Student Success and Support Program Plan
(Credit Students)

2014-15

District: Los Angeles Community College District
College: Los Angeles Harbor College

Report Due Postmarked by
Friday, October 17, 2014

Email report to:
cccscssp@cccco.edu

and

Mail report with original signatures to:
Patty Falero, Student Services and Special Programs Division
California Community Colleges Chancellor’s Office
1102 Q Street, Suite 4554
Sacramento, CA 95811-6549
SECTION I. STUDENT SUCCESS AND SUPPORT PROGRAM PLAN SIGNATURE PAGE

College Name: Los Angeles Harbor College

District Name: Los Angeles Community College District

We certify that funds requested herein will be expended in accordance with the provisions of Chapter 2 (commencing with Section 55500) of Division 6 of Title 5 of the California Code of Regulations.

Signature of College SSSP Coordinator: 
Name: Mercy Yañez, Dean of Student Services Date: 10/8/14

Signature of the SSSP Supervising Administrator or Chief Student Services Officer: 
Name: Abbie Patterson, Vice President of Student Services Date: 10/9/14

Signature of the Chief Instructional Officer: 
Name: Luis Rosas, Vice President of Academic Affairs Date: 10/9/14

Signature of College Academic Senate President: 
Name: Susan McMurray, President Academic Senate Date: 10/13/14

Signature of College President: 
Name: Dr. Otto Lee, President Date: 10/9/14

Signature of District Chancellor: 
Name: Dr. Francisco Rodriguez, Chancellor Date: 10/16/14

Contact information for person preparing the plan:
Name: Mercy Yañez Title: Dean of Student Services
Email: yanezm@lahc.edu Phone: (310) 233-4127
SECTION II. STUDENT SUCCESS AND SUPPORT PROGRAM SERVICES

Directions: For the following SSSP services: (a) orientation, (b) assessment and placement, (c) counseling, advising, and other education planning services, and (d) follow-up services for at-risk students, describe the approach your college is taking to meet its responsibilities under title 5 section 55531. Include the target student audiences, the types of activities, service delivery strategies, partnerships, staff, resources, technology and research support assigned to provide services.

Report projected expenditures related to these items in the Budget Plan.

IIa. Core Services

i. Orientation

1. Describe the target student audience, including an estimate of the annual number of first-time students to be served. Describe the delivery methods (in groups, online, etc.) and activities that will be provided. Describe any partnerships among colleges or with high school districts, workforce agencies, or other community partners that assist with providing orientation. Describe at what point(s) in the student’s academic pathway services are provided (before registration, at 15 units, etc.).

Los Angeles Harbor College (LAHC) as a Hispanic Serving Institution (HSI) is reflective of a multi-ethnic, multilingual college, with a majority of first-generation college students. The Student Profile data collected for Fall 2013 specifically impacted the decisions made in compiling this Student Success and Support Program Plan. The Fall 2013 Credit Headcount totaled 10,100 students of which (14%) were First Time Students, approximately 1500. The school demographics indicate that the majority of Harbor students are female. This is true across the district and country as well - Male 42%; Female 58% (Factbook, 2013). There is a rich ethnic diversity at Harbor with a larger portion of Hispanics than any other group, but no majority of any one group (African American 15%; Asian 16%; Hispanic 52%; White 15%; Other 2%). Even though the largest portion of students describes themselves as of Hispanic ethnicity, English is the primary language of nearly 87% of Harbor’s students.

The Target Audience for the core services of the Student Success Program are all new non-exempt students. The Los Angeles Community College District (LACCD) defines a new student as a person who has never attended or enrolled at any of the nine LACCD colleges. Based on the above statistics, LAHC expects approximately 3000 new students for the 2014-2015 academic year.

Since new students at Los Angeles Harbor College fall into two specific groups: incoming high school graduates and all other new students, different types of activities and delivery strategies are employed to meet our responsibility under title 5 section 55531 and to successfully guide students on the academic pathway.

Matriculation is conceptualized as a comprehensive process and pathway with multiple points of contact, developed in coordination with each cluster of Student Services, Academic Affairs, Administrative Services, Institutional Effectiveness and the Office of the President. More recently the establishment of the Student Success Umbrella Task Force and resulting work groups (Personal Connection, Transition to College, Program
of Study, Early Alert and Professional Development) has allowed all constituencies across the campus an opportunity to provide input with the implementation of SB 1456.

