Senate.4

In May 2002, the Academic Senate and CPC concurred in extending the trial period for the new governance model until May 2003, at which time a permanent model reflecting the results of the trial period will be mutually agreed on by administration and the Academic Senate.

Soon after the completion of the 2000 Self Study, the College Office of Planning and Research itemized 174 specific tasks targeted in the Study for action, keyed by Accreditation Standards and Sub-standards. Because the tasks were entered on a 14-page spreadsheet, they could be incorporated into the unit plans and their continuing progress towards achievement tracked. These tasks span the full scope of the Self Study and to speed additional progress, individuals responsible according to their place in the governance and planning structure were assigned to report further efforts at regular intervals. In addition, the response of the 2000 visitation team to the College Self Study included a number of recommendations not directly related to the governance and planning concerns already addressed in this segment of the Study. Compliance with each of the secondary recommendations is indexed accordingly and accounted for in the main body of this Self Study.5
2 The process is documented in Academic and Senate and PAC minutes located in the Minutes File.
4 The documents defining the governance structure are located in the Participatory Governance File.
5 The index specifying actions on the secondary recommendations by the 2000 visitation team along with the Planning Agenda Implementation Spread Sheet are located in the Self Study File.
President Linda Spink during commencement 2005.
ABSTRACT OF THE INSTITUTIONAL SELF STUDY

The 2000 accreditation visit mandated far-reaching changes in College governance and planning along with the College-wide implementation of program review.

New accreditation standards brought the updating of all course outlines to incorporate Student Learning Outcomes and change the way we serve the purpose that defines us.

The enactment by the voters of Propositions A and AA is transforming the College physically through $224 million in renovations and new construction.

This Self Study details how the College plans to meet these challenges including the themes that pervade the standards for accreditation: institutional commitments; evaluation, planning, implementation; student learning outcomes; dialogue; and institutional integrity.

STANDARD I. INSTITUTIONAL MISSION AND EFFECTIVENESS

A. MISSION

Los Angeles Harbor College has a statement of mission that defines the institution's broad educational purposes, its intended student population, and its commitment to achieving student learning. A primary expression of the institutional commitments of the College is its conformance with the requirements of this sub-standard.

Evidence cited throughout this Self Study establishes continual and increasing dialogue among key College constituents regarding the relevance of the Mission Statement to student learning. Using the institution's governance and decision-making processes, Los Angeles Harbor College reviews its Mission Statement on a regular basis and revises it as necessary. The College Mission Statement is central to institutional planning and decision-making. Expenditures derive from unit plans and are prioritized according to the strategic plan goals and objectives derived.

B. IMPROVING INSTITUTIONAL EFFECTIVENESS

Los Angeles Harbor College demonstrates a conscious effort to produce and support student learning, measures that learning, assesses how well learning is occurring, and makes changes to improve student learning. Conformance by the College with this sub-standard is a primary expression of its commitment to evaluation, planning, and implementation.

The College planning cycle provides an integrated loop for assessing the College process of evaluation, integrated planning, resource allocation implementation, and re-evaluation. Despite delays and difficulties, each of the planning clusters in which the College is organized has progressed significantly toward merging unit plans into cluster plans sufficiently prioritized so that decisions can result directly from them.
B. IMPROVING INSTITUTIONAL EFFECTIVENESS (continued)

The official processes of College governance and planning provide for the widest possible participation. Regular College Planning Council (CPC) meetings and reports from its standing committees alert the various College constituencies to the immediate effectiveness of the cycle. Reports from the Office of Institutional Research provide the necessary data.

STANDARD II. STUDENT LEARNING PROGRAMS AND SERVICES

A. INSTRUCTIONAL PROGRAMS

The institution offers high-quality instructional programs in recognized and emerging fields of study that culminate in identified student outcomes leading to degrees, certificates, employment, or transfer to other higher education institutions or programs consistent with its mission. In conforming to this sub-standard, Los Angeles Harbor College centers its commitment to evaluation, planning, and implementation on the College-wide achievement of student learning outcomes.

Los Angeles Harbor College seeks to meet student and community needs by maintaining quality programs and courses through a well-defined system of checks and balances. The Curriculum Committee examines each course to match with the College mission and ongoing program review strengthens the maintenance of standards. Advisory committees for technical programs assure relevance of courses and programs to employment and transfer needs. The articulation officer serves on the Curriculum Committee to ensure transferability.

The College’s program review process is its most promising tool for ensuring that its offerings fit its stated mission. The program initiation and viability procedures provided for in the program review process are ways by which the College best selects the fields of study in which it offers programs and ensures that its programs and curricula are current.

The delivery systems and modes of instruction utilized by the College include traditional lecture, lab instruction, demonstration, collaborative and cooperative learning, video, closed circuit television, instructional television, and electronic or digital, both synchronous and asynchronous; and the College has expanded its outreach and distance learning offerings significantly.

The College assures that students and prospective students receive clear and accurate information about educational courses and programs, and transfer policies. A continuous, systematic effort is made by the Office of Instruction and the Curriculum
A. INSTRUCTIONAL PROGRAMS

Committee to ensure that degrees and certificates are identified in ways which are consistent with the program content, degree objectives, and student mastery of knowledge and skills, including, where appropriate, career preparation and competencies.

In order to assure the academic integrity of the teaching-learning process, Los Angeles Harbor College uses and makes public official policies on academic freedom and responsibility and on student academic honesty. The Academic Senate of the College has endorsed the code of conduct proposed by the American Association of University Professors and approved by the California State Academic Senate, as well as a plagiarism policy pursuant to the applicable Los Angeles Community Colleges board rules and policies stated in the College catalog and schedule of classes.

B. STUDENT SUPPORT SERVICES

Los Angeles Harbor College offers a comprehensive program of student services that assists students who are enrolled in credit and non-credit courses. Special Programs and Services (SPS) works to recruit, admit, and register students with disabilities who are able to benefit from College offerings. Extended Opportunity Programs and Services (EOPS) and Cooperative Agencies Resources for Education (CARE) work closely with the College to ensure that students who are educationally and economically disadvantaged are able to easily apply and register at the College. The International Student Program has procedures in place that ensure that only students capable of benefiting from the College’s programs are accepted.

The entire student pathway through the institutional experience is characterized by a concern for student access, progress, learning, and success. Ongoing College-wide discussions drive policy decisions on student access and success. Harbor College prides itself on the philosophy “students first.” The fabric of our worth comes from our ability to meet the needs of our students as our top priority.

The Student Services cluster developed and implemented an internal program review process during the 2004-05 academic year which incorporates College goals and objectives, unit goals and objectives, and student learning outcomes.

The institution provides an environment that encourages personal and civic responsibility, as well as intellectual, aesthetic, and personal development for all of its students. The Student Activities program at Harbor College has consistently had the largest number of students involved in leadership of all of the nine colleges in the Los Angeles Community College District (LACCD).
B. STUDENT SUPPORT SERVICES (continued)

The Student Services cluster supports a variety of programs to promote student understanding and appreciation of diversity, maintains several safeguards against testing biases, regularly reviews Admissions Office practices, and adheres to District board rules and policies and Federal and State laws governing the retention and confidentiality of student records.

C. LIBRARY AND LEARNING SUPPORT SERVICES

Library and other learning support services for students at Los Angeles Harbor College are adequate to support the institution’s instructional programs and intellectual, aesthetic, and cultural activities in whatever format and wherever they are offered. The Library uses several types of information to determine whether it is enhancing student achievement of identified learning outcomes.

Through the use of surveys, examinations, and evaluations, the Library assesses the competencies in information retrieval/use that it teaches students, evaluating its teaching effectiveness and setting goals for improvement. Library faculty engage in continuing discussion with classroom instructors who utilize the Library workshops regarding faculty expectations and needs as well as student success throughout the semester.

The Library is open to the entire College community. The facility itself is accessible to the general public. In addition, a number of services are available to the disabled populations.

STANDARD III. RESOURCES

A. HUMAN RESOURCES

Los Angeles Harbor College employs qualified personnel to support student learning programs and services wherever offered and by whatever means delivered, and to improve institutional effectiveness. In conforming to this sub-standard, the College expresses five of the six accreditation themes in ways documented in this Self Study.

Criteria for the selection of all staff are clearly spelled out. Faculty positions are filled in strict adherence to District minimum qualification standards. Certificated administrators meet the same requirements as faculty for minimum qualifications. Classified staff are hired through the Personnel Commission, which strictly enforces the qualifications stated for positions. The qualifications for classified administrators are also clearly delineated.

The College maintains a sufficient number of qualified faculty with full-time responsibility to the institution, although the number of full-time faculty in relation to College enrollment has declined significantly in recent years. Despite a similar reduction in College classified staff, the institution retains a sufficient number of staff and administrators with appropriate preparation and experience to provide the administrative services necessary to support the
A. HUMAN RESOURCES

(continued)

institution’s mission and purposes.

Institutional personnel policies are available for information and review and promote an appropriate understanding of and concern for issues of equity and diversity. The College provides all personnel with appropriate opportunities for continued professional development. The campus Staff Development Committee meets monthly to review staff training and development needs, assess the outcome of activities, and takes action to ensure that desired results are achieved.

Human resource planning at Los Angeles Harbor College is integrated with institutional planning. In the last accreditation cycle, the College was mandated to institute an integrated planning process, so instructional, facilities, and staffing plans would self-generate from unit and resulting cluster plans merged into a College-wide operational plan. The principles of this process and the record of its implementation can be found throughout the Self Study.

B. PHYSICAL RESOURCES

The physical resources of Los Angeles Harbor College -- its facilities, equipment, land, and other assets -- support student learning programs and services and improve institutional effectiveness. The enactment of Propositions A and AA in 2001 and 2003 provided $225 million to enable both the renovation of up to eight aging facilities and the construction of as many new buildings to enlarge campus structures by 150,000 square feet over the next six to eight years. Traditional classroom space will be further enhanced to accommodate collaborative learning in state-of-the-art, energy-efficient classrooms. In documenting the way the decisions involved have taken place, the Self Study illustrates the commitment of the College to a holistic, systematic, ongoing process of evaluation, planning, and implementation.

As the new construction proceeds, the College facilities staff continues to comply with all codes and regulations, makes regular visual inspections, fulfills work requests, and refers concerns to a duly constituted Work Environment Committee, which meets regularly.

There are routine administrative inspections of all College off-campus instructional sites. Contracts properly provide for insurance indemnification. The College has endeavored to meet both the letter and the spirit of Federal and State laws regarding
access by remodeling campus facilities so that barriers hampering access to the disabled are removed. All construction projects must be engineered and architecturally planned in accordance with established Federal and State standards so that they meet current safety, security, and health regulations. Security is provided around the clock by the College Sheriff’s Department.

Physical resource planning at the College is integrated with institutional planning. In the College planning model, facilities planning flows directly from College-wide planning, and College Planning Council (CPC) meetings and retreats have continued to be the principal forum for construction decisions, prioritized by consensus. Building proposals originate in users’ groups in which all staff working in the building concerned can participate. Apart from Proposition A/AA projects, overall supervision of facilities’ management is provided by the Facilities/Work Environment Committee, which in its capacity as a committee of the College Planning Council, is comprised of representatives of all College constituencies.

Technology resources at Los Angeles Harbor College are used to support student learning programs and services and to improve institutional effectiveness. Faculty and staff have access to the computer lab in the training room in the Instructional Technology area, and most faculty now have computers in their own offices, all either recently upgraded or new. The Learning Assistance Center (LAC), located in the Learning Resource Center, provides self-paced programs that support the regular instructional programs. Through a variety of media, computers, audio, and video, students may actively participate in different learning modalities at their own pace. Division/departmental computer labs are also located within the LAC, as are two fully-equipped computer labs reserved for classroom instruction; and there are a variety of computer labs at other locations on campus.

Another area of pride for the College is the College’s telecommunications resources which include its videoconferencing equipment, its satellite downlink, its cable TV studio, and its Internet capacities, for which multiple levels of backups provide protection.

The College provides quality training in the effective application of its information technology to students and personnel, gauging the results by gathering feedback from the participants.

In the College planning model, technology planning is directly linked to College-wide planning. Independent requests for instructional technology equipment originate in instructional and classified units and then are merged into cluster plans and finally into the College operational plan as provided in the College
C. TECHNOLOGY RESOURCES (continued)

Planning Policy and Procedures Manual. At the same time, the Institutional Technology Advisory Committee considers College-wide needs, taking its proposals to the cluster of which it is a part for incorporation into that cluster’s plan and subsequent College-wide prioritization.

D. FINANCIAL RESOURCES

Despite continuing cutbacks and greatly reduced but continuing budget deficits, the financial resources of Los Angeles Harbor College are sufficient to support student learning programs and services to improve institutional effectiveness. From its inception in 1949 to the adoption by the District of a new funding allocation model in 1991, the College was one of the few in the Los Angeles Community College District to always have a balanced budget. Since the new funding model was instituted, budget problems have been chronic, and through the past seven years, deficits continual.

To bring this pattern to an end, the District Allocation Grant Taskforce required of the College the most thorough financial self study it had ever made of itself, in four reports filed periodically in 2003 and 2004. The College Academic Affairs Committee addressed program efficiency issues in the first comprehensive assessment of instructional programming it had engaged in since its formation, providing an important foundation for ongoing program review, and the College Budget Committee conducted a thorough line-by-line review of College expenditures and income, in which all data was freely available and attendance far exceeded the committee’s membership. In a far-reaching expression of institutional integrity, the result was a reduction of over $2 million in yearly College costs, along with a finding by the Taskforce that no specific inefficiencies could account for continuing short-falls.

Both the District and the College have adequate plans for payments of long-term liabilities and obligations, including debt, health benefits, insurance costs, and building maintenance costs. Health benefits, insurance costs, building maintenance costs are part of the yearly Budget Operational Plan. The District Contracts Office makes sure all contract language is favorable and fair to the College. The District’s Internal Audit Unit periodically performs internal audit control for evaluation of the district’s internal controls and policies and procedures.

Financial resources planning is integrated with institutional planning. An essential of the College planning process is to link planning and budgeting so that operational plans are linked to financial plans, both short-term and long-range, and the financial planning process relies primarily on institutional plans for content and timeliness. The College Planning Council and its cluster planning committees regularly identify, evaluate, and prioritize campus goals and financial needs, through decisions implemented by the College Budget Committee.
STANDARD IV: LEADERSHIP AND GOVERNANCE

A. DECISION-MAKING ROLES AND PROCESSES

The institution recognizes that ethical and effective leadership throughout the organization enables the institution to identify institutional values, set and achieve goals, learn, and improve. In conforming to this sub-standard, Los Angeles Harbor College strengthens its organization as it expresses its integrity.

A major objective of the new governance structure adopted in response to the 2000 accreditation visit was to secure effective representation for each of the four College constituencies: administration, faculty, classified staff, and students. Three College agreements - the College governance document itself, along with the Planning Policies and Procedures Manual and the Budget Policies and Procedures Manual - detail their respective roles in planning and budget development. The Academic Senate Constitution delineates the responsibilities, structures, and procedures of the Senate. Two Senate committees, the Curriculum Committee and the Faculty Hiring Priorities Committee, have extensive manuals of their own.

The Academic Senate, within the role provided by Title 5 of the Education Code, retains primary control over all academic and professional matters. The Senate and administration mutually agreed upon a process for developing planning and budgeting decisions, in which the Academic Senate plays a significant role in determining the specific content of College plans and budget allocations through the planning and allocation structure.

Los Angeles Harbor College is accredited by the Western Association of Schools and Colleges (WASC), and the College has demonstrated and continues to demonstrate its honesty and integrity in the Self Study process. As part of this process, the College uses the standards, policies, guidelines, and self study requirements stipulated by WASC to ensure that the College’s honesty and integrity is above reproach. The College has demonstrated historically its honesty and integrity and its willingness to comply with Commission standards, policies, guidelines, and self study requirements.

B. BOARD AND ADMINISTRATIVE ORGANIZATION

In addition to the leadership of individuals and constituencies, Los Angeles Harbor College recognizes the designated responsibilities of the District governing board for setting policies and of the College president for the effective operation of the institution. The Los Angeles Community College District clearly defines the organizational roles of the District and the colleges.

The Los Angeles Community Colleges Board of Trustees is responsible for establishing policies to assure the quality, integrity, and effectiveness of the student learning programs and services.
B. BOARD AND ADMINISTRATIVE ORGANIZATION

and the financial stability of the institution, and adheres to a clearly defined policy for selecting and evaluating its chief administrative officer.

The president of Los Angeles Harbor College has primary responsibility for the quality of the institution. She provides effective leadership in planning, organizing, budgeting, selecting and developing personnel, and in assessing institutional effectiveness.

The administration of the Los Angeles Community College District provides primary leadership in setting and communicating expectations of educational excellence and integrity throughout the District and assures support for the effective operation of the colleges. It establishes clearly defined roles of authority and responsibility between the colleges and the District and acts as the liaison between the colleges and the governing board.
College Planning Council Meeting.
COLLEGE PREPARATION OF THE 2006 SELF STUDY

On June 3, 2004, the Academic Senate of Los Angeles Harbor College authorized the formation of the Accreditation Steering Committee, with vice-president Luis Rosas and faculty member Mark Wood as co-chairs. Through the summer of 2004, Steering Committee members were selected from the College’s four constituencies (Administration, Faculty, Classified, and Students). On August 4, 2004, the committee held its first meeting.

At the August 4th meeting, the committee was introduced to the accrediting process through a computer-media presentation with a discussion of the distributed printed material. On August 24, the committee met and discussed avenues it might take stressing dialogue and campus-wide participation. The committee requested that Mr. Wood issue a “Charge” to the committee outlining its responsibilities. The August 27 opening day FLEX activities centered on incorporating Student Learning Outcomes into the curriculum. During the afternoon division meetings, faculty began writing SLO’s into their course outlines.

On September 10, the Steering Committee determined that subcommittees address the four new standards. Chairs were selected from the Steering Committee membership and the committee proposed additional membership from the College at large. The process for collecting and verifying evidence was discussed and a tentative schedule for the subcommittee reports to the Steering Committee was suggested. Finally, the Steering Committee resolved to disband the standard sub-committees after Thanksgiving and reassign members to sub-committees based on the accreditation themes.

On September 17, the “Seaside Colleges” (West LA, Southwest LA and LA Harbor) held a joint seminar on Student Learning Outcomes at Los Angeles Harbor College. Mary Allen, retired from the California State University Chancellor’s Office, presented the seminar and workshop. This event was followed on October 15, with the first of a twelve-month series of campus-wide forums featuring input from all campus constituencies on accreditation themes and standards. At its November 18, 2004 meeting, the committee was informed that a web-based chat room was operational for campus-wide accreditation input.

Early in 2005, the Steering Committee took two further steps to increase input. The committee formed eleven new subcommittees to address questions posed in the WASC Guide to Accreditation, including the information gained from feedback previously compiled by the Steering Committee, department supervisors, and the District Office. The beginning of the spring term the Steering Committee formed an “Accreditation Implementation Team”. The charge of this team was to deliver specific advice and expertise to move the process forward.

The result was the initial draft of the Self Study, which was distributed to the Accreditation Steering Committee and other parties on July 18, 2005, for a six week comprehensive review. On September 6, the opening day of the fall semester, a second draft was electronically distributed College-wide for further input both formal and informal. Key meetings included a day-long visit to the campus on September 12 by Dr. Darlene Pacheco, who reviewed each section of the draft with the co-chairs of the standard sub-committee concerned, and a campus form on October 17 featuring student input.

On Monday, November 14, a third draft of the report was distributed electronically to all members of the Academic Senate and the College Planning Council (CPC) for final input.
That draft incorporating proposed adjustments was approved by the Senate on November 17 and by CPC on November 21 subject to whatever incidental editorial changes might be required in proofing, formatting, and publishing the document for formal presentation by December 1, 2005.1

SELF STUDY 2006 STEERING COMMITTEE
Accreditation Liaison Officer: Luis M. Rosas
Self Study Chair: Mark Wood
Self Study Document Editor: Jim Stanbery

Committee and Implementation Members:
Renee Davis  Joan Thomas-Spiegel
Sally Fasteau  Ann Tomlinson
Jim Stanbery

Committee Members:
Arif Ahmed  Carla Mussa-Muldoon
Robbie Barker  Abbie Patterson
Nancy Carson  Michael Song
Wendy Hollis  Linda Spink
Lauren McKenzie  Tom Sulyok
Susan McMurray  Nestor Tan
Bobby McNeel  Mercy Yanez

COLLEGE PRESIDENT: Linda M. Spink

STANDARD COMMITTEES:
Standard I Committee
Paul Grady  Melanie Renfrew
Jane Pavlina  Tricia Wickers

Standard II Committee
Arif Ahmed  Jonathon Lee
Valerie Allen  Jiayi Li
Robbie Barker  Traci Liley
Tulika Bose  William Loiterman
Charlie Bossler  Nina Malone
Kate Campbell  Sheila Millman
Carmen Carrillo  Nadine Muro
Joan Chappell  Abbie Patterson
David Ching  Evelyn Portis
Elizabeth Colocho  Karen Pucher
Jeanette Escalante  Yvonne Pueblos
Ana Esther Escandon  Robert Richards
Rhea Estoya  Kenneth Roberts
Denise Faamasino  Laurie Roberts
Joy Fisher  Jasmin Rodriguez
Olga Garcia  Harvey Siegel
Paul Grady  Susan Steele
Dennis Griffith  Toni Thompson
Brenda Guertin  Debbie Tull
Mike Hiscocks  Pamela Watkins
Larry Johnston  Tricia Wickers
Terry King  Mercy Yanez

Standard III Committee
Joshua Abarbanel  Bill Englert
David Ching  Sheila Millman
Ivan Clarke  Debbie Tull
Bonnie Easley  Brad Young

Standard IV Committee
Michael Agopian  Tissa Munasinghe
Kathleen Keller  Joyce Parker
Lori Minor

COLLEGE PLANNING COUNCIL:  Nancy Carson and Susan McMurray

ACADEMIC SENATE PRESIDENT:  Susan McMurray

ASSOCIATED STUDENTS PRESIDENT:  Luis Gomez

SPECIAL ACKNOWLEDGMENT:  Joan Chappell and Rhea Estoya
For the Accreditation Steering Committee timeline, minutes, and related documents, see Self Study File.
PLANNING FLOW CHART

Los Angeles Harbor College (2004)

Initiator(s) of a proposal submit activity using planning software format to units which are to implement the proposal.

Unit chair forwards copies of the activity form to Academic Senate or technical committees for any CLEARANCES the form specifies.

"Clearance" committees include: e.g., Curriculum, APPC, PFE, Voc. Ed. (Academic Senate); e.g., ITAC, Facilities/Work Env., (specialized)

UNIT PRIORITIZES ACTIVITIES all incorporated into UNIT PLAN using planning software format.

CLUSTER PLANNING COMMITTEE integrates unit priorities as CLUSTER PLAN using planning software format.

The cluster planning committees are:

ACADEMIC AFFAIRS COMMITTEE subcommittees:
  e.g., Staff Development;

STUDENT SERVICES COMMITTEE subcommittees:
  e.g., Matriculation, Enrollment Management;

ADMINISTRATIVE SERVICES COMMITTEE subcommittees:
  e.g., Facilities, Parking;

PRESIDENT'S subcommittees:
  e.g., ITAC

CPC integrates cluster priorities as COLLEGE PLAN using planning software format.

College President

FHPC prioritizes faculty position requests according to college plan (responsible to Academic Senate).

Implementation of authorized plan charges tracked and assessed.

BUDGET COMMITTEE budgets activities from cleared sources in priority order.

College Organization
President’s Office

As of December 31, 2005
College Organization

Academic Affairs

1 of 4

As of December 31, 2005
College Organization
Academic Affairs

As of December 31, 2005
As of December 31, 2005
College Organization

Academic Affairs

4 of 4

As of December 31, 2005
College Organization
Economic Development and Workforce Education

As of December 31, 2005
College Organization

Student Services

As of December 31, 2005
College Organization

Administrative Services

As of December 31, 2005
College Organization
Administrative Services

As of December 31, 2005
Los Angeles Harbor College

Certification of Continued Compliance
With Eligibility Requirements

Statement of Assurance

We hereby certify that Los Angeles Harbor College continues
to meet the eligibility requirements for accreditation.

Signed:

______________________________
Sylvia Scott-Hayes
President, Board of Trustees, Los Angeles Community College District

______________________________
Linda M. Spink
President, Los Angeles Harbor College
ELIGIBILITY REQUIREMENTS FOR ACCREDITATION
CERTIFICATION OF CONTINUED COMPLIANCE

Los Angeles Harbor College presents this comprehensive Self Study with the full confidence that the institution meets or exceeds the prescribed standards for reaffirmation of the accreditation and hereby attests that the institution has remained in continued compliance with all of the commission's eligibility requirements as set forth below.

1. AUTHORITY

Los Angeles Harbor College is a public two-year community college operating under the authority of the State of California, the Board of Governors of the California Community Colleges, and the Board of Trustees of the Los Angeles Community College District. This authority has existed continuously since 1949 with accreditation status regularly renewed.

2. MISSION

The Board of Trustees publicly affirms the College's educational Mission Statement which is reviewed and updated by the College community on a regular basis. The Mission Statement is included in the College Strategic Plan and in the official College catalog, and is also posted on the College website. The Mission Statement was altered in 2002 to reflect our focus on the global marketplace, and in 2004 to emphasize the institution’s commitment to student learning.

3. GOVERNING BOARD

The eight member Board of Trustees for the Los Angeles Community College District is an independent policy making body, which ensures that the District's mission of constituent college's are being implemented. The Board also ensures the quality, integrity and financial stability of the Los Angeles Community Colleges.

Board members are elected at large for terms of four years. Elections are held every two years, with three members being chosen at one election and four members at the other. The president and vice president of the Board of Trustees are elected by the Board for one-year terms at the annual organizational and regular meeting. A student member is elected annually -- the term is June 1 through May 31 of each year.

The Board generally meets twice a month on Wednesday with the closed session commencing at 12:30 p.m. and the public session commencing at 3:30 p.m. However, special meetings of the Board are sometimes called to handle business that cannot be dealt with completely at a regular meeting. For more information regarding the schedule of Board meetings and locations, call the Office of the Board of Trustees at (213) 891-2044.

4. CHIEF EXECUTIVE OFFICER

Dr. Linda Spink has been the College's Chief Executive Officer since her appointment by the Board of Trustees in May of 2000. Dr. Spink is a full-time administrator and does not serve on the governing board of the District.
5. ADMINISTRATIVE CAPACITY

The College has 11 administrative officers including College president, vice presidents, deans and associate deans. These administrators were hired through an open competitive employment process, and they were hired on the basis of the training and experience. Inadequate funding has prevented the college to develop the ranks of the administration to the level which the College feels is appropriate, although through the endeavors of these hardworking professionals the College is able to fulfill its stated mission.

6. OPERATIONAL STATUS

Los Angeles Harbor College is a comprehensive college that meets the varied educational needs of our community. Harbor College offers educational opportunities in vocational programs as well as academic programs that prepare students for transfer to public and private institutions of higher learning. Los Angeles Harbor College has been in continuous operation since 1949.

7. DEGREES

Los Angeles Harbor College offers associate degrees in 31 majors as well as a Liberal Arts Transfer Associate degree, tailored to the requirements of a specific student and a specific transfer program. In addition the College offers Occupational Career Certificates in 21 areas, and 15 Skill Certificates in areas of community need.

Below is a list of the majors in which students can transfer:
Accounting; Administration of Justice; Anatomy; Anthropology; Art Engineering; Astronomy; Biology; Botany; Business; Chemistry; Child Development; Cinema; Communication Studies; Dental Hygiene; Dentistry; Economics; Education; Liberal Arts; English; Ethnic Studies; Family & Consumer Sciences; Foreign Language; Geography; Geology; Health Education; History; Humanities; Industrial Arts; Journalism; Law; Physical Education; Library/Media; Linguistics; Mathematics; Medicine; Meteorology; Music; Nursing; Occupational Therapy; Oceanography; Optometry; Pharmacy; Philosophy; Statistics; Physical Science; Physical Therapy; Physics; Physiology; Political Science; Psychology; Public Administration; Recreation Studies; Social Welfare; Sociology; Speech Communications; Television Broadcasting; Theater Arts; Urban Studies; Veterinary Medicine; Zoology.

Associate Degree (AA) and (AS)
Accounting Technology; Administration of Justice; Administrative Assistant; Architectural Technology; Business; Chemistry; Child Development; CIS - Business Applications; CIS - Business Systems; CIS - Information Management; CIS - User Interface; Computer Technology; Drafting; Drafting - Production Design; Electro-Mechanical Engineering Technologist; Electronic Engineering Technician; Engineering; Fire Technology; Legal Office Assistant; Liberal Arts; Management & Supervision; Managerial Accounting; Mathematics for Computer Science; Mechanical/MFG Engineering Technician; Medical Office Assistant; Microcomputer Applications; Nursing - Professional R.N., Professional L.V.N - R.N.; Nursing; Office Administration; Office Technology; Physics; Real Estate.
8. EDUCATIONAL PROGRAMS

The College catalog contains a comprehensive statement of educational purpose and the next publication will include learning objectives for each of the academic programs offered. Course outlines contain course objectives that are achieved through class content, assignments, and evaluation. Most of these programs can, in both transfer and vocational areas, be completed in two years.

9. ACADEMIC CREDIT

Academic credit is given in semester units, based on the Carnegie Unit value system and Title 5 minimum standards. For each 16-18 hours of lecture each semester, one unit credit is granted; for each 32-36 hours of laboratory with homework each semester, one unit credit is granted; for each 48-54 hours of laboratory work without homework each semester, one unit credit is granted. To meet the full range of student needs, the College schedules for-credit classes in 5, 6, 8, 9, 12, and 16-week semesters. All classes meet for the required number of hours. Required course content is established by the discipline’s faculty, approved by the Curriculum Committee of the Academic Senate, and verified through both the program review process and faculty evaluation. The credit awarded for each course and the time that the course meets per week for a 16-week semester is specified in the Catalog.

10. STUDENT LEARNING AND ACHIEVEMENT

The 2006 College catalog will contain a comprehensive statement of educational purpose and objectives for each of the academic programs offered. Student Learning Outcomes for Student Services, the Library, and the Learning Assistant Center are also being developed, with the focus now on programmatic outcomes across the College coordinated by department and administration, including updated course outlines for every course, regardless of location or delivery system.

11. GENERAL EDUCATION

Los Angeles Harbor College has developed a curriculum of General Education requirements for students in all degree programs. These general education requirements ensure a breadth of knowledge consistent with that of the California University and State University systems.

(INTERSEGMENTAL GENERAL EDUCATION TRANSFER CURRICULUM)

2004-2005

The Intersegmental General Education Transfer Curriculum (IGETC) is a series of courses that community college students can use to satisfy lower division general education requirements at any CSU or UC campus. The IGETC provides an option to the California State University General Education Requirements and replaces the University of California Transfer Core Curriculum. Students in high unit majors may find it advantageous to follow a particular UC campus’s breadth requirements instead of the IGETC.

Students with prior UC coursework may be ineligible to follow the IGETC to transfer back to a UC. See a counselor for additional information.

IMPORTANT: The IGETC must be certified prior to transfer! If not certified, a student will be required to complete the four-year university’s own general education/breadth requirements and additional lower-division coursework may be required. All courses must be completed with “C” grade or higher.

Page 90, 2004-06 College catalog
All degree programs require a minimum of 18 semester units of General Education for graduation or certificate completion. There are also course requirements in American Institutions, Health Education, Physical Education, Critical Thinking and Multicultural Studies. Graduates also must demonstrate competence in mathematics as well as in reading and written expression. Student learning outcomes have been identified at the College and course levels, and are currently being developed at the program level through the program review process.

12. ACADEMIC FREEDOM

The College has a policy on Academic Freedom published in the College catalog (p. 8, Standards of Student Conduct). It reads:

A student enrolling in one of the Los Angeles Community Colleges may rightfully expect that the faculty and administrators will maintain an environment in which there is freedom to learn. This requires that there be appropriate conditions and opportunities in the classroom and on the campus.

As members of the College community, students should be encouraged to develop the capacity for critical judgment; to engage in sustained and independent search for truth; and to exercise their rights to free inquiry and free speech in a responsible, non-violent manner. Students shall respect and obey civil and criminal law, and shall be subject to legal penalties for violation of laws of the city, county, state, and nation.

Student conduct in all of the Los Angeles Community Colleges must conform to District and College rules and regulations. Violations of such rules and regulations, for which students are subject to disciplinary action, are specified in the catalog as previously cited.

13. FACULTY

The College employs 94 full-time contract faculty and approximately 200 part-time adjunct faculty members, not including full-time faculty teaching overloads.

The specific duties and responsibilities of faculty are delineated in the Faculty Handbook.

14. STUDENT SERVICES

Student Services are comprehensive and accessible to all students, including administrative services and tutoring support. Additional programs are provided for targeted groups through programs such as Special Programs and Services (SPS) and Extended Opportunity Program and Services (EOPS).

15. ADMISSIONS

Los Angeles Harbor College maintains an "open door" admission policy. This policy is consistent with the College Mission Statement, Education Code, Title 5 regulations and the statewide mission for California Community Colleges.
16. INFORMATION AND LEARNING RESOURCES

The Learning Resource Center (LRC) houses a variety of media collections and is staffed to assist students in their use. The College remains committed to systematically enhancing the library resources. Internet access and online computer search capabilities are available without charge to students in the LRC and in computer labs.

The Learning Assistance Center (LAC) provides computer labs, individualized computer-assisted instruction and computer access to populations with special needs.

17. FINANCIAL RESOURCES

College governance and planning documents provide for an allocation of funds reflecting the College Mission Statement and College-wide program reviews, as determined through planning and budgeting structures representing all College constituencies. Harbor College maintains complete records of all revenues and expenditures.

18. FINANCIAL ACCOUNTABILITY

Annual financial audits are conducted by externally contracted certified public accountants. The Board of Trustees reviews these audit reports on an annual basis. The financial audit and management responses to any exceptions are reviewed and discussed in public sessions.

From spring of 2003 through fall 2005, Harbor College was under the financial oversight of a district wide Allocation Grant Taskforce. This had been brought about as a result of excessive deficits to the College in prior years. In the two years of this oversight, the College reduced its budget by $3.5 million dollars and ended the 2004-05 academic year within its budget. Budget cuts were successfully implemented with a minimum of inconvenience to our student through the mutual cooperation of the College Planning Council, the College Budget Committee, and the Academic Senate.

As a result of continuing College budget deficits, an inquiry into College efficiency and allocation of resources was conducted from 2003-5 by a District Allocation Grant Taskforce. The College responded with the most thorough institutional Self Study of its finances in College history, resulting in substantial reductions in remaining deficits and the forgiveness by the District of approximately $6 million in past arrearages. The College remains under District mandate to balance its budget, consistent with the conclusion by the Taskforce that no specific areas of College inefficiency or misallocation of resources can now be identified and remaining budget shortfalls are the result of a number of structural factors not subject to obvious or easy short-term remedies.

19. INSTITUTIONAL PLANNING AND EVALUATION

Institutional planning and program evaluation is systematic for all departments and divisions of the College, including instruction, student services, and administrative services. The focus in all three areas is student learning. This ongoing and integrated process guides academic program development, new facilities construction, hiring of faculty and other personnel, procurement of instructional and administrative equipment, and annual budget development and resource allocation. Beginning in 2002, measures of institutional effectiveness were
identified and agreed upon by a campus-wide task force. A computer-based support system was developed for efficient data collection and analysis of these measures. Annual reports assessing effectiveness were developed and systematically distributed, allowing departments to use the data in departmental program evaluation and planning. Data gathered by the District Research Office as well as other public agencies contributed to the resulting analysis, published on the District and College websites as well as through a variety of hard copy and online reports. There remain “data gaps” that hinder some programs and disciplines from making informed decisions. The College and District are addressing these “gaps” with new computer programs. In 2003, the College reaffirmed its Participatory Governance Document and completed its Budget Policy and Procedures Manual and Planning Policy and Procedure Manual, supplemented in 2005 by a Program Review Policy and Procedure Manual. These interlocking documents define and integrate the structures and procedures through which the College Master Plan is developed, implemented, and reviewed.

20. PUBLIC INFORMATION

Harbor College publishes an official biennial Catalog and semi-annual schedule of classes. The catalog includes general information such as an official name and address, telephone numbers and website URL; mission statement; the admission and attendance requirements; degrees, programs and courses offered and their length to completion; available financial aid; refund policies; academic freedom statement; available learning resources as well as academic credentials of faculty and administrators and names of Board members. The catalog also states primary regulations affecting students: including academic regulations, student fees, academic honesty, admissions and information attending the institution and withdrawing from it, nondiscrimination, acceptance of transfer credits, and grievance procedures. The catalog is carefully checked for accuracy and updated on the College website on regular bases. Class schedules include abridged versions of this information. The College also distributes a Fact Book annually. This reference guide documents quantitative data for the College over the past years and describes goals and future plans. All Harbor College publications are available on the College’s website.

21. RELATIONS WITH THE ACCREDITING COMMISSION

The College and District Board of Trustees hereby affirms by signatures of the official representatives, that Los Angeles Harbor College has consistently adhered to the eligibility requirements, standards and policies of the Accrediting Commission for Community and Junior Colleges. The College describes itself in identical terms to all its accrediting agencies, communicates any changes in its accredited status, and agrees to disclose information required by the Commission to carry out accrediting responsibilities. All disclosures by the College are complete, accurate, and honest.
Institutional Mission & Effectiveness

The institution demonstrates strong commitment to a mission that emphasizes achievement of student learning and to communicating the mission internally and externally. The institution uses analyses of quantitative and qualitative data and analysis in an ongoing and systematic cycle of evaluation, integrated planning, implementation, and re-evaluation to verify and improve the effectiveness by which the mission is accomplished.
Standard I Committee

Institutional Mission & Effectiveness

Paul Grady, Faculty
Jane Pavliña, Faculty
Melanie Renfrew, Faculty
Tricia Wickers, Faculty
A. MISSION

The institution has a statement of mission that defines the institution's broad educational purposes, its intended student population, and its commitment to achieving student learning.

