

**LOS ANGELES
HARBOR COLLEGE
EDUCATIONAL MASTER PLAN
2008-2012**

DRAFT PROPOSED BY COLLEGE PLANNING COUNCIL

OCTOBER 27, 2008

FOR REVISION BY

CLUSTER PLANNING COMMITTEE CO-CHAIRS

AND SUBMISSION TO ACADEMIC SENATE



Executive Summary

The College Strategic Plan which forms an integral part of this document affirms both the college mission and the goals by which this mission is achieved. These are the goals that drive the educational priorities of the college specified in the present Educational Master Plan for the years 2008-2012, the focus of which remains student success, but with increased accountability through assessment and program review, and a broadening of the range of course offerings in response to the changing demographic and economic indicators in our region.

The essential reality in these changing indicators is the challenges to its enrollment Harbor College will face by virtue of three factors:

- 1.) Enrollment will increase and then reverse itself as the recession peaks around 2010;
- 2.) While the number of students in the 25-years-of-age and older bracket will increase, the number of students in the 19- to 24-year-old bracket will peak around the year 2010 and then decline;
- 3.) Harbor College will continue to face increased competition from its two larger neighbors to the east and west.

These factors mean that Harbor College will have to put additional resources, both monetary and faculty, into developing new programs to ensure student success and to address emerging occupational fields. We will need to develop more rigorous programs in information competency, enhance the print journalism program, and create language laboratories for foreign languages, speech, and ESL. Additional support personnel need to be provided for the AC, the CAOT labs, and the assessment/program review initiatives. Many of the labs will need to upgrade their software and maintain their equipment in order to ensure that students work with safe, accurate, and up-to-date equipment in support of new and emerging programs. The Harbor Library is also facing a crisis in maintaining the required level of support, and needs to replace 3% of its book collection each year.

During this period, moreover, we will see an increasing number of faculty and staff retiring from service at the college. Perhaps the largest and most over-arching priority for the educational program, then, is to increase the full-time to part-time faculty ratio by 2% per year in order to preserve the integrity of the academic program.

The priorities for the current planning cycle detailed in the sections of the report that follow are as follows:

1. Sustain the comprehensive program review schedule and fulfill student learning outcomes assessment objectives, maintaining appropriate files and developing material for proper reporting; provide secretarial support for Dean Academic Affairs and Curriculum.
2. Explore offering information competency instruction to all students, anticipating an eventual graduation requirement; continue in information competency program that provides course tailored and drop-in workshops on information research, including use of the Internet, electronic databases, and critical thinking.
3. Provide additional tutoring to meet unmet requested needs; current records indicate a range between 5% and 11% of tutor requests unmet. This equates to approximately 830 to 850 hours on a one-to-one basis for both fall and spring semesters combined.
4. Provide a secure in safe environments in the Learning Assistance Center in open access computer lab which is conducive to learning. Additionally, the LAC needs to maintain hours of operation technical support for computers and assistance for students using computers. Filling the vacant (due to retirement) position of Instructional Assistant, Information Technology will address most the needs in this area. Purchase and installation of a video surveillance system for the LAC computer and math labs will also assist with security when the labs are not supervised.

5. Provide additional assistance for students working in the LAC by adding student workers for the checkout counter/literacy centers/open access computer lab (equivalent to 20 hours per week times 32 weeks).
6. Hire a CAOT instructional assistant to assist in priorities.
7. Upgrade computer lab software to include Final Draft, WYSIWYG, MAYA, Media Arts.
8. Purchase 40 licenses of SPSS software for addition of two statistics and two psychology 10 courses for social and behavioral sciences transfer students. Our students must now attend Long Beach City to obtain this course.
9. Replace 3% of the book collection in the library each year.
10. Purchase a service contract for the microscopes in all the science laboratories to maintain the quality and precision of the instruments.
11. Enhance the print journalism program by making the Harbor Tides newspaper a budget line item.
12. Develop a language laboratory for foreign languages, speech, and ESL. A designated room for supplemental language instruction.
13. Purchase advanced assessment hard/software (SCANTRON) to assist faculty both divisional and college wide in assessment methodologies.

All of the student service programs at Harbor College attempt to respond to the educational needs of students and strive to optimize the student learning experience. The primary Student Services goal is to provide a positive and respectful environment that fosters educational and personal achievement. Key strategies include: (1) Promote awareness of and response to student needs, (2) Provide students with opportunities to develop informed decisions toward the achievement of their goals, and (3) Develop and support teaching/learning strategies and student services that promote student success. Priority concerns include student access to the college, and the offering of multi-dimensional educational opportunities which fully support student learning, measurable progress and overall student success.

STRATEGIC PLAN

LOS ANGELES HARBOR COLLEGE

2008 -2012

**Approved by the
College Planning Council on September 22, 2008**

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Los Angeles Harbor College

Vision

The College vision is to create a personalized, student-centered learning environment dedicated to preparing our community for life's challenges and opportunities.

Mission Statement

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 noncredit 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 dialogue and reflective evaluation and improvement of the institution through ongoing assessment and evaluation of measurable student learning outcomes.