This multi-pronged approach begins with Orientation. The new student orientation process is divided into delivery strategies: pre-orientation activities, orientation activities, and post-orientation activities. New students will have the option to complete an in-person group orientation or an online orientation. Student told us through focus groups (as part of our Achieving the Dream (ATD) data collection efforts, held in 2012) that their preference was a face-to-face orientation at the time of assessment. Both in-person and online orientations will begin on the date the application opens for each term, (fall, winter, spring and summer). It will allow students to register for their courses at the earliest priority date as set by the LACCD priority groups.

Assessment Center staff, counseling faculty and the Outreach Coordinator will work closely with local high schools to disseminate information about Harbor placement testing and new student orientations, and coordinate application workshops and placement testing at the high school sites.

Pre-Orientation and Outreach Services

- The orientation process begins at the point of initial interest in attending Los Angeles Harbor College Marketing and promoting the campus to the community are important. The SSSP plan includes incorporating new informational videos and tutorials in multiple languages that describe the pathwa to orientation, assessment, counseling, advising, and other educational planning services into the campus website.

- The LAHC Office of High School Outreach and Recruitment which maintains a working relationship with the high school partners and college counselors, works with students and staff at the Los Angeles Unified School District 8 high schools, including Banning, Carson, Gardena, Narbonne, and San Pedro High School. LAHC staff starts matriculation with high school students in the spring of their senior year. Knowing that the Los Angeles Community College District (LACCD) plans to implement year-round application and registration options, these visits will be programmed to start earlier than in prior years. The high school seniors receive pre-admission information and guidance in completing the LAHC application. Additionally, high school students and their parents are invited to attend the Financial Aid Fair, held on the LAHC campus, a collaborative effort of LAHC and the City of Los Angeles. The fair highlights higher education options, SB 1456 readiness, and preparation workshops for students as they progress from high school to college in completing the financial aid process. Further these same outreach options are offered at local high schools and during campus visits by our Disabled Student Program (Special Programs & Services) to support students with disabilities. College-wide discussion and planning is in place to identify a mechanism to offer core matriculation services at the high school sites.

Orientation

- All new non-exempt students who apply to the college are required to complete the face-to-face and/or online orientation, either prior to or with the College assessment.

- After students submit their online application to the college through the new Open CCCApply, they receive an email with links to the College web pages for orientation and assessment.

- The Los Angeles Harbor College orientation was available as an interactive online multimedia presentation developed at the campus in past years. The accessibility of the online orientation provided the opportunity for students to conveniently complete this mandated core service at any
time and location. However, the home-grown platform became obsolete with recent department reorganization, retirements and the impending launch of our new student information system PeopleSoft. As we discussed options the consideration of purchasing a district wide online orientatic system became tangible. The plan and budget does reflect the purchase of an online system like Cynosure, but has been delayed until a final decision is reached for either an independent college purchase or collective district contract, both exciting options. In the interim, a temporary online version of the face-to-face orientation in Prezi will go-live in summer 2014.

- The orientation complies with both ADA Standards and Section 504 of the Rehabilitation Act.
- The online orientation will initially be available in Spanish to effectively meet the needs of our English language learners.

Next Steps/Planned Activities:
1. The College is investigating the feasibility of scheduling and proctoring high school students with assessment and orientation on site. The goal to reserve computer lab space on high school campuses or community centers and coordinate times for students to complete assessment and the on-line orientation is a priority.

2. Also in development are an online interactive orientation through a district wide and/or a local college contract with the selected provider through our bid/procurement process.

Post-Orientation Activities

- COUNSELING/ADVISING AND SEP DEVELOPMENT: In addition to orientation, all new students are required to complete assessment and an abbreviated student education plan (A-SEP). Effective July 1 2014, a Limited .6 Counselor is dedicated to support the activity in the Assessment Center. In addition, a 1.0 Limited Counselor/ Harbor Advantage Coordinator was identified in the Student Services Cluster Priority (Rank #5) to support SSSP implementation. These services are described in more detail in the Counseling/Advising section of the plan.