DESCRIPTIVE SUMMARY

The mission statement of Los Angeles Harbor College defines who we are and what we do in terms of student learning and in a way that enables us to plan accordingly. Here is the language now in force, as adopted by our principal College governance body, the College Planning Council (CPC), on October 18, 2004.¹

MISSION: The mission of Los Angeles Harbor College is to offer an environment that fosters learning by providing comprehensive programs that meet the educational needs of students and are appropriate and useful to the community we serve, including:

- Degree and transfer programs
- Vocational and workforce preparation
- Basic skills instruction
- English as a second language
- Credit and non-credit courses for life-long learning
- Contract education including customized corporate training
- Community services
- Support services
- Information literacy

An essential aspect of the mission for the community we serve is to advance economic growth and global competitiveness through education, training, and services that contribute to continuous workforce improvement and civic responsibility.

We are committed to student learning in a supportive educational environment that recognizes the uniqueness of individuals, provides a center for the cultural enrichment of the community, and seeks dynamic dialog and reflective evaluation and improvement of the institution.

The College Vision Statement, describes ourselves as “A personalized, student-centered learning environment, dedicated to preparing our community for life’s challenges and opportunities.”²

The primary purpose of Los Angeles Harbor College's existence is to provide programs that meet the educational needs of students as well as meet the economic needs and required services of the community. The mission statement addresses degree, transfer, vocational and workforce programs as well as basic skills instruction to enable effective student learning to all students.

The College is required by California State law to offer services to any high school graduate or potential student who is 18 years or older and who can
profit or benefit from courses offered. Board policy extends this mandate to K-12 students. According to our philosophy statement, a Los Angeles Harbor College student is one who is involved in "lower division general, occupational and transfer education using traditional credit and non-credit instruction, community services and contracts, international and distant education."³

**IA1.** The institution establishes student learning programs and services aligned with its purposes, its character, and its student population.

**DESCRIPTIVE SUMMARY**

The College philosophy statement also affirms that the College is obliged to (and does) offer support courses for students in need of “remediation, English as a Second Language (ESL), and programs for students with special needs.”⁴ In terms of actual participation in departmental offerings, 63% of our students are enrolled in Humanities/Fine Arts, English/Speech, Business, and Astronomy/Math/Statistics courses, proportions reflected in the fact that of the degrees awarded in the current accreditation cycle, 58% were in liberal arts, with nursing and business a distant second and third in rank.⁵ Our non-credit program enrolls approximately 10% of our student population in remedial language and mathematics courses including ESL. The not-for-credit or community services program offers life-enrichment courses not funded by State apportionment to round out the scope of the College’s offerings.⁶

The College determines its intended population in both formal and informal methods. Informally, College administration networks with department heads, faculty, students, local businesses, organizations, and California State Universities. Recent discussions with local hospitals have enabled the Nursing program to increase the number of RN students to help with the local nursing shortage. Moreover, the College administration has been aggressive in developing a stronger linkage with Los Angeles Unified School District (LAUSD), especially with local District K of the LAUSD System, in order to discern and develop future student populations.⁷

Formally, the College analyses area demographics, registration trends, degrees and certifications awarded, as well as other pertinent student data on an annual basis for student population identification, evaluation of student learning needs, as well as building and program development. Student demographics mirror the demographics of the community, with the exception to the areas west of the College. Findings are published in the College’s 2004 Fact Book. The College also reviews job data and
employment trends for the greater Los Angeles area as one means of determining which programs or services the community needs, and these findings are also published in the Fact Book.³⁸ As our mission statement states: “We are committed to student learning in a supportive educational environment that recognizes the uniqueness of individuals, provides a center for the cultural enrichment of the community, and seeks dynamic dialogue and reflective evaluation and improvement of the institution.”³⁹ The College offers a variety of programs to foster student learning and achieve our mission.⁴⁰

- New students are assessed in the Assessment Center in reading, writing, and math to evaluate the level of course work in which they will be most likely to succeed in their academic endeavors.
- The number of assessment sessions has increased so that there are more days and times during the year when students can be assessed for math and English.
- Remedial courses are offered to accommodate students with learning deficits.
- Counseling services and a Transfer Center assure that students are taking appropriate courses for certificates, degrees or transfer to a four-year college.
- The SARS Suite System allows students to electronically make counseling appointments themselves over the phone and online.
- The College's Learning Assistance Center (LAC) has specially designed educational materials for class projects and assignments, along with self-paced, individualized open-entry classes and labs in Math, Reading, Study Skills, and English to help students overcome educational barriers.
- Tutoring is available in most subjects and computer-assisted instruction is available in many subjects.
- The College Life Skills Center provides crisis intervention by a trained psychologist and an emergency psychiatric team is available on a walk-in and appointment basis to students in need.
- Special programs and services exist to assist students with physical, psychological and learning disabilities to enable them to reach their learning goals.
- The Financial Aid Office and on-campus Child Care Center are available to help eliminate external barriers to education.
- Over the past two years, the College has provided Saturday services for Admissions & Records, and Financial Aid during the first two weeks of each semester. Students can register, access their transcript information, drop classes, make online credit card payments for College fees, as well as find available resource information online at the College Web Site.
- Los Angeles Harbor College showed its commitment to the mission statement for student services by sustaining the position of student recruitment coordinator four years ago despite fiscal constraints. The position was seen as critical to the functions of the College, and formalizing and solidifying the position has given consistency to the support of incoming students in the matriculation process, and
programs and services offered by the College. In addition, this position has affected a consistent outreach presence in the community, which has enhanced relationships with all stakeholders, internal and external.

The minutes of campus committees, student learning outcomes (SLO’s) training seminars, staff development brochures, and programs for the College opening day activities in recent years, all show continual and increasing dialogue among key College constituents regarding the relevance of the mission statement to student learning. Student Learning Outcomes workshops have been held this past year to promote measurable/observable learning outcomes in all course syllabi.\textsuperscript{11}

SELF EVALUATION

Los Angeles Harbor College consistently is evaluating and re-evaluating the needs of its student population. The College had shown a steady increase in enrollment, degrees and certificates awarded, and number of students transferring to a 4-year college until State budget cuts required the College to decrease course offerings in 2003.\textsuperscript{12} The College monitors student enrollment in classes and as resources are available, opens new sections of courses with a substantial waiting list. Intersession and summer course offerings are prioritized by student need to progress in their desired field of study. Students serve on College-wide committees, participate in College governance, and represent the interest and views of the student body.\textsuperscript{13}

An Early Alert matriculation system enables students with identified problems in courses to be directed to the help they need to better succeed. Administration looks informally at other local colleges’ course offerings, consults with counseling and division chairs, and examines businesses for trends in the community. Periodic student surveys and questionnaires are distributed and evaluated as part of the program review process.\textsuperscript{14}

To address the needs of its student population, the College offers instructional alternatives including:\textsuperscript{15}

- Cooperative Work Experience Education
- Online courses
- Extension Program
- Evening and Outreach Courses
- Instructional Television
- CalWORKS/Gain
- International Education Program
- PACE Program and Honors Transfer Program
- Special Classes for students with disabilities
- e-7 internships for Propositions A/AA
- GED preparation classes
- Credit/ Non-credit ESL courses
- A foster parent program

PLANNING AGENDA

Change in community needs have obligated the College to reassess all aspects of its mission more completely. Program reviews have identified
the following priorities for initiation, renewal, or expansion:

- The Early Education Program
- A Biotechnology Program
- The Process Plant Technology program, which has not been offered for the past five years due to funding constraints
- A Culinary Arts Program, to meet industry demands as well as community services for seniors.
- E-commerce, International Business, and Marine Sciences Programs, for which there is community demand.
- A one-year vocational program in construction, given the building boom in the Los Angeles and South Bay areas and the limited offerings in vocational learning for members of the community.
- Television Broadcasting courses, as there are more students wishing to take these than we can accommodate.
- Childcare services during the evening hours, which lack of funding and staff have prevented us from currently providing.

IA2. The mission statement is approved by the governing board and published.

IA3. Using the institution's governance and decision-making processes, the institution reviews its mission statement on a regular basis and revises it as necessary.

IA4. The institution’s mission is central to institutional planning and decision making.

DESCRIPTIVE SUMMARY

The Board of Trustees has approved the Los Angeles Community College District (LACCD) Mission Statement. The College mission statement is adopted and regularly reviewed by the College Planning Council (CPC), which last updated the statement on October 18, 2004 for an even sharper focus on student learning, submitting the results to the Board of Trustees on March 3, 2005.

The College mission statement is central to institutional planning and decision-making. Unit plans for academic and support services, which address trends, future plans, and how these relate to the commitments in the mission statement, are reviewed annually in the beginning of the fall semester. Expenditures derive from unit plans and are prioritized according to the strategic plan goals and objectives derived from the mission statement. The mission statement is used to assess outcome criteria for the program review process, the overall goal of which is “to continually improve quality, as measured in the context of the College’s educational mission.”

SELF EVALUATION

Though the mission statement is widely published and posted, and the program review process reinforces awareness of it in that unit plans require alignment with the mission statement as stipulated above, there has been no attempt as yet to assess campus-wide awareness of the content or import of the statement.
The College’s dean of planning and research has scheduled periodic College Planning Council (CPC) retreats on reviewing and updating the College Strategic Plan and has held periodic open meetings on the meaning and use of relevant College statistics related to student learning. Discussions in instructional and student services unit meetings on program review and the updating of course outlines have increasingly stressed student learning concerns, but there has been no College-wide assessment yet of their impact.

PLANNING AGENDA

- Implement more effective ways of securing campus-wide awareness of the College mission and how the College governance and planning processes fulfill that mission in promoting student learning.
The Strategic Plan File contains the complete text of that plan, including the College Mission Statement, sample prior versions, and group minutes for successive adoptions and revisions.

For the College Statement of Philosophy, see College Catalog and Schedules of Classes File.

The LAUSD Partnership File contains the principal documents detailing current College relationships with the Los Angeles Unified School District.

For documentation of services provided by each program cited, see Learning Services File.

The SLO File provides documentation of all SLO-related activities and statements on SLO policy during the present accreditation cycle.

The Student Activities File provides documentation on the student role in shaping College policy during the present accreditation cycle.

See Matriculation Committee File and Program Review File.

The Program Review File provides documentation for each of the priorities identified.

In Strategic Plan File.

Program Review File.

For documentation of activities developing a “culture of evidence” at the College, see Data Development File.
B. IMPROVING INSTITUTIONAL EFFECTIVENESS

*The institution demonstrates a conscious effort to produce and support student learning, measures that learning, assesses how well learning is occurring, and makes changes to improve student learning. The institution also organizes its key processes and allocates its resources to effectively support student learning. The institution demonstrates its effectiveness by providing 1) evidence of the achievement of student learning outcomes and 2) evidence of institution and program performance. The institution uses ongoing and systematic evaluation and planning to refine its key processes and improve student learning.*

IB1. The institution maintains an ongoing, collegial, self-reflective dialogue about the continuous improvement of student learning and institutional processes.

IB1a. How has the college structured its dialogue? How well does the college embrace and understand the purpose of the dialogue?

**DESCRIPTIVE SUMMARY**

Los Angeles Harbor College conducts and evaluates student surveys approximately every two years and campus climate surveys approximately every two to three years. All of these methods of data collection are incorporated into program review and planning. Further, the Academic Senate encourages ongoing evaluation and continuous improvement of student learning through full support of the program review process, having formed a committee to assist academic areas in completion of program review. Staff development programs have consistently focused on student learning, institutional processes, innovations, and improvement. The Chancellor encourages colleges to maintain this dialogue by means of special District-wide workshops and activities. For example, the Chancellor and his senior staff planned a joint summit with the District Academic Senate to address a variety of academic concerns, including student learning outcomes.¹

The dialogues on issues that affect the institution are primarily debated and decided in our College Planning Council (CPC) and its standing committees, as well as the Academic and ASO Senates. Agendas and minutes of groups are posted on a designated bulletin board and sent College-wide via the College e-mail. All meetings are open.

The College participatory governance body (College Planning Council) schedules annual retreats and campus forums to discuss issues such as planning and budgeting.² The College president holds a "Coffee Hi" on Tuesday mornings for an exchange of issues and ideas.³ Faculty within department and division meetings engage in one-on-one and small-group dialogues related to student learning within their disciplines on such topics as:

- designing new courses and revamping ongoing ones when appropriate
- debating the quality of textbooks and what features enhance student learning
- the role of technology and updating software and equipment/labs
Staff development activities can motivate faculty to dialogue. As only one of a wide variety of such activities offered in recent years, the 2004 opening day activity on "The New Multiculturalism" by Carlos Cortès inspired faculty to form a teaching circle on his book and the implications for teaching. Later in the semester, two mathematics professors from Chile gave a presentation on campus further extending the theme of multiculturalism.

Unit planning and course outline discussions within instructional divisions has resulted in a considerable increase in dialogue. An instructor in the Social Sciences Division regards these discussions as the first at these depths he recalls in his thirty-five years of service at the College.6 The challenge is to make sure that unit representatives on the principal College committees in which these discussions have always taken place report back to their units and continue the discussions at that level. The value of these discussions also depends on the degree to which the adjunct faculty, who now teach so many of our classes, are involved.

- See to it that unit meetings are more regular and inclusive.
- Implement more effective and creative initiatives to secure fulfillment of faculty obligations for committee service and staff development activities.
- Limit the multiplicity of staff development activities offered, to increase attendance at those which are scheduled.

After the new accreditation standards were approved, Los Angeles Harbor College saw to it that individuals from all constituencies attended key activities on the new direction. Both administrators and faculty attended area-wide and on-campus workshops designed specifically to enhance understanding of student learning outcomes (SLO’s).7 The campus leaders participating then took the concepts back to their colleagues, and concerted efforts have been made to reach out to all faculty in promoting these new approaches.

Aside from Staff Development activities, dialogue occurs most often in the formal structures of the College Planning Council, Academic Senate, Associated Student Organization, Division Council, and through their committee structures. Agenda items for these meetings as well as special events under their auspices have included:

- Student Learning Outcome workshops and FLEX activities; discipline-
related conferences
- Prop A/AA on the new facilities-regular meetings, email updates, and forums
- Retention enforcing prerequisites by computer flagging in Admissions
- Academic honesty
- Information competency
- Service Learning
- Budgetary issues; Budget Committee minutes
- Culinary Arts
- TV studio
- Strategic plan revision, determining goals, and measurable outcomes
- Propositions A/AA
- Parking issues, rights and responsibilities, and Facilities/Work Environment Committee minutes
- Updating course outlines, calendars, summer and winter sessions
- Transfer issues and articulation
- Enrollment management and course availability
- Bookstore and textbook pricing policies
- Food services on campus
- Building and grounds maintenance, and cleanliness
- Staffing issues
- Day vs. Evening student hours of service

**SELF EVALUATION**

It is too early to determine with certainty how these dialogues have impacted student learning, but the results appear to include:
- Heightened faculty awareness of SLO’s and how to incorporate them into course outlines as now required by the Curriculum Committee
- Increased focus on creating an environment to promote student learning with comfortable and up-to-date equipment
- Technology skills enhance access to information and research methods
- Application of course work skills to the outside world and in career development
- Offering courses that are up-to-date and current within the given discipline
- Providing more student services that promote and enable transfer to desired institutions
- Greater student savings in money and time
- More equitable treatment of students

**PLANNING AGENDA**

- In addition to fuller assessment of the impact of College focus on student learning outcomes (SLO’s) in general, evaluate their results in terms of:
  - student enrollment in appropriate courses with higher expectations of success;
  - greater student sense of personal achievement;
  - workforce development and opportunities for job placement;
  - ease of student access to and navigation of the campus.
IB1c. **Does the dialogue lead to a collective understanding of the meaning of data and research used in evaluation of student learning?**

**DESCRIPTIVE SUMMARY**

Periodically, the College dean of planning and research distributes data accompanied by an analysis as to how the figures were collected and assessed. Open dialogue is encouraged and time is allotted for discussions on the ways these figures affect our students.10

The data is included in program reviews and viewed as a topic in evaluating program needs discussed among faculty, staff, students, and program advisory committees.11 Deans meet with each division chair and faculty in order to discuss and interpret program review data.

Faculty are aware of the annual College Fact Book and have several ways to access the data in it. Successful course completions are available by department as well as statistical breakdowns of the student population.12 The District Research Office provides carefully managed data that is available through the Internet and Intranet. This data is made more accessible by redistribution in the College Fact Book where appropriate.13

**SELF EVALUATION**

The availability of data and analysis of it have moved more directly into the hands of those using it. Incorporation of a culture of evidence on campus during the past six years has resulted in the users of data becoming more aware of its usefulness as well as of problems with it, both of which make the data more effective.14

**PLANNING AGENDA**

- Divide the duties of the dean of planning and research between a dean of planning and a dean of research, with appropriate staffing for each office.

**IB2. The institution sets goals to improve its effectiveness consistent with its stated purposes. The institution articulates its goals and states the objectives derived from them in measurable terms so that the degree to which they are achieved can be determined and widely discussed. The institutional members understand these goals and work collaboratively toward their achievement.**

**DESCRIPTIVE SUMMARY**

The District Chancellor and the Board of Trustees Committee on Educational Programs and Student Success, require colleges to develop strategic plans and educational master plans pursuant to their mission statements. The College strategic plan is reviewed annually and updated by the College Planning Council (CPC) as needed. Goals are set through unit plans that are then merged into cluster plans and submitted to CPC.15 As a part of this process, Partnership for Excellence goals were set and measured regularly.16 This past spring CPC reviewed and tightened the assessment measures against which College activities are tracked. These measures are specified in the College Strategic Plan, along the College vision, mission, goals, and values. Unit and cluster plans are prioritized in these terms. There is a continual dialogue between the departments/divisions, the cluster planning committees, and CPC to update
There is an increasingly broad-based understanding of the College goals. A survey in fall 2002, showed low levels of awareness of institutional processes despite a long campus-wide debate over the participatory governance structure and institutional planning process adopted in 2002 to clarify long-standing procedural confusions, particularly in the integration of institutional planning with College budgeting. In the Fall 2004 Campus Climate Survey, 68% of respondents felt they were “somewhat” or “very aware” of the College’s strategic goals, and there had been a decided increase in College commitment to the dissemination of planning data. There was, however, only limited improvement, when the survey was repeated this past spring.

In the fall 2002, respondents were split about evenly as to whether “institutional goals and desired outcomes at Harbor College are clear and support student learning.” In spring 2004, positive responses had increased and negative responses decreased by one-third. In the Fall 2004 Campus Climate Survey, responding on a scale of 1 to 5, faculty and staff gave the College mean scores of 3.6 and 3.5 respectively as to whether the College provided adequate “information about it mission” and informed faculty and staff adequately “about its goals and objectives.”

The institution assesses progress toward achieving its stated goals and makes decisions regarding the improvement of institutional effectiveness in an ongoing and systematic cycle of evaluation, integrated planning, resource allocation, implementation, and re-evaluation. Evaluation is based on analyses of both quantitative and qualitative data.

The College is increasingly committed to planning as an ongoing process according to the cyclical timeline and flow-chart specified in the College Planning Policy and Procedures Manual, which delineates:

- the relationship of College Planning Council (CPC) to the Budget Committee and the cluster planning committees;
- the relationship of the cluster planning committees to their respective subcommittees (specifically Staff Development, Matriculation, Enrollment Management, Facilities, IT);
- routing or referral relationship of CPC and its committees to the planning-related committees of the Academic Senate (specifically Curriculum Committee, APPC, Partnership for Excellence, and Faculty Hiring Priorities Committee).

The institutional data essential for planning is increasingly available in forms that can be analyzed and interpreted for easy understanding. Division chairs are responsible for distributing planning data to the faculty.
and staff. As already emphasized, the College Fact Book and Planning Resource Guide is posted on the College website and is readily available to all interested parties within and outside the College community. The dean of planning regularly reviews all relevant data with division chairs, as well as holds informal workshops open to all to discuss key data points. The workshops even feature quizzes on the data.25

**SELF EVALUATION**

Despite delays and difficulties, each cluster has progressed significantly toward merging unit plans into cluster plans sufficiently prioritized so that decisions can result directly from them. The planning software for integrating unit, cluster, and College plans has been employed for several unit plans.26

As noted at the time of its adoption, the Policy and Planning Manual requires a comprehensive list of existing committees and their interrelationships. The Manual will also require revisions to certain of its provisions in the light of experience during the first planning and budget cycle through which it is used. A standing committee of the Academic Senate to address College policies and procedures has been activated to ensure that issues inadequately covered in the initial documents continue to evolve and enhance the Harbor College planning process.27

**PLANNING AGENDA**

- Fully implement the College planning process, for decisions reached inclusively and by on-going data-based prioritizations, through ongoing College and cluster operational plans sufficiently complete so every individual priority can be considered in the overall context of competing priorities.

**IB4. The institution provides evidence that the planning process is broad-based, offers opportunities for input by appropriate constituencies, allocates necessary resources, and leads to improvement of institutional effectiveness.**

**IB4a. What mechanisms exist for participation in college planning?**

**IB4b. How is broad involvement guaranteed?**

**DESCRIPTIVE SUMMARY**

The official processes of College governance and planning provide for the widest possible participation. As stated in the Planning Policy and Procedures Manual, all College Planning Council (CPC) committees function in accordance with the Brown Act. Proposed College activities may originate at any level. Cluster management may meet independently of the cluster planning committee to develop cluster prioritization recommendations for presentation to the committee. These recommendations may also be considered at forums or retreats in which all cluster staff participate, and to which all cluster planning committee members are invited.

College-wide forums are held whenever there are planning issues that are critical to the institution. For example, in 2003, when the State
DESCRIPTIVE SUMMARY
(continued)

budget crisis hit all community colleges, several major forums were held to discuss the impacts on the College. 28

All "specialized" committees work within a cluster function as subcommittees of the cluster planning committee. These subcommittees report to the cluster planning committee and the minutes of subcommittee meetings are appended to the minutes of cluster planning committee minutes. Constituency representatives on each cluster planning committee report the subcommittee concerns back to their consistencies where attention to these matters is warranted.

The form on which all activities are proposed includes routing check-offs specifying the "clearance" committees to which any proposed activity must be referred upon inclusion in a unit plan being forwarded to the cluster planning committee as specified in the Planning Flow Chart of the Planning Policy and Procedures Manual.

Activities involving instructional technology are referred to the Instructional Technology Advisory Committee regarding any technical specifications involved and reconciliation with College-wide instructional technology capabilities.

Activities requiring facilities upgrades, construction or work environment issues are referred to the Facilities/Work Environment Committee. They provide input to any legal or contractual questions involved and to reconcile with any existing College facilities commitments.

Whenever the Academic Senate representatives on a cluster planning committee conclude that an activity being considered for prioritization by the committee raises issues of academic and professional policy or principle, the proposed activity is referred to the Academic Planning and Policy Committee of the Academic Senate.

As previously noted, "clearance" committees do not determine the priority or allocate the funding for the activities they authorize, or for which they mandate technical or legal specifications; but in securing consensus for the adoption of cluster and College-wide operational plans, each cluster planning committee and the College Planning Council (CPC) will take input from "clearance" committees fully into account. There is a particular need to establish the place of the Staff Development Committee within this process.

Course offerings involved in any proposed activity are approved by the Curriculum Committee. Activities prospectively eligible for categorical funding are referred to the committees that establish such eligibility. Partnership for Excellence (PFE) funds may only be allocated for activities approved by the Partnership for Excellence Committee of the Academic Senate and the College president. 29 The approach of the PFE Committee
DESCRIPTIVE SUMMARY (continued)

While the College first committed itself in principle to inclusive, integrated planning in 1991, only in the past accreditation cycle has a process for making this objective a reality been agreed upon and increasingly put into practice. All activities are currently cleared through the requisite committees. Until College operational plans are more thoroughly understood, committees often still consider proposals within their own unit needs apart from the larger context. There is a particular need to clarify the role of the Staffing Committee in this process.

A survey given in the fall of 2002 showed only 32% of respondents feeling they had participated in College planning, while 43% reported dissatisfaction with the process. When that same survey was repeated spring 2004, the figures for those involved in planning had increased to 38% and for those dissatisfied, had declined to 28%. Presumably the improvement was due at least in part to Proposition A/AA projects in user groups including all staff for every building involved – but the College is determined to improve still further here. Ninety percent of respondents to the Fall 2004 Campus Climate Survey stated they had participated in unit, committee, or union meetings that year.

PLANNING AGENDA

• Fully implement the College planning process, for decisions reached inclusively and by on-going data-based prioritizations, through ongoing College and cluster operational plans sufficiently complete so every individual priority can be considered in the over-all context of competing priorities.

IB4c. To what extent does the college allocate resources to fulfill its plans?

DESCRIPTIVE SUMMARY

As stated in the visitation response to the November 2001 Accreditation Status Report: “Currently, the link between planning and budgeting is being made by continually repeating the phrase ‘if it is not in the unit plan it will not be in the budget.’” The Budget Committee achieves this goal by exercising the functions assigned it in the Planning Policy and Procedures and Budget Policy and Procedure Manuals, providing College Planning Council (CPC) and the cluster planning committees with all relevant College and District fiscal data, and through projections and analysis of apparent fiscal trends with alternate proposed scenarios for response to these realities.

The Budget Committee may provide clusters with projected allocation targets based on prior year percentages as a planning guide. However, actual cluster funding results from CPC prioritization of proposed cluster activities as the College operational plan. The Budget Committee funds the activities authorized by the operational plan from eligible funding sources in priority order. There are only two exceptions: 1) when available funding is not sufficient to cover an item, the committee selects the highest
of the next-ranking items for which available funding would be sufficient; 2) when items in the College operational plan are "cleared" for funding from designated sources, they will be funded from those sources in the order of their priority in the operational plan.\textsuperscript{33}

**SELF EVALUATION**

In the fall of 2002, members of CPC, the Academic Senate, and unit managers were surveyed on the planning process. Respondents were asked to evaluate how well the planning process had been explained, and to assess whether the process was actually working. All respondents had been involved in some level of planning and were optimistic that despite important problems, the process was moving forward.\textsuperscript{34}

**PLANNING AGENDA**

- Make the College website and other campus communications media more attractive and informative to give all College staff and students a clearer view of what constitutes College planning and of their essential role in it.

**IB4d. When resources to fulfill plans are not available, does the college identify and follow strategies to increase its capacity, i.e., seek alternate means for securing resources?**

**DESCRIPTIVE SUMMARY**

The College is continuously searching for alternative sources of income to expand programs and services to the students and community.

Federal and State grants are regularly applied for and received. The vice president for economic development has successfully acquired funds in excess of his salary for the past four years. Additional funds have been received from grants for the Administration of Justice Program, the Culinary Arts Program, the TV Studio, and the Early Childhood Education Program. A State grant for Nursing was recently received totaling over $300,000 a year for five years.

The College seeks alternate means for securing resources in the following ways\textsuperscript{35}:

- The Swap Meet generates revenues that are directed toward utility costs, clean up, security, and equipment purchases, while enabling the community to become familiar with the College and its credit and noncredit offerings.
- The Bookstore generates income
- Outside contracts provide funds, for example, from leases with Los Angeles Unified School District for classes on the LAHC campus
- Golf course receipts are applied to the College general fund
- Parking permits and parking violation citations fund the upkeep of parking lots
- Civic Center permit fees are applied to the College general fund
- VTEA/Tech Prep proposals are continuously funded
- The LAHC Foundation recruits donors for special projects or the College general fund
- Motorcycle training fees are applied to the College general fund
SELF EVALUATION

The College is currently successful at identifying and securing external sources for additional funding. However, faculty participation in the grant writing function should be broader, with grant applications more fully integrated into the overall planning process as provided in the Planning Policies and Procedures Manual.

PLANNING AGENDA

- Secure contracts with a major beverage distributor, to allow vending machines on campus; and with a phone provider, to allow antennas on light poles in the athletic field; and pursue a federal grant in partnership with West Los Angeles College, to develop hybrid/online courses that would support alternative approaches to student learning.

IB4e. What changes have occurred as a result of implemented plans?

DESCRIPTIVE SUMMARY

The following programs or activities have resulted from decisions reached through the governance and planning process:

- Culinary Arts Program: a new certificate program provided work training for the community.
- A contract with LAX provided resources for the College to purchase needed furniture as well as needed security training for the airport.
- The Administration of Justice Program received a grant to provide training for flight attendants for TSA in self-defense, and was awarded a new contract as a TSA pilot for baggage screeners.
- A federal grant was secured to upgrade the television station to digital status. The College is now able to provide continuous programming for Channel 27 HCTV, Comcast. This provides students an opportunity to take media classes as well as prerequisite courses for communications majors transferring to CSU Long Beach, with full articulation for these courses.
- The community benefits from special-event programs, noncredit basic courses, and children's animation programming, as well as broadcasts to Iraq of local election results.
- Service Learning funding from a Title 5 grant provides students with opportunities to merge in-class knowledge with workforce experience.

IB5. The institution uses documented assessment results to communicate matters of quality assurance to appropriate constituencies.

IB5a. What assessment data does the college collect?

IB5b. By what means does the college make public its data and analyses internally and externally?

IB5c. How does the college assess whether it is effectively communicating information about institutional quality to the public?

DESCRIPTIVE SUMMARY

The following College publications and activities document assessment results:

- College Fact Book and Planning Resource Guide-available on the LAHC web
DESCRIPTIVE SUMMARY
(continued)

- Program review documents
- Course outline updates to include student learning outcomes (SLO’s)
- Surveys on the quality-of-life issues and campus climate (AFT survey, student surveys, instructor evaluations)
- Early Alert

The College makes its data public through the College Fact Book and Planning Resource Guide which is available on the College website and in hard copy both on and off campus. It contains information on:
- Student enrollment and demographics
- WSCH trends and staffing patterns
- College performance and outcomes
- Budget and finance
- Proposition A and AA-facility planning
- Faculty and staff
- Environmental trends-socio-economic information about the College service community

The College Fact Book reflects multiple forms of assessment:
- Assessment of student preparation and placement levels
- Assessment in the classroom
- Assessment of unit plans
- College efficiency assessments as outlined in the Strategic Plan
- Partnership for Excellence goals

The College Foundation has surveyed the community on its perceptions on Harbor College. Voter support for two bond proposals shows the community is willing to tax itself to support the College and the Los Angeles Community College District. Feedback from the community in the form of e-mails, letters, and telephone calls are responded to on a regular basis. The information desk in the Administration Building provides access to the public.

SELF EVALUATION

The College embraces a culture of assessment based on data collection. However, due to limited financial resources, the College has limited personnel to analyze and distribute data. The College has made great progress over the past four years in resolving discrepancies between District and College data. However, it remains difficult to obtain agreed upon corrections at the college level. The College has been candid on publishing data through its publications and the College website and has incorporated forums at both the College and community level. The College administration attends a multitude of community functions; however the data collected is conveyed on an informal basis. The College does not have a mechanism to evaluate the effectiveness of communicating information about institutional quality to the public.

PLANNING AGENDA

- Verify College data so all stakeholders have confidence in its validity and convey it even more widely. Formalize discussions with community stakeholders and distribute results to stakeholders.
IB6. The institution assures the effectiveness of its ongoing planning and resource allocation processes by systematically reviewing and modifying, as appropriate, all parts of the cycle, including institutional and other research efforts.

DESCRIPTIVE SUMMARY
The College planning cycle provides an integrated loop for assessing the College process of evaluation, integrated planning, resource allocation implementation, and re-evaluation. Regular College Planning Council (CPC) meetings and reports from its standing committees alert the various College constituencies to the immediate effectiveness of the cycle. Reports from the Office of Institutional Research provide the necessary back-up data such as how well students are succeeding, persisting, graduating, and transferring.

SELF EVALUATION
The effectiveness of the College planning process for fostering improvement is shown by the student success results of recent years: the increased number of awarded degrees, increased retention rates, successful completion rates held steady, and increased number of transfers.

PLANNING AGENDA
- Secure a full-time institutional researcher to implement more fully the “assessment loop” essential in the planning process.

IB7. The institution assesses its evaluation mechanisms through a systematic review of their effectiveness in improving instructional programs, student support services, and library and other learning support services.

IB7a. What mechanisms does the institution use to gather evidence about the effectiveness of programs and services?

IB7b. How effectively do evaluation processes and results contribute to improvement in programs and services?

DESCRIPTIVE SUMMARY
The program review process assesses instructional programs, student services, library and other learning support services, and administrative services. Student surveys and statistics on program success provide evidence as to the effectiveness of programs and services. For example, improvement can be seen in student success rates, awarding of degrees, and job placement.

SELF EVALUATION
In the past accreditation cycle, the College has greatly enhanced its openness to and capability for self-assessment through program review. Instructional units have updated nearly all course outlines incorporating the student learning outcomes (SLO’s) which are now required.

PLANNING AGENDA
- Effective for the spring 2006 semester, no course will be offered at Los Angeles Harbor College without the outline including required student learning outcomes (SLO’s). Essential data and cycle schedules for review of all College programs are on file.
PLANNING AGENDA (continued)

- Have essential program review data and cycle schedules for all college programs on file as of December, 2005.
1 SLOs File.
2 The Minutes File contains all minutes of College bodies referenced by standard sub-section footnote number as documentation for citations in the Self Study.
3 The President’s Dialog File contains sample communications to the College community by the College president.
4 Minutes File.
5 For documentation of each of these assessments, see SLO’s File.
6 Forums and Workshops File.
7 SLOs File.
8 The Minutes File documents each of the references listed.
9 For Partnership for Excellence File documentation, see Planning Process File.
10 Forums and Workshops File.
12 Data Development File.
13 Ibid.
14 The Planning Process File contains the College Planning Policy and Procedures Manual, the College Budget Policy and Procedures Manual, and the Faculty Hiring Priorities Policy and Procedure Manual, along with other documents illustrating the College planning process, including unit and cluster operational plans.
15 For Partnership for Excellence File documentation, see Planning Process File.
16 Planning Process File.
17 The Surveys File contains each survey cited in the Self Study referenced by standard sub-section footnote number.
18 Planning Process File.
19 The Surveys File contains each survey cited in the Self Study referenced by standard sub-section footnote number.
20 Data Development File.
21 Surveys File.
22 Ibid.
23 For these provisions in the College Planning Policy and Procedure Manual, see Planning Process File.
24 For sample workshop materials, see Planning Process File.
25 For these unit plans, see Planning Process File.
26 For sample minutes of the Senate Academic Planning and Policy Committee, see Minutes File.
27 The College Budget File contains documentation of College discussion and action on budget issues including current budget summaries as well as the over-all reviews of College efficiency factors and budget strategy prepared for the District Allocation Grant Task Force.
28 For these provisions in the College Planning Policy and Procedure Manual, see Planning Process File.
30 For Partnership for Excellence File documentation, see Planning Process File.
31 Surveys File.
32 For these provisions in the College Planning Policy and Procedures Manual, see Planning Process File.
34 The College Budget File provides documentation for each of the specially-funded activities cited.
35 The College Budget File provides documentation for each of the specially-funded activities cited.
36 The College Budget File provides documentation for each of the specially-funded activities cited.
37 The publications and activities cited can be found in the Program Review File, the SLOs File, the Surveys File, and the Matriculation File.
39 The Community Input File provides documentation for community opinion of and feedback to the College.
40 Data Development File.
41 Planning Process File.
42 Program Review Process.
43 Ibid.
44 Surveys File.
Student Learning Programs & Services

The institution offers high-quality instructional programs, student support services, and library and learning support services that facilitate and demonstrate the achievement of stated student learning outcomes. The institution provides an environment that supports learning, enhances student understanding and appreciation of diversity, and encourages personal and civic responsibility as well as intellectual, aesthetic, and personal development for all of its students.

Recent Los Angeles Harbor College graduates. May 2005.
Standard II Committee

Student Learning
Arif Ahmed, Classified
Valerie Allen, Classified
Robbie Barker, Classified
Tulika Bose, Student
Charlie Bossler, Administrator
Kate Campbell, Faculty
Carmen Carrillo, Faculty
Joan Chappell, Classified
David Ching, Administrator
Elizabeth Colocho, Faculty
Jeanette Escalante, Student
Ana Esther Escandon, Faculty
Rhea Estoya, Classified
Denise Faamasino, Classified
Joy Fisher, Faculty
Olga Garcia, Student
Paul Grady, Faculty
Dennis Griffith, Faculty
Brenda Guertin, Faculty
Mike Hiscocks, Faculty
Larry Johnston, Faculty
Terry King, Classified
Jonathon Lee, Faculty
Jiayi Li, Student
Traci Liley, Classified
William Loiterman, Faculty
Nina Malone, Administrator
Sheila Millman, Classified
Nadine Muro, Classified
Abbie Patterson, Administrator
Evelyn Portis, Faculty
Karen Pucher, Classified
Yvonne Pueblos, Faculty
Robert Richards, Administrator
Kenneth Roberts, Classified
Laurie Roberts, Classified
Jasmin Rodriguez, Student
Harvey Siegel, Faculty
Susan Steele, Faculty
Toni Thompson, Classified
Debbie Tull, Faculty
Pamela Watkins, Faculty
Tricia Wickers, Faculty
Mercy Yanez, Administrator
A. INSTRUCTIONAL PROGRAMS

The institution offers high-quality instructional programs in recognized and emerging fields of study that culminate in identified student outcomes leading to degrees, certificates, employment, or transfer to other higher education institutions or programs consistent with its mission. Instructional programs are systematically assessed in order to assure currency, improve teaching and learning strategies, and achieve stated student learning outcomes. The provisions of this standard are broadly applicable to all instructional activities offered in the name of the institution.

DESCRIPTIVE SUMMARY

The core essential for high-quality instructional programs at Los Angeles Harbor College is the program review process developed and instituted during the current accreditation cycle.

Annual unit plans in all academic and vocational academic areas ensure that all instructional programs, regardless of location or means of delivery, address and meet the mission of the institution and uphold its integrity. Unit plans align the objectives and student learning outcomes of each discipline and division with the College-wide strategies and College student learning outcomes. Unit plans require that programs review scheduled offerings, course outlines, and needs of the program on an annual basis, while a comprehensive program review allows adequate processing time to gather opinions, needs, and trends from students and the community.

While unit plans reflect the more immediate needs of students and faculty such as adjusting schedules and budgets, program review allows those who deliver services and meet the needs of students in the classroom to reflect upon longer term commitments to instructional improvement and increased student learning.