Values

- Student Success
- Excellence
- Integrity
- A Supportive Environment
- Personal and Institutional Accountability
- Civic Responsibility

Our Goals to Achieve Student Success

LEARNING & INSTRUCTION

To offer innovative, state-of-the-art, learner centered instruction in all Harbor College programs to promote effective learning.

STUDENT SUPPORT & SERVICES

To provide a positive and respectful environment that fosters educational and personal achievement.

PARTICIPATORY GOVERNANCE

To maintain an environment where students and all college personnel have a voice and an opportunity to participate effectively in governance.

ECONOMIC RESOURCES

To optimize and be accountable for the responsible use of all financial resources.

PARTNERSHIPS

To collaborate with local and global communities and organizations to enhance opportunities that are beneficial to our students, the college, and its mission.

INSTITUTIONAL ENVIRONMENT & PHYSICAL RESOURCES

To provide and ensure an aesthetically pleasing, safe and healthful environment conducive to learning.

HUMAN RESOURCES AND DEVELOPMENT

To ensure a campus community that values diversity and promotes and encourages a climate of mutual respect, personal and professional growth, effective communication and teamwork.

Our Student Learning Outcomes

A student who successfully completes a Learning Experience (from enrichment to Transfer AA) at Los Angeles Harbor College demonstrates the following (appropriate to the individual students goals)

EFFECTIVE COMMUNICATION SKILLS:

- Interpret clearly content materials presented in written, verbal, non-verbal and graphic formats
- Compose thoughts, ideas, and information verbally and in writing
- Articulate clearly and creatively a body of information
- Listen critically and respond appropriately to verbal and nonverbal messages

CRITICAL THINKING AND PROBLEM SOLVING:

- Understand the modes of inquiry of the major disciplines
- Demonstrate flexibility in thinking
- Differentiate facts from opinions or emotional responses
- Use evidence and sound reasoning to justify a position
- Analyze and solve numerical concepts

APPRECIATION OF CULTURAL DIVERSITY, GLOBAL AWARENESS AND AESTHETICS:

Appreciation of Cultural Diversity

- Show tolerance and respect for diverse cultural traditions
- Understand the significance of major cultural, historic, and geographic issues and events that shape contemporary perceptions

Appreciation of Global Awareness

- Recognize the interdependence of a global environment

Appreciation of Aesthetics

- Appreciate how the arts enrich the human experience

PERSONAL, PROFESSIONAL, AND CIVIC RESPONSIBILITY

Personal Responsibility

- Have a clear sense of self
- Demonstrate respect, honesty and integrity
- Assess the range of one's ability
- Accept responsibility for setting realistic goals

- Implement a plan for lifelong personal well-being and success
- Make ethical decisions
- Take responsibility for one's actions

Professional Responsibility

- Demonstrate behaviors consistent with institutional and professional values
- Implement a plan for professional success
- Work effectively and collaboratively with others
- Prioritize, meet deadlines, and complete assignments
- Adapt to a constantly changing workload and environment

Civic Responsibility

- Understand one's role in society
- Participate and contribute to the community for the greater good of society

INFORMATION MANAGEMENT AND TECHNOLOGICAL COMPETENCE

Information Management

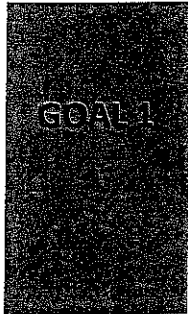
Identify the existence and the nature of the information need

- Given a problem or question, define specific information needed to solve the problem or answer the question
- Identify and use appropriate information resources
- Locate appropriate and relevant information to match information needs
- Evaluate information for currency, relevance, reliability and validity
- Transfer/apply information into a product or an action

Technological Competence

- Understand the application and implications of technology
- Use technology in ways appropriate to the situation

Goals & Strategies to Achieve Student Success with Accountability Measures



Learning & Instruction Vice President Academic Affairs

To offer innovative, state-of-the-art, learner centered instruction in all Harbor College programs to promote effective learning.

Strategies:

- 1.1 Develop an Educational Master Plan that addresses emerging and ongoing instructional priorities.
- 1.2 Use program review as a means to evaluate the relevance, content, and methodology of instructional programs and adjust, revise and develop accordingly to improve student learning.
- 1.3 Ensure a technological infrastructure that supports academic and administrative needs and functions.
- 1.4 Promote teaching excellence and innovation that results in an effective teaching/learning environment.
- 1.5 Provide sufficient staff, supplies, space, and equipment for an optimal teaching/learning environment.

Accountability Measures

Curriculum Quality

How does the College determine curriculum quality?

Measures:

- a. Program review up-to-date:
 - Course outlines current with measurable student learning outcomes (SLO), and entry/exit competencies
 - Clear and specific course syllabi
 - Consistency of materials
 - Industry and enrollment trends considered
- b. Appropriateness of learning experience measured against needs to perform in that domain (e.g. Nursing Board pass rate)
- c. External standards met (Health and Safety, student assessment validation, prerequisite validation including accreditation and certification).
- d. Articulation of courses and programs
- e. Qualitative and/or quantitative measures to assure technological support is current and relevant for instruction.