- SENIOR TOURS/CAMPUS VISIT: High school seniors, who have already completed the LAHC application, are invited to tour the campus, participate in a face-to-face/online orientation and assessment in the LAHC Senior Tour event. Each year, about 300 high school seniors come to campus many for the first time. These students meet with LAHC Counseling faculty in group Abbreviated SEP Planning sessions. Students are then able to enroll in first-semester courses (English, math, personal development and an elective) through the Harbor Advantage Program. Students are also introduced to campus programs and services that can help them successfully reach their goals.

- WELCOME WEEK FAIR: Just prior to the start of the semester, all new students are invited to attend the LAHC Welcome Week Fair. The Welcome Week Fair serves as a bridge between the initial orientation and the first week of school. The event includes an information fair (campus services and programs, involvement opportunities in student government, and student clubs), campus tours, and student success workshops. New students who have not completed assessment will have the opportunity to make an appointment for assessment. Additionally, counseling faculty will conduct group Abbreviated SEP Planning sessions. Students will be encouraged to enroll in their first semester
courses in English, math, Personal Development/Counseling Success course and elective.

- **HARBOR ADVANTAGE:** An extension of the college First Year Experience program funded through a Title V grant, the Harbor Advantage is the College's attempt to scale up the original program model. All new students will be encouraged to enroll in English, math, personal development or other success courses and an elective during their first semester at the college. Personal development is a one unit class, taught by the Counseling faculty, and acts as an extended orientation, thereby providing new students with important information and strategies needed to successfully complete their academic goals as well as to complete their educational planning.

- **TRANSFER FAIR AND STUDENT SUCCESS SUMMIT:** The Transfer Fair is held annually during the fall term in the Seahawk Center/Library quad. Over forty university representatives are on campus to provide information to Harbor students about the educational opportunities available at their campuses. This year the fair is scheduled to take place on September 16 and will be a joint venture with the new Student Success Summit activity. The summit will include a variety of activities and representation from college-wide program areas from student government, clubs and academic areas.

- **CAREER FAIR:** The Career Fair is held annually during the spring semester. In recent years, the campus has hosted a Career Technical Education (CTE) Career Fair, which has proven a valuable partnership with our Student Services and CTE faculty. The spring 2015 fair is in development with a date announcement forthcoming in fall.

- **CASH FOR COLLEGE FAFSA WORKSHOPS:** The workshops bring together financial professionals and advisors providing one-on-one financial aid assistance that encompasses the Free Application for Federal Student Aid (FAFSA), CalGrants, and California Dream Act application.

- **YOUTH SOURCE CENTER:** A partnership with the City of Los Angeles Community Development Department launching the first ever community college based YouthSource Center. A dropout prevention and student recovery program serving our local communities.

**Special Program Orientations**
The LAHC special programs (Extended Opportunity Programs & Services (EOPS), STEM Program, TRIO Student Support Services Program (Project ASAP), California Work and Responsibility to Kids Program (CalWORKS), Disabled Students Programs & Services (SPS), Puente, Harbor Teacher Preparatory Academy (HTPA) and International Student Program) conduct enhanced orientations for new students in their programs. Counseling faculty provide information specific to their program requirements, expectations, services, policies and procedures. All data collected from student contacts with the special programs is entered by the individual programs in both the scheduling software SARS Suite and/or the LACCD Student Information System (SIS) to monitor matriculation services by activity and program area. (program?)
Next Steps/Planned Activities:

1. The LAHC SSSP Advisory Committee in consultation with Counseling Division is developing enhanced group orientations targeted to specific at-risk student populations. The Counseling faculty will explore the possibility of hosting enhanced group orientations for our new student athletes, Veterans, and other under-represented students as identified by focus reports. More detail is identified in the section covering Counseling/Advising.

2. Identify the staff providing orientation, including the number of positions, job titles and a brief one-sentence statement of their role.