Approximately every three years, every program undergoes a comprehensive program review. Some vocational programs are required to perform program reviews every two years. The cycle of more in-depth program reviews, rather than annual unit plan, requires approximately two years to complete. The procedure for program review has had a sometimes uneventful history at the College, consisting of rather long periods of discouragement. When resources are low, planning and attempting to expand programs feels futile. Trying to tie budget to planning, left many faculty emotionally drained in already stressful times. When retirees cannot be replaced due to financial constraints, it is difficult to maintain programs. Yet, sound planning practice teaches that it is through good planning that the College may make the most of each budgeted dollar. The College may be able to build programs through additional funding sources when program review has identified needs based in data and reality.

To help reenergize program review and instructional planning at Los Angeles Harbor College, a fresh perspective was required. During the past three years, older models of program review were revisited, primarily by the Senate’s Academic Policies and Procedures Committee. It was discovered that several older models provided useful information and processes that
had been ignored for some time (as much as 20 years in a few cases). Further, newer models and the integration of student learning outcomes provided a fresh perspective to the process.

As the College sought to follow the newer thinking in the State and nation regarding educational program review, continuity had been lost that integrated tried and true methods with newer approaches. It became the goal of a second committee, formed from this concern, to integrate past forms and processes with newer ideas and requirements. The Academic Senate formed the Academic Senate Program Review (ASPR) committee for this purpose, as well as to encourage and assist divisions and disciplines in completing and maintaining sound program review practices. The new goal was not to “complete” review and file it for another six to ten years, but to keep review as an ongoing, living process—one which faculty and staff, as well as students, would find doable and satisfying.

One of the first tasks of Academic Senate Program Review was to devise a simplified approach to program review. Rather than burying discipline and division faculty in more red tape, the goal was to create less paperwork with a clearer progression. A document was presented and approved by the Academic Senate to help faculty view program review as a realistic task. A summary consisting of steps was approved by the Academic Affairs committee and each division chair received a binder with supporting documents and the list of steps to assure compliance.

The list of steps includes:

1) Review Documentation
   A. Collect and review Unit Plans since last Comprehensive Program Review
   B. Compare present with past unit plans, identify changes, improvements, accomplishments, and continuing concerns
   C. Update all Course Outlines
   D. Include any sample syllabi with identified Student Learning Outcomes in the program review document file
   E. Ensure course descriptions in schedules and catalogs are correct and include confirmation in the program review document file

2) Evaluate Data
   A. Review data for enrollment, successful completion, retention, and awards by discipline from the Research Databook (College Fact Book).
   B. Consider other data available in the annual Research Databook (College Fact Book) and identify areas of accomplishments and concerns.
   C. Consider community, workforce, and/or transfer needs.
   D. Assure student participation through methods such as surveys or other widespread feedback.
   E. Identify student, faculty, staff, and community/workforce concerns and discuss and document results.
   F. Compile results after completing the above activities.
3) Target Areas of Concern or Interest
   A. Determine whether additional dialogues/groups (such as advisory committees or focus groups) are needed. Record justification if they are not needed. Include minutes of meetings.
   B. Determine specific courses or concerns for questions to faculty, staff, and students in surveys or focus groups discussions. Include justification of choices.

4) Propose Recommendations and Implementation
   A. Create a new unit plan to address community, faculty, and student concerns and needs.
   B. Ensure all revised course outlines or other documents are filed with appropriate bodies. (Course outlines provided to Curriculum Committee and new course descriptions to Academic Affairs, for example.)

5) Create Report
   A. Create files of documentation for the program review process and report.
      Include:
      1. the minutes from meetings and notes from focus group discussions,
      2. samples of outlines and syllabi with stated student learning outcomes,
      3. narrative summary for incorporation into future unit plans.
   B. Provide a summary report to the Academic Senate and Academic Affairs Committee

While the first several steps of comprehensive program review echo the annual unit planning process, the whole may be seen as greater than the sum of the steps. It is the process of faculty working together to review each of the components that raises thought-provoking dialogs in new directions.

In addition to the program review process and annual unit plans, instructors are evaluated following the contractual guidelines for the District. In a college with large numbers of adjunct faculty, careful monitoring is a necessity, but “Happy Harbor” attracts adjuncts who often remain a constancy for lengthy terms. Divisions, for the most part, make every effort to include adjuncts in the program review process. Staff development and FLEX activities are often planned for weekends or evenings to enable more adjunct faculty to attend and keep abreast of student needs, College policies, and innovations.

Students are an integral part of program review. Both feedback regarding individual classes and those that reflect on the College as a whole are encouraged through a biennial student survey. Additionally, individual satisfaction and learning surveys are implemented in areas periodically. Recently, existing software and hardware was resurrected from the archives to encourage program review targeting student learning outcomes.
Advisory boards assist vocational education by ensuring curriculums that maintain currency in their fields. During 2005, program review in general education areas was also encouraged to seek input from other constituencies besides faculty teaching in the discipline or division. Students have been added to program review meetings in some cases, and additional data has been incorporated into the program review process. Through this additional input, the College receives further evaluation of its quality from institutions and business collaborators.

Self evaluation for this item is delineated in detail in the succeeding sections.

Planning agenda for this item is delineated in detail in the succeeding sections.

IIA1. The institution demonstrates that all instructional programs, regardless of location or means of delivery, address and meet the mission of the institution and uphold its integrity.

Los Angeles Harbor College seeks to meet student and community needs by maintaining quality programs and courses through a well-defined system of checks and balances. The Curriculum Committee examines each course to match with the College mission and ongoing program review strengthens the maintenance of standards. Advisory committees for technical programs assure relevance of courses and programs to employment and transfer needs. The articulation officer serves on the Curriculum Committee to ensure transferability.

All programs and courses are bound by the same requirements and process. During 2004, updated processes for program initiation, continuance, and discontinuance were signed by the Academic Senate and president. The process of program review requires the analysis of the student learning outcomes of courses, departments, divisions, and programs on a regular basis. In-house training and support of staff development ensures that faculty have multiple opportunities to learn the process and practice sound pedagogy. District rules including those governing the hiring process and District Academic Senate (DAS) decisions can also impact what the College does.

The College’s program review process is its most promising tool for ensuring that its offerings fit its stated mission, are high-quality, and appropriate to an institution of higher education. The program initiation and viability procedures provided for in the program review process are the tools by which the College best selects the fields of study in which it offers programs and ensures that its programs and curricula are current.

Specific programs with certificates or associate degrees are tracked and relevant data for them provided to the campus through the annual College Fact Book. Program advisory committees also provide feedback, as do formal and informal meetings with personnel from feeder high schools.
Moreover, College personnel attend meetings of local service groups, neighborhood councils, and other community organizations.

Currency of offerings assumes currency in the teaching and learning strategies employed by all courses and the student learning outcomes achieved as a result. The College tracks these outcomes, and the extent to which students complete degrees and certificates, gain employment, or transfer to four-year institutions. Successful course completion rates as well as long-term educational goals such as degrees, certificates, and transfer rates are captured in the annual Fact Book and used for program evaluation during program review. Currently, the successful completion rates of Los Angeles Harbor College students are comparable to or better than the State completion rates.2

Approximately every two years students are asked to complete extensive surveys regarding their college experiences. Some of the questions highlight program review concerns. For example, students are queried regarding appropriateness of textbooks and reading materials, whether they are able to get the classes they need in a timely manner to complete their educational goals, and whether instructors are up-to-date in their materials and instruction.3 In addition:

- Faculty are required to attend 32 FLEX hours yearly to uphold expertise in their field.4
- Division chairs, Academic Affairs deans, vice presidents, and other appropriate personnel review the College schedules and catalog with each printing and web publication.
- The Academic Senate Program Review Committee has compiled a document from previous resources in order to clarify the process for assessing currency of all College documentation and resources. Part of that process is to create documentation of faculty dialogues on student learning outcomes, teaching, and learning strategies.
- In 2004, all Divisions evaluated currency of course outlines to include student learning outcomes based on the training activities of the preceding year. As of the last accreditation visit, a comprehensive method of tracking and maintaining current alignment of course outlines, class schedules, and the college Catalog was in place. This past Spring, the Academic Affairs Committee adopted a schedule of deadlines to assure that this alignment was current and would be maintained on a self-executing basis.5
- The addition of curricular materials to the website has created new challenges for continuity.

Vocational programs receive information primarily from Employment Development Department Disability Unemployment Insurance (EDD DUI) regarding job tracking within the field of study. However, this data only applies to vocational education programs and has design faults. For example, only jobs identified within the field of study show in the EDD DUI data, therefore, an electronics student may work on electronics for a shipping firm and never be counted. This is due to the fact that the shipping firm is not identified as an employer in the field of electronics.
The College biennial student surveys are not designed with sufficient specificity to serve as program review data. The students respond in general, without narrowing their responses to the program in question. Additionally, some divisions have too small a participation rate to yield statistically significant results.6

PLANNING AGENDA

• Address ways of providing multiple sources for dialogue and evaluation in program (discipline) areas with none or very few full-time faculty.
• Challenge all committees and groups to increase participants’ familiarity with program review procedures and to implement them more fully. Share documentation already in the hands of administrators and division chairs more widely.
• See to it that the integrated program review process is ongoing rather than cyclical.
• Supplement the efforts of the single part-time webmaster with assistance from the several staff members advising the President’s cluster on web concerns having increased direct access to the website.
• Institute more specific surveys and data gathering at the program level in staggered cycles so that students do not feel inundated in all courses at once and so that proper evaluation of results is feasible.

IIA1a. The institution identifies and seeks to meet the varied educational needs of its students through programs consistent with their educational preparation and the diversity, demographics, and economy of its communities. The institution relies upon research and analysis to identify student learning needs and to assess progress toward achieving stated learning outcomes.

DESCRIPTIVE SUMMARY

As stated in the Los Angeles Harbor College catalog: “The mission of Los Angeles Harbor College is to provide comprehensive educational programs which meet changing needs of students for academic and occupational preparation, citizenship, cultural understanding and life skills and which are appropriate and useful to the community we serve.” The Mission Statement goes on to state that “An essential aspect of the mission for the community we serve is to advance economic growth and development and global competitiveness through education, training, and services, and to contribute to continuous workforce improvement. We are committed to student learning in a supportive educational environment which recognizes the uniqueness of individuals and provides a center for the cultural enrichment of the community.”7

The programs offered at Los Angeles Harbor College are consistent with the institutional mission of the District. The College offers a transfer program in over sixty majors that will enable students to continue their education at four-year institutions. The Honors Transfer program offers high achieving students enriched coursework designed in cooperation with four-year college faculty. The occupational and vocation educational areas offer twenty-six occupational career certificates and fifteen skill awards in business, technical, and professional areas to increase students’ job prospects and future employment. Additionally, a general education program in over eighty majors is offered through the AA/AS degrees.
DESCRIPTIVE SUMMARY (continued)

Transitional education offers programs in remedial and basic skills education to prepare students for college level courses and occupational/vocational programs. Included in this program are English as a Second Language (ESL) and math skills courses for immigrants and F-1 visa students. The College offers students opportunities to study in foreign countries through its International Educational Program where they can meet general educational and major requirements as well as develop greater awareness of other cultures, societies, and languages.

To meet the economic and demographic needs of its community, the College offers continuing education and community services courses that support the occupational, social, recreational and personal needs of the community. The College for Kids introduces children to remedial and enrichment-oriented classes. Los Angeles Harbor College also offers joint programs with business, industry, labor, education, government, and other institutions enhancing the educational opportunities of all students. Administration of Justice courses are held at several community locations.

Specific activities and programs to meet the varied educational needs of Harbor College students include:

- a student orientation process;
- a Career Guidance Center;
- a student assessment testing process;
- the PACE program enabling working adults to complete an associate’s degree;
- the Learning Assistance Center (LAC) offering tutoring services, self-paced instructional programs using a variety of media, and seminars for success;
- the Special Programs and Services Office (SP&S) providing tutorial assistance, testing accommodation, and counseling for disabled students;
- the Educational Diagnostic Center;
- the Cal/WORKS program;
- the International Students Program;
- the Financial Aid/EOPS Office

SELF EVALUATION

There are specific needs for computation and communications skills. Following matriculation guidelines, the English, math, and English as a Second Language faculty are informed regularly of the number of students assessing into each level. The College has only recently begun to establish methodology for incorporating program review data into program planning to determine if students are achieving stated learning outcomes. Many instructors have attended workshops in coursework evaluation, but evaluation beyond particular courses has not been set. The admonition of the Academic Senate Program Review Committee is to evaluate one or two outcomes in one or two courses, rather than attempt to evaluate all outcomes in all courses annually. In order to keep program review from cycling back to a pro forma process, it is important that faculty not “burn out” from overwhelming paperwork requirements. It is also important that faculty and students feel the benefit of focused improvement in each
SELF EVALUATION (continued)

classroom and course.  

PLANNING AGENDA

• Incorporate the College-wide student learning outcomes recently adopted by the Academic Senate and College Planning Council into the biennial student survey. Develop unit and program review surveys for ongoing evaluation of unit/program SLO’s.
• Establish an emerging programs list to assist the College in focusing resources for grant writing.
• Streamline collaborative mechanisms for developing community needs, administrative responses, and faculty implementation so as to serve emerging needs more effectively.

IIA1b. The institution utilizes delivery systems and modes of instruction compatible with the objectives of the curriculum and appropriate to the current and future needs of its students.

DESCRIPTIVE SUMMARY

The College uses traditional means of determining whether delivery of instruction fits the objectives and content of its courses and how effectively delivery methods meet student needs: i.e., successful completion, sequential completion, and retention rates, as well as exit tests.

Delivery systems are developed through the faculty at the unit level. If the unit sees a need and can appropriate funding, curriculum will be developed. The College Curriculum Committee, a standing committee of the Academic Senate, evaluates the quality of proposed delivery systems. Three main methods of evaluating delivery methods are available to the instructor and his/her colleagues. First, the standard data available on all classes of successful course completion and retention provide valuable feedback. Second, as an instructor tries new modes of instruction, he or she can compare test results, reports, portfolios, and other assessment tools to past or concurrent courses using alternative modes. Student feedback is the third method of evaluation. Recently, student surveys were adapted to online delivery in order to ensure the participation of these groups of students.

SELF EVALUATION

Low numbers of full-time faculty make this hands-on, detailed evaluation of modes of instruction difficult. Nor does the Research Office does have sufficient staff to guide instructors through data evaluation at the class level while maintaining the confidentiality of other classes.

PLANNING AGENDA

• Provide more fully in College operational plans for instructor flexibility in utilizing multiple modes of instruction, particularly Web-based supplemental instruction.

IIA1c. The institution identifies student learning outcomes for courses programs, certificates, and degrees; assesses student achievement of those outcomes; and uses assessment results to make improvements.
DESCRIPTIVE SUMMARY
All course outlines are being updated to include SLO’s, as all programs go through the program review process. Records of the following activities can establish the character and extent of the College-wide dialogue on SLO’s:

- Campus Forum May 2004
- Opening Day August 2004
- Mary Allen Workshop September 2004
- FLEX Activities January 2005

Minutes of the College Planning Council (CPC), Academic Senate, and Curriculum Committee also show extensive dialogue.

SELF EVALUATION
Course outline updates should include input from all instructors who have taught the course, after which the division chair approves the outlines. Each course syllabus is then updated based on course SLO’s, and the chair must approve course syllabi for all classes. Assessment is primarily at the classroom level. Degree objectives have not been restated as appropriate student learning outcomes, and need further improvement through program review.

Program outcomes are assessed by faculty and advisory committees, but documentation outside of vocational programs is informal. Most divisions do not use standardized testing for classes in the same course using different syllabi, but each course should require papers and a final exam based on the SLO’s in the course outlines. New course outlines should include examples of assignments to help faculty connect course content with assessment. Course improvement based on SLO assessment has been occurring primarily in vocational education programs.

PLANNING AGENDA
- Close the “loop” in program review of non-vocational programs and disciplines by increased focus on the SLO assessment process. Analyze entry and exit skills to determine how they accommodate to program and College-level student learning outcomes (SLO’s).

IIA 2. The institution assures the quality and improvement of all instructional courses and programs offered in the name of the institution, including collegiate, developmental, and pre-collegiate courses and programs, continuing and community education, study abroad, short-term training courses and programs, programs for international students, and contract or other special programs, regardless of type of credit awarded, delivery mode, or location.

IIA2a. The institution uses established procedures to design, identify learning outcomes for, approve, administer, deliver, and evaluate courses and programs. The institution recognizes the central role of its faculty for establishing quality and improving instructional courses and programs.

DESCRIPTIVE SUMMARY
The College offers developmental, pre-collegiate, continuing and community education, and international student and contract education.
The College assesses the caliber of these programs through tracking licensing, transfer results, and survey results, in addition to the College program review process. The latter covers all programs. Programs are defined in the policy as any part of the College under a specific budgetary object code. Here are the essentials of the process:

The program review process is under the direct supervision of the division chair or manager responsible for the program. The Division Council develops the academic review schedule and submits it to the Academic Senate for approval. A program review self study committee is composed to complete the program review consisting of the division chair or manager, the program faculty and staff, an administrator responsible for the area, the vice president of the cluster concerned, one outside professional or alumni, and two students enrolled in the program under review.

On completion of all forms and collection of all pertinent information, the division chair or manager convenes the self study committee, which then reviews and evaluates the documentation and develops a list of needs with a timeline and an estimate budget. The written evaluation is included in the program review.

The completed program review is then forwarded to the Division Council, which reviews and discusses the evaluation and either returns it to the self-study committee for further information or documentation, or accepts it. The Division Council then submits a written report with its evaluation of the program review.

All academic program review evaluations are sent to the Academic Senate for approval. If the Academic Senate does not concur with the Division Council’s recommendations, it will remand them to the program review self study committee. Written reports must accompany recommendations at every step.

If the Academic Senate concurs with the Division Council recommendations, it forwards them to the College president for concurrence. If the College president does not concur with the Senate’s recommendation, collegial consultation will occur. If the College president agrees with the Senate’s recommendation, the program review will be forwarded to the College Planning Council for incorporation into the College educational master plan.

These procedures lead to assessment of quality and improvement for which faculty are primarily responsible, from the conduct of the program review to the monitoring of the process by the Academic Senate. SLO’s for each program are established and evaluated by its self-study committee; SLO’s for individual courses are proposed by the division offering the course and approved by the Curriculum Committee in adopting the course outline. Faculty often collaborate to offer courses directed towards students’ needs.
SELF EVALUATION

The District Allocation Grant Taskforce reviewing Los Angeles Harbor College's budget necessities required a College-wide focus on essential program data as the College's program review process was coming into force. The Curriculum Committee, the Academic Affairs Committee, the Academic Senate Program Review Committee, and Division Council have all devoted considerable effort to getting the process fully underway. Basic data and review cycle schedules for all programs must be on file by the end of the current calendar year.15

PLANNING AGENDA

- Define the respective responsibilities of the committees involved in aspects of the program review process more clearly so full conformance with the process is maintained.

IIA2b. The institution relies on faculty expertise and the assistance of advisory committees when appropriate to identify competency levels and measurable student learning outcomes for courses, certificates, programs including general and vocational education, and degrees. The institution regularly assesses student progress towards achieving those outcomes.

DESCRIPTIVE SUMMARY

Standardized tests, assessment measures, program advisory boards, articulation agreements, and licensing exams all contribute to how competency levels are addressed. These are initiated and regularly reviewed by program faculty. Varied professionals - instructors, counselors, and life coaches - evaluate, assist, and direct students for optimum performance. The campus offers and promotes tutoring and workshops for better student performance.16

SELF EVALUATION

Budget concerns sometimes overload a course roster, which by default impairs faculty effectiveness and "clear paths" to SLO’s. This is, however, balanced by dedicated professionals in many programs. Well-organized majors and programs – proceeding from the beginning to the advanced in a relatively rational sequence as listed in the Catalog - also promote good outcomes.

PLANNING AGENDA

- Within budget constraints, enhance major and program integrity in scheduling College offerings while researching correlations between class size and SLO achievement.

IIA2c. High-quality instruction and appropriate breadth, depth, rigor, sequencing, time to completion, and synthesis of learning characterize all programs.

DESCRIPTIVE SUMMARY

Los Angeles Harbor College offers two associate degrees - the Associate in Arts (A.A.) and the Associate in Science (A.S.). The ability of a student to complete the degree requirements in a reasonable time obviously depends on the availability and frequency that the required courses are offered. Since all basic courses are offered both day and evening at least twice a year and advanced classes are offered at least once a year, students can complete a specific program in as little as two years.

Traditionally, the College has measured the quality of its programs through
successful completion, the number of degree and certificates completed, and tracking sequential progression through programs. Student learning outcomes, as established above, are now an essential measure, in a process driven by faculty at every point. For instance, it is primarily the Curriculum Committee, made up of faculty under the authority of the Academic Senate, which decides the criteria for assessing the breadth, depth, rigor, sequencing, and time to completion of each program the College offers.

When program requirements are significantly changed, the College makes appropriate arrangements so that enrolled students may complete their education with a minimum of disruption and in a timely manner. In general, if a student has an education plan that has been developed with the Counseling Department, the student may use the courses identified as program or area of concentration requirements for graduation, even if the program is modified at a later date. If a student does not have a plan on file and the student is a continuing student when a program is modified, as occurs from time to time in the technical/occupational areas, the student may petition the division/department, orally or in writing, for permission to use the course requirements in the original program. Permission is generally granted.

To ensure adequate enrollment in advanced classes, the division/department offering the course should make a concerted effort to promote enrollment in the course during the preceding semester. If an advanced class is cancelled in one semester, it should be scheduled again the following semester to ensure that students are not delayed in graduating. The counseling staff and division/department chairs work to ensure that program changes do not adversely affect students, and make reasonable adjustments when requested.

The increasing prevalence of shorter-term (“compressed”) classes should evoke second-thoughts. Though apparently more popular with students, and therefore financially advantageous to colleges, and perhaps more convenient for instructors, the effects on student learning, compared with a course of traditional length, require study.

• Conduct an in-depth comparison of student learning outcomes as between “traditional” semester courses and shorter-term courses.

IIA2d. The institution uses delivery modes and teaching methodologies that reflect the diverse needs and learning styles of its students.

The delivery systems and modes of instruction utilized by Los Angeles Harbor College include traditional lecture, lab instruction, demonstration, collaborative and cooperative learning, video, closed circuit television, instructional television, and electronic or digital, both synchronous and asynchronous.

Through its Title V grant, the College has sponsored a series of staff
development activities to identify and address student learning styles such as “The Adult Learner” and “How the Brain Works”. Course outline forms require faculty to present material in a variety of methods to enhance the learning of our students. The Curriculum Committee monitors whether the requirements are right for our student population. Course materials often provide bi-lingual instructions; there are continual upgrades of the website to disseminate information; referrals for services offered on campus - all to aid student learning – are continuous, as are College efforts to keep all employees informed and involved.

The most active development of courses to be offered asynchronously from Los Angeles Harbor College has been for PACE students. The College has expanded its outreach and distance learning offerings significantly.

**Outreach Program**
The College currently offers courses at seven area high schools. The outreach schedule is developed in the same way as the schedule of courses offered on campus. Faculty for the outreach classes are selected in the same way and use the same course outline and same textbooks that are used in the on-campus courses.

As required by SB 338, all outreach classes are published in the College schedule and offered at hours that the high school campus is open to the public. This being said, it is generally the case that the majority of the students in the outreach courses are concurrently enrolled high school students. This younger population does present challenges that are not encountered on campus. The more successful outreach instructors have adapted their classes to use examples that younger students are more likely to understand and use more student-centered, project-based instruction than they might use on campus.\(^{17}\)

**Distance Education**
Each semester, approximately 20 sections of online classes are offered. These sections serve 800-900 students. College faculty currently use one of four systems to offer online classes: individual ISP’s, Blackboard (not supported by the college), WebCT and ETUDES. The College maintains licenses for the latter two.

The growth in the College’s distance education program is fueled both by student demand and by the declining number of classrooms as the College goes through the Proposition A/AA construction projects. Each year, the College adds two to three new classes and these distance education classes go through the same process as any other class new to the campus.

The online schedule is developed in the same way as the schedule of courses offered on campus. Faculty for these classes are selected in the same way and use the same course outline and same textbooks that are used in the College’s face to face classes.\(^{18}\)
SELF EVALUATION

Outreach
- Accuracy of Rosters: Students in the outreach class often register late resulting in class rosters that are inaccurate well into the semester.
- Equipment and Supplies: Equipment (especially A/V equipment) and supplies are not readily available at the outreach locations and instructors sometimes have to provide their own.
- Isolation: Because outreach instructors rarely come to campus and because they deal with a unique population, they often feel isolated and out of touch with the larger college community.

Distance Learning
Issues and Concerns regarding students:
- Student success: Student success is a common discussion topic with the distance education faculty. There is a general perception that students do not understand the commitment required to be successful in online classes. Evidence tends to bear this out: the attrition rates in online classes are much higher than face to face classes, but the success rates tend to be higher as well.
- Student satisfaction: Each semester, the online instructors encourage their students to participate in the satisfaction survey provided by the state chancellor’s office.
- Students who start late: Some students will wait until well into the semester before beginning the course. The success rate for these students is limited.
- Add Process: The process to add students after the semester begins is still very reliant on in person processing. This is a disadvantage for students who are not geographically near the campus.
- Other Resources: Although it has yet to be an issue due to the limited number of courses, online counseling is a goal for the program.

Issues and Concerning regarding the faculty and program:
- New online faculty: As the number of faculty interested in distance education increases, there needs to be a more visible (accessible) support system for faculty who are developing and teaching classes.
- Section 508 compliance: Classes need to be reviewed for compliance and a mechanism setup to ensure future compliance.
- Long-term stability of Course Management Systems (CMS): Contracts with the current CMS providers are annual and there is no guarantee that the provider will offer an affordable system for the next year, resulting in a great deal of uncertainty for the faculty.

PLANNING AGENDA

Outreach
- Work with the high school contacts and the College Admissions Office to improve the registration process, making the necessary paperwork less challenging for high school students so all are enrolled in a timely fashion.
- Set-up a source of supplies and equipment (especially A/V equipment) for the outreach faculty to use.
- Continue and expand the meetings with outreach faculty to reduce their feelings of isolation and allow them to share their experiences.
**Distance Learning**

- Investigate the possibility of an orientation to online classes as a prerequisite for online students.
- Continue to encourage students to complete the chancellor’s student survey and disseminate these results.
- Implement and enforce an “exclusion for non-attendance” policy.
- Work with the College Admissions Office to develop an add process for distance education students.
- Work with West Los Angeles College under a cooperative Title V grant to develop distance education counseling services.
- Develop a web site for new and continuing distance education faculty providing resources.
- Start user group(s).
- Investigate, through the Curriculum Committee, a process for ensuring that future classes are in compliance with Section 508 of the Education Code, pursuant to the recent evaluation completed in preparation for the SPS technical assistance visit in June 2005.
- Schedule additional College-wide and interdepartmental staff development activities relating course objectives and grading policies to actual learning.

**IIA2e.** The institution evaluates all courses and programs through an on-going systematic review of their relevance, appropriateness, achievement of learning outcomes, currency, and future needs and plans.

**DESCRIPTIVE SUMMARY**

The College Program Review Manual specifies the following criteria for program and course consideration:

- Sample syllabi with identified Student Learning Outcomes
- Course descriptions in schedules and catalogs
- Data for enrollment, successful completion, retention, and awards
- Community, workforce, and/or transfer needs
- Student input through surveys and other forms of feedback

Data available for program evaluation includes: Total number of sections; Full-Time Equivalent Personnel; Total Weekly Contact Hours; FTEF to WSCH; Degrees and Certificates Awarded; Retention and successful course completion; a complete collection of updated course outlines including required Student Learning Outcomes.

**SELF EVALUATION**

The results of program evaluation are used in institutional planning as explicitly provided in the section of the College Planning Policy and Procedures Manual entitled “Linkage to Program Review”. Purchase by the College of a planning software system afforded the opportunity for a refinement of the program review model incorporating the digital unit plans with cluster reporting and assessment measures.

**PLANNING AGENDA**

- Upgrade or replace the planning software system purchased by the College so the functions envisioned for it in the College Planning Policy and Procedures Manual are fully operative.
IIA2f. The institution engages in ongoing, systematic evaluation and integrated planning to assure currency and measure achievement of its stated student learning outcomes for courses, certificates, programs including general and vocational education, and degrees. The institution systematically strives to improve those outcomes and makes the results available to appropriate constituencies.

DESCRIPTIVE SUMMARY

The College embraced the concept of integrated, ongoing planning in 2002, with the adoption of a cyclical process that incorporates systematic evaluation of programs and services through improvement planning, implementation, and reevaluation, all linked directly to College budgeting. To summarize the process:

Proposals may involve a single unit, or more than one unit, within one cluster or cut across more than one, and may originate within or outside the affected unit/s or above the unit level. But all proposals, including grant applications and activities receiving special funding, must be integrated into unit operational plans with the approval of all affected units before further action at higher levels. The College still is in the process of formulating a mechanism by which this actually can be accomplished.

Unit plans are forwarded to the cluster level for integration as the cluster operational plan. Simultaneously, activities prospectively eligible for funding from categorical sources or requiring specialized input are referred to appropriate committees. Proposed activities raising questions within the purview of the Academic Senate are referred to the appropriate Senate committees. These specialized or "clearance" committees authorize activities or make recommendations for adjustments in proposed activities if needed. Clearance committees do not prioritize or allocate funding for the activities they authorize. No activity requiring authorization by a clearance committee will be funded, or funded from a source requiring authorization by a clearance committee, until such authorization has been secured.

Cluster prioritizations are forwarded to the College Planning Council for integration as the College operational plan.

Beginning at the unit level, plans must reflect the learning needs of the students, the resources necessary, and support the College mission, vision, values, goals, and strategies. Each successive level of decision-making is bound by those same principles. The Partnership for Excellence system of planning and distributing funds has also been extremely participatory and inclusive.

All constituencies must take into account internal scan information, external scan information, and key performance indicators, as well as the vision of the faculty and specialized committees. The following guidelines relate to
specific annual and ongoing activities for each level of decision. The unit level participates in opening day planning forums and as a part of that day, discusses, reviews the past year, and plans the coming year of activities. These unit plans are forwarded to the cluster level as soon as possible so that they may be integrated into the cluster plan due by December to be forwarded to the College Planning Council. Recognizing that priorities and opportunities may arise at any time during the year, units are encouraged to reevaluate and forward proposed changes to their cluster. Although these changes may be developed throughout the year, continuous changes may disrupt the planning process. Therefore, the changes requested outside of the timeline by units should be timely in nature (such as special funding availability or in the event of an unpredicted major change in staffing), and should be well considered before forwarding to the cluster. By February and March, the unit plans form establishing annual unit priorities and budget requests should be completed for the coming year. Ultimately, items not included in this budget will not be considered for the coming year as College-wide priorities are set.

In May and June, as a reflection of planning progress campus forums, events and evaluations of the past year, and taking into account new internal and external data, units review the effectiveness and status of the current year's plans and begin to evaluate suggestions for changes to be decided in the coming September meeting.

Clusters integrate the unit priorities as a cluster plan in order to forward their annual plan to the College Planning Council during December. This process may require further discussion with cluster constituencies and other clusters. The nature of an institution of higher learning is that areas interact and integrate needs with each other. Responsibilities are often divided and rest in multiple units, clusters, or groups. In addition to integrating unit plans, clusters must take into account any functional plans that appear through unified ideas in unit plans and those identified by specialized committees.

Units may forward changing priorities and requests throughout the year to the cluster. The cluster should evaluate proposed changes and when time sensitive, forward the request to the College Planning Council for consideration within the current year. In the event that the change may be integrated into coming years, the cluster may refer the proposal back to the unit for future planning. As with unit operational plans, only authorized formats and procedures are used to complete cluster operational plan forms employing the planning software.

The College Planning Council bears the responsibility of integrating cluster plans as well as ensuring that the proper clearance committees have been utilized and required approvals obtained. Upon January and February's integrated plan, the College Strategic and Master Plans must also be reviewed and updated as necessary. By April and May, budget priorities must be recommended for the coming year.
Throughout the year, clusters may forward changing priorities and requests for the College Planning Council’s consideration. When changes are time sensitive, CPC evaluates the possible integration of the requests into the current year based on the College priorities. Otherwise, these changes may be referred back to the cluster for integration in coming years. As with cluster operational plans, only authorized formats and procedures are used to complete the College operational plan.

The College Fact Book and Planning Resource Guide not only provides essential administrative data but also details educational outcomes.

In order for the adopted process to function as a reality, an institution which had functioned through its improvisational skills has had to replace that culture with a commitment to planning. Units have had to meet more regularly and in a planning context. Clusters have had to merge unit plans into holistic sets of cluster priorities. The College Planning Council has merged cluster plans into College priorities in the same way. It is not coming easily, but for the first time in the history of the College, the process is verifiably underway, most importantly in the cluster planning committee involving the most units and programs, the Academic Affairs Committee.

- Provide the College Planning Council (CPC) during the coming semester with cluster operational plans that are sufficiently functional to enable CPC to complete its comprehensive operational plan for the College.

IIA2g. If an institution uses departmental course and/or program examinations, it validates their effectiveness in measuring student learning and minimizes test biases.

IIA2h. The institution awards credit based on student achievement of the course’s stated learning outcomes. Units of credit awarded are consistent with institutional policies that reflect generally accepted norms or equivalencies in higher education.

IIA2i. The institution awards degrees and certificates based on student achievement of a program’s stated learning outcomes.

The evaluation of student learning and the award of credit are based upon criteria that are clearly stated and published. The credit awarded for a course is presented in the course description found in both the Los Angeles Harbor College catalog and the schedule of classes. In the catalog, the number in parentheses after the title of the course indicates the number of credit hours awarded for a given course.

Because evaluation is such an important part of the learning process, evaluation methods for every course are identified on each Los Angeles Harbor College course outline that is presented by faculty.
Instructors use the grading symbols found in the Los Angeles Harbor College catalog to represent a student's performance in a given course. The District's Curriculum Support Office in the Instructional and Student Services Support Division reviews all new course proposals to ensure that the relationship between units and hours, required by Title 5, section 55002, are met. 21

Exit skills for courses are defined in the course outlines. Programs leading to degrees and certificates are awarded through criteria set forth by the Curriculum Committee and accepted general education patterns, as well as major requirements set forth by articulation agreements. 22

Self Evaluation

The crucial concern is not so much whether courses formally require the appropriate instructional results, but how truly the results can be validated as learning. The institutionalization of Student Learning Outcomes necessarily brings with it a reevaluation of course grading criteria; and to the extent the State shifts to student success criteria as a basis for funding, the reevaluation will be even more urgent. Grade distribution statistics for all courses and departments are on file, but little use of them is as yet being made in reviewing instructional approaches within or among departments.

Planning Agenda

• Schedule additional College-wide and interdepartmental staff development activities to relate course objectives and grading policies to actual learning.

IIA3. The institution requires of all academic and vocational degree programs a component of general education based on a carefully considered philosophy that is clearly stated in its catalog. The institution, relying on the expertise of its faculty, determines the appropriateness of each course for inclusion in the general education curriculum by examining the stated learning outcomes for the course.

IIA3a. An understanding of the basic content and methodology of the major areas of knowledge: areas include the humanities and fine arts, the natural sciences, and the social sciences.

IIA3b. A capability to be a productive individual and life-long learner: skills include oral and written communication, information competency, computer literacy, scientific and quantitative reasoning, critical analysis/logical thinking, and the ability to acquire knowledge through a variety of means.

IIA3c. A recognition of what it means to be an ethical human being and effective citizen: qualities include an appreciation of ethical principles; civility and interpersonal skills; respect for cultural diversity; historical and aesthetic sensitivity; and the willingness to assume civic, political, and social responsibilities locally, nationally, and globally.
In answer to the question, “What is meant by General Education coursework?” the catalog puts the philosophy of general education this way: “General Education courses are a range of core subjects which focus upon critical thinking, reading and writing analysis, criticism and synthesis of information. They provide the broad base of knowledge which provides a foundation of learning outside your major area of study.”

The criteria used in determining the appropriateness of General Education courses, as reflected in the above statement, are that the course under consideration 1) must be broad based, that is, the course must have such sufficient depth so that the student is learning something other than just the content of the specific course, and 2) must be supportive of intellectual growth or competency, that is, the course must provide the student with the opportunity to think critically, analyze information, both in reading and writing, and synthesize information. The final criteria is that it fit in one of the five broad knowledge categories listed in Graduation Plan A or Graduation Plan B.

As specified in the catalog, the College offers programs which introduce the student to the content and methodology of the major areas of knowledge, including the Humanities and Fine Arts, the Natural Sciences, and the Social Sciences, in accordance with the General Education requirements requiring course work in the Natural Sciences, Social and Behavioral Sciences or American Institutions, Humanities, Language and Rationality, and Health and Physical Education. The catalog points out that the College is “committed to providing our students with skills, knowledge, and experiences which enable them to live effectively and to contribute to a democratic society. General Education courses are designed to meet these broad-based needs, allowing students to develop their intellectual skills (e.g., Oceanography 1), enhance their facility with information technology (e.g., Computer Science 58), develop their affective (e.g., Art 103) and creative capabilities (e.g., Theater 200, develop their social attitudes (e.g., Sociology 2), and develop an appreciation for cultural diversity (e.g., English 203), all of which will make students more effective learners and better citizens.”

The process by which General Education courses are identified is a meticulous one. If a course is presented to the Curriculum Committee for inclusion in the General Education Requirements, the course outline is taken up by a General Education Subcommittee which meets only for the purpose of considering General Education requests. The General Education Subcommittee rigorously analyzes candidate General Education courses.

Students completing degree programs demonstrate competence in both writing and computation, though it is obviously not easy for many students. In fact, the overall successful completion rates in these two competency areas were as follows: 62.2% for English and 42% for Math. Also an average of 337 students have transferred annually to University of California or California State University institutions in recent years.
Peer promotion of the learning process through programs like tutoring, mentoring, supplemental instruction (SI), and student government demonstrate skills that not only are valuable in their own right but can be re-harvested. One benefit of peer tutoring is increased understanding in typically general education courses which in turn lays a greater foundation for future studies, increases confidence, and promotes collaborative learning by passing on this knowledge to their peers. Select students become campus ambassadors. Student workers become incorporated into the "learning process" from the inside by working in programs that offer assistance to students. Their insights and observations are valuable towards further strengthening the programs.