Educational Innovation

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

Measures:

- Participation of on-going learning by faculty and staff and integration into learning.
- Recognition and awards given by external bodies.
- Documentation of innovation activities in the classroom.

Documentation of best practices.
Program Review.

Educational Goal Achievement

How do we know when goals are achieved?

Measures:

- a. Student Learning Outcomes
- b. Course completion
- c. Program completion
- d. Transfers
- e. Transfer readiness
- f. Vocational preparation



Student Support and Services Vice President Student Services

To provide a positive and respectful environment that fosters educational and personal achievement.

Strategies:

- 2.1 Promote awareness of and response to students' needs.
- 2.2 Provide students with opportunities to develop informed decisions toward the achievement of their goals.
- 2.3 Develop and support teaching/learning strategies and student services that promote student success.

Accountability Measures

Enrollment Development

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

Measures:

- a. Matriculation tracking
- b. Completion and Retention tracking

Student Services Program Quality & Utilization of Services

Is the College providing efficient and needed services to assist student achievement?

Measures:

- a. Point of Service student surveys
- b. Student services program review

Educational Goal Achievement

Are students able to successfully reach their goals?

Measures:

- a. Course completion
- b. Degree and Certificate completion
- c. Transfers
- d. Transfer readiness



Participatory Governance

College President
Academic Senate President
A.S.O. Senate President
Union Representatives

To maintain an environment where students and all college personnel have a voice and an opportunity to participate effectively in governance.

Strategies:

- 3.1 Involve all governance bodies in the development and implementation of the strategic plan.
- 3.2 Establish an open system of communication that supports timely decision-making.
- 3.3 Ensure accountability in decision-making processes and implementation.
- 3.4 Ensure compliance with required rules, regulations and policies.
- 3.5 Offer meaningful opportunities for students to participate in the governance process.

Accountability Measures

Institutional Efficiency

Do we have a functioning Participatory Governance process?

Measures:

- a. Annual determination of goals achieved for strategic and operational plans
- b. Active participation of all college constituencies in governance process. Given opportunity for participation, identify a participation target for each constituency.
- c. Active participation of all college constituencies in accreditation process.
- d. On-going review and implementation of operational plan.



Economic Resources

Vice President Administrative Services

To optimize and be accountable for the responsible use of all financial resources.

Strategies:

- 4.1 Align budgeting and planning so that all expenditures are connected to the master plan.
- 4.2 Develop and maintain a budgeting process that is understandable, accessible, and accountable to all members of the college community.
- 4.3 Develop alternative strategies to increase revenue streams.
- 4.4 Conduct an ongoing review of the budget to respond to the dynamic fiscal and political environment.

Accountability Measures

Institutional Efficiency

How does the College allocate resources and align college resources with expenditures?

Measures:

- a. Cost/FTES (students)
- b. WSCH/FTEF (faculty)
- c. Percent of budget linked with plans
- d. Classroom utilization
- e. Identify sources of revenue and amount available related to need:
 - Enrollment
 - Non-enrollment
 - Categorical
 - Grants and Specially Funded Programs
 - District Allocation formula
- f. Fiscal effectiveness of expenditures
 - Determine target dollars needed
 - Assess appropriateness of allocation of revenues
 - Determine fiscal effectiveness of revenues to expenditures
 - Minimize liability

Enrollment Development

How does the College optimize our economic resources to enhance enrollment?

Measures:

- a. WSCH (Weekly Student Contact Hours)
- b. FTES (Full-time Equivalent Students)
- c. Retention



Partnerships Vice President Workforce Development

To collaborate with local and global communities and organizations to enhance opportunities that are beneficial to our students, the college, and its mission.

Strategies:

- 5.1 Identify and implement partnerships that support college and community educational needs.
- 5.2 Communicate and coordinate college resources for initiating effective partnerships.

Accountability Measures

Community Relations

Are the partnerships consistent with the Mission of the College?

Measures:

- a. Coordinate tracking of informal and formal partnerships with:
 - Job placement tracking
 - Employer surveys (pay and not for pay)
 - Advisory committee participation
 - Community surveys and feedback
- b. Maintain an inventory of community and industry partnerships documenting the qualitative and quantitative value of each.
- c. Document frequency and effectiveness of community outreach by College administration, staff and students.
- d. Monitor contributions and support from the community:
 - Foundation campaign successes
 - Scholarship donations
 - Student activity accounts
- e. Document public relations articles

Program Innovation and Instructional Partnerships

Are we responding to our community's instructional needs?

Measures:

- a. Number of programs developed in response to community needs and demands.
- b. Number of community outreach programs.
- c. Surveys and tracking of program participants.

Educational Goal Achievement

How can we document goal achievement?

- a. Occupational Career Certificates, Skills Certificates, and Degrees



Institutional Environment & Vice President Physical Resources Administrative Services

To provide and ensure an aesthetically pleasing, safe and healthful environment conducive to learning.