- Counseling Faculty: All current General Counseling faculty share the responsibility of conducting in-person orientation. A dedicated .6 Counselor housed in the Assessment Center provides abbreviated A-SEPs and referral to Drop-In/appointment-based counseling services as needed.
- Classified Personnel: Assessment Center staff will continue to refer students to counseling services and online orientation on a case-by-case basis.
- Campus Admission & Records Personnel: The Dean of Enrollment Management and Admission &Records staff will continue to enroll students during the annual hosted events. (See Staffing Chart Below)
- Campus Informational Technology (IT) staff: The IT Manager and staff will continue to implement updates and enhancements and provide ongoing technical support.
- Campus Institutional Effectiveness (IR) will continue to collect and analyze data to measure the effectiveness of orientation. This last area is in need of additional staffing to support implementation of SB 1456 mandates. The SSSP Budget Plan established during the 2014-2015 district wide budget preparation period reflects a request to fill a limited SFP – Assistant Dean. It hire presents a challenge as SSSP is a categorically funded program and currently there is no staffing provision to hire an administrator and/or classified personnel in a limited/specially funded manner, the concern being the uncertainty of sustainable funding in future years to support permanent positions.

<table>
<thead>
<tr>
<th>NO. OF POSITIONS</th>
<th>Position Title</th>
<th>Role Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Dean of Student Services/SSSP Coordinator</td>
<td>Coordination of services to implement SB 1456</td>
</tr>
<tr>
<td>1</td>
<td>Counselors – General</td>
<td>Provide counseling/advisement and Orientation/Educational Planning and coordinate Harbor Advantage Program</td>
</tr>
<tr>
<td>1</td>
<td>.6 Limited Counselor</td>
<td>Assignment to provide counseling/educational planning</td>
</tr>
<tr>
<td>10</td>
<td>General Counselor – Hourly Assignments</td>
<td>Assignments to provide orientation and counseling/educational planning</td>
</tr>
<tr>
<td>6</td>
<td>CGCAs – Unclassified</td>
<td>Assist with matriculation services for High</td>
</tr>
</tbody>
</table>
3. If orientation is provided through the full or partial use of technology, identify any commercial products or describe in-house products in use or under development, including any annual subscription or staff support requirements.

Students' access orientation and assessment using our online eSARS module, which is part of the SARS Suite Scheduling System, used by the majority of Student Services program areas. The annual contract for SARS is little over ($5000), and requires some IT support, but is for the most part managed locally in the departments area by designated classified staff.

The LAHC orientation will once again be an interactive online multimedia presentation developed by the LAHC Counseling Faculty with input from the Transition to College Work Group. The orientation will be designed by Cynosure, New Media, Inc. specifically to meet the needs of LAHC students. The initial cost of the contract for development will be funded by SSSP funds. Minor updates are provided at no additional cost, and there is no annual subscription fee required.

A new contract with Cynosure or other vendor is required to provide necessary, substantial updates to the orientation, including shooting new videos. Additionally, the new contract will include costs associated with translating the online orientation to Spanish and possibly other languages as identified.

**Next Steps/Planned Activities:**

1. The purchase and development of an online orientation as a district and/or local RFC.

2. **Need:** There is a need for an MOU or temporary provision (1 year) to support staffing categorically funded programs receiving short-term funding that is not guaranteed as an ongoing allocation. Ideally, staffing flexibility such as offered to grant-funded projects would be ideal.

4. Describe the college's plans for developing and implementing orientation services. The following eight policies and procedures provided on the Orientation Checklist are identified in title 5 section 5521 as required information to include in an orientation.

   **Orientation Checklist (Required Policy or Procedure)**

   LAHC Online Orientation will include all of the required policies and procedures identified in Title 5, section 5521.

   (1) Academic expectations and progress and probation standards pursuant to section 55031; Required Policy per LACCD Board Rule 8200 and Regulation E-72

   (2) Maintaining registration priority pursuant to section 58108;
Required Policy per LACCD Board Rule 8603

(3) Prerequisite or co-requisite challenge process pursuant to section 55003;
Required Policy per LACCD Board Rule 8605

(4) Maintaining Board of Governors Fee Waiver eligibility pursuant to section 58621
Required Policy per LACCD Board Rule 8700

(5) Description of available programs, support services, financial aid assistance, and
   campus facilities, and how they can be accessed;
   Procedure – College Website, Catalog, Schedule of Classes

(6) Academic calendar and important timelines.
   Procedure – College Website, Catalog, Schedule of Classes

(7) Registration and college fees.
   Procedure – College Website, Catalog, Schedule of Classes

(8) Available education planning services
   Procedure – College Website, Catalog, Schedule of Classes

5. Please specify other issues, policies and procedures that the college or district determines necessary
to provide a comprehensive orientation. Add additional lines as needed.