Articulation agreements require that courses offered at Los Angeles Harbor College meet the standards of the California State four-year colleges and universities. Furthermore, anecdotal information from former students supports their readiness not only for upper division work but for successful completion of the bachelor’s degree. Although the College often receives data on transfers to public four-year colleges in California, it receives no data on transfers to private institutions or institutions out-of-state.

**PLANNING AGENDA**

- Secure data on how many transfer students actually graduate from four-year colleges and universities. Fund institutional research for formal and consistent tracking of the educational outcomes of our graduates to validate success rates.

**IIA 4.** All degree programs include focused study in at least one area of inquiry or in an established interdisciplinary core.

**DESCRIPTIVE SUMMARY**

Students at Los Angeles Harbor College are encouraged to follow a Liberal Arts AA degree or transfer pattern individually tailored to meet their specific educational goals. College programs are developed using established Liberal Arts and Vocational Education patterns for greatest articulation with desired target institutions or licensing agencies.

**SELF EVALUATION**

State matriculation funds enabled the College to provide skills orientation sessions for most first-time students as an initial step toward individual commitments to Student Educational Programs (SEP’s) and/or related approaches for student success. Reduction of these funds in recent years will limit these efforts.²⁵

**PLANNING AGENDA**

- Within funding constraints, enhance College efforts to provide the skills and direction necessary for students to succeed, and a more effective student tracking system, for the ultimate achievement of a 100% success-rate for properly placed students for all courses in their Student Educational Programs.

**IIA5.** Students completing vocational and occupational certificates and degrees demonstrate technical and professional competencies that meet employment and other applicable standards and are prepared for external licensure and certification.
DESRIPTIVE SUMMARY

The grades a student receives reflect the student’s relative technical and professional competence in a vocational or occupational program; however, the grades a student receives are also reflective of the student’s achievement of specific competencies. These competencies or learning outcomes are available for all of the performance-based vocational and occupational courses and programs, and they are generally in the form of check-off lists that the instructor uses in assessing student competencies and are kept on file by the instructor. In addition, as with all new course outlines, vocational and occupational instructors presenting new course outlines must review the course in terms of the SCANS criteria developed by the Department of Labor to ensure that certain basic skill competencies are built into the course, as reflected in the outline. It is these competencies, if achieved, that lead to success in the workplace. Standards for successful completion of a course are specified in its syllabus. Additionally, some occupational programs adhere to standards defined by independent agencies outside the College.

SELF EVALUATION

An effective system for verifying competence through the assessment of learning outcomes is in place in both the vocational and occupational areas. The College has been very successful in pursuing job development grants in several areas, and through programs such as CalWorks and GAIN, the College has also strengthened its capacity for moving students into the job market.

PLANNING AGENDA

- Clarify the College process for securing and allocating vocational education funding.

IIA6. The institution assures that students and prospective students receive clear and accurate information about educational courses and programs and transfer policies. The institution describes its degrees and certificates in terms of their purpose, content, course requirements, and expected student learning outcomes. In every class section students receive a course syllabus that specifies learning objectives consistent with those in the institution’s officially approved course outline.

IIA6a. 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.
DESCRIPTIVE SUMMARY

The University of California Office of the President reviews Los Angeles Harbor College’s courses annually and determines which ones are acceptable for transfer to University of California campuses. The California State University Chancellor’s Office permits the California community colleges to determine the academic level of their own courses and to designate appropriate courses as “baccalaureate level.” The College Curriculum Committee reviews proposed courses and determines the appropriate level for each course. Transferable courses are so designated in each of the College’s schedules and catalogs.

Los Angeles Harbor College accepts pass course credit from accredited institutions of higher learning. Students may have their transcripts evaluated by a counselor to determine how the courses taken at another institution will be used toward Los Angeles Harbor College associate degree requirements and/or transfer requirements. If there is any question about course comparability with the Los Angeles Harbor College course, the student is advised to petition for credit. Petitions are referred to the appropriate department chairs for faculty review of the course outline and/or syllabus.

For general education course credit, Los Angeles Harbor College follows California State University and University of California guidelines and using the courses in the IGETC or California State University General Education Breadth area of the community college where the course was taken. If the course was not taken at a California community college, and therefore the other institution has no IGETC or CSU General Education Breadth pattern, then the transcript review and department petition procedure listed previously is followed.27

SELF EVALUATION

Los Angeles Harbor College is willing to articulate with any WASC accredited university or college, as time permits. Since time and resources are limited, however, priority is given to the universities which receive the greatest numbers of our transfer students. Because of this, the articulation officer maintains agreements with Southern California University of California and California State University campuses, with various private universities in the Southern California area, and select University of California and California State University campuses in the Northern California region.

PLANNING AGENDA

- Secure complete conformance with the course syllabus requirement specified for this standard.

IIA6b. 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.

DESCRIPTIVE SUMMARY

Procedures for viability review and program eliminations are contained in Board Rule 6803 - Viability Review. The District Allocation Grant Taskforce reviewing the College’s budget necessities in 2003-04 required
that the viability of continued programs be verified and means of addressing marginal programs specified. In the meanwhile, the College administration and Academic Senate agreed to a process for program viability review pursuant to the Board rule.28

SELF EVALUATION

When the College automobile technology program was terminated, conscientious efforts were made not only to place its instructors in comparable positions elsewhere but to prevent negative impacts on its students.29

PLANNING AGENDA

• Implement the program viability criteria and assessment procedure agreed to by the College administration and Academic Senate as an integral part of the program review process.

IIA6c. The institution represents itself clearly, accurately, and consistently to prospective and current students, the public, and its personnel through its catalogs, statements, and publications, including those presented in electronic formats. It regularly reviews institutional policies, procedures, and publications to assure integrity in all representations about its mission, programs, and services.

DESCRIPTIVE SUMMARY

The Los Angeles Harbor College catalog is the standard reference for complete and accurate identification of degree and certificate program information at Los Angeles Harbor College. The catalog lists courses and competencies required for each program as well as the specific description, prerequisites, and intent of each course. Much of this identifying information is duplicated in the schedule of classes as an aid to students selecting courses.

A continuous, systematic effort is made by the Office of Instruction and the Curriculum Committee to ensure that degrees and certificates are identified in ways which are consistent with the program content, degree objectives, and student mastery of knowledge and skills, including, where appropriate, career preparation, and competencies. All the standard identifying information is listed on course outlines and with new program requests adopted as part of the original approval process in the Curriculum Committee.30

SELF EVALUATION

The College catalog is reviewed and updated every two years. The current catalog is distributed to the faculty, administrators, and staff for accuracy and revision. The schedule of classes is reviewed twice a year with multiple galleys and proofs made available College-wide. Electronic publications are updated as needed and provide the most current information on and about the College.

Student achievement information is contained in the annual College Fact Book available on the College website and widely distributed.
PLANNING AGENDA

- Formally involve students, through the Associated Students Organization, in catalog review.

IIA7. In order to assure the academic integrity of the teaching-learning process, the institution uses and makes public governing board adopted policies on academic freedom and responsibility, student academic honesty, and specific institutional beliefs or worldviews. These policies make clear the institution’s commitment to the free pursuit and dissemination of knowledge.

IIA7a. Faculty distinguish between personal conviction and professionally accepted views in a discipline. They present data and information fairly and objectively.

DESCRIPTIVE SUMMARY
District policies on academic freedom are contained in Article 4 of the LACCD/Faculty Guild Agreement. District policy on conduct on campus is contained in Board Rule 9803 (Standards of Conduct). The Academic Senate has endorsed the code of conduct proposed by the American Association of University Professors and approved by the California State Academic Senate. Staff Development activities have been provided on these concerns. Faculty are evaluated on an established cycle that involves peer and student input in addition to administrative oversight.31

SELF EVALUATION
The adoption of the guidelines cited above indicates a heightened awareness of these concerns. The guidelines, however, more effectively define improper behavior than they provide for remedial action.

PLANNING AGENDA
- Strengthen instructor awareness of and compliance with District and College ethical guidelines through informal interactions at the division level, within and outside the contractual evaluation process.

IIA7b. The institution establishes and publishes clear expectations concerning student academic honesty and consequences for dishonesty.

DESCRIPTIVE SUMMARY
The College Academic Senate has adopted a plagiarism policy pursuant to the applicable Board rules and policies stated in the College catalog and schedule of classes.32

SELF EVALUATION
As with issues of instructor integrity, the adoption of guidelines for student integrity as cited above indicates a heightened awareness of these concerns, but the guidelines more effectively define improper behavior than they provide for remedial action.

PLANNING AGENDA
- Strengthen instructor concern for issues of student integrity through informal interactions at the division level, within and outside the contractual evaluation process.

IIA7c. Institutions that require conformity to specific codes of conduct of staff, faculty, administrators, or students, or that seek to instill specific beliefs or worldviews, give clear prior notice of such policies, including statements in
the catalog and/or appropriate faculty or student handbooks.

DESCRIPTIVE SUMMARY

Los Angeles Harbor College is a non-sectarian institution.

IIA8. Institutions offering curricula in foreign locations to students other than U.S. nationals operate in conformity with standards and applicable Commission policies.

DESCRIPTIVE SUMMARY

The Los Angeles Community College District does not at the present time offer curricula to students other than U.S. nationals in foreign locations.
The Program Review File documents all aspects of the process summary which follows.

1. The Program Review File documents all aspects of the process summary which follows.
4. Forums and Workshops File.
5. SLOs File.
7. College Catalog and Schedules of Classes File.
8. The Learning Services File provides documentation for each of the special programs referenced.
10. Ibid.
11. SLO File.
13. For these provisions of the Program Review Policy and Procedure Manual, see Program Review File.
14. SLOs File.
15. Program Review File.
16. Learning Services File.
17. The Outreach Program File documents the scope of the Outreach offerings and the essential issues for the program.
18. The Distance Learning file documents the scope of Distance Learning offerings and the essential issues for these offerings.
20. For these provisions of the College Planning Policy and Procedure Manual, see Planning Process File.
22. The Course Outlines File includes all course outlines, each newly updated to incorporate SLOs.
23. College Catalog and Schedules of Classes File.
25. Matriculation File.
27. Matriculation File.
29. Program Review File.
30. College Catalog and Schedules of Classes File.
31. For current policy statements on ethical issues adopted at the District and College levels, see Personnel Policies File.
32. Minutes File.
Opening day of the College’s Teacher Prep Academy, 2002.
B. STUDENT SUPPORT SERVICES

The institution recruits and admits diverse students who are able to benefit from its programs, consistent with its mission. Student support services address the identified needs of students and enhance a supportive learning environment. The entire student pathway through the institutional experience is characterized by a concern for student access, progress, learning, and success. The institution systematically assesses student support services using student learning outcomes, faculty and staff input, and other appropriate measures in order to improve the effectiveness of these services.

DESCRIPTIVE SUMMARY

Los Angeles Harbor College offers a comprehensive program of student services that assists students who are enrolled in credit and non-credit courses. Student Services departments include: Admissions and Records; Assessment Center; Child Development Center; Cooperative Agencies Resources for Education Program (CARE); Counseling (Including Career Center and Transfer Center); Extended Opportunity Programs and Services (EOPS); Financial Aid Office; Health Center; Intercollegiate Athletics; International Students Program; Life Skills Center (College Humanistic Mental Health Program); Matriculation; Recruitment and Outreach Department; Student Activities, including Associated Students; Special Programs and Services (SPS - Disabled Student Programs and Services); and the TRIO Program – Project ASAP. Other services provided for students that report to the instructional or administrative services divisions of the College include the Learning Assistance Center, Food Services, GAIN, Job Placement and the Campus Bookstore. All of the student services programs at Los Angeles Harbor College respond to the needs of students and strive to optimize the student learning experience. Priority concerns include student access, progress, learning, and success.

Los Angeles Harbor College is committed to supporting the State of California’s higher educational master plan by not only providing open and equal access to the community college system, but also in keeping Los Angeles Harbor College as an open portal to the California State University system, University of California system, and private four-year university system. Student access at LAHC is facilitated through both the staff at the College and the Recruitment and Outreach Department. Outreach and recruitment services provide student access to the College through intensive efforts at the high schools in the College’s service area. Along with the more traditional recruitment and outreach efforts, the College has begun a First Year Experience pilot program. The pilot program consists of an initial reception, in-depth orientation sessions, a series of student
success workshops, contact with faculty mentors, and contact with interns from the College’s Life Skills Center. A Student Ambassador Program was developed to assist with College outreach efforts. Additionally, classroom presentations ensure that enrolled students are informed of student service offerings on an ongoing basis.

Many Student Services processes are in place to ensure that admitted students will be able to benefit and achieve success while enrolled in College programs. The processes fall into two categories: (1) those affecting the regular student population; and (2) those affecting special populations.

**General Processes:**
College admissions policies permit admittance to the College by any high school graduate, or any adult over the age of 18, who can benefit from the programs offered by the College. In special circumstances and with appropriate approvals, students from K-12 may also be admitted. The Admissions Office staff screens all applicants on the above bases. In addition to the adherence to the admissions criteria for new applicants, the College requires an assessment evaluation, which determines placement in the math, English, and English as a Second Language sequences. The Financial Aid Ability to Benefit test for students who do not have a high school diploma or a GED, is administered by the Assessment Center, as is the reading competency as a Nursing program prerequisite. Enrollments into English, math or any prerequisite courses are maintained by the Student Information System (SIS).

The effort to identify students with special support needs begins in the application process where students are requested to self-identify special needs on the College application form. Students sign up for the appropriate assessment tests during the application process. The Student Information System (SIS) automatically checks the student records for completion of required prerequisite courses and appropriate English and math placement scores during the enrollment process. Admissions Office personnel are responsible for maintaining the system and have been trained to adhere to established policies and procedures.

The Student Services managers, led by the vice president of Student Services and including the leadership of Matriculation, Special Program and Services, Extended Opportunity Programs and Services, Student Activities and Associated Students, Health Center, Athletics, Financial Aid, Admissions and Records, Child Development Center, Counseling Division, Recruitment/Outreach, and the
International Student Program, meet bi-weekly to discuss issues pertinent to student access and support services which can affect student success.

Students who request special services during the application process are referred to Special Programs and Services, Extended Opportunity Programs and Services, Financial Aid Office, and/or the Child Development Center as appropriate.

**Special Populations Processes:**
Special Programs and Services (SPS) works with the College to recruit, admit, and register students with disabilities who are able to benefit from the College offerings. Disability specialists within SPS utilize several evaluative measures to determine that admitted students with disabilities will benefit from identified programs of study: transcript analysis; scores from Ability to Benefit tests, placement exams, and varied assessment instruments; evaluation from California State Department of Rehabilitation; performance during individual and group counseling appointments; and demonstrated performance in academic classes. Liaison efforts between SPS faculty/staff and the College occur on a continual basis to develop and monitor policies and procedures which support the needs of students with disabilities as they matriculate. SPS faculty/staff participate widely in College-wide discussions on issues related to student access, progress, learning, and success for students with disabilities. Specific forums include: Academic Senate meetings, Division Council meetings, College Planning Council (CPC), Student Services Sub-Committee meetings, Student Services managers meetings, among others.²

Extended Opportunity Programs and Services (EOPS) and Cooperative Agencies Resources for Education (CARE) work closely with the College to ensure that students who are educationally and economically disadvantaged are able to easily apply and register. Specially trained EOPS/CARE counselors and staff members provide a special intake process, assessment process, orientation, and service selection process for each student to ensure student success. Sufficient follow-up is done by EOPS/CARE professionals to monitor progress on an ongoing basis and provide individualized support on an as-needed basis.³

The International Students Program has procedures in place which ensure that only students capable of benefiting from the College’s programs are accepted. All applicants from non-English speaking countries are required to furnish evidence of a minimum level of capability with English. Students must provide evidence that they have completed the TOEFL exam with a minimum score of 450 (paper-based) or 133 (computerized version) before they are accepted. It has been our experience that students with these scores are capable of succeeding. In addition, a high school diploma or equivalent is also required from students applying from overseas.

It should be noted that international students also participate in an intensive interview at the U.S. Embassy in their home countries. During the interview, they are required to not only prove that their intention in coming
to the U.S. is for educational reasons, but also to prove that they have the capability (educational, financial, and otherwise) to pursue this goal.  

International (F-1 Visa) students attending language schools in the United States may have the TOEFL (or approved equivalent test) score requirement waived if the student is in a language school class level (or above) that is consistent with the achievement of a score of 450 on the paper-based TOEFL or its equivalent; the student is then able to sit for the College’s English as a Second Language (ESL) placement test. The student may be placed in English 84, 85 or 86, which are intermediate and high level ESL classes. The high school diploma requirement may be waived if the student is transferring from a U.S. based institution such as a language school or tertiary level institution. The student must be 18 years or older and deemed capable of benefiting from the College’s programs through an interview with the International Student Advisor, or under certain conditions, with the ISA’s designee, such as a student special services counselor.

The Admissions Office staff are properly trained to screen applicants and sign them up for the appropriate assessment tests to meet College admissions policies. The SIS prerequisite checking system has been in place for many years and is operating effectively. The annual District audit report does not contain any audit exceptions regarding the admission process.

As a result of the self-evaluation effort, several Student Services areas have begun to streamline their paperwork/documentation processes. The system used to identify students with special needs seems adequate. The assessment appointment system and the SIS prerequisite checking system also seem adequate for student assessment, appointments, and enforcement of prerequisite checking.

Self-evaluation efforts have found that students with disabilities or students who are educationally and economically disadvantaged, are generally able to benefit from the College programs and services. The SPS/EOPS/CARE initial intake process helps students identify their interests, skills, and abilities. This allows students to realistically identify the most beneficial programs of study. Self-evaluation findings indicate that the Admissions Office and other service site policies and procedures, abide by State and Federal mandates for equal access for students with disabilities. All service sites provide services to admitted students to optimize their ability to benefit. It has been found that the liaison efforts between LAHC service sites helps to streamline the service delivery for students with disabilities.

It was noted during the self-evaluation period that SPS needs additional counseling staff, an instructional assistant in the High Tech Center for Students with Disabilities and a College instructional assistant, assistive technology specialist to ensure that the computer access needs of the College are being satisfactorily addressed. It was also noted that the College needs to institutionalize the core staffing of the Life Skills Center.
with a 0.6 FTE counselor position.

The Child Development Center has found that they are not as fully integrated with the mainstream campus as they would like. They are working to bring campus resources to the Center by inviting campus programs to present workshops to their students such as the Life Skills Center workshops on parenting.6

Staffing shortages in the Counseling Division have become even more apparent through the self-study process. The current system of hiring faculty does not facilitate the hiring or replacement of counselor positions. Currently, there is a shortage of generalist counselors. The only career counselor is the chairperson of the Counseling Division with only a few hours a week to devote to career counseling. Additionally, the College has a Transfer Center, but there is neither a full-time permanent Transfer Center counselor/director, nor is there a consistent part-time counselor dedicated to this effort.7

Regarding International Students, the admissions procedures for F-1 Visa students arriving directly from abroad, and for those transferring from local language schools are effective. The numbers of students who do not succeed for academic reasons is relatively small (one or two per year). During a student’s first semester, a student who is struggling academically because of misplacement, may be given permission by the International Student Office to take less than the requisite 12 units. Conversely, students who have been placed too low in an ESL class, can petition his/her instructors for transfer to a higher-level class. Despite some problems, few international students are placed on academic probation.8 Because of this, it is obvious that the procedures in place are reasonably effective.

Ongoing, College-wide discussions and student services' issues that center on student access, progress, learning, and success, fuel the College policy decisions and day-to-day operational changes. Los Angeles Harbor College prides itself on the philosophy “students first.” The fabric of our worth comes from our ability to meet the needs of our students as our top priority.

The Student Services Division planning agenda includes the following9:

- The Admissions Office will monitor any changes in admissions policies by the State and District office, and will implement the applicable new admissions polices.
- The prerequisite checking system will be continuously maintained and updated by the Admissions Office.
- The student assessment appointment system (SARS) has been purchased, installed, and utilized by EOPS, the Assessment Center, and the Counseling Center. By 2006-07 efforts will be made to fully implement and utilize the system in the other Student Services areas.
PLANNING AGENDA (continued)

- Allocation of additional resources for Student Services research and resource development will be made a priority within the next two-years.
- Development of special funds to hire supplemental staff to meet the counseling needs in the Counseling Division (Career counselor, Transfer Center director, generalist counselor), and the student service needs of evening and Saturday within five-years.
- Supplemental staff will be hired to meet the counseling needs in SPS (0.5 FTE counselor), and the technology support needs in the High Tech Center for Students with Disabilities (0.5 classified instructional assistant), within the next two-years.
- The College will hire an instructional assistant, assistive technology specialist to systematically address the adaptive technology needs of the campus and create a “computer friendly” environment for students with disabilities to satisfy critical needs using categorical funds.
- Institutionalization of funding will be provided to hire a permanent 0.6 FTE counselor position for the Life Skills Center (licensed clinical psychologist) within the next year.
- The International Student Office will determine what role the speaking score on the Internet based TOEFL will play in the admissions process (2006-07).
- Student Services marketing materials will be updated and disseminated during the 2006-07 academic year.

IIB1. The institution assures the quality of student support services and demonstrates that these services, regardless of location or means of delivery, support student learning and enhance achievement of the mission of the institution.

DESCRIPTIVE SUMMARY

The Student Services Division developed and implemented an internal program review process during the 2004-05 academic year which incorporates the College goals and objectives, unit goals and objectives, and student learning outcomes. This evaluation system, with periodic student and program quantitative and qualitative surveys, is assisting the College in its effort to provide quality student services programs. All Student Services departments went through this program review process in the 2004-05 academic year. In addition to the internal College review process, many of the Student Services departments entered into external review processes: Financial Aid Office, Extended Opportunities Programs and Services, Special Programs and Services (Disabled Student Program), Child Development Center, and the Matriculation Unit. The actual program review documents are available for review in the respective Student Services departmental offices and/or through the vice president of Student Services office. The findings of the review processes included recommendations for improvement and identification of exemplary practices.
Additionally, College and District oversight committees ensure adherence to State and Federal mandates, and local policies and procedures ensure that the College offers quality student support services. Several management-driven evaluative measures are in place in various Student Services departments to assure quality services: (1) The administration of Student Satisfaction Surveys on a variable basis (with timely incorporation of needed changes if results warrant it); (2) Open door policy of all Student Services faculty/staff who actively solicit service delivery feedback from students; (3) Active participation of students in the design of their own service delivery packages (in some programs); (4) Timely resolution of complaints when and if they arise; (5) Close collaboration of Student Services faculty/staff between programs for optimum coordination of benefits for the students; and (6) In some cases the annual administration of surveys to the faculty, staff, and administration on the quality of service provision with timely incorporation of changes if the results warrant it.

The program review process and other evaluative measures allow Student Services faculty/staff to qualitatively and quantitatively assess the degree to which services support student learning. Ongoing academic progress monitoring (including the Matriculation Early Alert), is another measure that LAHC Student Services professionals utilize to ensure that our services support student success. The student feedback from individual and group counseling sessions provide a direct measure that services support student learning.

In addition to the extensive program review efforts, the Student Services Division has conducted twice yearly, all-day structured staff development activities designed to identify and resolve problems, improve service delivery, improve interpersonal communication, and ultimately provide an enhanced learning environment for a culturally diverse student population. The main theme of the seminars has been to serve our students more effectively.11

Other noteworthy things that support the College’s ability to deliver quality student services include: (1) ongoing training of faculty and staff through staff development, meetings, and conference opportunities; (2) optimal communication among faculty/staff in Student Services in response to student identified issues/problems; (3) collaboration between Student Services departments to optimize service delivery for students; (4) implementation of SARS data management system for streamlined student appointment services and tracking; and (5) securing advice on a routine basis from the various Advisory Committees linked to the Student Services departments.

The College has been assured of the quality of many of our Student Services programs through commendations or awards12:

- Athletics: Our men’s soccer team is currently ranked fourth by the California Community Colleges Soccer Coaches Association (CCCSCA).
DESCRIPTIVE SUMMARY
(continued)

• Financial Aid: LAHC is very proud of our student loan default rate which is below the national average of 4.9%. The rate has consistently declined over the years and the College continues to find avenues to further reduce the rate. Ten years ago in 1995, the default rate was 21.8%. Today, the College student loan default rate is 4.3%.

• Special Programs and Services: Publications and the Website on ‘Meeting the Mental Health Needs of Community College Students’ is part of the Chancellor’s Office ‘Best Practices.’ Awards from this Mental Health effort include: Student Success Award from the California Community College Chancellor’s Office and one of the Board of Governor’s Exemplary Program Award.

• Student Activities: Commendation for consistently having the largest number of students in leadership of all of the nine colleges in the LACCD. One ASO President went on to become the LACCD Student Trustee, and then on to become the current Student Trustee for the Board of Governors.

• Student Support Services Grant: The Project ASAP grant proposal submitted during the 2004 funding cycle received three 100% scores from three readers and earned a bonus year of funding for the grant.

• Life Skills Center: Board of Governors Exemplary Program Award winner for 2004 for Humanistic College Mental Health Program.

SELF EVALUATION

The Student Services Division participates in extensive self-evaluation processes on an ongoing basis to ensure that the College offers quality programs and services to its students. An attempt is made on a routine basis to examine best practices within Student Services at other colleges to see how the College can strengthen service delivery. During the accreditation self-evaluation process additional analysis was done through the lens of the Accreditation Standards. The evaluation process yielded both general and specific findings linked to departmental efforts.

General Findings:
General findings include the following: (1) Some current facilities are not conducive to efficient functioning within Student Services. Programs are cramped, lack privacy and confidentiality, lack sufficient airflow, and are uncomfortably hot; (2) The operational resources available to the Student Services Division limit the various departments from growing, and in many cases, to even meet the most basic student needs.

There are some critical staffing shortages in the Counseling Division. The College does not have a counselor who is a Transfer Center director; the staffing in the Transfer Center is dependent upon student workers and one graduate student. The College does not have a counselor for the Career Center. Counseling in the Career Center is dependent upon the few available hours the chairperson of Counseling has to work with students in this area. There is a three-month waiting list for a career counseling appointment. In 2003, the State Academic Senate recommended that each college establish a counselor student ratio of 1 to 370. Currently, the LACCD’S counselor/student ratio is 1 to 1948 – more than five times the recommended State Academic Senate number of students per counselor.
The College does not have a full-time Matriculation coordinator/counselor even though the Matriculation Advisory Committee recommended the position be full-time. The position is currently staffed with a counselor released half-time to coordinate Matriculation. The Athletic department is requesting that a counselor be hired and dedicated to working with athletes, despite the College having insufficient funds to meet the basic needs of the larger college population.

The Health Center also has staffing problems attributable to the lack of resources which limits its hours of operation. It is critical that the College be able to meet the mental health needs of its students through permanent funding of the Life Skills Center’s 0.6 FTE counselor position (licensed clinical psychologist). By funding this 0.6 counseling position, the College is able to secure the weekly counseling support of 100-120 hours of masters degree to doctoral level multi-cultural interns.13

Other concerns of a general nature include the lack of fully operational Student Services departmental offerings in the evenings and on Saturdays, and the lack of classified support staff in the Admissions Office, Counseling Division, High Tech Center for Students With Disabilities, Assessment Center, and Recruitment Center.

**Specific Departmental Findings:**
The self-evaluation process indicated that the existing programs and services are meeting at least the basic needs of students so they can attain their educational goals. It would be desirable if supplemental funding could be made available so SPS could hire additional staffing and expand its service hours. It is noteworthy that during the 2004-05 academic year more students with disabilities graduated and transferred than any previous academic year (25 graduates and 11 transfers). This is a result of the efforts of the TRIO Grant, Project ASAP (Academic Success Action Plan), which dedicates all of its resources to support the academic success of students with disabilities.

A Spring 2005 Student Satisfaction Survey circulated by SPS, indicated that 95% of the students received the help they needed from SPS. Strengths of SPS were found to be effective leadership, an excellent faculty/staff, the ability to secure additional funds through grants ($1.5 million federal grant secured by SPS), campus-wide representation throughout the campus on disability related issues, a strong campus commitment to services for students with disabilities, and administrative support for the SPS program. Reported areas of improvement include: the need for additional tutors and other support staff, inadequate communication of students with instructors, the need for improved response time from Information Technology Department to repair SPS and High Tech Center computers, and the need for additional supplies and equipment.

The Athletics department self-evaluation efforts found that their strength and ability to provide quality services is fueled by all of the meetings and
trainings available to faculty, staff, and students. The Athletic department is diligent in providing critical information and updated legislation to all coaching staff members, student athletes, and support staff.

The Child Development Center self-evaluation process found that they excelled in the following program specific areas: classroom content, appropriateness of materials, positive staff interaction with the children, as well as health and safety in the facility. The self-evaluation also identified high student persistence rates of student-parents who have their children involved in the Center activities. It was further revealed that the student’s ability to demonstrate better parenting skills and study skills, improved through the workshops presented by the Life Skills Center at the Child Development Center. The Center undergoes a quality review process on an annual basis through use of the Early Childhood Environmental Rating Scale (ECERS) which is the professional standard used throughout the State of California. The Department of Education, Child Development Division, and the Department of Social Services are participants in the review process for this department.14

The Counseling Division’s self-evaluation efforts identified an unsatisfactory staffing pattern and lack of resources as major issues. It is difficult for a division to deliver quality service without adequate staffing. The needs of Counseling exceed the available resources and there is frustration over the existing faculty hiring mechanism to hire counselors. Even though the staffing shortages have been brought before the Faculty Hiring Priorities Committee for numerous years, this committee has never ranked the counseling positions high enough to actually get filled. Positions that generate FTES for the College are typically ranked high and filled.15

The EOPS/CARE program evaluation efforts found that they are able to assure quality support services with the following: enforcement of state mandated student contact policy, securing student feedback on an ongoing basis, conducting student follow-up, and monitoring activities.

The Financial Aid department is constantly trying to improve and update procedures that will hasten the delivery of funds to students. Their self-evaluation process reinforced the need for a “paperless” system, additional staffing, and the need for continued training and participation in annual conferences.16

The Student Activities area at Los Angeles Harbor College has consistently had the largest number of students involved in leadership of all of the nine colleges in the LACCD, even though LAHC students present only 8% of the total District enrollment. The leadership course and yearly trip to Sacramento have been very effective in developing strong, involved student leaders. The student leadership has gone on to become student trustees at the District level and state level. Students actively participate in the College shared governance process. They have been active participants in this accreditation process. Evaluation efforts have found strong collaborative working relationships between students, faculty, staff,
The Health Center (inclusive of the Life Skills Center – Mental Health Program of the College) conducted an extensive self-evaluation effort. The function of the Health Center is to contribute to the success of LAHC students by promoting their physical and emotional well-being through health counseling, health education, appraisal, referral to appropriate health care providers and limited treatment. Research conducted by LAHC health professionals found a direct correlation between good mental and physical health and student success. The self-evaluation process found that the existing programs and services are exemplary, but that the hours of operation and the stability of funding and staffing are insufficient. Increased revenue is needed for (1) Permanent funding and permanent position for Nurse/Health Center Director; (2) Permanent funding and permanent position for 0.6 counselor position – Licensed Clinical Psychologist position to direct the Life Skills Center and provide the College with 100-120 hours of intern counseling support to meet the mental health needs of the College; (3) Provision of evening and Saturday hours for physical health care; (4) Provision of computerized health assessment and health education resource linkages to all LAHC students; and (5) Provision of dental care assessments and prophylaxis.

The Student Services Division planning agenda includes the following:

- The provision to hire a full-time Matriculation coordinator/counselor as recommended by the Matriculation Advisory Committee within five-years.
- Discussions for a dedicated counselor for the Athletics department will begin in 2006.
- With passage of the Laird Bill, provide resources and approval to hire a permanent Health Center Nurse/Director will occur during the next accreditation period.
- Provision for evening and Saturday physical health care for LAHC students will occur during the next two years.
- Development of a computerized health assessment system with linkages to health resources will occur during the next two years.
- Investigation of dental assessment and prophylaxis service offering with full implementation, if appropriate, will occur within two years.
- Provide supplemental staff through categorical funds to meet the SPS program’s tutorial needs within two years.
- Provision for supplemental self-advocacy and inter-personal communication workshops for all students including SPS, to improve the level of communication between the students and faculty will occur in the next two years.
- Provision of appropriate adaptive computer technology to meet the accessibility needs of the College will occur on an ongoing basis as new technology becomes available.
PLANNING AGENDA (continued)

- Provision by EOPS/CARE of an improved internal database to provide greater flexibility in tracking students and securing feedback will occur during the 2006-07 academic year.
- Development by EOPS/CARE of a web-based interactive counseling system for students and an expanded EOPS website will occur during the 2006-07 academic year.
- Development and expanded dissemination of student, faculty, staff, and administration service satisfaction surveys to secure feedback on the quality of student services will occur during the 2006-07 academic year.
- The provision of resources from special funds and approval for the Financial Aid Office to hire an additional Financial Aid assistant to work at the counter giving direct assistance to the students will occur during the 2006-07 academic year.
- The Financial Aid Office will continue to move toward a “paperless” system will occur during the 2006-07 academic year.
- Hire a classified staff person using categorical funds in the Assessment Center to assist with assessment and orientation services will occur within the next year.
- Provision to supplement staffing patterns to provide delivery of expanded student services as stated in other planning portions of this document.

IIB2. The institution provides a catalog for its constituencies with precise, accurate, and current information concerning the following:

DESCRIPTIVE SUMMARY

a. General Information
   Official Name, Address(es), Telephone Number(s), and Web Site Address of the Institution
   - Educational Mission, Course, Program, and Degree Offerings
   - Academic Calendar and Program Length, Academic Freedom Statement
   - Available Student Financial Aid
   - Available Learning Resources
   - Names and Degree of Administrators and Faculty
   - Names of Governing Board Members

b. Requirements
   - Admissions, Student Fees and Other Financial Obligations
   - Degree, Certificates, Graduation and Transfer

c. Major Policies Affecting Students
   - Academic Regulations, including Academic Honesty
   - Nondiscrimination and Acceptance of Transfer Credits
   - Grievance and complaint Procedures and Sexual Harassment
   - Refund of Fees

d. Locations or Publications Where Other Policies May be Found

Los Angeles Harbor College provides a catalog for its constituencies that is precise, accurate, and current. It includes all of the requirements set by California Education Code, the District Board, and by the College. After a new catalog is published, any policy changes are easily added to the online
version of the catalog. The text of the catalog is clear, easy to understand and well organized. Important areas of the catalog are translated into Spanish since Latinos make up a large percentage of the College’s service area population. The catalog accurately conveys general information on the College including the College mission, descriptions of student services, degree offerings, available financial aid, names of faculty and administration, specific educational requirements, student obligations, and major policies affecting students (inclusive of Nondiscrimination, ADA, Section 504, Sexual Harassment, Grievance and Complaint Procedures, Refund of Fees etc.). If District policies are not found in the College catalog, they may be accessed through the LACCD website. The catalog is available in alternate format upon request for individuals with disabilities. It is also available in print format and through the College website. A wide distribution of the catalog and the schedule of classes includes college fairs, local libraries, and high schools to ensure that the immediate college community and the surrounding community receive information about their community college.

A system has been designed by the College to ensure the accuracy of all material included in its publications including the catalog, schedule of classes, and student handbook. A College administrator and a classified staff member oversee the final editing and production of the catalog and the schedule of classes. The initial material advanced for publication comes from the department managers who are responsible for the accuracy and currency of their respective sections of the catalog and schedule of classes. The Counseling chairperson and the articulation officer ensure that the degree requirements and “Preparation for the Major Sheets” in the Counseling Division are accurate. The articulation officer reviews and revises the transfer preparation sheets both on a rotation cycle (clerical help permitting), and when the universities make changes.

The Student Services Division supplements the information provided in the catalog and the schedule of classes through the dissemination of brochures, departmental websites, the hosting of departmental workshops, departmental newsletters, community presentations, e-mail outreach, and the Financial Aid sponsored “Student Handbook Planners.”

The Student Services Division self-evaluation findings identified clear, concise, well-structured publications at the College including the College catalog and schedule of classes. Regarding the use of marketing material, it was found that brochures need to be updated and that Student Services needs to make better use of websites in the respective program areas. The evaluation process also noted that many colleges were embarking on the use of alternative media to market some of their college material.

The Student Services Division planning agenda includes the following:

- Expanded development of websites for all Student Services departments in 2006-07.
- Continue to develop new Student Services marketing materials for the 2006-07 academic year.
• Complete production of the CD to market LAHC programs and services in 2005-06.
• Investigation into designing an online, interactive version of our College material by providing active text links that will further enhance student understanding (2006-07).
• The provision of resources from special funds for the Counseling Division to hire a secretary to ensure that up-to-date information is guaranteed to students as the day-to-day work responsibilities in Articulation, Counseling, the Honors Program, and Matriculation are conducted (2007-08).

IIB3. The institution researches and identifies the learning support needs of its student population and provides appropriate services and programs to address those needs.

The Student Services Division utilizes numerous methods to determine the learning support needs of its student population. Some of these methods are of a general nature and others are linked to specific departments.

General Methods:
Some of LACCD policies and procedures identify appropriate programs and services to meet specific needs of student populations and student situations, for example, E-Regs for students with disabilities, student governance, and sexual assault policies. The LACCD vice presidents of Student Services meet on a monthly basis to engage in problem solving on student issues, establish student oriented policy, and determine how to best address the support needs of the District’s students. The LACCD Student Services managers also meet on a regular basis to engage in problem solving on student issues and determine how to best address the student support needs in their respective areas. The CPC Student Services Sub-Committee meets on a monthly basis to assist in the planning of Student Services priorities/issues. The leadership within the College Student Services departments meet on a bi-weekly basis to optimize communication, problem solve, and streamline service delivery to students. The various departments also have inter-departmental staff meetings to identify and specifically meet the needs of students.