Strategies:

- 6.1 Identify the college facilities and equipment needs and develop a plan to address these needs.
- 6.2 Update facilities and equipment to support current and future college functions.
- 6.3 Create a college-wide commitment to the care and safety of the campus.
- 6.4 Maintain evacuation and disaster plans.

Accountability Measures

Satisfaction Surveys

How safe, healthy and pleasing is our environment?

Measures:

- a. Internal surveys
- b. External surveys

College and Community Relations

How does the community perceive the College environment?

Measures:

- a. Community surveys and feedback
- b. Contributions and support from community

Institutional Efficiency

Does the College make a deliberate effort to maintain a safe and efficient environment?

Measures:

- a. Student Right To Know (SRTK)
- b. Workmen's Compensation data
- c. Compliance issues

Progress on Campus Construction and Development

Has the College developed and initiated a construction plan that will result in a facility that will serve our community and will be completed in a timely manner?

Measures:

- a. Development of campus plan
- b. Adhere to timelines in the 5-year Facilities Master Plan
- c. Achievement of 5-year Capital Construction Plan
- d. Internal and community Climate surveys



Human Resources & Vice President Academic Affairs Development Vice President Administrative Services

To ensure a campus community that values diversity and promotes and encourages a climate of mutual respect, personal and professional growth, effective communi□

Strategies:

- 7.1 Establish an effective college communication system.
- 7.2 Support and implement a staff development plan that maximizes human resources.
- 7.3 Value and recognize contributions that benefit the college community.
- 7.4 Provide sufficient staff for efficient operation of a comprehensive college.
- 7.5 Support of policies that maximize diversity and quality in hiring and performance.

Accountability Measures

Satisfaction Surveys

Is Human Resource and Development responsive to College needs?

Measures:

- a. Internal surveys
- b. Staff development reports
- c. Documentation of College diversity
- d. Employee evaluation

Personnel Goal Achievement

Are the College personnel enabled to learn, grow and achieve?

Measures:

- a. Staff development reports
- b. Tuition reimbursement
- c. Conference attendance

Knowledgeable and Effective Selection and Retention of Personnel

Is the College being staffed appropriately, competently, and as needed to serve our students?

Measures:

- a. Ability to fill positions in scheduled time frames
- b. Retention and attrition of staff
- c. Documentation of College diversity
- d. Complete personnel evaluations as specified in contracts and policies

PLANNING LEXICON

College Strategic Plan	A concise statement of the enduring College wide vision, values, mission, goals, strategies, and accountability measures that inspire the operational plans.
Includes:	
Vision	An ideal state of where the College sees itself in the future.
Values	Agreed upon principles that guide the college and the population to be served as defined in state law.
Mission	States the purpose of the College and the population to be served as defined in state law.
Goals	Long-term outcomes identified to achieve the vision and mission of the College.
Strategy	A plan, method, or sequence of activities for accomplishing a specific college goal.
Accountability Measures	Objective, measurable and observable benchmarks specifically designed to assess progress towards College goals.
Operational Plans	Cluster, unit or single focus plans that include specific measurable/observable objectives and activities.
Includes:	
Measurable/Observable Objectives	Statement of what will be achieved and how it will be measured with a timeline.
Activities	A specific action or actions that will be carried out to achieve the objectives.
Other Terms	
Unit Review/Evaluation	The systematic review of the degree to which objectives of a program or unit have been achieved and upon which an operational plan is revised.
External Scan	An assessment of external factors influencing the performance and responsiveness of the College to the needs of the community.
Internal Scan	An assessment of internal factors influencing the performance and responsiveness of the College towards the fulfillment of its mission.
Single Focus Plan	Covers a unified subject matter or issue which may emanate from that single aspect of all unit plans.
Cluster	All the units reporting to a single senior staff member.
Unit	The smallest organizational sub-division headed by a manager or supervisor.

LA Harbor College

Academic Affairs Cluster Plan Activity Summary Sheet

Division Academic Affairs Cluster Academic Year 2008 L. Rosas & J. Stanbery

Discipline ID#	Department Priority (1 to 99)	College Strategy Supported (separate columns if two)	Student Success Initiative	Technology Access	Department Objective (link to Program Review)	Proposed Activity	Brief Summary of SLO Assessment Results (See attached forms)	List Other Supporting Documents/Links Attached (E.G., WSCH, Wait Lists, Retention, Environmental Scans)	Resources Required (list faculty, equipment, etc.)	Estimated Total Cost and Source (E.G., Program 100, VTEA, etc.)
AA	1					Provide for the efficient management of all program review and assessment of student learning outcomes documents, maintaining appropriate files and developing material for required reporting; provide secretarial support for Dean Academic Affairs and Curriculum.			One secretarial position for Dean, Academic Affairs & Curriculum	
Lib	2	1.1 1.3 2.4 2.5			Increase student success and retention through instructional improvement	Explore offering information competency instruction to all students, anticipating an eventual graduation requirement. Continue an Information Competency Program that provides course-tailored and drop-in workshops on information research, including use of the Internet, electronic databases, and critical thinking.	N/A		Add 1 FTE Full-time Librarian for Bibliographic Instruction and Information Competency.	No additional cost for curriculum planning. Salary for faculty librarian position.
60	3	1.4 1.5 7.4 2.3 2.1	3.4	X	Provide optimal levels of personnel in order to best serve students. Provide	Provide additional tutoring to meet unmet requested needs. Current records indicate a range between 5% - 11% tutor requests were unmet. This equates to approximately 830 - 850 hours				VTEA Program 100 Basic skills \$ 5000 - \$8000