District and local campus policies and procedures associated with orientation services:
- LAHC accepts completion of orientations from all LACCD campuses.

- The LACCD is exploring an online orientation for district-wide usage.

- LAHC understands that the goal of the SSSP is to increase student access and success. All strategies
  will be evaluated to determine success in providing the core services. To provide a comprehensive
  orientation, LAHC needs to produce informational materials (printed and electronically), hire
  necessary staff, and continue to assess the needs of the student to ensure data driven decisions drive
  services.

Next Steps/Planned Activities:

1. Expansion of student support services, as well as access to core matriculation services for our online
   students.
6. Include in the Budget Plan, all staff costs (salaries and benefits) for each position and the direct cost to purchase, develop or maintain technology tools specifically for orientation services.

### Orientation – Orientation Events – Budget 2014-2015

<table>
<thead>
<tr>
<th>No. of Positions</th>
<th>Position Title</th>
<th>Role Description</th>
<th>(Salary &amp; Benefits)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Dean of Student Services/SSSP Coordinator</td>
<td>Coordination of services to implement SB 1456</td>
<td>$145,000</td>
</tr>
<tr>
<td>1</td>
<td>Counselors – General</td>
<td>Provide counseling/ advisement and Orientation/Educational Planning and coordinate Harbor Advantage Program</td>
<td>$300,000</td>
</tr>
<tr>
<td>1</td>
<td>.6 Limited Counselor</td>
<td>Assignment to provide counseling/educational planning</td>
<td>$60,000</td>
</tr>
<tr>
<td>10</td>
<td>General Counselor – Hourly Assignments</td>
<td>Assignments to provide orientation and</td>
<td>$110,000</td>
</tr>
</tbody>
</table>
ii. Assessment and Placement

1. Describe the target student audience, including an estimate of the annual number of students to be assessed, and a description of who will be required to be assessed. Describe the methods by which assessment and placement services will be delivered. Describe any partnerships among colleges or with high school districts, workforce agencies, or other community partners that assist with providing assessment and placement. Describe at what point(s) in the student’s academic pathway assessment and placement are provided (while still in high school, summer, during registration, etc.).

All new incoming Harbor students who are non-exempt are the target audience for assessment and placement. Feeder school students of Los Angeles Harbor College service area (LAUSD District 8 schools and Palos Verde USD), students with disabilities, and members of the surrounding communities are also part of this target audience. In the year 2013 a total of approximately 2,500 students participated in assessment and placement. At this point, Harbor is at pace to surpass that number as close to 3,000 students are projected to participate in assessment and placement in 2014. Per Senate Bill 1456 regulations all non-exempt students are required to participate in assessment. Students are required to participate in assessment to receive priority registration and ultimately to be able to register for classes. Also, students who want to register in an English or
math courses are required to take an assessment to be placed in the appropriate level course.

Assessment Center Testing Rate Data

<table>
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<tr>
<th>Number of Students</th>
<th>January</th>
<th>February</th>
<th>March</th>
<th>April</th>
<th>May</th>
<th>June</th>
<th>July</th>
<th>August</th>
<th>Totals So Far</th>
</tr>
</thead>
<tbody>
<tr>
<td>2013</td>
<td>275</td>
<td>28</td>
<td>0</td>
<td>180</td>
<td>377</td>
<td>535</td>
<td>364</td>
<td>258</td>
<td>2017</td>
</tr>
<tr>
<td>2014</td>
<td>295</td>
<td>133</td>
<td>287</td>
<td>233</td>
<td>437</td>
<td>342</td>
<td>409</td>
<td>259</td>
<td>2495</td>
</tr>
</tbody>
</table>

Assessment is currently being delivered in computer form and is available in alternate format. Students take an ESL or English test, and a math test through ACT Compass’s computerized test. Assistance with completing this test is available to students with disabilities. There are plans to pilot a math paper and pencil test in the Fall 2014 through Mathematics Diagnostics Testing Project (MDTP). When assessment is done online through Compass, placement occurs as soon as students finish. The assessment center’s lab is connected to the LACCD Assessment and Placement Management System (APMS) which places students based on their scores and also automatically uploads that information into the district and College student information system/database. Once MDTP is implemented, a scantron machine connected to APMS will follow similar procedures. A scantron form was developed especially for the campus to capture pertinent student demographic information, identify multiple measures, self reported study skills and student support program recommended referrals.