Specific Departmental Efforts:
Special Programs and Services faculty conduct research to determine the learning support needs of students with disabilities and to identify the latest learning strategies and technological advances necessary to support their success. Each student receiving services from SPS participates in a thorough individual assessment which is conducted by a disability specialist. This assessment identifies the individual learning support needs, appropriate services, and needed accommodations. The assessment results are included in the student’s prescriptive learning plan which includes their educational goals and course plans, requisite services, and needed accommodations.22
The Counseling Division queries students through the College application, interviews, and the orientation session on their specific needs. A comprehensive Student Educational Plan (SEP) is developed for each student in response to student identified interests and needs. The College placement exam assists the Counseling Division in assessing the academic proficiency levels of the students.23

The EOPS/CARE program operates in response to California State law to address the educational needs of a specific population of disadvantaged students. It is mandated to provide services which are “above and beyond” those provided by the College in the manner prescribed by state law. The services address the low-income status of the students and the educational obstacles that the students have previously faced through providing book grants, comprehensive counseling, workshops and other services.

The Financial Aid Office has students file the Free Application for Federal Student Aid (FAFSA) which calculates their Expected Family Contribution. Data from that application is used to produce the student's aid package which often includes book vouchers. If students are eligible for a fee waiver it is automatically posted when the FAFSA data is imported into our computers. A Financial Aid Computer Lab is available for students to use to apply for aid. The lab is located where students can receive staff assistance.24

The Student Activities area is well supported by the College with broad participation by students, faculty, and administration. The College administration and College faculty Academic Senate work in close coordination with the student organization to ensure that student's needs are heard and addressed including access to legal assistance. Los Angeles Harbor College has a long reputation of working cooperatively and enthusiastically with the ASO.25

The Athletic department is committed toward ensuring that male and female student athletes receive the tools to compete and succeed both on and off the field. The offerings have been developed in response to student interest and gender equity. The Athletic department has the goal of providing the highest level of professionalism, equality, instruction, and supervision to student athletes. The department has placed a priority on upgrading the facilities through the use of Proposition A/AA funds. A new wellness center, new women’s volleyball and basketball team room, baseball field, new synthetic football/soccer fields, and other improvements will be result of this funding. A woman’s softball program will begin in spring of 2006.26

The Child Development Center conducts a survey of student-parents to determine the level of need and specific requirements of service delivery. Intake meetings are held with each student-parent to individualize offerings.27
The SPS self-evaluation efforts (Spring 2005 Student, Faculty and Administration Surveys) elicited positive comments relating to its ability to identify appropriate learning needs for its student population and provide appropriate services to address those needs. The self-evaluation identified the following problematic areas: additional tutoring is needed, the facilities need to be upgraded, some students are unfamiliar with SPS services, and there are some architectural barriers which are problematic. It was also noted that the College needs to hire an instructional assistant, assistive technology specialist to ensure that the College abides by Section 508 and ADA. The hiring of other supplemental staff was also noted to meet the increased needs of a growing student population.28

The EOPS/CARE program self-evaluation effort found that the most beneficial services were as follows: counseling, tutoring, mentoring, Personal Development classes, and university transfer services.

The Financial Aid Office self-evaluation effort found that the provision of electronic access methods to file for financial aid has greatly improved services. The Financial Aid Office participated in a Department of Education pilot project that compared financial aid recipient’s average units attempted and completed against the general student population. Financial aid recipients far exceed the general student population in both units attempted and completed. The Financial Aid Office supports student retention and success.29

The Associated Students Organization has a solid, long-standing, positive working relationship with campus leadership. Concerns of the students are heard respectively by the College administration, and in particular, the College president. The Student Senate is promoted well in the College catalog and in the schedule of classes, and draws over thirty students each semester into student government. Because LAHC has about 8,000 students, the non-mandatory $7.00 ASO fee does not generate enough money each year to fund more activities and/or staff. The Seahawk Center needs new carpeting, and remodeling of the executive student leader offices and student senate room. A larger room is needed to accommodate the increased number of students actively participating in student government.30

The Athletics department self-evaluation findings identified greater satisfaction levels within its program area due to improved facilities, access to new equipment, and improved gender equity. The College now has four men’s and three women’s sport teams. Computers, meetings, and e-mail have optimized communication within the department and with students.

The Child Development Center self-evaluation findings identified the following: (1) the need for better facilities, and (2) the need for increased funding to meet student need.31

The Counseling Division faces serious understaffing problems and clearly admits that they could do a better job of meeting student need with more
staffing. The ability to deliver improved services rests with the College’s ability to provide the requisite staffing to meet the needs of the students.32

The Student Services Division planning agenda includes the following33:

- The provision of sufficient resources and/or the identification of alternative funding to secure needed supplies and equipment to meet the needs of students with disabilities and other student populations will be made a priority (ongoing).
- Improved communication between the College and surrounding community regarding available Student Services will occur during the next two years.
- Meetings will be conducted with the College administration to develop new methods of increasing the ASO funds (2006-07).
- Improvement of existing facilities, development of new facilities, and removal of architectural barriers to meet the needs of faculty, staff, and students will occur in 2005 and into the future as funding permits.
- The provision of appropriate alternate media and assistive computer technology will occur to meet the accessibility needs of the College as new adaptive technology becomes available.
- Provision to supplement staffing patterns to provide delivery of expanded student services as stated in other planning portions of this document.

IIB3a. 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.

The Student Services Division conducts outreach activities to all sectors of the surrounding community to meet prospective student need. Online offerings to the community include the College application, registration, financial aid application, and access information to programs and services. Distance education and satellite courses have been developed and are being offered. Individual departments within Student Services have made special provisions to accommodate community needs for services and instruction. The ability to provide these accommodations rest within the confines of the College’s operational budget.

**Specific Departmental Efforts:**
The Recruitment/Outreach department identifies student needs through a number of methods, regardless of service location or delivery method. They include regular program reviews and internal bi-weekly and annual recruitment reports. Feedback from outside stakeholders, such as high school college counselors, are an important resource. For example, if there is a need for more financial aid information, students and/or parents will contact the high school counselor, who in turn contacts the
College liaison, who will then incorporate workshops, classroom visits, or staff training to meet the need. This process works because of the healthy, interactive relationship the director and staff enjoy with stakeholders in the College’s service area. A comprehensive database of e-mail addresses of community contacts has been compiled to enhance the speed and quality of communication. This further closes the gap between community needs and College response. Since the 2000 Accreditation visit, a student recruitment coordinator has been hired to provide permanence to the College’s recruitment and outreach efforts.34

The Admissions Office assigns staff to outreach locations. Each semester they assist the seven area high schools with application and registration processes. Problem solving is accomplished through telephone and Internet contact.35

Special Programs and Services (SPS) faculty/staff respond to community need for services. SPS satellite classes have been held at community mental health clinics as a pilot project. Special services have been provided at a San Pedro Recovery House by SPS and EOPS. The EOPS program is unable to provide any substantial off-site services due to EOPS regulations.

Online classes and Web pages are fully accessible by students. In June 2005, The California Community College Chancellor’s Office conducted a DSPS Technical Assistance Site Review with one of the focal points being distance education. The full report is on file in the vice president of Student Services office or may be accessed through the coordinator of Special Programs and Services.

Special Programs and Services respond to service requests on an as-needed basis in response to student requests. To date, SPS has successfully responded to all presented service requests.36

Students in the International Student Program predominately take classes on the College campus. The computer is successfully used in the initial informational exchange when students are first applying. The international student advisor takes responsibility to ensure that each student is served appropriately.

The other Student Service departments predominately have their student activities and services housed on the campus because of student need.

The Fall 2002 Student Survey found that 84% of students surveyed reported that student support services were either not an obstacle, or only a minor obstacle to achieving their educational goals. Only 4.6% surveyed reported a major obstacle. This indicates that current students are generally satisfied with the overall availability and quality of services.37

The SPS self-evaluation efforts (Spring 2005 Student, Faculty and Administration Surveys) elicited positive comments relating to its ability to
identify appropriate learning needs for its student population and provide appropriate services to address those needs. The self-evaluation identified the following problematic areas: additional tutoring is needed and some students are unfamiliar with SPS services. It was noted that the College needs to hire an instructional assistant, assistive technology specialist to ensure that the College abides by Section 508 and ADA. The hiring of other supplemental staff was also noted to meet the increased needs of a growing student population.

An associate dean of instruction oversees the operation of outreach locations. He works closely with the high school officials, instructors at the outreach location, the College admissions office, the College counselors, and the assessment office to ensure the students at outreach locations are getting the same services and quality education as those on the main campus. A recent survey showed that students are very satisfied with the support services and education they receive at outreach locations and over the Internet.

The Student Services Division planning agenda includes the following:

- The provision of appropriate alternate media and assistive computer technology to meet the accessibility needs of the College as new adaptive technology becomes available.
- The Admissions Office staff will work cooperatively with the associate dean of instruction to explore ways to improve services to students at outreach locations.
- Provision to supplement staffing patterns to provide delivery of expanded student services as stated in other planning portions of this document.

IIB3b. The institution provides an environment that encourages personal and civic responsibility, as well as intellectual, aesthetic, and personal development for all of its students.

Student Services counselors recommend that students enroll in regular College classes which promote personal and civic responsibility. They also recommend student participation in Student Government and ASO, which further stimulates development of these attributes. Additionally, regular counselors, SPS, and EOPS counselors teach Personal Development classes that provide small group instructional opportunities for students to learn how to take personal responsibility and proactively participate in their world. Cultural awareness activities are also offered to students. A series of workshops focusing on building self-advocacy skills, citizenship skills, time management, money management, parenting skills, and study skills are collaboratively offered with the Life Skills Center for students with disabilities. Individual and group counseling sessions with disability specialists also incorporate skills building in the above areas.

The Political Science 41-Leadership course provides an environment that encourages personal and civic responsibility, as well as intellectual and
personal development. The course, which serves as the Student Senate meeting, followed by a lecture, allows students to learn and participate in the political process at a local, State, and/or Federal level. Each student must present legislation to the Senate for approval, implement the approved legislation, and participate on the College shared governance committees. Additionally, students participate on numerous community and College-led campaigns that are both politically and civically centered.

Faculty and students participate in the AFT Faculty Guild sponsored “Campus Mobilization Campaign” which is designed to teach students how to successfully voice their political desires. There are so many student issues affecting the student’s education that faculty members decided to work with students so they could exercise their right to voice their own opinions about their educational process. Central concerns were the increased tuition, high cost of textbooks, lack of adequate health care for students (especially mental health care), and the decreasing resources for a college education.

A sampling of College personal and civic responsibility offerings include (2003-05): Unite LA, WIA/Youth Opportunity events, Hispanic Scholarship Fund Town Hall Meetings and Steps for Success Saturday, Salvadorian American Leadership and Educational Front (SALEF)’s Annual Educational Fair, and the UCLA African Student Union’s Educational Fair, served as a host site for the MALDEF workshop on Assembly Bill 540. Other events include participation in the Fulfillment Fund Destination 8 College Fair, Girls Inc. College Fair, and the Parks and Recreation Teen Leadership Conference. Some corporate events include the Hi Shear Corporation’s Educational Fair and Toyota’s Educational Fair.

Student Services professionals participate in dialogues throughout the campus community, Los Angeles Community College District, and statewide professional organizations about what constitutes an effective learning environment for regular students and students with special needs. Participatory forums include: Academic Senate meetings, Division Council meetings, Student Services managers meetings, CPC Student Services Sub-Committee meetings, Counseling meetings, Life Skills Center meetings, SPS Staff meetings, LACCD DSPS Coordinator meetings, Matriculation meetings, High Tech Center for Students with Disabilities meetings, EOPS meetings, and numerous other campus meetings. SPS staff has also taken the dialogue to the State level through professional organizations and State program review functions.

Student Services department professionals agree that all programs and services which place the learner at the center of the programmatic effort contribute to a good learning environment. Instructional and service arenas willing to individualize their learning approaches to meet specific learning needs of special students, such as disabled students, are optimal. Instructors willing to “team” with Student Services professionals to meet the special needs of individual students exemplify a good learning environment. Noteworthy contributors include: SPS, EOPS, the Health Center, the Life
Skills Center, the Counseling Division, the Assessment Center, the Physical Education Department, the Speech Department, the Theater Department, the English Department, and the Library.

The self-evaluation process found that Student Services professionals coherently identify important student-related issues, are aware of the special needs of students with disabilities, actively participate in campus-wide discussions of pivotal learning issues, and are responsive to discussions of student needs. In an effort to improve the learning environment, the need for more publicity on campus to inform students and faculty of the programs and services became apparent. The service learning opportunities provided to students are highly successful and serve as excellent civic responsibility learning situations. The campus mobilization and leadership courses have also been found to be highly successful. The students have taken their responsibilities seriously and have participated widely across the College governance structure. The leadership found that ASO had the largest number of students participating in student government in the LACCD.

The Student Services Division planning agenda includes the following:

- Workshop presentations to provide faculty information on Student Services program offerings and sensitization of special population learning needs will occur in 2006-08.
- Marketing of cultural awareness and civic responsiveness activities as appropriate to the campus community (ongoing).
- Continued operation of the AFT Campus Mobilization Campaign and College offering of the Political Science 41 Leadership course taught in conjunction with the ASO area (ongoing).
- Provision to supplement staffing patterns to provide delivery of expanded student services as stated in other planning portions of this document.

IIB3c. The institution designs, maintains, and evaluates counseling and/or academic advising programs to support student development and success and prepares faculty and other personnel responsible for the advising function.

Policies are in place within the Los Angeles Community College District to ensure that all counselors meet the state specifications to be hired as community college counselors. The District provides the College with clearances on the qualifications of our counseling staff. Counselors working in special program areas are mandated by Title V to have additional education and experience. The College has developed and implemented an organized systematic counseling plan to meet the needs of our diverse student population. A thorough evaluation process is a part of the counseling plan at Los Angeles Harbor College. Individual peer evaluations of counselors are conducted in response to contract specifications contained in the AFT Faculty Guild Contract. Student satisfaction surveys provide an ongoing qualitative and quantitative
measurement of student satisfaction with the counseling services. The vice president of Student Services and the respective deans, associate deans, and program managers are the responsible parties for the day-to-day counseling activities provided at the College. The College prides itself on the staff development, training, and conference opportunities made available to the counselors and allied staff. The supervisory staff in the respective departments have extensive education and experiential backgrounds. Some are state recognized experts in their field. Some Student Services departments have specific counseling plans with specialized offerings.

**Specific Departmental Efforts:**
The Counseling Division offers the bulk of counseling services to the majority of the College population. The range of services includes transfer, career, academic, vocational, honors, personal, special needs, and articulation counseling. The counseling staff meets on a regular basis. Training of the counseling staff is excellent. Communication is optimal. The shortage of counseling staff restricts the numbers of students who can benefit from the provision of services. Group counseling processes are under consideration.

Special Programs and Services (SPS) develops, implements, and evaluates specialized counseling services for students with disabilities. A case management approach is used in the provision of the counseling services. Individual and group approaches are used.

DSPS counselors must meet Title V requirements for provision of counseling to students with disabilities. All College SPS counselors meet the special requirements. The SPS Coordinator, meets the Title V requirements to provide disability related counseling and coordinates the counseling services. A Learning Disability Specialist, supervised by the SPS Coordinator, is available to advise students with disabilities. The SPS Coordinator works closely with the Life Skills Program in coordinating the mental health services for students with disabilities. The Life Skills Program was honored with receipt of one of the Board of Governors Exemplary Program Awards in 2004.43

Specialized counseling services are provided by the International Student Program. Training of the international student program advisor has been conducted by the chairperson of Counseling, the United States Government (regarding F-1 visa requirements), and Immigration Services (USCIS) of the Department of Homeland Security (requirements to maintain student visa status).44
The Life Skills Center provides mental health counseling to LAHC students through the College Health Center. Clinical services are supervised by a licensed clinical psychologist. The focus is humanistic and the Center prides itself on working with student strengths – not just pathology or student weaknesses. Much work is done to empower students to believe in their own abilities, increase their self-esteem and realize that they can work through their emotional challenges if they stay and work through some of their issues. The Center offers 100-120 hours of intern support to the students at the College in addition to the 21 hours of clinical psychologist availability. Advanced psychology graduate students provide the bulk of the services to the student body and are in the midst of intensive masters and doctoral level educational programs.45

The Counseling Division self-evaluation findings targeted the severe staffing shortages within the department and mentioned the lack of confidential counseling space. There is a critical need to hire the following: a full-time Transfer Center director, a full-time Career counselor, a full-time generalist counselor. A full-time secretary is needed to support the counseling staff and to ensure that accurate information is prepared and disseminated to the students. The evaluation also referenced the problems of using student workers for certificated and/or classified duties. The recommendation was made that this should not be done since it is a breach of union contracts and in violation of ethical standards.46

The self-evaluation process elicited the following findings regarding SPS counseling services: (1) From the SPS Spring 2005 Student Satisfaction Survey: 97% satisfaction level with counseling staff; students reported that counselors were helpful, encouraging, and informative. (2) From the SPS Spring 2005 Faculty and Administration Service Satisfaction Survey: the administration and faculty listed the personal counseling efforts of SPS/Life Skills Center as a strength. (3) From the LAHC Spring 2005 District-wide Student Survey: When student were asked to describe the one thing they liked best about the College many said “Counselors and Special Services Department.” The review process identified the following improvement needs: (1) An additional SPS counselor (0.5 FTES) is needed by SPS to address the counseling demands of a growing student population; (2) The College needs to provide the resources to institutionalize the mental health services provided by the Life Skills Center; (3) Expanded facilities are needed to accommodate the need for confidential counseling services.47

The Life Skills Center received exemplary student satisfaction ratings during the review process in 2004-05. The Life Skills Center received one of the Board of Governors Exemplary Program Awards for 2004 for its cost effective and innovative mental health service delivery approaches for community college students. The Life Skills Center clinical and administrative directors were asked to make themselves available to work with other colleges wishing to replicate this type of service offering on other college campuses in the State of California.48
PLANNING AGENDA

The Students Services Division planning agenda includes the following:

- Provide updated and expanded confidential counseling facilities (Ongoing – will be strategically addressed through building new Student Services Facility made possible by Prop. A/AA Funds).
- Provision to supplement staffing patterns to provide delivery of expanded student services as stated in other planning portions of this document.

IIB3d. The institution designs and maintains appropriate programs, practices, and services that support and enhance student understanding and appreciation of diversity.

DESCRIPTIVE SUMMARY

The Student Services Division endorses several measures to promote student understanding and appreciation of diversity. These include the following: staff development and student activities focusing on cultural awareness and appreciation of diversity (examples include Women’s History Week, Black History Week, and Pacific Islander Day); the provision of campus materials in multiple languages and alternate formats; the hosting of speakers in classes and campus events which target diversity (example, during 2004: the daughter of Cesar Chavez was a speaker at a major campus event); the highlighting of the wonderful ethnic diversity found at the College at campus events (Graduation, Deans Honor Tea, and Scholarship Reception); the multi-ethnic representation of the student leadership at the College, who become the role models for other students at various campus venues; and the proud presentation of the College’s diversity in public programming through the cable network and print media. The event/activity success is measured through surveys and qualitative assessments accessed through oral interviews with individual students and student groups including ASO.

Los Angeles Harbor College prides itself on its diversity inclusive of various ethnic, gender, disability, age, and lifestyles. The College demographics parallel the ethnic breakdown in the community. The faculty, staff, and administration on the campus represent great diversity. This tends to optimize communication with students and ensure that students from diverse groups will always be able to find someone on staff they feel comfortable talking to. This is especially true in the Student Services Division.
The Student Services Division and the College are proud of our diversity and our efforts to promote student understanding and appreciation of diversity. Attempts to measure the effectiveness of our awareness/consciousness raising activities seem adequate.

The Students Services Division planning agenda includes the following:

- Continue offering provision of student and staff development activities to promote student understanding and appreciation of diversity with associated measurements to determine their effectiveness.
- Expanded availability of campus material in multiple languages and alternate formats will occur on an ongoing basis.

IIB3e. The institution regularly evaluates admissions and placement instruments and practices to validate their effectiveness while minimizing biases.

The Student Services Division has several safeguards in place to ensure that testing biases are minimized, validation processes occur, and the Admissions Office practices are effective. The Matriculation Unit is responsible for ensuring that these functions flow smoothly. The Matriculation Unit consists of a Matriculation coordinator and student services assistant, and a Matriculation Committee comprised of the following: math, English, and counseling faculty, assistant research analyst, vice president of Student Services, dean of Admissions and Records, Special Programs and Services coordinator, learning disability specialist, associate dean of Academic Affairs, and the IT manager. The goals of the Matriculation Unit are to ensure that all students complete their college courses, persist to the next academic term, and achieve their educational objectives through the assistance of the student-friendly components contained within the matriculation process: admissions, orientation, assessment, counseling, and follow-up.

The following processes occur to ensure that the assessment processes are reliable, consistent and effective: (1) The Matriculation coordinator, Assessment Center and Matriculation Committee ensure that only approved instruments are used in the placement exam processes and that they are used in a manner which is standardized and recommended by the California Community College Chancellor’s Office (California Community College Chancellor’s Office Approved Assessment Instruments, July 2005 List); (2) The Matriculation coordinator ensures that adequate staffing is available in the Assessment Center to administer the assessment services; (3) The Matriculation coordinator, Special Programs and Services coordinator and learning disability specialist ensure that disability-related needs are met; and (4) The Matriculation coordinator and other campus program directors ensure that appropriate assessment occurs for special populations in accordance with the California Community College State Chancellor’s Office mandates. The College utilizes reference materials from the Chancellor’s Office, such as: Standards, Policies, and Procedures for the Evaluation of Assessment Instruments used in California Community College (4th Edition, Revised, March 2001) to ensure that standards are
appropriately addressed.

The Admissions Office practices are reviewed on an ongoing basis by the Matriculation Committee and the Student Services managers with primary leadership occurring through the dean of admissions and records. Oversight of the assessment and admissions practices concerns itself with such issues as: multiple measures, disproportionate impact, ESL assessment, assessment of individuals with disabilities, recency requirements of assessment results and completion of prerequisites and testing, the use of oral interviews as an assessment tool, charging fees for the assessment processes, use of tests not on the Chancellor’s list, and others. Cultural and linguistic bias in the instruments and process is minimized through utilization of the recommended assessment instruments of the Chancellor’s Office.53

The Student Services Division has found that the evaluation of admissions and placement instruments and practices to validate their effectiveness while minimizing biases is functioning appropriately. Sufficient safeguards are in place.

The Student Services Division planning agenda includes the following:

• Continuation of existing practices to evaluate admissions and placement instruments and practices for their effectiveness while minimizing biases (ongoing).

IIB3f. 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.

The Student Services Division, under the leadership of the vice president of Student Services, adheres to District board rules and policies, and Federal and State laws governing the maintenance and retention of student records. Confidentiality of student records is strictly adhered to by all Student Services departments. The records are housed in a secure environment and are not released without the written permission of the student.

It has been found that the College records are secure and confidential. Computer files always have effective backup. However, the self evaluation efforts within Student Services found that the storage of student records is creating difficulties: (1) The paper files are utilizing valuable space that could be used for delivery of student services; (2) The staff time spent to organize the files is costly; (3) Filing errors occur and it is sometimes difficult to locate student records; (4) Records have become damaged through water and/or other storage problems; and (5) Staff members have complained of bodily injuries associated with the records management tasks. It is recommended that a document imaging system be utilized more extensively to store Los Angeles Harbor College records.
The Student Services Division planning agenda includes the following:

- Provide staffing to scan documents using the imaging equipment to effectively store Los Angeles Harbor College records (2006-08).

**IIB4.** The institution evaluates student support services to assure their adequacy in meeting identified student needs. Evaluation of these services provides evidence that they contribute to the achievement of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.

The Student Services Division has on-going review processes built-in to its management structure: (1) Program review through the Student Services Division review process; (2) Unit plan redesign on an annual basis; (3) Student Service department Student Satisfaction Surveys on a department specified basis; (4) Student worker evaluations by students on a semester basis; (5) Ongoing individual student appointments throughout the year with Student Services professionals soliciting student feedback; (6) Active involvement of students in initial planning and redesign of their service and individual education plans; and (7) Ongoing feedback from faculty, staff, and administration on programs and services.

In addition to the general evaluation processes established by the Student Services Division, many of the departments have specific evaluation processes by the Chancellor’s Office or other governing/credentialing bodies: Special Programs and Services, EOPS/CARE, Financial Aid, Matriculation, Athletics department, International Students Program, Child Development Center, and the College’s TRIO Program. An independent audit firm, KPMG, conducts financial audits for the District on many of the Student Services programs.

The Student Services Division evaluation results are used to improve services in several ways: (1) The results may trigger service delivery procedural changes which may streamline the actual service and instructional delivery process; (2) The results may alert the College of the need for policy changes at the local, district, or state level; (3) The results may produce sufficient data to incorporate into grant proposal development to establish the resources for future service offerings; and (4) The results may be used to in-service faculty/staff on the needs of students.

The evaluation processes contained within the Student Services program review process link student learning outcomes to the process. Qualitative assessments stemming from individual and group counseling efforts also provide a direct assessment of how the student support services directly contribute to student learning outcomes. Many of the dialogue opportunities provided through the accreditation process give students the
The Student Services Division has analyzed the program review including student learning outcomes development and unit plans, and the other review processes in Student Services. It was found that the feedback from the reviews is beneficial and useful to improving student services. Hopefully, the data generated can assist in securing additional funding. It was frustrating to many Student Services professionals that the review processes took so much time. The severe shortages of staffing limit the ability of Student Services departments to provide necessary services to students. When programmatic demands, such as program review, compete with limited hours of potential service to students, many staff members get frustrated. However, the importance of the review process is understood. With the availability of increased staffing would come renewed vigor for evaluation types of processes.

The Student Services Division planning agenda includes the following:

- Continued program review and other evaluation processes to measure the effectiveness of student services programs and services (ongoing).
- Ongoing analysis of evaluation findings and utilization of findings to improve programs and services.
- The provision of specially funded resources to increase staffing within student services (2006-ongoing).
- Continued development of student learning outcomes as appropriate to the specific departments and student populations (2005-ongoing).
- Continued updating and improvement of unit plans (ongoing).
Student Services Program Files provide the evidentiary basis for this section of the Self Study. There is a separate file for each program cited, including the unit plan, program review results, and/or related documents establishing the priorities for that unit or program.

Minutes File.
Financial Aid File.
International Students Program File.
Admissions and Records Office File.
Child Development Center File.
Matriculation File.
International Students Program File.

Documentation for these priorities is provided in the individual Student Services Program File for the activity cited.

Program Review File.
Forums and Workshops File.
Documentation for each of these honors is provided in the individual Student Services Program File for the activity cited.

Health Center Program File.
Child Development Center File.
Matriculation File.
Financial Aid File.
Student Activities File.

Documentation for these priorities is provided in the individual Student Services Program File for the activity cited.

College Catalog and Schedules of Classes File.
Documentation for these priorities is provided in the individual Student Services Program File for the activity cited.

Special Programs and Services File.
Matriculation File.
Financial Aid File.
Student Activities File.

Documentation for these priorities is provided in the individual Student Services Program File for the activity cited.

Health Center File.
Documentation for these priorities is provided in the individual Student Services Program File for the activity cited.

Admissions and Records Office File.
Special Programs and Services File.
Financial Aid File.
Student Activities File.

Documentation for these priorities is provided in the individual Student Services Program File for the activity cited.

Recruitment/Outreach File.
Surveys File.
Special Programs and Services File.
Surveys File.

Documentation for these priorities is provided in the individual Student Services Program File for the activity cited.

Admissions and Records Office File.
Special Programs and Services File.
Surveys File.

Documentation for these priorities is provided in the individual Student Services Program File for the activity cited.

International Students Program File.
Life Skills Center File.
Matriculation File.
Survey File.

Documentation for these priorities is provided in the individual Student Services Program File for the activity cited.
C. LIBRARY AND LEARNING SUPPORT SERVICES

Library and other learning support services for students are adequate to support the institution’s instructional programs and intellectual, aesthetic, and cultural activities in whatever format and wherever they are offered. Such services include Library services and collections, tutoring, learning centers, computer laboratories, and learning technology development and training. The institution provides access and training to students so that Library and other learning support services may be used effectively and efficiently. The institution systematically assesses these services using student learning outcomes, faculty input, and other appropriate measures in order to improve the effectiveness of the services.

IIC1. The institution supports the quality of its instructional programs by providing Library and other learning support services that are sufficient in quantity, currency, depth, and variety to facilitate educational offerings, regardless of location or means of delivery.

IIC1a. 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 of the institution.

DESCRIPTIVE SUMMARY

Library data is used to determine the quality of materials necessary for the College and assesses whether the Library has sufficient depth and variety of materials to meet the learning needs of its students. In prioritizing Library acquisitions, the Library uses a number of resources to establish prioritization, including usage statistics, surveys of student and faculty needs, and statistical research.

Library faculty maintains awareness of current and new courses and programs by reviewing the schedule of classes. A librarian also serves on the campus Curriculum Committee. Campus student surveys provide further information. Information about student learning needs is provided by instructional faculty and staff to assist librarians in informed resource selection. Each semester, the Library solicits textbook requests and course syllabi from division chairs to help guide collection development. The Library requests reading lists from individual faculty to help guide collection development. The Library is consulted when new curriculum or course changes are introduced to ensure that the Library has the necessary resources. In addition, student and faculty requests, and informal collection analyses, are usually driven by student and curriculum needs, so that there is an ongoing process of collection review.
The College is able to assess the effectiveness of its Library collection in terms of quantity, quality, depth, and variety since the Library collection development decisions are guided by a formal policy, a part of which is a standard for withdrawing materials (weeding) from the collection. The Library uses several types of information to determine whether it is enhancing student achievement of identified learning outcomes. Surveys administered directly after workshops and orientations help the Library make decisions on how teaching can be improved.

Innovative programming and expansion of current programs is hampered by the high-priority demands placed on our existing staff. Library Association standards call for five full-time librarians for a college the size of Los Angeles Harbor College. Currently there are three. Developments and innovations in technology, such as the introduction of a wireless network, necessitate a librarian or library technician versed in computer systems.

With budget constraints, provide for additional full-time librarians and classified staff for the Library, a flatbed scanner and high-speed computer for public use, an increased book budget for student success through the replacement of 3% of the Library’s book collection every two years, and acquisition of a core collection of instructional and educational DVDs and continued purchase of e-books.

The institution provides ongoing instruction for users of library and other learning support services so that students are able to develop skills in information competency. The Library provides ongoing instruction for users of the Library and other learning support services so that students are able to develop skills in information competency. Aware of the information competencies that the institution purports to teach all students, the Library acts purposefully to teach these skills in several ways. The Library strives to conform to standards, steps and guidelines established by the Association of College and Research Libraries. The Library also relies on the Information Competency Committee, the Curriculum Committee, and the Academic Senate for guidelines regarding student needs. The Library has developed partnerships with faculty within other departments to instruct students in discipline-specific information competencies. Library faculty feels this work is best done in conjunction with instructors within the other disciplines. Through the use of assessment, examinations, and surveys, the Library assesses the competencies in information retrieval/use that it teaches students, evaluating its teaching effectiveness, and setting goals for improvement. The Library assesses student performance in, and student satisfaction with, orientation sessions and workshops. Library faculty engage in continuing discussion with classroom instructors who utilize the
DESCRIPTIVE SUMMARY (continued)

Library workshops, regarding their expectations and needs, and regarding student success throughout the semester.4

SELF EVALUATION

Success of information competency education is measured both within the disciplines and through evaluation surveys. The Library faculty is in the process of developing a 0.5 unit information competency course to link with existing courses in other disciplines. Both existing Library Science courses have incorporated student learning outcomes. The Library faculty has developed a course on assessing information competency skills in the Library program.

PLANNING AGENDA

• Evaluate the student outcomes from Library Science 101 and implement resulting decisions over the upcoming academic year.
• Assess the possibility of an online version of Library Science 101 and 102 as part of an ongoing information literacy program including learning communities, tailored workshops, and drop-in orientations in addition to credit course.
• Provide a series of appearances by authors, lecturers, and performers on course-related topics.

IIC1c. The institution provides students and personnel responsible for student learning programs and services adequate access to the Library and other learning support services, regardless of their location or means of delivery.

DESCRIPTIVE SUMMARY

The hours of operation of the Library are:

Fall and Spring: Mondays - Thursdays: 8 a.m. - 8:30 p.m.
Fridays: 8 a.m. - 2 p.m.
Saturdays: 9 a.m. - 3 p.m.
Winter and Summer hours vary.

Library materials are accessible electronically even more extensively. There is 24-hour on-site and off-site access to databases including the Library catalog, E-books, Expanded Academic ASAP, Newsbank, Literature Resource Center, CQ Researcher, and Ebsco Health Databases.

While the Library cannot provide on-site services in the several off-campus locations in which the College offers outreach classes, the Library is open to the entire College community. The facility itself is accessible to the general public. In addition a number of services are available to the disabled populations. The Library has adaptive technology to assist users with certain needs, developed in cooperation and consultation with Special Programs and Services.
Library information is publicized in the Library newsletter, distributed to all faculty and staff, and is on the Library web site, with instructions to share with students.5

A continued concern is that the Library has been understaffed for at least two decades, with a particular shortage of certificated librarians. Another continuing concern is that the lighting in some of the library stacks is poor and poses a problem for the visually challenged. There is also a challenge in accessing books from high shelves. Students with other special needs, such as those with limited vision, may use the equipment in the High Tech Lab which is specially designed to meet their needs. Books may have their print enlarged on V-Tek machines; print and sound is available on the lab’s computers which also have access to the catalog of library holdings, periodical databases, and the Internet. Students may use the equipment and tutors in the Special Services Center to assist them with their needs. Limited inroads have been made in providing for special needs in the other labs in the Library and LAC, including the divisional/departmental labs.

PLANNING AGENDA

• Develop a system of informing students individually of campus news including Library developments beyond the student newspaper.
• Provide necessary lighting, furniture, and improved shelf access for the Library, as well as improved access to information resources for all students.

IIC1d. The institution provides effective maintenance and security for its Library and other learning support services.

There is a security system in place in the Library with alarmed entrances and exits. The Sheriff’s department provides ongoing monitoring of the building.

IIC1e. 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 performance of these services is evaluated on a regular basis. The institution takes responsibility for and assures the reliability of all services provided either directly or through contractual arrangement.

The Library contracts with a vendor to provide printing and copy services using a debit card. The resulting statistics are recorded.6 Library faculty evaluate and ensure the quality of the vendor service.

Maintenance of the Library catalog resides at the District level. The Library belongs to a consortium of California community colleges; the benefit is reduced subscription fees to online databases. Most databases provide usage statistics. NetLibrary also provides usage statistics.7

PLANNING AGENDA

• Maintain Library vendor contracts.
IIC2. The institution evaluates Library and other learning support services to assure their adequacy in meeting identified student needs. Evaluation of these services provides evidence that they contribute to the achievement of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.

**DESCRIPTIVE SUMMARY**  
The Library relies on a number of assessment tools to evaluate their services. These include student surveys, course surveys, tutor surveys and District Student Services surveys. The District Library chairs meet regularly to discuss best practices. Faculty feedback is requested and surveyed. Evaluations are administered to students upon completion of Information Competency courses.8

**PLANNING AGENDA**  
- Conclude the joint Library-faculty review of the Library collection of online databases, periodical indexes, and print subscriptions, as well as its information literacy classes.
1 The Library Files cited in this section of the Self Study provide its evidentiary basis.
2 Collection Development File.
3 Ibid.
4 Information Competency File.
5 College website.
6 Vendor File.
7 Ibid.
8 Assessments File.

Walkway from the Library towards the Cafeteria.
Resources

The institution effectively uses its human, physical, technology, and financial resources to achieve its broad educational purposes, including stated student learning outcomes, and to improve institutional effectiveness.

Students taking the computerized assessment test.
Standard III Committee

Resources

Joshua Abarbanel, Faculty
David Ching, Administrator
Ivan Clarke, Classified
Bonnie Easley, Foundation
Bill Englert, Classified
Sheila Millman, Classified
Debbie Tull, Faculty
Brad Young, Faculty
A. HUMAN RESOURCES

The institution employs qualified personnel to support student learning programs and services wherever offered and by whatever means delivered, and to improve institutional effectiveness. Personnel are treated equitably, are evaluated regularly and systematically, and are provided opportunities for professional development. Consistent with its mission, the institution demonstrates its commitment to the significant educational role played by persons of diverse backgrounds by making positive efforts to encourage such diversity. Human resource planning is integrated with institutional planning.

IIIA1. The institution assures the integrity and quality of its programs and services by employing personnel who are qualified by appropriate education, training, and experience to provide and support these programs and services.

IIIA1a. The criteria, qualifications, and procedures for selection of personnel are clearly and publicly stated. Job descriptions are directly related to institutional mission and goals and accurately reflect position duties, responsibilities, and authority. Criteria for selection of faculty include knowledge of the subject matter or service to be performed (as determined by individuals with discipline expertise), effective teaching, scholarly activities, and potential to contribute to the mission of the institution. Institutional faculty play a significant role in selection of new faculty.

DESCRIPTIVE SUMMARY

Criteria for the selection of all staff are clearly stipulated. Faculty positions are filled in strict adherence to District minimum qualification standards. Certificated administrators meet the same requirements as faculty for minimum qualifications. Classified staff are hired through the Personnel Commission, which strictly enforces the qualifications stated for positions. The qualifications for classified administrators are also clearly delineated by the District.

There is an annual identification and prioritization of the College’s need for permanent tenure track faculty positions by the Academic Senate Faculty Hiring Priorities Committee (FHPHC). Los Angeles Harbor College divisions advance hiring recommendations to the FHPHC based on needs initially identified through unit plans. The process is authorized in the Constitution of the Academic Senate and detailed in the Faculty Hiring Manual agreed upon by administration and the Academic Senate. The voting membership of the Faculty Hiring Priorities Committee is composed of one full-time, tenured track representative from each division, the vice president of Academic Affairs, the vice president of Student Services, and one academic dean. Requests for positions are made to the vice president of Academic Affairs and the committee for consideration. The recommendations of the committee are to be consistent with the College operational plan, and once approved by the Senate, are sent directly to the
 Los Angeles Community College District (LACCD) protocol is followed to advertise available positions, identify eligible candidates, and conduct interviews. Division chairs initially notify their administrator of the need to hire adjunct faculty for semester or intersession instructional or service provision duties. Directives found in the faculty collective bargaining agreement dictate hiring specifications for these positions (inclusive of eligibility issues, seniority lists, adjunct assignment rights, bumping rights, and so forth). LACCD protocol is followed to advertise available positions, identify eligible candidates, and conduct interviews. The College administration makes the recommendation to hire additional administrators with final approval provided by the College president.