9	2.4	2.5				Increase student success and retention by providing adequate library instructional resources.	Beach City to obtain this course. Replace 3% of book collection each year.	N/A	CCR Title 5, Section 58722 (a)1(D)	Provide adequate book budget to meet at least minimum standards. (85,000 volumes to 95,000 volumes x 3% x \$50.00)
10	1: 1.3 1.5 6.2					New Emerging need	Purchase a service contract for the microscopes in all of the science laboratories to maintain the quality and precision of the instruments.		Program 100	\$4000
11	1.5		X			To provide students with advanced major courses	Enhance the print journalism program by making the Harbor Tides newspaper a line budget item.	Retention rates and completion rates. Operational Plan	Journalism Lab; software	\$10,000
12	1.3	1.4 1.5	X	X		Emerging need from program review	Develop a language laboratory for foreign languages, speech, and ESL. A designated room for supplemental language instruction.	Completion rates WSCH (see attached)	Reassigned time for faculty and 40 computers and monitors	\$4,500 Program 100 \$40,000 Block Grant
13	1.2	5.2	X	X		Comprehensive Assessment Programs	Purchase advanced Assessment hard/software to assist faculty college-wide in Assessment methodologies		Equipment and software TBD	27,500

Los Angeles Harbor College

Student Services Cluster Plan

Academic Year(s): 2007 – 2008

2008 - 2009

Cluster Co-Chairs: Abbie Patterson and Deborah Tull

Activities	Timeline	Degree of Attainment	2007-2008/2008-2009	Priority Need
		Met/unmet/ongoing		
Conduct Student Services Program Reviews every three years	Spring 2009	Met/Ongoing		X
Update Student Services Program Area goals and objectives every year	Annual	Met/Ongoing		X
Develop and implement a strategic Plan evaluation process which Evaluates the targeted accountability Measures and Student Services SLOs	2007-2009	Met/Ongoing		X
All Student Service areas: Provide Support services to facilitate equal	Ongoing	Met/Ongoing		X

Educational access, academic success,
 And life success for Harbor College
 Students

Admissions Office: implement Ongoing Met/Ongoing X

Applicable admissions policies,
 conduct prerequisite checking, encourage
 student use of computer technology to
 apply and register at the college

Fully utilize SARS system in all 2006 – ongoing Partially Met/ongoing X
 Student Services areas

Activities	Timeline	Degree of Attainment Met/unmet/ongoing	2007-2008/2008-2009 Priority Need
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Provide staffing for Student resource development within two years	2006 – 2008	Unmet	X Services research and
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SPS: Hire 1.0 FTE Counselor Within two years	2006 - 2008	Unmet	X
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SPS: Hire Classified Adaptive Technology Assistant within Two years	2006 -2008	Met	
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Counseling Department: Hire 1.0 FTE 2006 – 2011
Career Counselor, 1.0 FTE Transfer
Center Director and 1.0 Generalist
Counselor Within five year period

Unmet

X

Health Center: Hire permanent Health
Center Nurse/Director within two
Year period

Met

Life Skills Center: Hire permanent
Life Skills Center Counselor/Director
Within 2006-07 academic year

Unmet

X

All Student Services Programs:
Hire Supplemental certificated,
Classified and unclassified staff
To meet the service needs of special populations
(such as the Harbor College Teacher Prep
Academy) evening and Saturday students

Partially Met

X

Activities	Timeline	Degree of Attainment		Priority Need
		Met/unmet/ongoing	2007-2008/2008-2009	
Develop and distribute redesigned Student Services marketing Materials	2006-2007	Partially Met	X	
Develop computerized Health Assessment system with Linkage to health resources	2006-2008	Unmet	X	
Provide supplemental self-advocacy And student success workshops for Students with disabilities	2006-2008	Met/Ongoing	X	
Collaborate with Administrative Services and Academic Affairs to Ensure provision of Appropriate adaptive computer Technology throughout the campus	Ongoing	Partially Met/ongoing	X	
Develop internal Student Services Database to provide for greater Flexibility in tracking students, Conducting follow-up, and securing Feedback.	2008 – 2009	Partially met/ongoing	X	