Currently there are no partnerships among colleges or any other entities that assist with providing assessment and placement. What do exist are relationships among feeder high schools to fulfill assessment and placement while in high school.

Assessment and placement for students is provided after application and before class enrollment. New students follow a sequence of first applying to Harbor College then taking an assessment. Based on their assessment results, students are placed in the appropriate class (es). Students next meet with a counselor to have full advisement of their placement and also be provided with a descriptive educational plan. With this educational plan, students enroll in the classes as advised.

2. Identify the staff providing assessment services, including the number of positions, job titles and a brief one-sentence statement of their role. Include staff providing direct assessment related research services.
Assessment Center Staffing – Providing Assessment Services

<table>
<thead>
<tr>
<th>No. Of Positions</th>
<th>Position Title</th>
<th>Role Description</th>
<th>Salary &amp; Benefits</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Dean of Student Services/SSSP Coordinator</td>
<td>Administration, coordination, office management</td>
<td>$145,000</td>
</tr>
<tr>
<td>1</td>
<td>Student Services Aide</td>
<td>Schedule, monitor, checks-in students</td>
<td>$45,000</td>
</tr>
<tr>
<td>1</td>
<td>Research Analyst</td>
<td>Validates cut scores in collaboration with English and Math Departments</td>
<td>$23,000</td>
</tr>
<tr>
<td>1</td>
<td>IT Technicians</td>
<td>Provide ongoing technical support</td>
<td></td>
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<tr>
<td>1</td>
<td>Proctor</td>
<td>Administers and monitors testing</td>
<td>$25,000</td>
</tr>
<tr>
<td>1</td>
<td>CGCAs (Unclassified)</td>
<td>Schedule/Proctors HS Assessments</td>
<td>$25,000</td>
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Resources & Materials

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<tr>
<th>Resource</th>
<th>Material Description</th>
<th>Cost</th>
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<tbody>
<tr>
<td>Supplies</td>
<td>Testing Materials and Units</td>
<td>$25,000</td>
</tr>
<tr>
<td>Supplies</td>
<td>Student Materials (t-shirts &amp; flash drives)</td>
<td>$20,000</td>
</tr>
<tr>
<td>Transportation</td>
<td>High School Visits Busses</td>
<td>$7,000</td>
</tr>
<tr>
<td>Printing – Guides/Brochures</td>
<td>SSSP Services/Events Multi-Lingual and available in alternative format</td>
<td>$10,000</td>
</tr>
<tr>
<td>Other Expenses</td>
<td>Events (Fairs on/off campus) &amp; Food Expenses</td>
<td>$10,000</td>
</tr>
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</table>

Additional Staff Request

<table>
<thead>
<tr>
<th>No. Of Positions</th>
<th>Job Title</th>
<th>Role Description</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Senior Exam Proctor – Unclassified – Part-Time</td>
<td>Proctor assessments – second shift relief</td>
<td>$40,000</td>
</tr>
</tbody>
</table>

3. Identify any assessment test(s) used for placement into English, mathematics, and ESL courses. For second-party tests, be specific about the versions and forms used. Describe which tests and services are offered online, in person, individually or in groups, etc.
- If using a test, describe what other measures are used and how they are used to meet the multiple measures requirement.
- If not using a test, describe what other measures are used to assess students and describe how students are placed into courses.
- Describe how these measures are integrated into the assessment system (as part of an algorithm included in the test scoring process, applied by counselors, used on their own without a test, etc.)