Faculty and administrator positions are only recommended for hire if the need for the position is directly related to the College mission and goals. The Los Angeles Community College District job descriptions accurately reflect position duties, responsibilities, and authority.

The Staffing Committee evaluates the need for replacement positions in accordance with the College operational plan and forwards a recommendation to the College Planning Council (CPC) if hiring is warranted. Priority for new positions is provided for in cluster operational plans as integrated by CPC into the College operational plan.

Specific directives for classified hiring (including hiring criteria, qualifications and selection processes), as well as job openings may be found online. Collective bargaining agreements also contain directives related to selection and hiring. The Los Angeles Community College District (LACCD) Personnel Commission job descriptions accurately reflect position duties, responsibilities and authority.

The need for student workers is assessed by certificated and classified staff in the varied units involved in light of the available work-study funds and requests are prioritized through the College planning process. Student worker candidates must check with the personnel office or placement office at each location for current vacancies. Interviews are held in the manner prescribed by the LACCD.

All criteria for selection of faculty include knowledge of the subject matter or service to be performed (as determined by individuals with discipline expertise), effective teaching, scholarly activities, and potential to contribute to the mission of the College. There is strict adherence to State minimum qualifications for hiring. Successful candidates must meet the criteria and qualifications established by the State to be selected for an interview and ultimately hired by the College.

College faculty members serve on the hiring committee in conjunction with the administrator for the respective area. The LACCD Personnel Office ensures that degrees held by faculty and administrators are from
institutions accredited by recognized U.S. accrediting agencies. The LACCD Personnel Office validates the accreditation status of all institutions and ensures that degrees held by faculty and administrators are recognized only if equivalence has been established.14

Although the College, through the District Personnel Commission and Human Services Division, meets all of the criteria specified by this standard, the procedures for selecting personnel remain cumbersome. Central control of hiring pools remain at the District Office, and examinations given by the Personnel Commission are not given with any specific frequency, nor are they frequently given at the campus to attract potential employees who live in the geographic area of the College. Potential employees with the most current training and experience may not
SELF EVALUATION

(continued)

be given a chance to take examinations to be considered for interviews because there is a long list of applicants who have not yet been interviewed.

PLANNING AGENDA

• Promote more frequent administration of tests by the Personnel Commission for classified areas, especially immediately prior to the selection process for positions for which openings have been announced.

IIIA1b. The institution assures the effectiveness of its human resources by evaluating all personnel systematically and at stated intervals. The institution establishes written criteria for evaluating all personnel, including performance of assigned duties and participation in institutional responsibilities and other activities appropriate to their expertise. Evaluation processes seek to assess effectiveness of personnel and encourage improvement. Actions taken following evaluations are formal, timely, and documented.

IIIA1c. Faculty and others directly responsible for student progress toward achieving stated student learning outcomes have, as a component of their evaluation, effectiveness in producing those learning outcomes.

DESCRIPTIVE SUMMARY

The College establishes written criteria for evaluating all personnel, including performance of assigned duties and participation in institutional responsibilities and other activities appropriate to their expertise.

Evaluation processes seek to assess effectiveness of personnel and encourage improvement. The collective bargaining agreements of their respective bargaining agents define the processes for evaluating faculty, administrators, and classified staff.\textsuperscript{15}

SELF EVALUATION

Performance evaluations can be assessed by referring to faculty and staff contracts which outline criteria on performance evaluations. The College regularly completes its evaluations of faculty and deans. Occasionally something “slips through the cracks” and gets missed, but for the most part all evaluations are completed in a timely fashion.

Participation in College committees is secured through the Participatory Governance Policy Agreement and judged by several committees and the president. Sign-in sheets are required at all campus meetings. Attendance is reported in committee minutes. Appropriateness is determined by interviewing prospective personnel, assessing his or her interest, and obtaining recommendations from differing constituencies.

Faculty are the leaders in establishing student learning outcomes. The Curriculum Committee has required the incorporation of “behavioral objectives” and subsequently “exit skills” in course outlines for decades. Since 2001, faculty have been trained in student learning outcomes and have begun incorporating them into their teaching. A variety of special activities have been provided to train faculty in the effective use of student
learning outcomes. In fall 2004, the College president offered mini-grants for instructors who wished to experiment with ways to incorporate student learning outcomes into their curriculum.\textsuperscript{16}

**III A1d. The institution upholds a written code of professional ethics for all of its personnel.**

**DESCRIPTIVE SUMMARY**

The College subscribes to a stated professional code of ethics for all its personnel. The official College values confirm that standard. In spring 2004, the Academic Senate adopted a code of faculty conduct and a policy for defining and dealing with student plagiarism.\textsuperscript{17}

**SELF EVALUATION**

The adoption of the guidelines cited previously indicates a heightened awareness of these concerns. The guidelines, however, more effectively define improper behavior than they provide for remedial action.

**PLANNING AGENDA**

- Enhance employee awareness of and compliance with official guidelines through informal interactions at the unit level, within and outside of the contractual evaluation process.

**III A2. The institution maintains a sufficient number of qualified faculty with full-time responsibility to the institution. The institution has a sufficient number of staff and administrators with appropriate preparation and experience to provide the administrative services necessary to support the institution's mission and purposes.**

**III A2a. The institution has a sufficient number of staff and administrators with appropriate preparation and experience to provide the administrative services necessary to support the institution's mission and purposes.**

**DESCRIPTIVE SUMMARY**

The in fall 2004, the workforce of Los Angeles Harbor College consisted of 10 Educational administrators; 103 full-time teaching faculty; 222 adjunct faculty; 2 classified administrators; 10 classified professionals; and 119 classified support.

<table>
<thead>
<tr>
<th>Los Angeles Harbor College Employee Headcount Distribution</th>
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<tbody>
<tr>
<td><strong>Classification</strong></td>
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<tr>
<td>Educational Administrator</td>
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<tr>
<td>Faculty</td>
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<tr>
<td>Academic Temporary</td>
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<td>Classified Administrator</td>
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<td>Classified Professional</td>
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<tr>
<td>Classified Support</td>
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<td><strong>Total</strong></td>
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Source: California Community Colleges State Chancellor's Datamart (http://misweb.cccco.edu/mis/onlinestat/staff.cfm)
All members of the academic staff meet or exceed the minimum qualifications established by the statewide Academic Senate. Of the full-time academic staff, approximately 21% hold doctoral degrees; 70% hold master's degrees; 7% hold bachelor's degrees; and 2% hold associates degrees. Of the academic administrators, 25% have doctoral and 75% have master's degrees. In terms of experience, of the full-time academic staff, approximately 12% have 30 or more years of service; 37% have between 20 and 29 years of service; 32% have between 10 and 19 years of service; and 19% have less than 10 years of service at Los Angeles Harbor College.18

Instruction-related services currently remain high in quality. However, budgetary constraints have had a serious effect on staffing College-wide, bringing about prioritization policies and procedures developed through shared governance relating to staffing needs. Although it is expected that hiring prioritization will continue to allow the College to maintain the integrity of its programs and services, as it adjusts to the strictures imposed on it, efforts must be made to develop creative solutions to budget shortfalls and to ensure that valuable campus assets are not irreparably harmed.

In past years, the College exceeded the 75% full-time and 25% part-time instructional staffing ratio mandated by Title 5. The current ratio is closer to 60% full-time and 40% part-time instructors. Only 18 of the 30 faculty positions which have been vacated through retirement, resignation, illness or death in recent years have been filled with full-time probationary faculty. The other vacancies have mostly been filled by hourly instructors and a few long-term substitutes.

The numbers of classified staff in clerical support positions, in the trades, and on the police force have declined in the past 5 years. Tight budgets over the years have made the filling of vacant positions difficult. In fact, there are several areas where there has been a serious erosion of staff due to the budget. For example, of the 18 authorized custodial positions, 5 of the authorized positions are currently vacant. The vacancies exacerbate a situation in which 4 of the remaining 13 custodians are on long-term leave. In addition, several other plant facilities positions have been left unfilled; 2 Admissions and Records assistant positions are unfilled and cannot be filled until a list is created; and 2 IT microcomputer systems specialist positions have recently become vacant.

The College requires a limited number of administrators that is consistent with its budgetary allocation and student population headcount.
SELF EVALUATION
(continued)

Appropriate staffing levels are assessed by the department head, campus staffing, committee, campus budget committee, campus planning committee, and the president. The organization of College units is based on district-wide guidelines and union agreements.

The College has had insufficient funds to maintain optimal staffing to fully support the College’s mission and purpose. The District Allocation Grant Taskforce reviewing the College’s budget necessities in 2003-04 pointed to high efficiency ratios in many areas of College performance and no specific areas of inefficiency to which it could point. The 2004-05 Faculty Hiring Priorities list which was forwarded to the Academic Senate and College president reflects the College’s need to hire additional faculty members. None of the recommended faculty positions were approved by the president for hiring due to budgetary restraints.

Additionally, the College does not have an optimal number of staff and administrators with appropriate preparation and experience to provide the administrative services necessary to support the College’s mission and purpose. In the 2002-03 academic year, the College lost several classified and administrative positions due to a fiscal crisis. Only a portion of the classified and administrative positions vacated have been filled.19

PLANNING AGENDA

• Continue to press for an adjustment of the District funding allocation model to provide for the fixed costs incurred by every College regardless of enrollment.

IIIA3. The institution systematically develops personnel policies and procedures that are available for information and review. Such policies and procedures are equitably and consistently administered.

IIIA3a. The institution establishes and adheres to written policies ensuring fairness in all employment procedures.

DESCRIPTIVE SUMMARY

There are numerous personnel policies and procedures. Documents include:

• The LACCD and the Los Angeles College Faculty Guild, Local 1521, CFT/AFT, AFL-CIO Agreement dated July 1, 2002 through June 30, 2005, Article 19
• The 2002-2005 Collective Bargaining Agreement for LACCD Administrator’s Unit – Teamsters Local 911
• The 2002-2005 Collective Bargaining Agreement for the American Federation of Teachers College Staff Guild, Local 1521A, CFT/AFT, AFL/CIO.
• The 2002-2005 AFL-CIO, S.E.I.U. Contract
• The 2002-2005 Los Angeles/Orange Counties Building and Construction Trades Council Contract
• The 2002-2005 Supervisory Employees’ Union S.E.I.U., Local 347 Contract
SELF EVALUATION  Deviance from policy and procedures are reported through the employment grievance process. Personnel procedures are publicized through campus-wide seminars, flyers, emails, and updates from various unions. The personnel commission is an independent oversight authority that helps ensure that the College is consistent with the application of its policies. Yet, the results of a faculty and staff survey in the fall of 2002 indicated sufficient concern as to whether “administrators in general respond to employees in a fair and objective manner”. Actions were taken to address that concern. When repeated in the spring of 2004, the survey showed a 20% improvement in this respect.

PLANNING AGENDA  

- Strengthen the efforts that have brought significant improvements in faculty-staff survey responses in recent years as to the fairness and objectivity with which College personnel deal with each other.

IIIA3b. The institution makes provision for the security and confidentiality of personnel records. Each employee has access to his/her personnel records in accordance with the law.

DESCRIPTIVE SUMMARY  Confidentiality of records is maintained. All permanent files are maintained at the District. Each employee has access to his or her personnel records in accordance with law. On-campus, records are maintained by the appropriate College vice president. The College ensures that all personnel records are secure and confidential. The personnel records that are online can only be accessed by personnel with special codes who are permitted to review these records for the daily operation of the College. Privacy directives can be found through examination of the State law and Los Angeles Community College District personnel policies.

SELF EVALUATION  Strict adherence to personnel law is maintained through the use of the District Labor Relations Department, which sponsors regular seminars on labor issues conducted by labor law attorneys. As no complaints in this area have been noted, no recommendations for action are made.

IIIA4. The institution demonstrates through policies and practices an appropriate understanding of and concern for issues of equity and diversity.

IIIA4a. The institution creates and maintains appropriate programs, practices, and services that support its diverse personnel.

IIIA4b. The institution regularly assesses its record in employment equity and diversity consistent with its mission.

IIIA4c. The institution subscribes to, advocates, and demonstrates integrity in the treatment of its administration, faculty, staff and students.

DESCRIPTIVE SUMMARY  The understanding of and concern for issues of equity and diversity can be demonstrated through College policies and practices for students, staff, faculty, and administrators. College efforts to embrace equity and diversity can be evidenced through an examination of: LAHC print, website and
alternate format materials; College Academic Senate policies and practices; College Planning Council (CPC) policies and practices; presence of a multi-ethnic faculty, staff and administration; College endorsement and sponsorship of cultural awareness activities; Life Skills Center workshops, individual and group sessions; Employee Assistance Program (EAP) offerings, and student activities and clubs.

The College honors diversity not only in its everyday conduct but through formal celebrations of differing cultural heritages. Los Angeles Community College District (LACCD) records substantiating employment equity and diversity assessment are available through the vice president of Administrative Services and the College compliance officer. The College Fact Book also identifies faculty, staff, and student ethnicity.

Examination of these items makes it clear that there is a clear, concise policy and procedure for redress of perceived grievances. Bargaining agent grievance representative fulfill their contractual obligations. The College compliance officer reports directly to the College president and periodically conducts investigations as needed. The College has a record of dealing promptly and swiftly with any infraction of personal rights.

The Employee Personnel Policies and Procedures Manual clearly addresses this area. Union contracts also provide detailed guidelines for the treatment of personnel. Union stewards, town hall meetings, and use of the shared governance process help to ensure fair treatment of all employees.

In the fall 2004 Campus Climate Survey, responding on a scale of 1 to 5, participants scored the College at a mean of 4.4 on whether “interactions with the majority of your colleagues are positive”, though rating the College a point lower (that is, 3.4) on whether “faculty, administration, and staff follow the established rules of procedure.” Nothing is more central to the identity of the College than the decency and integrity with which those who work and study here deal with each other.

- Provide staff development activities focused on our College values.

III.A5. The institution provides all personnel with appropriate opportunities for continued professional development, consistent with the institutional mission and based on identified teaching and learning needs.

III.A5a. The institution plans professional development activities to meet the needs of its personnel.

III.A5b. With the assistance of the participants, the institution systematically
evaluates professional development programs and uses the results of these evaluations as a basis for improvement.

**DESCRIPTIVE SUMMARY**

The College and the District provide opportunities appropriate to all categories of staff for professional development which are in keeping with the College’s mission. To better meet the needs of its students, the College provides funding for staff development. For example, classified staff and faculty, by contractual agreement, may enroll in college and university classes and receive 50% reimbursement for tuition costs. In addition, there are limited funds provided each year to divisions/departments to assist faculty in meeting the costs of conference attendance. Also, special funds are provided to assist classified employees to gain new skills. Moreover, most classified employees are covered by contracts that allow them to receive released time and be paid while taking classes during working hours if the classes will ultimately benefit these employees in the performance of their duties. There are also provisions for administrators to take classes and attend conferences. Furthermore, the College supports numerous Faculty Development (FLEX) activities which are made available to faculty and classified employees throughout the academic year.  

The campus Staff Development Committee meets monthly to review staff training and development needs, assess the outcome of activities, and take action to ensure that desired results are achieved. The campus Staff Development Committee surveys staff professional needs annually through a survey and regularly provides opportunities for professional growth. The District Office also provides opportunities for growth through training programs. The College funds assignments for a staff development coordinator and FLEX coordinator on an hourly basis to develop, plan, implement and administer activities for staff and faculty. The College supports programs that help to ensure information technology is maintained, and that staff are provided with opportunities to attend training seminars that are specific to their disciplines.

Training provides faculty a means to adopt and implement new tools for enhanced student learning outcomes. To target and assess these outcomes, the College uses a program review process that is monitored by the Academic Senate, campus planning committees, and senior staff.

**SELF EVALUATION**

Until 2003, the State offered funding for staff development. Since that time no new monies have been allocated in this area, which will have a severe impact on the program. Los Angeles Harbor College has chosen to sparingly use the monies last distributed by the State, and as a result, some funds are still available for staff development purposes.

Some teaching and learning needs are identified through discussions with unit managers. Needs are also identified whenever new procedures are scheduled to be implemented. Staff Development and Faculty Development (FLEX) Committees frequently offer activities which address...
the need of their constituents.

Of all the types of opportunities for training provided, the type with the greatest participation of all sectors of the College staff is the FLEX program, though it should be noted that it is far more difficult for classified staff members to participate than it is for administrators or faculty. In fact, administrators need only rearrange their schedules if possible, and faculty members generally have free time during the day (before, after, or between classes) to participate. In contrast, classified staff members, who have ongoing responsibilities at their job sites throughout the day, have a more difficult time attending unless the FLEX workshop is during the lunch hour or unless there is a sufficiently obvious and compelling work-related reason to convince his/her supervisor to provide permission to participate.

**PLANNING AGENDA**

- Assure faculty fulfillment of Faculty Development (FLEX) requirements while developing an effective alternative for classified staff.

**IIIA6. Human planning is integrated with institutional planning. The institution systematically assesses the effective use of human resources and uses the results of the evaluation as the basis for improvement.**

**DESCRIPTIVE SUMMARY**

In the last accreditation cycle, the College was mandated to institute an integrated planning process, so instructional, facilities, and staffing plans would not be developed on a separate, even conflicting basis, but would self-generate from unit and resulting cluster plans merged into a College-wide operational plan. The principles of this process and the record of its implementation can be found in the following documents:

- College Participatory Governance Document
- College Planning Policy and Procedure Manual
- LAHC Faculty Hiring Priority Policy and Procedure Manual
- LAHC Staffing Committee Guidelines
- College Planning Council (CPC) Academic Affairs Committee minutes
- College Planning Council (CPC) Administrative Services Committee minutes
- College Planning Council (CPC) Student Services Committee minutes

**SELF EVALUATION**

Until the completion of a College operational plan sufficiently thorough so that personnel priorities can be derived directly from it, the Faculty Hiring Priorities Committee had to make its recommendations in the absence of such a plan. The Staffing Committee found it difficult to confine itself to the limited role provided for it in the College’s new participatory governance document.

**PLANNING AGENDA**

- Complete a College operational plan sufficiently functional so personnel priorities can be derived directly from it.
Constitution and By-Laws of the Academic Senate of Los Angeles Harbor College, Section 7, Faculty Hiring Priorities Committee, p. 12.

Faculty Hiring Priorities Policy and Procedure Manual.

Directives can be found in LACCD Board Rules, Chapter X, Human Resources, Article III, Selection Policies.

LACCD and AFT 2002-2005 Contract, Articles 15 and 16.

For sample job descriptions please refer to: http://info.laccd.edu/acadjobs/jobs/jobs.asp.

College Participatory Governance Document.

Please refer to: http://www.laccd.edu/PersComm/personnelcommission.htm.


For sample job descriptions please refer to: http://www.laccd.edu/PersComm/personnelcommission.htm.

For hiring directives, please refer to the following websites: http://www.laccd.edu/district_resources/employment.htm and http://www.laccd.edu/board_rules/. For sample Unclassified Job Descriptions please contact the Director of the Job Placement Center or Director of Special Programs and Services.

Sample Interview and Faculty Selection Materials documenting compliance can be accessed through the LAHC Vice President of Academic Affairs.

Minimum Qualification Directives can be found in the following document: Minimum Qualifications for Faculty and Administrators in Community Colleges, March 2003, California Community College Chancellors Office. Available at: http://info.laccd.edu/acadjobs/jobs/docs/forms/min_quals.pdf.

For references see IIIA Initial Submission.


Substantiating documents: Opening day Presentation, Mini grant RFP, Course Outline form.

Minutes File.

Personnel Policies File.

College Budget File.

2004-5 College Event Calendar.

Personnel Policies File.

Ibid.

Constitution and Bylaws of the Academic Senate at Los Angeles Harbor College, Section 10, Professional Development Committee (FLEX).

Staff Development File.

Program Review File.
B. PHYSICAL RESOURCES

*Physical Resources, which include facilities, equipment, land, and other assets, support student learning programs and services and improve institutional effectiveness. Physical resource planning is integrated with institutional planning.*

**DESCRIPTIVE SUMMARY**

Within the next decade, Los Angeles Harbor College will be physically transformed – as a campus serving students of the 21st century redesigned to enable them to meet its challenges. The enactment of Propositions A and AA in 2001 and 2003 coincide with the adoption of the new accreditation standards and provide the College with a unique opportunity in its history to assess the safety and sufficiency of the whole range of its buildings and equipment in terms of student learning. How should we decide what existing buildings to renovate, and in what ways, and what new structures to construct, and with what capacities?

The new facilities master plan is the result of a study of our community and campus needs identified by a large constituent group. The campus will be adding almost 150,000 additional gross square feet with the $224 M Prop A/AA money. Facilities will be energy-efficient. The campus will retain its park-like setting and will have an academic zone as well as an athletic zone. The academic zone is organized around discipline quads. Traditional classroom space will be further enhanced to accommodate collaborative learning in technology enhanced classrooms. The space will also include formal classrooms and small study group areas as well as indoor and outdoor meeting spaces.

The campus astronomy building is being renovated. Global positioning will be taught in an oceanography facility taking advantage of the College proximity to the Pacific Ocean. Los Angeles Harbor College also has a global classroom in which a fully operational TV studio and television station (HCTV), enhances distance learning possibilities. The heart of the College will be the new Library/LAC located in the center of campus.

Students will enjoy a newly remodeled student activity center. Athletic fields will provide a walking track and new fitness gym, where the focus will be on health and fitness. The wellness center will continue to serve community rehabilitation services and other community needs with state-of-the-art equipment.

The master plan provides for the renovation of 8 existing buildings as well as the construction of 9 new buildings.

8 Existing buildings that remain and are scheduled for renovations:

1. Administration / Community Services
2. Science
3. Astronomy
4. Music
5. Fine Arts
6. Theater
7. General Classroom
8. Nursing

Proposed New Buildings:

1. Northeast Academic
2. Student Services / Administration
3. Technology Building
4. Physical Education / Wellness Center
5. Child Development Center
6. Chemistry / Physics
7. Learning Resource Center / Library
8. Student Union
9. Facilities Maintenance Building

The transformation is being monitored by citizen oversight committees comprised of local homeowners, business and community leaders, students, and senior citizens. The bond program has already contributed positively to Southern California’s economy by creating business opportunities for local companies and taxpayers. Complete renovation and construction documentation, including design plans, building schedules, and relevant updates can be found on the College website.

IIIB1. The institution provides safe and sufficient physical resources that support and assure the integrity and quality of its programs and services, regardless of location or means of delivery.

IIIB1a. The institution plans, builds, maintains, and upgrades or replaces its physical resources in a manner that assures effective utilization and the continuing quality necessary to support its programs and services.

Los Angeles Harbor College complies with all codes and regulations, makes regular visual inspections, fulfills work requests, and refers concerns to a duly constituted Work Environment Committee, which meets regularly.

The College’s annual space inventory and master planning process provide for appropriate space allocations. There are routine administrative inspections of all off-site locations used. All contracts properly provide for insurance indemnification. The facilities manager personally inspects the campus on a continuous basis, solicits needs from crafts, and submits the five-year plan for Scheduled Maintenance and Hazardous Substances.

The Board of Trustees’ Infrastructure Committee oversees facilities planning District-wide. The District Facilities Planning and Development Office maintains a database of all space on all campuses and its relative condition to ascertain when any one component has reached the end of its useful life and requires replacement.
The process by which facilities planning takes place can be verified in the College master planning documents and the minutes of the College committees through which planning decisions are developed. This occurs primarily in the Administrative Services Committee, the Facilities and Work Environment Committee, and the ‘Core Group’ and ‘Building User Group’ committees implementing Proposition A/AA. Thoughtful planning and competitive bidding of work assures effective use of funds. The minutes of the Budget Committee and Work Environment Committee provide input for approval of expenditure.

The executive director of facilities and planning develops an annual Scheduled Maintenance Five-Year Plan of all facility maintenance needs District-wide. At the same time ADA compliance, key issuance, ADA Transition Plans, and Environmental Impact Reports (EIR) are also provided.

The groundwork for Propositions A/AA construction illustrates the inclusive and deliberative approach of the College to facilities planning.

Throughout our the summer of 2001, all members of campus constituencies received detailed updates on the initial steps being taken by the College Planning Council (CPC) and its College-wide Facilities Planning Task Force (which included eight faculty members, among them all the Academic Senate's representatives on CPC).

At an all-campus meeting August 30, all present met the facilities planning consultants hired by CPC and the Task Force. The consultants were then to devote the fall 2001 semester to seeking campus-wide input for CPC and the Task Force so a Preliminary Facilities Master Plan could be ready for presentation to the College and community at the start of the Spring semester. This involved the series of meetings with individual unit managers and division chairs by the consultants through the early fall, and with Division Council as a whole on December 19; a College-wide forum on November 17 (video-taped for viewing by any one who may have missed it); the meetings of the community-based Oversight Committee; and four in-depth planning sessions with the consultants and either CPC or its Facilities Planning Task Force (September 26, November 9, December 20, and January 10, with the results regularly reported back to all constituencies), as well as the Task Force’s day-long interview session December 14 for selection of a project management firm.

That preliminary plan was then open for comment and was on the College website through the spring 2002 semester. It was sunshined for the community at a forum February 5; another community forum was held.
SELF EVALUATION (continued)

during the day on Saturday, February 9. An all-campus forum on February 12, 2002 provided further input.

The rest of the spring semester was devoted to seeking more individualized and specific reactions from the College and community so the plan could be completed by the end of the semester, fully expressing the school’s vision of a Harbor College for the 21st Century.

To enable the consultants to complete their programming assignments, the Office of Planning and Research assessed the College physical plant and evaluated the College utilization of space as noted in the Programming Document. The updated analysis of how much space the College uses in comparison with what the State recommends for each program according to school size and productivity, appreciably broadened the planning options open to the College.

Implementation began with a CPC retreat July 16, 2002, at which time the program managers and programming consultants were introduced. A set of general priorities for the Five Year Plan were agreed on and adjusted for final confirmation by CPC at the September 12 and 26 meetings. Both these meetings, like the retreat, were open to the campus as a whole. In the meanwhile, a campus-wide newsletter updating the College on progress underway was issued, as were the minutes of the weekly meetings of the Project Management Group, which includes officers of the Academic Senate.

Similar retreats were held in the summers of 2003 and 2004 to assure campus-wide involvement in updating past decisions. These retreats supplemented the periodic CPC meetings throughout each academic year.

Implementing Proposition A/AA renovation and construction plans with economy and integrity, has posed the severest challenges given external factors including choice of contractors. The College has increased representation on the ‘Core Group’ which supervises implementation of Proposition A/AA plans and has encouraged realistic campus-wide discussion of problems faced.13

PLANNING AGENDA

- Continue to hold Proposition A/AA contractors strictly accountable for the fulfillment of all obligations.

IIIB1b. The institution assures that physical resources at all locations where it offers courses, programs, and services are constructed and maintained to assure access, safety, security, and a healthful learning and working environment.

DESCRIPTIVE SUMMARY

Access

The College has endeavored to meet both the letter and the spirit of Federal and State laws regarding access by remodeling campus facilities so that barriers hampering access to the disabled are removed. A just completed accessibility project has further removed barriers bringing the
College ever closer to the unfolding vision of full compliance as mandated by the American Disabilities Act (ADA).

A major remodeling project was completed in 2000 putting the College in virtual compliance with the provisions of the Federal American Disabilities Act (ADA) as currently defined. Included in this project were ramps, automatic doors, accessible restrooms, new signs, handicapped door hardware, and improved exterior lighting to put every building on campus in conformance with ADA standards with the exception of the General Classroom Building, which has no elevator to the second floor. However, if a special-needs student has a class that meets in one of the four classrooms on the second floor of the General Classroom Building, the class can easily be moved to one of the seven classrooms on the first floor to provide access. The College office for students with disabilities is on constant watch for remaining barriers to access.

The coordinator of the DSPS program works closely with the director of facilities to assure access to all buildings and the campus in general. During the construction phase of the campus theater plan, architects designed a plan for access that has been approved by the Division of State Architects. The faculty coordinator of DSPS reviewed all plans before submittal. As changes occur in the construction, revisions and careful signage will be needed.

Health and Safety

With regard to construction on the Los Angeles Harbor College campus, all projects must be engineered and architecturally planned in accordance with established Federal and State standards so that they meet current safety, security, and health regulations. Further, all plans and specifications for major College construction projects have to be reviewed and approved by the Division of the State Architect (DSA) to ensure that it meets these standards prior to actual construction.

Various College departments and committees are involved in ensuring that State and Federal health and safety standards are met. Part of this effort involves the dissemination of information regarding health and safety notices related to local, State, and Federal health and safety codes on bulletin boards and in safety manuals. Plant Facilities takes an active role in health and safety by adhering to achievable maintenance standards. It also responds immediately to correct any deficiencies identified by governmental and/or insurance inspectors. It should be noted that because of the work of Plant Facilities, these inspectors rarely find health or safety deficiencies.

Credit classes are only offered on the campus in Wilmington or by distance education. Some contract education and community service classes are offered off-site. All facilities used must be safe and conducive to learning.

Additional provisions for the safety and healthfulness of the campus include:
DESCRIPTIVE SUMMARY (continued)

- establishment of a Student Health Office staffed by a full-time registered nurse;
- designation of a compliance officer who listens to and acts on student and staff concerns;
- identification and replacement of all power transformers potentially containing PCBs;
- identification and removal of materials containing asbestos throughout campus;
- annual identification, roundup and disposal of hazardous substances (Hazmat);
- training of personnel on the handling, storage and disposal of bio-hazardous waste;
- retrofit of all campus interior lighting to provide earthquake-secure and energy-efficient fixtures;
- retrofit the three seismically deficient buildings;
- renovation of the Liberal Arts Building heating and fresh water systems;
- replacement of the College fire alarm system

Although there is no standing safety committee on campus and no regularly scheduled safety meetings, the campus is provided general safety guidance by the Los Angeles Community College District Safety Director. Individual departments, such as Chemistry, schedule their own individual safety meetings involving students in classes as well as employees. Finally, the “Work and Repair Requests” system enables campus employees to report safety or health concerns for correction.

Where State funding is provided for new construction and scheduled maintenance, projects are given higher priority by the State when issues such as safety and health are involved.\textsuperscript{15}

Security
Security at the College is provided by a component of the Los Angeles County Sheriff’s Department. The LACCD Police component is housed on the Los Angeles Harbor College campus. It is staffed to provide a minimum of two officers on duty at all times.

Security is provided around the clock by our campus Sheriff’s Department. Currently the department is manned by 2 full-time officers, an office assistant/dispatcher, and 5 police cadets. The officers are responsive to campus security needs, and are provided with state-of-the-art equipment including a radio/cellular phone communication system and fully equipped police cruisers.\textsuperscript{16}

SELF EVALUATION

Health and Safety
In the past year, the College has increased its emphasis on disaster preparedness through the replacement of its campus-wide alarm system and the updating of its comprehensive disaster plan. Although funding and other constraints have prevented planned drills, reality forced two campus
SELF EVALUATION (continued) evacuations this fall. The reopening of the south exit/entrance to the campus, closed due to construction work, will reduce the congestion experienced in the evacuations.

Security Cost and service-level issues have arisen as a result of the absorption of the former District police force into the Los Angeles Police Department and its substitution in the District by the County Sheriffs.

PLANNING AGENDA

- Complete a College operational plan sufficiently functional so facilities priorities can be derived directly from it.
- Implement all aspects of the College disaster preparedness plan.
- Resolve campus police cost and service-level issues.

IIIB To assure the feasibility and effectiveness of physical resources in supporting institutional programs and services, the institution plans and evaluates its facilities and equipment on a regular basis, taking utilization and other relevant data into account.

IIIB2a. Long-range capital plans support institutional improvement goals and reflect projections of the total cost of ownership of new facilities and equipment.

DESCRIPTIVE SUMMARY

In assessing its facilities needs, the College determined that four of the original six buildings constructed on campus could no longer keep pace with the College educational programs.

- The Technology 1 and 2 buildings needed to be demolished and rebuilt.
- The Physical Education Building needed a complete renovation, conversion and revitalization.
- The Liberal Arts Building needed a complete renovation of its educational environment.

Therefore, these four 52-year old buildings ranked high on the College priority list for capital funding. In addition, as part of our New Technology Building Project, five of the least permanent (bungalow) buildings needed to be demolished with their classes and services relocated to the new facilities. In order for the College to successfully continue its educational activities, addressing such needs and modernization work became a necessity for the institution.

The new Child Development Center supported the District and College’s master planning by replacing the two temporary buildings and increasing the service capacity of the existing Center. However, the new Child
Development Center had to be temporarily relocated to accommodate the initial building phase approved in the Bond measure. The District and the College are dedicated to providing the student services necessary to support student success and attract a greater number of students to the College. Large portions of the population served are Welfare-to-Work students who would not be able to receive an education unless childcare services are available for their children. Hence, this new work was a necessary component in serving our community.

Completion of the Drama/Speech building remained an important project for the College. Although the partially completed building was being used, it had developed unacceptable health and safety problems in connection with air circulation in the windowless rooms, and an inability to transit and absorb sound satisfactorily in the main-stage theater. Electronic equipment also malfunctioned throughout the building.

All existing structures are in need of climate control, surface renovation, paint, screens, and retrofitting to meet developing technology needs.

The 52-year old gas boilers in the College central heating plant are inefficient and scheduled next for replacement. They are funded at $400,000, and the College is awaiting completion of the engineer plans for this project. In addition, State funding (for $92,044) has been requested under AB 970 for providing additional lighting control sensors for individual rooms. Under AB 970, the College requested funding (for $49,200) to bring under our Energy Management System Control 15 stand alone heating and air conditioning systems located throughout our campus. Finally, the College requested scheduled maintenance funding (for $58,560) to replace six old air conditioning units and electric strip heaters in the Police Building with two or three efficient HVAC units. The Science Buildings need to be retrofitted to be more energy efficient. All the above improvements would be new initiatives to increase the energy efficiency of the existing structures and comply with the current need for sustainability.

The Board of Trustees Infrastructure Committee nominally oversees facilities planning District-wide. The College conducts an annual space inventory review for submission to the State. Efficient use of space assists the campus in receiving state maintenance funds. The Work Environment Committee assures College-wide input in identifying deficiencies and locating funds with which to correct them. The District Office of Facilities advises the Board of Trustees’ Infrastructure Committee on long-range capital facilities planning District-wide. The College committees identified earlier, work through the participatory governance
structure to provide for campus-wide involvement in addressing facilities concerns.

The demands of Proposition A/AA brought on board a wide variety of new players with more direct on-campus involvement in decision-making. Considerable monies and wide participation were invested in seeing to it that the plans being developed were sound and inclusive, but unanticipated factors have threatened both the budget and planned construction schedule.

PLANNING AGENDA

• Continue to involve all College stakeholders in minimizing departures from the planned schedule and budget for Proposition A/AA construction.

IIIB2b. Physical resource planning is integrated with institutional planning. The institution systematically assesses the effective use of physical resources and uses the results of the evaluation as the basis for improvement.

DESCRIPTIVE SUMMARY

Shortly after the passage of Proposition A, the College Planning Council (CPC) held a retreat to determine its priorities for building projects. Data was used to see where growth was anticipated and where space was mostly needed. Priorities were determined to be renovation and the building of new classrooms. Working with the master plan architects, the College carefully programmed all buildings and programs. The College examined the data which shows program growth and tried to add space as appropriate. An application was made to the State for replacement buildings and the College has been successful in receiving State monies for 50% of our new physical fitness center, our technology building and the child development center. The College has a request (FPP) in to the State for 50% funding of a new library. All of these projects are in our Five-Year Master Facilities Plan.

In the College planning model, facilities planning flows directly from College-wide planning, College Planning Council (CPC) meetings, and retreats which have continued to be the principal forum for construction decisions, prioritized by consensus. Building proposals originate in users’ groups in which all staff working in the building concerned can participate. These recommendations go to the Core Group, consisting of construction consultants, College administrators, and two faculty representatives. The final decisions are made by CPC.

Apart from Proposition A/AA projects, overall supervision of facilities’ management is provided by the Facilities/Work Environment Committee. In its capacity as a committee of the College Planning Council, it is comprised of representatives from all four College constituencies.

All College equipment is maintained through a Work Order Request process. This allows each unit (MIS, carpentry, electrical, and others) the ability to prioritize repairs based on the severity of the problem as reflected in that division’s or department’s current workload. Although matters of
safety result in immediate action by all concerned maintenance departments, in the normal day-to-day functioning of the College, first priority is given to repairs affecting the instructional program. Preventive maintenance is an ongoing goal for all the College’s equipment, but the only regularly scheduled maintenance is for typical items such as: Astronomy projection equipment, electronic balances, limited piano tuning, fire extinguishers, emergency lighting battery units, boilers, backflow devices, elevators, the energy management system, and servicing for automobiles/truck/carts.

Major - and some minor - maintenance projects which cannot be accomplished with the College’s resources are itemized, and submitted to the State for funding though the Los Angeles Community College District Office. These major projects comprise the College’s five-year Scheduled Maintenance Plan, a plan which is updated annually. The facilities manager in concert with plant facilities staff and other shared governance entities, such as the Facilities’ Committee of the CPC, select projects and designate them as “first-year” projects, that is, ones of such urgency that they require consideration during the first year of the five-year plan. These “first-year projects” are then submitted to the State as part of the College’s fiscal year Scheduled Maintenance Program. Typically the State will only fund three or four of these Scheduled Maintenance Program projects. The College and/or District is required to provide matching funds which involve a contribution of anywhere from 22% to 50% for each approved project. In instances where the College cannot provide matching funds, the project may be submitted as part of the following year’s programs.

Daily management and maintenance of buildings and grounds at Los Angeles Harbor College is seen to by the Plant Facilities Department directed by the plant facilities manager who is responsible to the vice president of Administrative Services. Through the “work request” system and a more high-tech system involving the use of telephone, e-mail and radio dispatch, the close-knit Plant Facilities team has the capability to respond to routine as well as emergency situations.

Energy management is another function of Plant Facilities. Coupled to the management control of our major heating and air conditioning equipment, the recent upgrade of the Honeywell Service Net System makes it a more effective tool for energy savings. Local computer monitoring programs and graphic displays enable Plant Facilities to actively monitor the minute-by-minute operation of the major heating and air-conditioning equipment. In addition, Honeywell provides backup monitoring of the system and provides real-time input on uncommon conditions that may have been overlooked.