Develop and implement a web-based
Interactive counseling system for
Students

2008 – 2009

Unmet/Ongoing process

X

Activities	Timeline	Degree of Attainment Met/unmet/ongoing	2	007-2008/2008-2009 Priority Need
Develop, disseminate, and analyze Satisfaction surveys sent to students, Faculty, staff and administration to Measure the quality of services	2008-2009	Ongoing		X
Financial Aid Office: Hire additional Financial Aid Assistant to work at the counter	2006 – 2007	Met		
Provide resources and commitment Of the college to Financial Aid Office to move toward a Paperless system	2006 – 2007	Partially met/ongoing		X
Assessment Center: Hire Additional classified staff person To assist with college Assessment services	2006 – 2007	Met		
Develop Student Services Websites Within all departments/programs	2006 – 2007	Met/ongoing		X

Produce CD to market Harbor
College Programs and services

Met

2006-2007

Counseling Department: Hire
Departmental Secretary to support
Work efforts in Articulation, Counseling,
Honors Programs, Matriculation

Unmet

2006 – 2007

Activities	Timeline	Degree of Attainment Met/unmet/ongoing	2007-2008/2008-2009 Priority Need
Provide sufficient resources and/or Identify alternative funding to Secure needed supplies and Equipment for students with Disabilities and other student Populations	Ongoing	Met/ongoing	X
Provide improved communication Between college and Community regarding available	Ongoing	Met/ongoing	X
Student Services			
Investigate/integrate Student Services Center fee as Described in the Education Code As requested by ASO area	2006 – 2007	Unmet	
Conduct cultural awareness and Civic responsiveness activities As appropriate to campus community	Ongoing	Met	X

Activities	Timeline	Degree of Attainment	2007-2008/2008-2009
		Met/unmet/ongoing	Priority Need
Provide updated and confidential Counseling facilities	2008-2009	Met	
Continue provision of Student Activities and Staff Development Activities to promote student Understanding and appreciation Of diversity	Ongoing	Met/ongoing	X
Expand availability of campus Material in multiple languages And alternate formats	Ongoing	Met	X
Conduct ongoing evaluation of Admissions& Placement Instruments and practices To determine effectiveness while minimizing biases (to include evaluation of use of multiple measures and study skills questions)	Ongoing	Met	X
Provide resources/ Equipment to conduct document	2006 – 2009	Partially Met/Ongoing	X

Imaging for all Student Services
Harbor College records

Activities	Timeline	Degree of Attainment Met/unmet/ongoing	2007-2008/2008-2009 Priority Need
Student Services Cluster hiring Priorities for 2007 – 2008:	2007 – 2008	Partially Met	X
1. 1.0 "A" Shift Admissions Supervisor			
1.0 FTE Transfer Center Director			
.6 Life Skills Center Counselor/Director			
2. 1.0 Student Recruiter			
3. .5 "B" Shift Student Services Aide In Student Activities			

Develop and implement Effective recruitment plans with Associated on-campus Orientation services for new Students	Ongoing	Ongoing	X
Financial Aid Office: Develop and implement Improved financial aid paperwork Processing system and Student workshop series	Ongoing	partially met/ ongoing	X

<p>All Student Services Programs: Collaborate With campus and community resources, faculty, and staff to better Meet the service needs of students</p>	<p>Ongoing</p>	<p>Met/ongoing</p>	<p>X</p>
<p>International Student Program: Develop and Implement interactive On-line orientation for F-1 Visa Students</p>	<p>2007-2009</p>	<p>partially met/ongoing</p>	<p>X</p>
<p>Matriculation Process: Expand on and off-campus Assessment services to all Student populations, and develop And implement an Early Alert System validation system</p>	<p>2007-2009</p>	<p>partially met/ongoing</p>	<p>X</p>
<p>Determination of Student Services Cluster Hiring Priorities for 2008 - 2009</p>	<p>2008 – 2009</p>	<p>In Process</p>	<p>X</p>

Los Angeles Harbor College

Educational Master Plan

Update

Approved by

Academic Affairs Committee

April 9, 2008

Academic Senate

April 17, 2008

College Planning Council

April 28, 2008

Contents

- 1. Estimate of Future College Capacity Needs
Based on Area Demographics and Participation Rates**

- 2. Occupational and General Education Areas Identified
for Possible New Program Development**

- 3. New Goals and Objectives
Reflecting College Basic Skills Initiative 'Action Plans'**

- 4. New Goals and Objectives for Student Success
in Response to the District Strategic Plan, ARCC/AB 1417 Measures,
the Basic Skills Self Assessment Process,
and the Technology Strategic Assessment**

Appendix A. Demographic and College Budget Projections

Supplementing Section 1 of this Update

Appendix B. Workforce Development Statistics Supplementing Section 2 of this Update

Appendix C. Sample New Program Proposals: Culinary Arts; Digital Media Arts;
Teacher, Energy, and Biotechnology Career Pathways; Healthy Communities Initiative;
Basic Skills Immersion Program; New PACE and On-Line Offerings

Appendix D. Draft 'Essential Skills for Student Success' Planning Matrix

Appendix E. District and College Strategic Plans

as Basis for Mutual Alignment

in Areas of 'Access', 'Student Success', and 'Academic Excellence'