Faculty within the departments are responsible for identifying equipment needs in their unit plans. Requests are prioritized by the division and the cluster for funding. Outside resources are regularly sought after for additional monies. Categorical funding is applicable for many programs’ equipment and maintenance. Faculty, with the advice of their advisory committees, have the responsibility for determining the needs of their
DESCRIPTIVE SUMMARY (continued)

programs and services. Unit plans are expected to be updated regularly with the needs for facilities and equipment included.

SELF EVALUATION

There is ongoing discussion in the Parking Lot Committee, which is a subcommittee of the College Planning Council’s Facilities Committee, about the allocation of student parking lot fees. The point of concern is whether these funds should be used to repair and maintain student parking lots or be used in support of sheriff’s activities as they relate to ticketing, parking meter collections, and/or repair, replacement, or upkeep of other police equipment such as cruisers, radio equipment, bicycles, and others. The irony in having funds for new construction is that the funds cannot be used for operational expenses, and the College operational budget remains as lean as ever, while the new facilities, once completed, will require additional maintenance. The College has become extremely efficient at fixing things on a ‘shoestring’ and making things work. Faculty and staff work hard to be sure that students have what is needed in their classrooms, and the facilities/maintenance staff is skilled and creative in repair and maintenance.

Still, since the last accreditation Self Study, Plant Facilities has lost thirteen employees due to: termination for cause (4), death (2), retirement (2), transfer (2), or workman’s compensation injury claims (3). Worker morale, especially in the custodial department, has become a growing cause of concern. Since the cleanliness of the campus is a priority for everyone at the College, custodians have felt frustrated at not being able to see to their expanded areas of responsibility with the same degree of care that they were able to bring to their previous assignments.

PLANNING AGENDA

- Secure an appropriate balance between instructional and instructional-support expenditures through a College operational plan that is fully functional.
For complete documentation of Proposition A/AA planning, see Prop. A/AA File.

For Work Environment/Facilities Committee minutes, see Minutes File.

For space inventory statistics, see the Facilities Master Plan located in the Facilities File.

Off-campus inspection reports are located in the Facilities File.

A sample contract can be found in the Facilities File.

On-campus inspection reports are located in the Facilities File.

Crafts reports can be found in the Facilities File.

For the Five-year Scheduled Maintenance and Hazardous Substances Plan, see Facilities File.

For each of the current plans cited, see Facilities File.

For the District Five-Year Scheduled Maintenance Plan, see Facilities File.

The latest ADA report is located in the Facilities File.

2000 Accreditation Self Study.

The Prop. A/AA File documents the dates, content, and results of these meetings

Facilities File (ADA Report).

The safety concerns referenced here are documented in the Facilities File.

The security concerns referenced here are documented in the Facilities File.

Prop. A/AA File.

For space inventory statistics, see the Facilities Master Plan located in the Facilities File

For Work Environment/Facilities Committee minutes, see Minutes File.

District Infrastructure Committee minutes can be found in the Facilities File.

For Work Environment/Facilities Committee minutes, see Minutes File.

Prop. A/AA File.

Ibid.

For Work Environment/Facilities Committee minutes, see Minutes File.
C. TECHNOLOGY RESOURCES

Technology resources are used to support student learning programs and services and to improve institutional effectiveness. Technology planning is integrated with institutional planning.

IIIC1. The institution assures that any technology support it provides is designed to meet the needs of learning, teaching, college-wide communications, research, and operational systems.

IIIC1a. Technology services, professional support, facilities, hardware, and software are designed to enhance the operation and effectiveness of the institution.

DESCRIPTIVE SUMMARY

First, Los Angeles Harbor College must make sure that its various types of technology needs are accurately identified. The District Office of Information Technology maintains administrative systems and the District-wide network, web page and web-based transactions. There are a variety of ways Los Angeles Harbor College (LAHC) technology needs are identified. The IT Advisory Committee (ITAC) consisting of representatives from instructional units meets periodically to discuss the IT needs of the College and how they are handled. A main focus of Title V discussions is to identify what the technology needs are for the campus. In addition, there are needs determined by District-wide system decisions (needs for the Systems Applications Procedures (SAP) system, student record access, District standards, and others). The District Technology Committee (DTC), attended by IT staff from all the campuses in the Los Angeles Community College District (LACCD) meets monthly. Among the topics of discussion are current and future technology needs. Some of the technology needs are identified through unit plans. Discussions in Division Council meetings also cover technology needs. Technology needs are also discussed in IT staff meetings. Instructors planning to use computer labs are sent a questionnaire specifically to determine what their needs are to ensure the lab will be able to accommodate them.

Next, the College must properly make decisions about the technology services, facilities, hardware, and software that it needs. Most service and hardware decisions are made by the IT director in conjunction with ITAC, effected user groups (including the IT staff), and any funding groups. Software decisions can be made by the IT director, but are often also determined by District policy, specific needs, or the decision comes about from research on the hardware of service involved, including the costs, effectiveness, standards, support equipment needs, and management/maintenance needs. For hardware, a sample unit is acquired and tested. Services are set up in a test environment. Any hardware, software, or services to be implemented campus-wide are approved through the College planning process.
Los Angeles Harbor College technology services are locally provided. There are multiple levels of backups and redundant systems for many services. Ongoing projects are adding better monitoring and messaging to improve reliability. Privacy and security are essential. Administrative systems are kept on a separate network from student systems, and both networks are kept shielded from any public systems with only very limited access to internal systems from the outside. Access to student and staff records go to District servers through a private network so as not to expose any personal information on public networks. Firewalls protect the network along with a security appliance. Finally, campus computers run a number of specialized programs to protect them from intrusion.

Facilities are determined by available space, suitability, and current utilization. This requires an assessment of how well the College technology accommodates curricular commitments for distance learning programs and courses, and whether technology is provided directly by the College or through contractual arrangements. There are adequate provisions for reliability, recovery, privacy, and security.

The College must assess the need for information technology training for students and personnel. The District Office of Information Technology provides system training to District employees. The Staff Development Committee helps determine training needs for the staff and faculty. Also, needs are to some extent self-identified. Student needs are primarily determined by reports from instructors. The student surveys also give some indication of student training needs.

Classes which use computers provide some training in computer use. This training is expanded as an introductory class. The Library has formal classes in various computer services. In addition, Financial Aid offers training on financial aid services for students.

Faculty and staff receive training as part of the staff development activities. Twice per year there are a number of classes offered for various computer systems and services. One-on-one training is offered by the IT department for more specific needs. There are classes offered at the District Office for services run on District systems.

The College ensures that the training and technical support provided are appropriate and effective by gathering feedback from the participants. Any deficiencies are determined through the various campus committees, particularly the Staff Development Committee. The principal inadequacy is the lack of a training facility.
IIIC1c. The institution systematically plans, acquires, maintains, and upgrades or replaces technology infrastructure and equipment to meet institutional needs.

**DESCRIPTIVE SUMMARY**
The District Office of Information Technology systematically plans, acquires, maintains, and upgrades or replaces technology infrastructure and equipment to meet District-wide needs. The College maintains its own IT department charged with the management, maintenance, and operation of its technological infrastructure and equipment. The IT department employs five full-time staff in addition to the IT director.

There are numerous systems in place to ensure reliability and emergency backup. Complete backups are done via two separate systems, with provisions being made for offsite storage of data.

Most individual technology resources are purchased by departments with their own funds and distributed to meet their needs. Purchases from block grants and Title V funds are discussed and evaluated in the groups which oversee those funds.

With the passage of Propositions A and AA funds, the College has committed sufficient funds for technology to update its infrastructure and ensure its reliability. In addition, the continued support for the IT department helps assure the reliability of the technical infrastructure.

In addition to following District policy regarding technology, the College has charged the IT department with ensuring that its infrastructure is up-to-date and continues to support the IT group with staffing and funding.

**SELF EVALUATION**
Distribution of technology at the College is generally effective, with all departments having access to the various technology services offered. Unfortunately, distribution and use could be more effective. Some faculty members refuse to use technology, seriously limiting the potential of technology for communication and collaboration. Also, there are some groups of campus which lack sufficient equipment to make as effective use of the technology resources as they might with more resources.

**PLANNING AGENDA**
- Upgrade the College internet connection for higher speed.
- Standardize electronic monitoring systems to assure notification of system downtimes across the College infrastructure.

IIIC1d. The distribution and utilization of technology resources support the development, maintenance, and enhancement of its programs and services.

**DESCRIPTIVE SUMMARY**
The Learning Assistance Center (LAC), located in the Learning Resource Center, provides self-paced programs that support the regular instructional
Through a variety of media; computers, audio, and video, students may actively participate in different learning modalities at their own pace. Programs are available in math, algebra, English, ESL, accounting, physics, chemistry, drafting, foreign languages, study skills, psychology, child development, history, and political science. A list of program offerings is available at the LAC check-out counter for use in the LAC. The LAC also supports the College language program by copying program cassette tapes for students. Furthermore, the LAC supports the PACE and Instructional Television Programs by making videos available for student viewing in the Center.

Although supervised and funded by individual academic divisions or departments, the division/departmental labs are located within the Learning Assistance Center (LAC), which is, as mentioned, a part of the Learning Resource Center. These labs include the Writing Lab, the Math Lab/Open Access Computer Lab, the Literacy Center, and the High Tech Center (Special Needs).

Also located in the Learning Assistance Center are two fully-equipped computer labs that are reserved for classroom instruction. The computer lab in LAC 113 is equipped with thirty-four Pentium 133 multimedia computers and the computer lab in LAC 105 contains thirty-seven of these computers. Computer projection devices are also available to both labs. In addition to the computer labs in the LAC, there are other computer labs situated on campus. The Business Division has five separate instructional labs with approximately one hundred and fifty computers. Most are Pentium 133 computers, and approximately twenty-five are 80486’s. Sixty-five of the one hundred and fifty Business computers have multimedia capability. In the Nursing Building, the Nursing Division has a ten-station Pentium multimedia computer lab available for use by Nursing students.

Faculty and staff have access to the computer lab in the training room in the IT area, located on the second floor of the LAC, with its six Multimedia Pentium II computers which are reserved for faculty and staff training and for the development of multimedia instruction. Most faculty now have computers, all either recently upgraded or new.

Another area of pride for the College is the College’s telecommunications resources which include its videoconferencing equipment which is set up in the conference room/classroom in LAC 125, the Satellite downlink, the cable TV system, the Videofax, the TV Studio, and the Internet, all of which are housed in the LAC.

Technology systems differ from institution to institution, and even when vacancies in technology positions can be filled, a personnel shift can involve considerable loss of institutional knowledge.

- Increase cross-training of all technology staff so the departure of individual staff members does not impair service quality even when vacancies are promptly filled.
IIIC2. Technology planning is integrated with institutional planning. The institution systematically assesses the effective use of technology resources and uses the results of evaluation as the basis for improvement.

DESCRIPTIVE SUMMARY
In the College planning model, technology planning is directly linked to College-wide planning. Independent requests for instructional technology equipment originate in instructional and classified units and then are merged into cluster plans and finally into the College operational plan as provided in the Planning Policy and Procedures Manual. At the same time, ITAC considers College-wide needs, taking its proposals to the cluster which it is a part of for incorporation into that cluster’s plan and College-wide prioritization by the College Planning Council.11

Ongoing discussions with faculty and staff both individually and through various campus groups shape ITAC recommendations. Inquiries to faculty using computer labs, along with questionnaires sent to Division Council members, do that as well. Again, comparison to operations at other campuses through groups like the District Technology Committee (DTC) and Chief Information Systems Officers Association (CISOA) help determine that the College is effective in meeting its technology needs.

Methods for measuring the effectiveness of technology vary depending on how the technology is used. For student labs there is a survey sent to students to determine how useful and effective they feel the labs are. The amount of time students spend using computer labs is tracked. In a similar manner, members of the Division Council were given a survey to determine how effective they feel the IT group has been in making technology useful.

Discussions in ITAC and Title V often center on effectiveness of current technology used. Also Division Council meetings sometimes discuss how effective technology uses are (particularly when discussing whether block grant money should go to furthering some use of technology). Finally, discussions in groups with other colleges, including the DTC and CISOA meetings, help determine the effectiveness of technology by comparing what is being done at other colleges and their results with the results locally.

SELF EVALUATION
There are never enough funds to satisfy all of the needs which have been identified on campus. But the shared governance model has been effective in allowing committee members to prioritize these needs in line with the goals of the College. While all needs are not met, the prioritization of needs is effective, and the funds are put to good use.

The effectiveness of technology to meet the needs of the College are mixed. More must be done to make collaborative work simple and reliable to the faculty and staff. Also, there are additional reliability issues in some areas. On the other hand, the student computing needs are generally
being well handled by the labs. The general technology infrastructure and communication systems are sufficient for present needs and have the additional capacity and flexibility to meet future needs.

PLANNING AGENDA

- Reactivate the Instructional Technology Advisory Committee to assure a proper balance between administrative and instructional demands on technology resources.
1 LACCD Website.
2 Minutes File.
3 Title V Summary Report on Technology.
4 The Process for District-wide decisions is specified in the SAP/BW Protocol File.
5 Minutes File.
6 Planning Process File.
7 Minutes File.
8 Ibid.
9 Copies of Computer lab request forms (completed) are located in the IT General File.
10 IT Security File.
11 For ITAC and Title V committee minutes, see Minutes File.
President’s Round Table, November 28, 2005. Los Angeles Harbor College President, Dr. Linda M. Spink (left), with Congresswoman Jane Harman (right).
D. Financial Resources

Financial resources are sufficient to support student learning programs and services to improve institutional effectiveness. The distribution of resources supports the development, maintenance, and enhancement of programs and services. The institution plans and manages its financial affairs with integrity and in a manner that ensures financial stability. The level of financial resources provides a reasonable expectation of both short-term and long-term financial solvency. Financial resources planning is integrated with institutional planning.

Descriptive Summary

From its inception in 1949 to the adoption by the District of a new funding allocation model after 1991, Los Angeles Harbor College was the only College in the Los Angeles Community College District to always have a balanced budget. Since the new funding model was instituted, budget problems have been chronic, and through the past seven years, deficits were continual.¹

To bring this pattern to an end, the District Allocation Grant Taskforce required of the College the most thorough financial self-study it had ever made of itself, in four reports filed periodically in 2003 and 2004. The Academic Affairs Committee addressed program efficiency issues in the first comprehensive assessment of instructional programming it had engaged in since its formation, providing an important foundation for ongoing program review, and the Budget Committee conducted a thorough line-by-line review of College expenditures and income, in which all data was freely available and attendance far exceeded the committee's membership. The result was a reduction of over $2 million in yearly College costs, and a finding by the Taskforce that no specific inefficiencies could account for continuing (though greatly) reduced short-falls.²

IIID1. The institution relies upon its mission and goals as the foundation for financial planning.

IIID1a. Financial planning is integrated with and supports all institutional planning.

Descriptive Summary

The College planning process institutionalized as a result of the last accreditation cycle identifies goals for achievement in the budget cycle and establishes priorities among competing needs in the probabilities for future funding. The College Planning Council and its Budget Committee regularly identify, evaluate, and prioritize campus goals and financial needs.

An essential of the College planning process is to link planning and budgeting so that operational plans are linked to financial plans, both short-term and long-range, and the financial planning process relies primarily on institutional plans for content and timeliness. The yearly Budget Operational Plan is used by the College to identify and evaluate the programs and resources to operate during the fiscal year. Instructions, guidelines, and schedules are distributed by the District Office to all campuses and strict compliance and submission of these requirements are strictly enforced.
Planning should drive budgeting, rather than the reverse, and the financial self-study conducted for the District Allocation Grant Taskforce had three basic aspects: a description of the financial case, an assessment of enrollment patterns for the past ten years, and a demonstration of efficiency factors in comparison with all other colleges in the District using 11 specified expenditure categories. The two factors which were of greatest importance were personnel costs and continuation of programs averaging an enrollment of fewer than 25 students in a class. The District committee directed the College to complete a program review on each of the low enrollment programs, and the demands of the District resulted in a reduction of positions and a hiring freeze which created a tense work environment.

Finance-related discussions - what to cut in the operational budget, and what to fund in Proposition A/AA planning - have absorbed much of the College’s energy since 2003. By staying focused instead on its instructional mission, the College can respond creatively to financial challenges in ways the mission itself will continuously suggest.

- Provide incentives for staff development and other initiatives enabling the College to address financial issues by re-framing them in terms of the College mission.

**IIID1b. Institutional planning reflects realistic assessment of financial resource availability, development of financial resources, partnerships, and expenditure requirements.**

The District Office Business Division provides and facilitates consistent and efficient financial and business services on a District-wide basis. Responsibilities of the District Office for financial resources include District financial accountability: fiscal reporting to private and public entities; allocation of financial resources; development, interpretation and implementation of the rules and policies of the Board of Trustees and the administrative directives of the Chancellor as they affect financial resources. The campus mission and goals are always part of the annual fiscal planning process. The College mission and goals are reviewed annually in the shared governance setting of College Planning Council (CPC) and are always part of the annual fiscal planning process.

The most striking evidence of past fiscal expenditures having supported the achievement of institutional plans was the responses to the 2003 Allocation Grant Taskforce mandates. This information in complete detail went directly to District representatives. Quarterly reports and yearly operational plans are submitted to the Chancellor and the Board of Trustees. The context of institutional planning is such that prioritization of College activities by cluster planning groups is directly linked to fiscal planning data.

Cluster planning committees and CPC receive accurate information about available funds, including the annual budget showing ongoing and anticipated fiscal commitments. Each college and the District Office
develop a Budget Operational Plan each year. The Budget Operational Plan identifies and prioritizes the programs and resources necessary to support planned programs during the upcoming year. The Systems Applications Procedures (SAP) and Business Warehouse (BW) data systems give up-to-date budget information and can be accessed by any employee who has attended the training and were given the access.

In the Operational Plan, funding allocations are based on priorities. Aside from the yearly Budget Operational Plan, quarterly reports are submitted to the District Budget Committee. Monthly updates are also submitted to the College Planning Council (CPC) and the College Budget Committee.3

Priorities should determine budgets; budgets should not determine priorities. Because budget decisions derive from operational plans which in turn are centered on the achievement of student learning outcomes, the latter are essential to the resulting patterns of College income and expenditure.

Innovation in curriculum has accelerated with the funding provided from the Title V grant. Other grants have enabled disciplines such as architecture, biological sciences, and graphic design to purchase state-of-the-art equipment affording our students to be better prepared when they enter the workforce. Funds were also set aside to augment College IT equipment available for effective teaching and learning.

I IID1c. When making short-range financial plans, the institution considers its long-range financial priorities to assure financial stability. The institution clearly identifies and plans for payment of liabilities and future obligations.

The financial records and decisions of both the District and the College provide clear evidence that long-term fiscal planning and priorities exist. Historically, the District has met all bonded indebtedness and other long-term obligation repayments. Each college is responsible for its own budget. The District maintains its contingency reserve at 3% of its projected unrestricted general fund expenditures for fiscal year 2004-05. These funds are held in reserve to fund other appropriations that may be needed during the fiscal year and respond to financial emergencies.

Both the District and the College have adequate plans for payments of long-term liabilities and obligations, including debt, health benefits, insurance costs, and building maintenance costs. Health benefits, insurance costs, building maintenance costs are part of the yearly Budget Operational Plan. Long-term obligations (debt) to the District are paid annually. This information is used for both short-term and annual budget planning.4
SELF EVALUATION

As no concerns in this area have been identified, no recommendations for action are made.

IIID1d. The institution clearly defines and follows its guidelines and processes for financial planning and budget development, with all constituencies having appropriate opportunities to participate in the development of institutional plans and budgets.

DESCRIPTIVE SUMMARY

Both the District and the College regularly provide essential financial data in forms that are increasingly accessible and useful. The District has a Board adopted budget allocation mechanism to distribute funds to colleges. The District also has an adopted fiscal policy. A budget development calendar and a budget Operation Plan are developed each year to provide colleges and District Office guidelines and processes to develop their annual budgets. The District budget is developed each year through extensive consultation with the District Budget Committee. The College Budget Committee meets regularly. Minutes of those meetings are available. The Final Budget allocation and Plan are available in hard copies in the Library, Office of the President, and Office of the Vice President for Administration and in the District SAP (Systems Applications Procedures) and BW (Business Warehouse) systems.

SELF EVALUATION

The open budget review sessions conducted by the College Budget Committee in response to the mandates of the District Allocation Grant Taskforce showed how inclusive and useful such discussions can be. A one-page summary form for general College budget discussions has been developed to make the issues involved relatively transparent.

PLANNING AGENDA

- Although the College Planning Committee represents all constituencies, and College forums are open, make additional efforts to increase classified and student participation.

IIID2. To assure the financial integrity of the institution and responsible use of financial resources, the financial management system has appropriate control mechanisms and widely disseminates dependable and timely information for sound financial decision-making.

IIID2a. Financial documents, including the budget and independent audit, reflect appropriate allocation and use of financial resources to support student learning programs and services. Institutional responses to external audit findings are comprehensive, timely, and communicated appropriately.

DESCRIPTIVE SUMMARY

Within the constraints imposed by the District funding allocation formula, College funds are allocated, as shown in the budget, in a manner that will realistically achieve the institution’s stated goals for student learning.

The Business Division/Controller’s Office is responsible for maintenance of all financial systems and for providing financial and accounting services to the colleges and District as a whole. It has the following functions and services areas:
The Controller’s Office is responsible for ensuring strict adherence and compliance with the budget and accounting manual prepared by the California Community College, with various applicable provisions of the California Education Code, and with Title 5 Regulations. An annual audit of the District’s financial statements and the related budget and accounting methods of the District, including its nine colleges is conducted by an independent auditor. The Controller’s Office is responsible for coordinating the audit with the independent auditors. The District receives an “unqualified opinion” audit opinion for fiscal year 2003-04. Audit findings are disseminated to appropriate departments and colleges for corrective action. Funds are allocated by line items per academic division that shows the appropriation for the particular year.6

According to District auditors in their last audit report, the District, including all it’s Colleges “has complied, in all material respects, with the requirements that are applicable. . . .” Both the District and the College provide timely corrections to audit exceptions and management advice.

The information provided campus-wide concerning budget, fiscal conditions, financial planning, and audit results is sufficient in content and timing to support institutional planning and financial management. The District Financial Management System was implemented on Systems Applications Procedures (SAP) software July 1, 2002. Procurement and account payables have been automated and services have significantly improved. The District is currently in the process of implementing its Human Resources system in SAP for personnel and payroll operations.

As no concerns have been noted here, no recommendations for action are made.

Each college is required to update its financial plan and financial status monthly for the Chancellor. The District Office Business Division is responsible for periodic financial reports to the Board and for developing the Tentative and Final Budget for Board adoption. It is also responsible for ensuring that all colleges are utilizing funds and resources in accordance with the Board rules, Education Code, regulations, generally accepted accounting standards and Federal, State, and local funding agencies. College fiscal data is available through District data retrieval systems as well as in hard copy from the Office of Administrative Services.

The College president has hosted College-wide forums to update all employees about current fiscal conditions along with projections for the future, and as a renewed reminder of how important it is for the College
community to continue functioning as an integrated whole.

**IIID2c. The institution has sufficient cash flow and reserves to maintain stability, strategies for appropriate risk management, and realistic plans to meet financial emergencies and unforeseen occurrences.**

**DESCRIPTIVE SUMMARY**

As provided in the Education Code, the District’s cash balance is invested with the County Treasurer. The District, including its colleges, is fully funded in all insurance categories, and has demonstrated its ability to fulfill cash flow requirements to cover necessary operation expenditures. The District maintains a 3% contingency reserve for unforeseen occurrences. The District also maintains a comprehensive set of Board rules, administrative regulations, and business procedures governing risk management practices.

District revenues primarily come from the regular and special State allocations including lottery monies, nonresident tuition, and dedicated revenue. District funds are allocated among its various colleges according to an allocation formula that has long been a bone of contention. The College has access to cash-flow should the need arise in that the District has always covered deficits at this and other colleges. District adoption of the new allocation formula, however, was coupled with a strengthened District commitment to and procedure for making sure colleges experiencing deficits have realistic plans for minimizing and eliminating them in future years. Los Angeles Harbor College has imposed far-reaching economies to bring its own budget into balance.7

The District actuarial study in preparation for the GASB 45 requirements has been completed. Discussions are underway as to the best way to implement this far reaching governmental requirement. A plan of action is being developed via consultation.

The College has limited resources and is not able to plan for financial emergencies. The District however does work readily with individual campuses as the need arises. For example, last year when we had an elevator break down needing over $40,000 in repair, the College was able to work with the District to secure extra scheduled maintenance monies for the repair.

**SELF EVALUATION**

As no concerns were noted here, no recommendations for action are made.

**IIID2d. The institution practices effective oversight of finances, including management of financial aid, grants, externally funded programs, contractual relationships, auxiliary organizations or foundations, and institutional investments and assets.**
IIID2e. All financial resources, including those from auxiliary activities, fund-raising efforts, and grants are used with integrity in a manner consistent with the mission and goals of the institution.

DESCRIPTIVE SUMMARY

Both the District and the College regularly implement effective procedures for reviewing fiscal management. The District Office Business Services and General Counsel are responsible for ensuring that the District’s finances are conducted in accordance with sound business practices, the Board rules, the District’s Business manual and procedures, the Education Code, and other State and Federal regulations. The District Office is responsible for overseeing compliance with Federal, State, and local policies for student financial aid programs. College administrators are responsible for ensuring that college foundations and other auxiliary organizations are operated in compliance with laws and regulations. The College and District Budget Committees meet every month to review fiscal conditions. The District, including its colleges, has received no negative audit findings in recent years.8

All College special funds are subject to internal and external audit, including grant performance audits by funding agencies. There have been no significant negative audit findings for the past two years. The District Office also monitors the College’s management of its Foundation and other auxiliary operations to ensure adherence to all appropriate guidelines and procedures.

SELF EVALUATION

Concerns involving the College Foundation have been effectively addressed over the past three years, with a new Foundation director and board majority, improved accountability, returns on investment, and fund-raising results.

PLANNING AGENDA

- Continue the new cycle of College major gifts campaigns fully meeting Foundation fund-raising targets.

IIID2f. Contractual agreements with external entities are consistent with the mission and goals of the institution, governed by institutional policies, and obtain appropriate provisions to maintain the integrity of the institution.

IIID2g. The institution regularly evaluates its financial management processes, and the results of the evaluation are used to improve financial management systems.

DESCRIPTIVE SUMMARY

The College’s contractual agreements are consistent with the institution’s mission and goals. Colleges have no contractual authority except as delegated by specific action of the District Board of Trustees in accordance with a comprehensive set of Board rules, Chancellor’s regulations and administrative procedures governing contracting, in addition specific Board actions delegating authority. The District Contracts Office makes sure all contract language is favorable and fair to the College.
Each college is required to submit its monthly financial plan update and quarterly reports to the Chancellor. The Senior Vice Chancellor reviews these reports with the College presidents and their staff. The Council of Vice Presidents of Administrative Services meets each month to rationalize financial procedures, policies and reporting changes. Annual audit reports provide feedback on District and College financial processes.

The District's Internal Audit Unit periodically performs internal audit control for evaluation of the District's internal controls and policies and procedures. In addition, the subcommittees of the College Vice Presidents of Administrative Services Council and District Office Business staff are working to update the Business Procedures Manual.

The uneven pattern of State funding and resulting District allocations make it difficult to plan for the future.

- Use new District financial hardware to tighten fiscal planning and management.

Under the new governance and planning documents adopted during the current accreditation cycle, it is the responsibility of the College Budget Committee to assess the effective use of College financial resources as a basis for improvement.

With the completion of cluster and College operational plans sufficiently thorough to enable effective prioritization, the College Budget Committee will be able to focus on budget analysis and implementation rather than on deciding budget priorities.

- Enable the College Budget Committee to perform more fiscal analysis and evaluation functions as provided in the College Planning and Budget Policy and Procedures Manuals.
1 The College Budget File cited in this section of the Self Study provide its evidentiary basis.
2 Mandates from the Allocation Grant Task Force and College responses to them are located in the College Budget File.
3 The current Budget Operational Plan is located in the College Budget File.
4 For the relevant documents, see College Budget File.
5 Documents illustrating the annual budget cycle are provided in the College Budget File.
6 The 2004 KPMG Audit Report is provided in the College Budget File.
7 For documents illustrating the issues involved in the District allocation formula, see College Budget File.
8 Documents illustrating the interactions referenced here are located in the College Budget File, particularly Board Rules, Chapter VII, Articles I and II, and the LACCD Procedures Manual, as well as the STA and RFC filings.
9 The 2004 KPMG Audit Report is provided in the College Budget File.
Seahawk Center Building.
Leadership & Governance

The institution recognizes and utilizes the contributions of leadership throughout the organization for continuous improvement of the institution. Governance roles are designed to facilitate decisions that support student learning programs and services and improve institutional effectiveness, while acknowledging the designated responsibilities of the governing board and the chief administrator.
Standard IV Committee

Leadership & Governance

Michael Agopian, Faculty
Kathleen Keller, Faculty
Lori Minor, Classified
Tissa Munasinghe, Faculty
Joyce Parker, Faculty
A. DECISION-MAKING ROLES AND PROCESSES

The institution recognizes that ethical and effective leadership throughout the organization enables the institution to identify institutional values, set and achieve goals, learn, and improve.

IVA1. Institutional leaders create an environment for empowerment, innovation, and institutional excellence. They encourage staff, faculty, administrators, and students, no matter what their official titles, to take initiative in improving the practices, programs, and services in which they are involved. When ideas for improvement have policy or significant institution-wide implications, systematic participative processes are used to assure effective discussion, planning, and implementation.

DESCRIPTIVE SUMMARY

The Los Angeles Harbor College Faculty Senate, one of the first in the State, dates back to 1964, which is long before AB 1725 formally affected shared governance of the College. After the enactment of AB 1725 in 1991, College governance structures and procedures were reformed to assure participation of all constituencies in governance and planning. However, disagreements gradually developed, and the 2001 accreditation visitation team served the College with a mandate to resolve these uncertainties. In response to the mandate, a new participatory governance document was proposed by the Academic Senate, which was agreed upon by both administration and the Senate, as well as by student and classified representatives.

The College also committed itself to the consensus model of decision-making which ensures that the input of all constituencies is respected, consistent with the District's consultation process (Chancellor's Directive # 70) and with Board policies on the roles of faculty and students in shared governance (Board Rules, Chapter XVIII).

The decision-making process is all-inclusive. Every member of every campus unit is to be involved in the preparation of annual unit plans. Proposals for incorporation into unit plans can be submitted by any member of the College community, administrators, faculty, classified staff, and students. The Planning Policy and Procedures Manual prescribes the way in which the College Planning Council's cluster committees (on which all constituencies are represented), employ the College strategic plan to merge unit plans into the cluster plans that prioritize cluster activities. The College Planning Council then merges cluster plans into College-wide priorities.

The College data required for decision-making includes surveys and analysis, and is widely distributed campus-wide. The College president issues a “Shared Perspectives” bulletin approximately monthly highlighting major campus issues. Academic Senate and College Planning Council minutes are posted on the College website. Most College committees publish their minutes College-wide via e-mail.

Despite the difficulty of innovation in a financially restricted environment,
initiatives are consistently encouraged. For instance, the College vice president for economic development is available to work on grant applications and encourage faculty to begin small student learning projects through the mini-grants offered by the College president’s office.

A major objective of the new governance structure was to secure effective representation from each of the four College constituencies: administration, faculty, classified staff, and students. This required appropriate seating for each constituency on the College Planning Council and its main committees, as well as a workable consensus process for assuring each constituency a real “say” in the resulting decisions. It also meant keeping the members of each constituency feeling like they were in touch with their representatives on these governance bodies.

Results from the Fall 2004 Campus Climate Survey indicate that College goals are widely understood and that the overwhelming majority of respondents feel they make a contribution in the achievement of those goals. Yet despite the effort invested in creating a governance and planning structure that would be fully inclusive, survey responses indicated considerable ambivalence by faculty and staff as to the results. 76% of the survey respondents agreed that they are provided with opportunities to participate in the College processes for institutional evaluation, review, and planning for improvements. 63% felt “that my participation will help improve LAHC”, but only 26%, paradoxically, that participation “results in a favorable outcome for LAHC”. Leaders in all constituencies were perceived to be ethical and hard-working, yet respondents rated governance among the least important of the College’s seven goals.

- Strengthen the biennial College review of its governance document provided for by the document, in a continuing commitment to resolve the contradiction between the new openness and powers of College governance structures and campus-wide uncertainties as to their relevance.

2003-04 Academic Senate.
IVA2. The institution establishes and implements a written policy providing for faculty, staff, administrator, and student participation in decision-making processes. The policy specifies the manner in which individuals bring forward ideas from their constituencies and work together on appropriate policy, planning, and special-purpose bodies.

IVA2a. Faculty and administrators have a substantive and clearly defined role in institutional governance and exercise a substantial voice in institutional policies, planning, and budget that relate to their areas of responsibility and expertise. Students and staff also have established mechanisms or organizations for providing input into institutional decisions.

DESCRIPTIVE SUMMARY

Taken together, three College agreements - the College governance document, the Planning Policies and Procedures Manual, and the Budget Policies and Procedures Manual - detail the roles of all constituencies in planning and budget development. The Academic Senate Constitution delineates the responsibilities, structures, and procedures of the Senate. Two Senate committees, the Curriculum Committee and the Faculty Hiring Priorities Committee, have extensive manuals of their own.

The roles of the several constituencies in the development of District policy are delineated in Board Rules Chapter XVII, Article I - Academic Senate and Board of Trustees Shared Governance Policy; Article II - Students and Board of Trustee Shared Governance Policy; and Chancellor's Directive No 70.

The principal governance body of the College, the College Planning Council (CPC), is composed of six representatives from each of the four constituent groups -- faculty (Academic Senate and Faculty Guild), classified collective bargaining agents, Associated Students Organization, and administration. The planning and allocation committees develop operational plans with representatives from each of the four constituencies. The model defines specific areas in which each constituency has involvement and authority. Ultimately the plans are referred to the College Planning Council, which is responsible for prioritizing and integrating the operational plans from the committees into the College Master Plan. The Budget Committee then structures a budget to implement the CPC priority decisions. The College Planning Council’s authority for general campus policy issues rests with its review and coordination of strategic planning.

The College administrative senior staff meets weekly and adequately relays their participation in the College Planning Council and its main committees. The faculty co-chairs of CPC and its main committees, regularly report to the Academic Senate. The Associated Students Organization Senate meets weekly with regular reports from its representatives on CPC and its main committees. Increased efforts have been made to ensure full representation of instructional divisions on the Academic Senate and its main committees, and to hold regular division meetings, so that division representatives can report back to their constituents and obtain needed feedback and guidance. Classified staff
representatives on CPC and its main committees, attend regularly and report back to their respective bargaining agents.

With respect to academic and professional matters reserved for collegial consultation, or for mutual agreement between administration and the Academic Senate, the Senate and administration are in direct contact. Classified staff and student representatives are also invited to participate in all Academic Senate meetings, and administration involves them in any concerns affecting them.

**SELF EVALUATION**

In order to maximize accountability, the College president and Academic Senate president co-chaired the College Planning Council during its initial two-year trial period. The consensus process was revised in order to secure not only the consultative role of classified staff and students in the governance process but also the legal responsibilities of the College president in confirming and implementing the resulting decisions. Some participants were concerned that full and free discussions at CPC meetings would be inhibited with the College president presiding over CPC. Previously, the College president attended CPC only as a “resource person,” and those who had experienced this earlier approach were concerned that in this capacity, the president was not fully engaged in CPC discussions or committed to its decisions in any way. The prior consensus process had evolved into a constituency veto approach, which often prevented action from being taken. The new consensus rule defined a process which necessarily resulted in a decision.

After the trial period, the governance document was amended to provide for an administrative co-chair other than the College president, and actions of the College Planning Council were formally designated as recommendations to the president. Consensus on every issue still is reached, always joined in by the College president. Discussion remains full and free. Apparent disagreements sometimes are resolved by recesses to allow members to confer outside the meeting and then return with a compromise.6

The greatest concerns have been with the structure of College Planning Council agendas. An initial overemphasis on action items rather than information sharing may have given way to the reverse. An intent to focus on facilities planning rather than over-all College concerns has shifted in the past year, with CPC focusing on the College strategic plan and College-wide SLO’s.7

**PLANNING AGENDA**

- Give College Planning Council meetings the planning focus they need by completing cluster operational plans sufficiently functional to enable CPC to reach its decisions within the framework of the College operational plan and through the ongoing review of that plan.

**IVA2b. The institution relies on faculty, its academic senate or other appropriate structures, the curriculum committee, and academic administrators for recommendations about student learning programs and services.**
The Academic Senate, within the role provided by Title 5 of the Education Code, retains primary control over all academic and professional matters. The Senate and administration mutually agreed upon a process for developing planning and budgeting decisions, in which the Academic Senate plays a significant role in determining the specific content of College plans and budget allocations through the planning and allocation structure. The governance model reaffirmed the process of collegial consultation between the College president and the Academic Senate delineating those areas on which the president must rely primarily on the Academic Senate, and those areas on which the president must reach mutual agreement with the Academic Senate.8

The roles of College Curriculum Committees and Senates and the District Curriculum Committee and District Academic Senate are stipulated in Administrative Regulation E-64 - Procedures for Development and Approval of New Educational Programs and Options; E-65 - Curriculum Approval: Standards and Procedures. Curriculum is developed in the academic division unit plans. Course outlines go through a rigorous review by the Curriculum Committee, under the auspices of the Academic Senate.

IVA3. Through established governance structures, processes, and practices, the governing board, administrators, faculty, staff, and students work together for the good of the institution. These processes facilitate discussion of ideas and effective communication among the institution’s constituencies.

Board polices on faculty and student roles in College and District governance are in Board Rules Chapter XVII, Article I - Academic Senate and Board of Trustees Shared Governance Policy; Article II Students and Board of Trustee Shared Governance Policy. Additionally, Chancellor's Directive No. 70 delineates the roles of the various constituencies in the development and consultation.

In 2001, the College restructured its participatory governance system, and redefined its consensus decision-making process in a way which has proved extremely effective in achieving “buy-in” from all constituencies. But the Fall 2004 Campus Climate Survey shows the irony in the results. Though most respondents reported attending campus meetings, and two-thirds stated that they served on College committees, respondents gave governance a score of 3 out of a possible 5 on functioning “effectively”, and even lower marks as to whether governance decisions were “fair” and “open”.9

Misimpressions about the process are fed by nonparticipation in it. Student involvement has been high, but a sense on the part of classified staff of not participating effectively remains quite strong. It has been reaffirmed repeatedly throughout the past ten years that classified staff must be released from work to attend important committee or College-wide meetings. Ways must be found to enable staff to participate even when attendance at meetings may delay the completion of important assigned work.10
PLANNING AGENDA

• Share even clearer information about the governance process for fuller participation in by all members of the College community, particularly classified staff.

IVA4. The institution advocates and demonstrates honesty and integrity in its relationships with external agencies. It agrees to comply with Accrediting Commission standards, policies, and guidelines, and Commission requirements for public disclosure, Self Study and other reports, team visits, and prior approval of substantive changes. The institution moves expeditiously to respond to recommendations made by the Commission.

DESCRIPTIVE SUMMARY

Los Angeles Harbor College is accredited by the Western Association of Schools and Colleges (WASC), and the College has demonstrated and continues to demonstrate its honesty and integrity in the Self Study process. As part of this process, the College uses the standards, policies, guidelines, and Self Study requirements stipulated by WASC to ensure that the College’s honesty and integrity is above reproach. The College has demonstrated historically its honesty and integrity and its willingness to comply with Commission standards, policies, guidelines, and Self Study requirements.

Prior to the 2000 accreditation, visitations resulted in few criticisms, with a certain complacency in actions to address them. Since the 2000 accreditation, the College responses to commission recommendations have been far-reaching. The present Self Study document is itself a testament to the College’s commitment, as are the College’s proactive responses to each of the recommendations that WASC made after previous Self-Study review visitations.

The Board of Trustees Committee on Educational Programs and Student Success monitors College Accreditation processes, reviews all Accreditation Self Study reports to assure that they comply with Commission guidelines, and monitors progress toward implementation of all accreditation recommendations.

IVA5. The role of leadership and the institution’s governance and decision making structures and processes are regularly evaluated to assure their integrity and effectiveness. The institution widely communicates the results of these evaluations and uses them as the basis for improvement.

DESCRIPTIVE SUMMARY

The Participatory Governance Document requires a review every two years. This biennial review is initiated at a College-wide forum and then negotiated by various constituencies. Finally the finished review is approved by consensus in the College Planning Council.
Documents illustrating the nature of the disagreements are provided in the Participatory Governance File.

Each of the basic documents cited in this section of the Self Study is located in the Participatory Governance File.


Surveys File.

See Participatory Governance File.


Minutes File.

Documents establishing the role of the Academic Senate of Los Angeles Harbor College are so designated in the Participatory Governance File.


The relevant section of this Self Study illustrates the process during the present accreditation cycle.
Students, Faculty, and Staff on their way to Pershing Square in Los Angeles to protest the fee increase.
B. BOARD AND ADMINISTRATIVE ORGANIZATION

In addition to the leadership of individuals and constituencies, institutions recognize the designated responsibilities of the governing board for setting policies and of the chief administrator for the effective operation of the institution. Multi-college districts/systems clearly define the organizational roles of the district/system and the colleges.

IVB1. The institution has a governing board that is responsible for establishing policies to assure the quality, integrity, and effectiveness of the student learning programs and services and the financial stability of the institution. The governing board adheres to a clearly defined policy for selecting and evaluating the chief administrator for the college or the district/system.

IVB1a. The governing board is an independent policy-making body that reflects the public interest in board activities and decisions. Once the board reaches a decision, it acts as a whole. It advocates for and defends the institution and protects it from undue influence or pressure.

DESCRIPTIVE SUMMARY

In accordance with Education Code sections 70902 and 72000, the Los Angeles Community College District (LACCD) comprises nine related colleges, each of which is directly answerable to a seven-member Board of Trustees. LACCD Board members are elected by eligible voters to four-year terms. Trustee elections are held on a staggered basis, with three or four seats being filled every two years. Board members elect a president and vice president to serve one-year terms during their annual organizational meeting. In compliance with Board Rules (Article X, Chapter II) (10.1), a District-wide student election is held annually to select a student member for a one-year term.

The independence of the Board of Trustees as a policy-making body is guaranteed by the fact that its membership is elected at large across one of the most demographically diverse urban areas in the United States. Historically, the Board’s membership has reflected the diversity of its service area, in terms of gender, ethnicity, and geographic location. Held both at the District’s central office and at all nine of the colleges during the academic year, Board meetings are well-publicized and open to public participation.

While there is no formal guarantee of continuity of leadership within the Board, the staggering of Board elections does provide some margin of coherence. In addition, the fact that Board incumbents are frequently re-elected to their positions provides a measure of continuity to District governance. The Board’s odd-year election schedule guarantees that Board races enjoy greater visibility on the ballot, but also leads to lower voter turnouts.

SELF EVALUATION

The Board works well together and supports decisions made by the whole. Whenever an issue is up for discussion they listen to all parties wishing to address the Board, discuss it amongst themselves publicly and then vote
SELF EVALUATION (continued)
in a public forum. They set policy and work to be certain it is in the public interest.

PLANNING AGENDA
• None.

IVB1b. The governing board establishes policies consistent with the mission statement to ensure the quality, integrity, and improvement of student learning programs and services and the resources necessary to support them.

DESCRIPTIVE SUMMARY
The Board of Trustees exercises oversight of the College’s educational programs by means of Board Rules and Administrative Regulations that establish standards for graduation, set policies for curriculum development, and detail the faculty’s role in all educational matters. Chapter VI of the Board Rules articulates Board policies in relation to the curriculum approval process (10.2). Administrative Regulations E-64 (“Procedures for Development and Approval of New Programs”) (10.3) and E-65 (“Curriculum Approval: Standards and Procedures”) (10.4) further detail the Board’s role in ensuring the quality of the College’s academic offerings. In addition, Chapter VII of the Board Rules (“Academic Senate and Board of Trustees Shared Governance Policy”) (10.5) clarifies the central role played by the District and College Academic Senates in relation to “all academic and professional matters,” including educational program and curriculum development, the establishment and maintenance of educational standards, and the supervision of all academic courses and programs. The Board is also directly responsible for guaranteeing the College’s institutional integrity and financial health. It does so by periodically reviewing and approving the College’s “Mission” and “Vision” statements and by requiring regular reports from the College president on the College budget. An independent audit is made of the District’s and the College’s financial statements and accounting practices is made annually by an outside agency. Through District administrative offices, the Board is also responsible for overseeing compliance with all Federal, State, and local policies in relation to student financial aid and other special fiscal programs.

During the past six years, District administrators, the Council of Academic Affairs, and the District Academic Senate have worked to streamline procedures for the approval of academic programs and courses. As part of this effort, Administrative Regulation E-65 (“Curriculum Approval: Standards and Procedures”) has been revised to decentralize the curriculum approval process and to empower local college faculty. A new policy on Emergency Equivalencies has also been adopted to facilitate the hiring of adjunct faculty (Board Rule 10305 & Personnel Guide B 342). In addition, the District has recently adopted a series of new Board Rules mandating program review, biannual review of vocational programs, program viability review, and program discontinuance processes at the
DESCRIPTIVE SUMMARY (continued) college level (Board Rules 6801—6803.1). These and other aspects of “decentralization” promise to professionalize the local college faculty and to make college academic programs more responsive to stakeholders in their immediate service areas.

After Harbor College’s last accreditation visit, the Board of Trustees formed a committee on Educational Programs and Student Success. This committee requires updates from and provides direction to the colleges on student learning outcomes and all other matters related to accreditation status.

SELF EVALUATION The Board effectively manages their role in setting policy to improve student success.

PLANNING AGENDA • None.

IVB1c. The governing board has ultimate responsibility for educational quality, legal matters, and financial integrity.

DESCRIPTIVE SUMMARY The Board of Trustees monitors the educational quality of all LACCD programs through the activities of its Committee on Educational Programs and Student Success. This committee addresses all issues related to educational effectiveness, student achievement, and educational program support. In addition, it oversees the accreditation process and reviews and comments on college accreditation reports. In conjunction with the Chancellor’s Office and District General Counsel, the Board is apprised of and assumes responsibility for all legal matters associated with the operation of all nine campuses. The Board’s Budget Committee bears responsibility for monitoring all aspects of District and college finances.

Over the past six years the Board of Trustees, the District Administration, and the Faculty Guild have worked together to address past accreditation concerns related to college funding and to secure the financial future of the nine LACCD colleges. The District Budget Committee (DBC), for example, was reconstituted in 2003 to assure broader faculty and staff participation. Under its guidance, District allocation procedures and policies have been revised to more accurately reflect the needs of each college’s educational programs. District, Board, and Guild cooperation has also resulted in positive ending balances and a growing District-wide contingency fund over the past six years, another result of the Board’s and the District’s involvement in overseeing the fiscal health of the colleges. Harbor College continues to have a deficit despite serious cuts and monitoring of the budget, and as a result the Chancellor initiated a review of the allocation model for District revenues to assure fairness in the allocation. Finally, two major bond measures passed since 2001 have provided more than a billion dollars for capital construction projects on all LACCD campuses that will directly benefit the District’s instructional programs.
SELF EVALUATION

The Board assumes their fiduciary responsibility for the District and their responsibility in setting policy for educational matters.

PLANNING AGENDA

• None.

IVB1d. The institution or the governing board publishes the board bylaws and policies specifying the board’s size, duties, responsibilities, structure, and operating procedures.

DESCRIPTIVE SUMMARY

The duties and responsibilities of the Board of Trustees are defined externally by the State Education Code (Section 70902) and internally by the Board Rules (Chapter II, Article III) (10.9). According to the District’s 2000 Self-Study, the LACCD’s own internal checks and balances have generally been effective in ensuring compliance with the Board’s externally and internally defined duties and responsibilities. The Chancellor and General Counsel also play an important role in this monitoring process. Relevant rules can be found on the District website.

SELF EVALUATION

The bylaws and policies are written appropriately. The Board pursues these policies effectively.

PLANNING AGENDA

• None.

IVB1e. The governing board acts in a manner consistent with its policies and bylaws. The board regularly evaluates its policies and practices and revises them as necessary.

DESCRIPTIVE SUMMARY

Chancellor’s Directive Number 70 (“District-wide Internal Management Consultation Process”) outlines the process for the adoption of Board Rules and the Administrative Regulations that support them (10.5). All Board Rules and Administrative Regulations established under the auspices of this consultation process are subject to regular review and revision by District administrative staff to ensure that they remain appropriate and effective. Board Rule and Administrative Regulation revisions are reviewed and considered for adoption during the Board’s regular monthly meetings. The Board relies on the Chancellor and the college presidents to ensure that all Board Rules and Administrative Regulations are implemented uniformly and effectively across the District. For example, working in collaboration with the District Academic Senate, the Board has revised District hiring procedures by adopting the State Minimum Qualifications for all faculty positions. The Board has also recently revised District-wide faculty hiring policies in order to streamline procedures and to give campuses direct control over their own hiring processes.

SELF EVALUATION

The Board acts consistently with its policies and by laws.
PLANNING AGENDA

• None.

**IVB1f. The governing board has a program for board development and new member orientation. It has a mechanism for providing for continuity of board membership and staggered terms of office.**

**DESCRIPTIVE SUMMARY**

LACCD Board members are elected by eligible voters to four-year terms. Trustee elections are held on a staggered basis, with three or four seats being filled every two years. Board members elect a president and vice president to serve one-year terms during their annual organizational meeting. In compliance with Board Rules (Article X, Chapter II) (10.1), a District-wide student election is held annually to select a student member for a one-year term.

Over the past two years, the Board of Trustees has instituted through the Chancellor’s office an orientation process for new members and has engaged in a series of day-long retreats devoted to self-evaluation and agenda setting. Involving the Chancellor, other key District personnel, and, when appropriate, the college presidents and District Academic Senate, these retreats are intended to aid the Board in the process of strategic planning and institutional goal setting. However, because there is little turn-over in the Board except for the student trustee, this will be addressed as circumstances warrant. This issue was discussed at a recent Board retreat and it was agreed that the Chancellor was to bring forward a suggested approach for new board member orientation.

**SELF EVALUATION**

The Board should continue to pursue an active program in new member orientation when needed.

**PLANNING AGENDA**

• None.

**IVB1g. The governing board’s self-evaluation processes for assessing board performance are clearly defined, implemented, and published in its policies or bylaws.**

**DESCRIPTIVE SUMMARY**

On June 28, 1995, the Board adopted policies on self-evaluation. The Board periodically uses the 18-item self-evaluation “Checklist” included with this policy to evaluate the overall Board effectiveness. In July, 2000, Board Members also participated in a special one-day self-evaluation retreat, during which they worked with District administrative staff to clarify their goals and objectives and to discuss new directions and evaluate current District practices. Future self-evaluations will expand on this model and will incorporate additional feedback on the Board’s “perceived performance.” The most recent Board self self-evaluation occurred in Spring 2005. At that time, the Board also reviewed the criteria for and its approach to self-evaluation.
IVB1h. The governing board has a code of ethics that includes a clearly defined policy for dealing with behavior that violates its code.

DESCRIPTIVE SUMMARY
The Board of Trustees adopted a strengthened “Statement of Ethics and Conduct” on October 19, 2005. This statement outlines specific principles that the Trustees must observe in relation to the fulfillment of their functions, including the need to serve the public interest, to represent the interests of all LACCD students, to avoid conflicts of interest, to maintain an institutional atmosphere that promotes open inquiry and debate, and to respect the letter and intent of the Ralph M. Brown Act.

SELF EVALUATION
The "Statement of Ethics" cited above strengthened the District statement previously in force to assure full compliance with this accreditation standard.

PLANNING AGENDA
• None.

IVB1i. The governing board is informed about and involved in the accreditation process.

DESCRIPTIVE SUMMARY
The Board of Trustees Educational Programs and Student Success Committee monitors the accreditation self-study processes of the nine colleges and reviews their final self-study reports... Board members also meet directly with accreditation visiting teams and respond to their questions and concerns. In addition, the Board works through its Educational Programs and Student Success Committee to ensure that past accreditation recommendations are addressed effectively and appropriately at the college level. In spring 2000, the District completed its first Self-Study as part of the Multi-College Pilot Project undertaken in collaboration with the Accrediting Commission for Community and Junior Colleges (10.11). This District Self-Study was subsequently revisited and revised in 2002.

Since the initial Multi-Campus Pilot Project, the Board has taken a much more pro-active role in the college accreditation process. In response to accreditation recommendations arising from the last round of “Seaside” college site visits, the Chancellor created the position of Board “Liaison for Accreditation” in 2000 to coordinate Board activities and oversight in relation to all college accreditations. The Board’s Educational Programs and Student Success Committee has also played a more direct role in college accreditation efforts by sponsoring several District-wide accreditation workshops for Steering Committees and Standard Chairs over the past six years. Drawing on the expertise of past accreditation self...
DESCRIPTIVE SUMMARY (continued)

study chairs and key ACCJC staff members, these day-long workshops have brought team members together from all campuses undergoing self-study to share information and discuss the challenges they confront in the accreditation process. Accreditation Liaison Officers and Faculty Chairs from across the District have also met under the auspices of the Educational Programs and Student Success Committee throughout the accreditation process to coordinate their efforts and to compare best practices.

SELF EVALUATION

The Board has assumed a larger role as appropriate in the monitoring of the accreditation process.

PLANNING AGENDA

- None.

IVB1j. The governing board has the responsibility for selecting and evaluating the district/system chief administrator (most often known as the chancellor) in a multi-college district/system or the college chief administrator (most often known as the president) in the case of a single college. The governing board delegates full responsibility and authority to him/her to implement and administer board policies without board interference and holds him/her accountable for the operation of the district/system or college, respectively. In multi-college districts/systems, the governing board establishes a clearly defined policy for selecting and evaluating the presidents of the colleges.

DESCRIPTIVE SUMMARY

In accordance with Board Rules, the Board of Trustees bears primary responsibility for selecting and evaluating the performance of the District Chancellor. The Board shares responsibility with the Chancellor for hiring and evaluating the performance of District Vice Chancellors, College presidents, and the General Counsel, in accordance with Board Rule 10308 and procedures outlined in the Personnel Guide. Search committees for all of these positions involve representatives of all relevant constituencies, including faculty, students, and staff. Hiring committees for all CEO positions also include community representatives. In accordance with the Ralph M. Brown Act, contracts of employment and compensation for these positions are approved by the Board in open session. The Board evaluates the Chancellor's performance annually. The Chancellor conducts regular evaluations of the College presidents in accordance with Board Rules.

The selection process for the Chancellor and other key administrative positions typically involve national searches conducted by hiring committees comprising representatives of all stakeholder groups. New hiring procedures implemented by the Board in 2000 have increased community and faculty involvement in the selection of college presidents. These changes appear to have promoted greater stability in college leadership across the District, with all key administrative positions expected to be filled on a permanent basis by fall of 2002.

In the past, there has been some question about the consistency and
thoroughness of the evaluation process of District administrators and college presidents. However, a new process was adopted five years ago that mandates the hiring of an outside consultant to facilitate the evaluation of key administrative personnel by means of interviews with relevant college constituency groups. This process appears to have worked well over the past three years and will continue to be used in future evaluations. A similar consultant-led process has also been adopted by the Board for the periodic evaluation of the Chancellor.

SELF EVALUATION

The Board appropriately assumes their role in the hiring and evaluation of the Chancellor and the presidents.

PLANNING AGENDA

- None.

IVB2. The president has primary responsibility for the quality of the institution he/she leads. He/she provides effective leadership in planning, organizing, budgeting, selecting and developing personnel, and assessing institutional effectiveness.

IVB2a. The president plans, oversees, and evaluates an administrative structure organized and staffed to reflect the institution’s purposes, size, and complexity. He/she delegates authority to administrators and others consistent with their responsibilities, as appropriate.

DESCRIPTIVE SUMMARY

The president strikes an effective balance between delegating responsibility to her principal subordinates and asserting her ultimate accountability for the results.

SELF EVALUATION

Resources are too limited for this College. Departments struggle to be able to purchase the needed supplies for the classroom. Faculty/staff have demonstrated great initiative to find the needed resources for the College. The president worked with the Allocation Grant Taskforce to attempt to address the budget issues of the College. The necessity for any college, regardless of size, to maintain the minimum administrative structure and fulfill the minimum administrative functions required by the District often gives administrative expenses at the “small” colleges a greater share of the college budget than at the “larger” colleges. But the proportion of administrative positions at the Los Angeles Harbor College is smaller than at most of the other colleges.¹ Finances continue to be a challenge.

PLANNING AGENDA

- Continue to press for an adjustment of the District funding allocation model to provide for the fixed costs incurred by every College regardless of enrollment.
- Continue to maintain the leanest possible College administrative structure.

IVB2b. The president guides institutional improvement of the teaching and learning environment by the following:


- Establishing a collegial process that sets values, goals, and priorities;
- Ensuring that evaluation and planning rely on high quality research and analysis on external and internal conditions;
- Ensuring that educational planning is integrated with resource planning and distribution to achieve student learning outcomes; and
- Establishing procedures to evaluate overall institutional planning and implementation efforts.

**DESCRIPTIVE SUMMARY**

The president, on first arriving at Los Angeles Harbor College, joined with the Academic Senate in initiating a participative process for the adoption of College values, priorities, and goals. The values and goals are posted campus-wide.\(^2\)

The president has made extensive efforts to address concerns expressed in recent “campus climate” surveys relating to the way informal practices on campus express College values, resulting in substantial increases in positive responses for the College in most categories (for instance, in a fifteen percentage-point increase in ratings of her own performance).\(^3\) In addition to her regular consultation sessions with the Academic Senate president and continual informal meetings with leaders of all constituencies, she now meets regularly with the officers of the faculty collective bargaining agent and with the Academic Senate itself.

The president moved the College office of planning and research into her own administrative area and supported the widest distribution of research data and the fullest possible implementation of the planning process in the history of the College.

The president has personally intervened to secure the regular unit meetings essential for planning, program review, and the incorporation of SLO’s in all course outlines, and has strongly supported the initiation of Student Learning Outcomes seminars on campus as well as appropriate College participation in off-campus SLO activities.\(^4\)

**SELF EVALUATION**

Financial constraints and personnel shifts have made it difficult to staff research and planning efforts at optimum levels. For instance, a recent vacancy in the vice presidency for administrative services resulted in the appointment of the dean of planning and research to fill that vacancy on an interim basis, and a part-time consultant is supervising planning and research efforts. However, all data needed for program review was provided in a timely fashion for all departments this past spring semester. The yearly College Fact Book is a model for the other campuses.

**PLANNING AGENDA**

- Secure adequate staffing for the College Office of Planning and Research.

**IVB2c. The president assures the implementation of statutes, regulations, and governing board policies and assures that institutional practices are consistent with institutional mission and policies.**
DESCRcriptive Summary

The president has emphasized campus-wide adherence to District regulations as directed by legal counsel, even in cases where strict compliance may not be customary on all campuses in the District. For example, the president has enforced the limitations on politically-related communications by campus collective bargaining agents with their constituencies.

On her appointment to the presidency, she was mandated to resolve essential campus disagreements on College governance and planning processes, and she contributed fully to the resolution of these differences in the new governance and planning documents adopted during the current accreditation cycle, documents so basic to the fulfillment of the College mission, that their provisions in effect give this self-study its operative frame of reference.

Self Evaluation

Inasmuch as essential procedures provided for in the College’s new governance and planning documents sometimes conflict with established individual and institutional practices, lapses do occur on the part of all participants in implementing these procedures. The president has contributed greatly to institutionalizing the new procedures in all their aspects, perhaps most strikingly in modeling the College Planning Council consensus process at CPC sessions on Proposition A/AA planning.

Planning Agenda

- Continue to promote the fullest possible compliance with governance and planning procedures while establishing a process to evaluate their implementation.

IVB2d. The president effectively controls and budget and expenditures.

Descriptive Summary

The president, on her appointment to the position, was mandated to bring the College budget into balance, after increasing deficits in previous years. Achieving this objective while at the same time fulfilling the College mission, has been the greatest challenge and the primary focus of her presidency. She secured the appointment of a College vice president for economic development, with strong results in terms of grants applied for and received. Throughout 2003-04, and in response to the District Allocation Grant Taskforce inquiry into College efficiency and allocation of resources, the president initiated the most thorough institutional self-study of its finances ever undertaken by the College. This resulted in substantial reductions in College deficits, and the subsequent forgiveness by the District of $6,395,839 in past arrearages, including two-thirds of the College shortfall for 2000-01 ($887,980), all of the shortfall for 2000-02 ($3,403,289), and two-thirds of the shortfall for 2002-03 ($2,104,570).

Self Evaluation

In 2002-03, the District Allocation Grant Taskforce review process resulted in reorganization of College facilities operations and lay-offs of facilities staff. This was a painful experience for the College. Initial difficulties were addressed through the College governance process, and healing has taken place since then. But the College still faces deficits, despite the conclusion by the District Allocation Grant Taskforce that no specific areas
of College inefficiency or misallocation of resources can be identified, and
the remaining budget shortfalls are the result of a number of structural
factors effectively beyond addressing by the College in the short term.\(^7\)

**PLANNING AGENDA**

- Implement innovative yet practical class scheduling and other
initiatives to put the College on a clear path to a balanced budget.

**IVB2e. The president works and communicates effectively with the communities
served by the institution.**

**DESCRIPTIVE SUMMARY**

The president regularly attends meetings of community organizations
throughout the College service area. She serves on the Workforce
Investment Board for the Carson/Lomita/Torrance area, the Board of the
South Bay Economic Development Partnership, the California State
University School of Education Advisory Board, and the Port of Los
Angeles Community Advisory Committee. She is also a member of the
San Pedro Rotary Club.

Among her first actions as president was the convening of two community
“scans” forums as a basis for College planning.\(^8\) She has initiated
community forums on Propositions A/AA facilities plans, supported more
inclusive and effective community advisory committees for College
programs, and she took personal responsibility for reconstituting the
College Foundation office and board, in part to broaden community
representation on the board and to increase community awareness of the
College.\(^9\)

**SELF EVALUATION**

The president makes a particular effort to get communications out to the
community about the progress of facilities bond construction work. She
makes periodic reports to area chambers of commerce as well as various
service clubs, and she has been a speaker at meetings of several
professional organizations on the status of construction. She helped the
College television station develop a 30-minute update on this subject aired
this past October.\(^10\)

**PLANNING AGENDA**

- Keep the community more fully informed on College priorities in
general and on progress in Propositions A/AA construction in
particular.

**IVB3. In multi-college districts or systems, the district/system provides primary
leadership in setting and communicating expectations of educational
excellence and integrity throughout the district/system and assures support
for the effective operation of the colleges. It establishes clearly defined roles
of authority and responsibility between the colleges and the district/system
and acts as the liaison between the colleges and the governing board.**

**IVB3a. The district/system clearly delineates and communicates the operational
responsibilities and functions of the district/system from those of the
colleges and consistently adheres to this delineation in practice.**
The Los Angeles Community College District is comprised of ten operational centers (the District Office and the nine colleges). These operational centers have collective and individual areas of responsibility that are governed, both internally and externally, through legislative parameters, the Education Code, Board Rules, Administrative Regulations, and current and past practices.

In the past few years, the Board of Trustees has pursued a policy of partial administrative decentralization, which has had the effect of shifting additional responsibility and accountability for planning and decision making to the local college level. The principle of administrative decentralization was formally adopted by the Board of Trustees in December of 1999, and has since become the basis for efforts by the District Office and the colleges to clarify and delineate operational responsibilities. It is understood that while the decentralization philosophy is a work in progress that will require periodic review and change, it does serve to provide a framework for understanding and implementation.

In addition, six years ago, the Los Angeles Community College District participated in a pilot program organized by the Accrediting Commission for Community and Junior Colleges aimed at clarifying lines of accountability and authority in districts with multiple colleges. Known as the Multi-College Pilot Program (MCPP), this effort involved representatives from Los Angeles Valley College, Los Angeles Pierce College, and Los Angeles Mission College, all of which participated in the self-study process during the 1999-00 and 2000-01 academic years. Over this period, members of the steering committees of each college’s accreditation teams met independently, and on occasion with ACCJC representatives, to explore issues of District-wide authority and accountability. These meetings led to the creation of a “matrix” of 417 questions which was then submitted to the District Administration, the Board of Trustees, the District Academic Senate, and the leadership of the faculty bargaining unit. Answers to these questions helped the colleges define lines of responsibility and to respond more effectively to specific issues included in Accreditation Standards.

In the 2001-02 academic year, the MCPP effort was continued by the next set of LACCD colleges to be involved in Accreditation self studies: Los Angeles City College, Los Angeles Trade Technical College, and East Los Angeles College. Administrative Liaison Officers and Faculty Chairs from the three colleges met repeatedly in the summer and fall of 2001 to compare notes on their approaches to the Accreditation process, coordinate their activities, and plan District-wide meetings dedicated to promoting the quality of the Accreditation effort on their campuses. As the result of this District-wide collaboration, two inter-collegiate meetings on Accreditation were held during the 2001-02 academic year. The first, held on November 30, 2001 at Los Angeles Trade Tech College and featuring ACCJC’s Associate Director Darlene Pacheco, offered steering committee members an overview of the Accreditation process and a chance to review the “matrix” generated during the original MCPP and the
responses that it solicited. The second meeting, held on March 15, 2002 at Los Angeles City College, featured presentations by former members of the original Multi-College Pilot Project and invited steering committees to raise questions in relation to the District’s role in Accreditation.

As a result of these District-wide coordination meetings, a “Functional Map” was developed to clarify District and College responsibilities. This document delineated responsibilities for all functions identified in the Accreditation Standards and identified whether they pertain to the District (Administration and Board of Trustees), the nine LACCD colleges (Administration or local Academic Senates), or a District-wide body (the AFT, District Academic Senate, or District-wide committees). Copies of these “Functional Maps” were reviewed and critiqued by members of the Accreditation Steering Committees of each of the LACCD colleges involved in Self Studies in the 2002-3 academic year, and the “Map” itself was adopted as an accurate representation of District lines of accountability by the District Administration and the Board of Trustees. During the Fall of 2004, this draft document was circulated again among the District’s “Seaside” colleges to further refine the delineation of District/College functions in light of the new Accreditation Standards. In Spring 2005, key faculty and administrative staff from these colleges met with District personnel to review this draft revision and to finalize a new “Functional Map.”

SELF EVALUATION

The District assumes its responsibility for coordination of all efforts delineating district responsibilities from College responsibilities.

PLANNING AGENDA

- None.

IVB3b. The district/system provides effective services that support the colleges in their missions and functions.

DESCRIPTIVE SUMMARY

The District Office’s primary purpose is to provide operational and logistical support to the colleges. In this effort, the District Office offers an array of support services to the colleges. The main services involve Instructional and Student Services Support, Institutional Research, Human Resources, Business Services, Financial Services, Legal Services, Public and Marketing Relations, and Information Technology services. Collaborative procedures between the District and the colleges include the Budget Allocation Model, the Codes for Student Conduct, and implementation of Board Rules. The District assesses its effectiveness through self-study and audit reports.

The District provides support services consistently and equitably to all colleges. Each college, through its funding allocations determines specific operational and educational priorities, which may vary from college to college.
SELF EVALUATION
Services provided are effective although many times slow. There are times when many on campus feel the bureaucratic steps are too entrenched and should be addressed. The new chancellor has instituted a study of district wide services to see how they may better serve the college.

PLANNING AGENDA
- None.

IVB3c. The district/system provides fair distribution of resources that are adequate to support the effective operations of the colleges.

DESCRIPTIVE SUMMARY
Since the last round of Seaside accreditations in 2000, the District has revisited its budget allocation process. As part of this revision, the District Budget Committee was restructured to include additional faculty representation and to expand both AFT and Academic Senate participation. In 1998, the LACCD also accepted a revenue-based model that mirrored the State Community College funding model. This model is consistent with Board policy, which prescribes that colleges receive review consistent with the manner that revenue is received by the District.

Under the State “program based funding” model, the District and, subsequently, the colleges receive revenues based on “work load measures,” including faculty-student head count and FTES full-time equivalent students. This model was adopted because the previous expenditure based model did not encourage effective resource management or fiscal restraint.

The District’s allocation model was developed by the District Budget Committee (DBC), which is comprised of the nine college presidents, faculty representatives from each college, the District Academic Senate, and collection bargaining unit representative. Periodically, the DBC reviews the allocation model and recommends changes to the model when it perceives they are necessary; among these changes, were changes to the way in which colleges receive growth money, basic skills money, the appreciation of targets and growth ceilings.

In 2002, the allocation model was revised, adopting a “window shade” approach to the allocation of growth dollars to insure that each college that grew to its “funded growth cap” would receive the dollars. The previous version of the model only insured that a college would receive its percentage of total growth FTES generated by the District. Additionally, the DBC recommended the creation of growth targets/ceilings. This mechanism was designed to help the District and the colleges maximize FTES growth and basic skills revenue, while protecting colleges from expending resources to generate FTES for which they would not be funded.

In direct response to the situation of colleges such as Los Angeles Harbor College, which ended the year in deficit, the DBC also instituted
“Allocation Grant” procedures. Under these procedures, a college which ended the year in deficit can request the intervention of the DBC Grant Allocation Taskforce. The Taskforce, comprised of administrators, faculty and staff from other colleges in the District, first solicits a formal “Grant Allocation Proposal” from the college—a fiscal “self-study,” in which the college presents its assessment of the causes of its expected deficit. Following a review of the Grant Allocation Request, the Taskforce reviews all the pertinent college and District fiscal and other appropriate data, visits the college, meets with administrators, faculty and staff, and subsequently issues a set of recommendations to help the college reach financial independence. If the college follows these recommendations, a portion of the deficit is offset with District funds from the contingency reserves. The Grant Allocation process appears to have been a successful venture. As the result of District intervention, Los Angeles Harbor College, for example, has seen its deficit reduced from $3M to a figure possibly as low as $500,000 since the implementation of the Grant Allocation Taskforce’s recommendations.

Finally, in response to the suggestion that the FTES funding base formula does not adequately provide resources necessary for colleges to serve their communities, the Senior Vice Chancellor convened an FTES Allocation Taskforce in Fall 2005. This Taskforce gathered geographic “service” areas as well as data on student attendance by zip code. Additionally, it looked at attendance by “college going age” students. After careful deliberation, the taskforce concluded that the base allocation formula was appropriate to the populations in their “service” area, and that it should be continued.

However, the Chancellor has committed to further exploring the model to see if there are more effective means to allocate funds. For example, discussion has begun to explore other funding mechanisms for nursing programs due to their disproportionate expense. For instance, at LAHC, the nursing program faculty accounts for 10% of the College faculty and 6% of the College budget, but provides only 4% of College FTES.

Harbor College has some concerns about the ways in which revenues are directed to the colleges. It is clearly modeled after the state system yet despite our careful monitoring of the budget and our data, we see no further places to cut expenditures and still meet the needs of our students.

- Continue to work with the district to effect changes in the allocation model that more effectively serve LAHC.
- Continue to monitor college expenditures to end with a surplus by next year. The Board of Trustees at a recent workshop has indicated an interest in seeing all colleges with a 3% surplus each year.

**VB3d. The district/system effectively controls its expenditures.**
colleges, monitors all college budgets and expenditures. College budget projections, including reserve funds, are tracked from quarter to quarter, and District staff meet with college administrators as needed to address budget problems before they arise. As a result of these procedures, the District has maintained at least a 3% contingency reserve fund every year since the reform of the District Budget Committee and the allocation formula in 2000.

From an external standpoint, the District’s outside auditor (Price/Waterhouse & Cooper) is the primary tool for the assessment of effectiveness of its financial management systems. Internally, the primary role of the District-wide Budget Committee is as an advisory council to the Chancellor and through the Chancellor to the Board. Additionally, the Board, presidents, and public are provided with periodic updates and presentations regarding the LACCD’s financial state of affairs (past, present and future).

The District effectively monitors its fiscal resources. All inequities have not yet been addressed for the colleges. Distribution of monies for programs such as nursing still need to be addressed.

• The president and vice president of administrative services will continue to work with the District to review the budget mode.

The chancellor gives full responsibility and authority to the presidents of the colleges to implement and administer delegated district/system policies without his/her interference and holds them accountable for the operation of the colleges.

The Chancellor delegates the operation of the College to the president, who is expected to administer the College without interference and is held accountable for the results.

Since the adoption of administrative decentralization as the current approach to District/college relations, presidents have enjoyed additional freedom to make key decisions and have also been held more directly accountable for their actions than they have been in the past. College presidents undergo regular consultant-administered evaluations, periodically conducted by the Chancellor’s office. These evaluations are reviewed and approved by the Board of Trustees.

Decentralization has given the campuses more autonomy to operate in a means that fits their community and student needs. The presidents are held accountable for the leadership.

• None.

The district/system acts as the liaison between the colleges and the governing board. The district/system and the colleges use effective methods
Communication between the colleges and the District Office is essential to the success of the LACCD and its colleges’ educational and operational responsibilities. The District provides various reports pertaining to such areas as finance, personnel, and demographics to assist the colleges. There are district-wide committees at various levels that facilitate participation and sharing of information among the colleges and District, such as the Presidents’ Cabinet, the Vice President of Academic Affairs Council, the Vice Presidents of Administrative Services Council, and the Chief Student Services Officer Council. The Chancellor routinely visits the colleges and conducts cabinet meetings and other meetings and other related sessions involving the College presidents and District Office staff as necessary. The mainframe computer database, or DEC, allows college personnel to access student and other pertinent information related to college operations and enrollment management. Information is also easily exchanged through courier service, email, fax and telephone.

Additionally, representatives from the District’s various constituency groups have a seat at the “resource table” at every Board meeting, and their comments are a standing item on each Board agenda. Representatives from the resource table also have the opportunity to take part in the discussion of any item that comes before the Board for a vote. Representatives at the resource table come from the following constituencies: all collective bargaining units (including the faculty, staff and administrative unions), the District Academic Senate, and students.

Constituent groups regularly take advantage of this process to express their opinions, issues and concerns. Relationships between the varying constituent groups and the District and Board seem to be effective.

None.

The LACCD’s policy for “identifying, considering and acting upon operation and policy matters” is contained in the Chancellor’s Directive Number 70 – “District-wide Internal Management Consultation Process,” which was issued on October 26, 1995. The form of Board Rules and Administrative Regulations (which are issued through the Chancellor’s Office) are addressed in this directive. The policy engages the LACCD’s three councils of Vice Presidents (the Council of Academic Affairs, the Council of Administration, and the Council of Student Services), the Chancellor’s Cabinet (consisting of the Chancellor and college presidents) in the policy development and review process. When appropriate, other
**DESCRIPTIVE SUMMARY**

District-wide committees and constituency groups are consulted in this process as well – e.g., the District Academic Senate, the AFT College Guild, and the Board’s Student Affairs Committee (comprised of the Student Trustee, the nine Associated Student Body Presidents, and at least one Board Member).

In addition, the delineation of District/college roles and functions is reviewed and revised regularly under the auspices of the Board of Trustees Committee on Educational Programs and Student Success as a regular part of the District’s on-going accreditation self-study effort. Over the past three years, for example, faculty and staff from all nine District colleges have reviewed and revised the “Functional Map” that delineates District/College responsibilities. Most recently, the Seaside colleges (Harbor, Southwest, and West) met in spring 2005 to revise the “Functional Map” and to discuss the integrity and effectiveness of key support and decision-making processes with District personnel.

**SELF EVALUATION**

The District is sometimes viewed as overly bureaucratic and cumbersome to deal with. It remains to be seen what effects this recent assessment will have upon operations.

**PLANNING AGENDA**

- None.
Allocation Grant Taskforce materials in the College Budget File provide the evidentiary basis for this conclusion.

Strategic Plan File.

Surveys File.

SLOs File.


Prop. A/AA File.

See Allocation Grant Taskforce materials in the College Budget File.

College Planning File.

Prop. A/AA File.

President’s Dialog File.