Appendix F. Proposed Construction Priorities

including New Construction

to Serve the Updated Educational Priorities

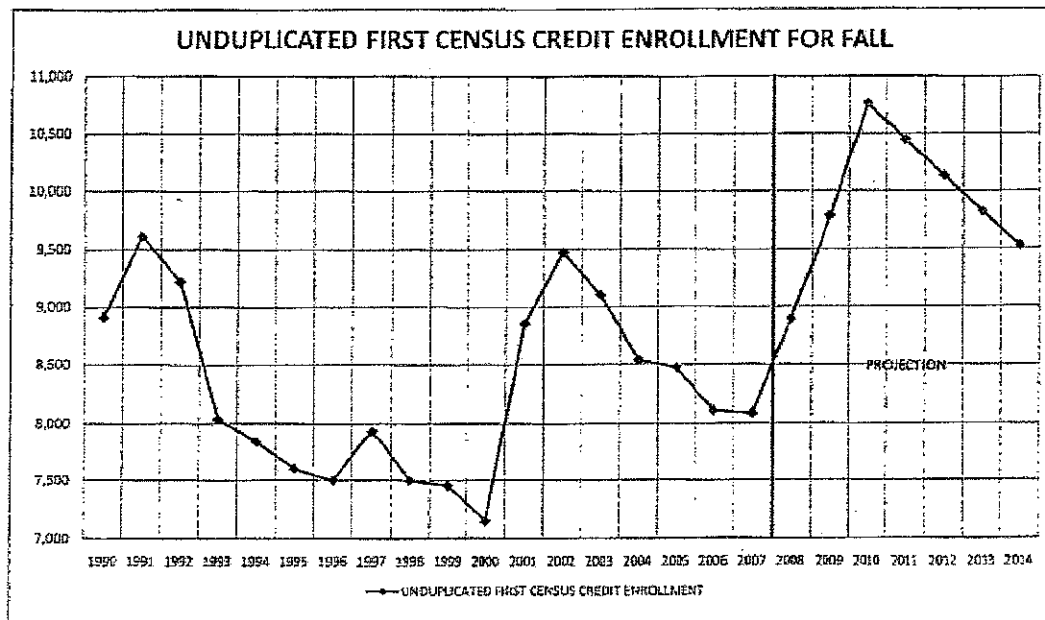
Affirmed in this Report

1. Estimate of Future College Capacity Needs

Based on Area Demographics and Participation Rates

The 2006 Harbor College Accreditation Self-Study set an enrollment target of 12,000 students for the year 2010. At its peak enrollment in 1983, the college exceeded this figure, and calculations presented to the District Allocation Grant Task force establish it as the minimum enrollment "break-even" level at which the college can maintain long-term financial self-sufficiency. In the section of the Self-Study dealing with "Physical Resources" (pp. 163-174), the Self-Study related the educational priorities justifying this projected growth with the new construction priorities needed to accommodate it.

Factoring past economic and demographic trends in the College service area against District budget trends since 1990, the College is projected to approach its enrollment target by 2010, even in the face of anticipated financial constraints. But at that point the impact of these trends on enrollment is reversed; and in the absence of policy initiatives to counteract this, enrollment declines can be expected in the years beyond 2010.



This Update specifies initiatives needed to mitigate any downturn, recognizing that competing institutions in our service area, facing the same trends, may take similar initiatives, backed by greater resources. The essential demographic obstacle to sustaining our target enrollment level, given other trends, is the current leveling-off of the high school student population in the service area, which is projected to continue. The demographic possibility for mitigating this is in the projected growth in other area populations and in local levels of career demand that can be served by the new and expanded programs this Update specifies.

Though the number of service area residents from 15 to 19 years of age has leveled-off and may actually decrease over-all in the next ten years, the number of residents from 20 to 24 will increase by 10% and from 25 to 29 by 24%.

Increases in service area career demand exceeding 10% of the current workforce over the next ten years are expected in the following industries: accommodations and food services (11%); waste services (16%); arts, entertainment, and recreation (21%); educational services (25%), information services (14%), and professional and technical services (12%). Increases exceeding 10% of the current workforce in general occupational fields are projected for management, business, and financial occupations (12%), other professional occupations (13%), and sales (10%).

Analyzing projected job openings by education and training level through the next ten years, increases exceeding 10% of current employment levels are expected for holders of postsecondary vocational certificates (22%), bachelors' degrees (11%), degree holders with work experience (11%), and doctors' degrees (25%). Harbor College grants or provides the entry level for all these attainments.

2. Occupational and General Education Areas Identified for Possible New Program Development

The 2006 Harbor College Accreditation Self-Study identified a series of occupational and general education areas for possible new program development, including [1] a biotechnology program; [2] a process plant technology program; [3] a culinary arts program; [4, 5, 6] e-commerce, international business, and marine sciences programs; [7] a one-year vocational program in construction; and [8] television broadcasting programs (pp. 66-69).

Since then programs have been authorized or expanded accordingly providing a realistic mix of offerings: short-term CTE programs including culinary arts and carpentry; "fast-track" programs including Teacher and Energy Career Pathways; "non-traditional" programs including new PACE offerings and an on-line associate in science degree in business; "transfer" programs including the Digital Media Arts program; and Green Technologies, Environmental Studies, and Allied Health programs.

The Teacher Career Pathway creates a regional initiative to prepare disadvantaged youth and adults for after-school jobs and continuing career pathways leading to community and teaching careers in Los Angeles County. Building on a partnership of community employers, community-based agencies, and public educational institutions, this initiative will also serve as a model for regions throughout the state.

The Energy Career Pathway which presently includes electromechanical, petrochemical technology, safety and mechanical helper programs was reactivated after many years of dormancy at the request of local oil refinery companies and South Bay Center for Counseling, a local community outreach agency. The college fulfilled its economic development mission by recognizing the need to help train students to fill a significant void in among process plant technicians brought about by petrochemical incumbent workers retirements, preparing students to operate, test and maintain and service instrumentation devices and systems commonly used in the petrochemical industry. Harbor College faculty from the Electronics and Process Plant Technology Departments met with local refinery personnel and union representatives to fine tune the curriculum to ensure that current industry operation, instrumentation and safety practices are met.

The Harbor College PACE program "Labor Track" was implemented in the Spring 2008 semester to offer off-site transfer courses for members of the ILWU in San Pedro and employees of Kaiser Hospital in Harbor City. PACE has also been in discussion with the University of Redlands School of Business to offer existing courses at the University's Los Angeles site at 194th and Vermont Blvd.

3. New Goals and Objectives Reflecting College Basic Skills Initiative 'Action Plans'

The Harbor College Essential Skills for Student Success Committee has developed a comprehensive package of six-year action plans. On February 8, 2008, to fund this initiative, the College Academic Senate endorsed the expenditures below, with the addition of \$25,000 for general tutoring, on the understanding that the committee will reassess the extent to which Supplemental Instruction and reading and writing across the curriculum can be incorporated into the authorized activities.

Proposed Basic Skills Expenditures

Two .6 faculty (one math, one English) day and evening to provide tutoring in the Learning Assistance Center for spring semester (4 total)	\$57,600
Two .6 faculty (one math, one English) day and evening to provide tutoring in the Learning Assistance Center for summer semester	\$57,600
Library basic skills proposal to improve library materials and offer workshops on information literacy- spring 2008	\$5,000
Staff development - train faculty in reading across the curriculum - spring 2008	\$10,000
Universal Learning/Kurzweil (Feb. 21-22) at \$500 per person, for persons. Purchase software for 20 computers (\$7,900). Purchase scanner (\$2,500)	\$12,400
Training in course development for Kurzweil system (5 faculty)	\$20,000
Train faculty in information technology across the curriculum	\$10,000
Pay faculty to develop up to five credit or noncredit supplemental instruction add-ons to existing courses for implementation in fall 2008 (E.g., reading in the behavioral sciences, or writing in the physical sciences, ePortfolio)	\$12,000
Math Jam - August (prior to fall semester) - and support provided by venture money from Chancellor and have for basic skills to cover anticipated shortfall between revenue and expense	\$10,000
World Cafe to gather ideas and sell larger concept to college as institutional priority - early spring 2008	\$10,000
Conduct Math Lab during spring semester us self-paced materials .2 faculty	\$4,000
Faculty coordinator for service learning .4 faculty	\$8,000
Purchase basic skills textbooks to be held on reserve in library	\$5,000
Design consulting for nursing remediation/basic skills Etudes site	\$2,500
Total	\$224,100

**4. New Goals and Objectives for Student Success
in Response to the District Strategic Plan, ARCC/AB 1417 Measures,
the Basic Skills Self Assessment Process,
and the Technology Strategic Assessment**

On March 20, 2008, the Harbor College Academic Senate authorized the submission at the District level of a draft Essential Skills for Student Success Report targeting new goals and objectives for student success at Harbor College.

Each of the four sections of the planning matrix of the report details actions to be taken in the areas of organizational and administrative practices, faculty and staff development, program practices, and instructional practices.

Actions being taken in the area of organizational and administrative practices include: reevaluating the cut scores for English and math placement tests; paying faculty to develop up to five credit or noncredit supplemental instruction add-ons to existing courses for supplemental instruction in the fall of 2008; several special campus-wide events to develop and implement five-year goals for essential skills at Harbor College.

Supplementary actions being taken for faculty and staff development include: assuring administrative support and encouragement for faculty development in basic skills; clarifying the linkage between the improvement of teaching and learning and the institutional mission; securing a primary role for faculty in needs assessment, planning, and implementation of staff development educational programs; structuring and supporting these programs to be sustained as ongoing efforts related to instructional goals for the improvement of teaching and learning; providing intrinsic and extrinsic faculty reward structures for faculty development.

Program components of these goals include instructional and counseling faculty meetings to address educational needs and integrate support services for students enrolled in developmental writing courses. Institutional practices supplementing these goals include refining academic support center program design to include recommended software in reading and to facilitate active learning, study groups, and workshops.

It is understood that these proposals all are subject to revision in the light of the forthcoming Technology Strategic Assessment.