The current assessment test being used to place students is the ACT Compass test. This is a computer adaptive test that is used to assess students in ESL, English, or math. The math assessment test is a one part multiple choice test. There are four subject areas the math test can assess students in; the subjects are pre-algebra, algebra, college algebra, and trigonometry. The English assessment test is a two part assessment where reading and writing are assessed individually. For the writing part students are given an essay where correction in basic grammar, structure, punctuation, and rhetorical skills must be made. In the reading part of the English assessment students are given a passage then asked multiple choice questions regarding the passage. The English as a Second Language (ESL) test assesses non native English speaking students in listening, reading, and ESL grammar. Each subject is given as one part within the test. The current version of the ACT Compass test is being used, updates occur automatically and maintenance to the test itself is done by ACT. It is also available in alternative format.

The test is given in group sessions. The assessment center has scheduled test sessions and students can make appointments to participate in these test sessions or if unable to make an appointment students can participate as added walk-ins. Assistances is available for students with disabilities.

Multiple measures are integrated into the assessment and placement system through several methods. One specific question regarding high school grade point average is asked. If the student reports a high school grade point average of a 3.5-4.0, three points are added to their overall score. If a high school grade point average of 3.0-3.4 is reported, two points are added to their overall score. A student’s grade point average from high school is a multiple measure that is used as part of the algorithm in the placement model.

4. Describe the college’s or district’s policy on the acceptance of student assessment scores and placement results from colleges within a multi-college district, if applicable, and colleges outside of the district.

LAHC accepts placement results from within the LACCD and from all 113 California Community Colleges with supporting documentation. For the assessment placement to be valid, the assessment results must be less than two years old. Out-of-state placements must be evaluated by an LAHC Counselor.

5. Describe college or district policies and practices on:
   a. Pre-test practice - Describe what type of test preparation is available, how it is delivered,
how students are informed of and access materials, including sample test questions, and how students are notified of their pre-test performance.

Test preparation is available online. Direct sample questions from the test provider ACT – Compass, are available for students to study before taking the assessment test. Students are informed about these sample questions through the assessment center’s website within the main Harbor website. Students are also directed to these sample questions when inquiring about preparation materials in person. No pre-test is available for students to take. The test is also available in alternate format for students with disabilities.

Another resource students can use to be more prepared for the assessment is to attend a workshop on mathematics or English conducted by the appropriate department. These college workshops give students an idea of what is expected in college level English and math is comprised of. Although these workshops are not specifically designed to prepare students for the assessment placement test, these workshops can be useful for students.

b. Re-take - How often may a student re-take a test after taking it the first time? What is the waiting period? Is the waiting period consistent with publisher guidelines or more restrictive? Are there conditions that must be met such as completing a subject-matter workshop before being allowed to take the test again?

LACCD re-test policy is once a year.

c. Recency - How long are test scores, high school grades, etc. accepted before the student is required to reassess?

The recency policy for assessment within the LACCD is to have a valid assessment within two years.

6. Describe what externally-administered third-party test results are accepted for placement. Does the college accept an Early Assessment Program (EAP) result of “college ready” to exempt students from the college placement test in English? In math?

Los Angeles Harbor College accepts the Early Assessment Program (EAP) in English and in Math.

LAHC also uses the following third-party entrance tests to determine if a student is college ready and qualifies to enroll in college Freshman English or general education math: CSUs EPT/ELM, and AP.

7. Include in the Budget Plan all staff costs (salaries and benefits) for each position and the direct cost to purchase, develop or maintain assessment instruments or other technology tools specifically for assessment.

Assessment Center Staffing – Providing Assessment Services
<table>
<thead>
<tr>
<th>No. Of Position s</th>
<th>Position Title</th>
<th>Role Description</th>
<th>Salary &amp; Benefits</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Dean of Student Services/SSSP Coordinator</td>
<td>Administration, coordination, office management</td>
<td>$145,000</td>
</tr>
<tr>
<td>1</td>
<td>Student Services Aide</td>
<td>Schedule, monitor, checks-in students</td>
<td>$45,000</td>
</tr>
<tr>
<td>1</td>
<td>Research Analyst</td>
<td>Validates cut scores in collaboration with English and Math Departments</td>
<td>$23,000</td>
</tr>
<tr>
<td>1</td>
<td>IT Technicians</td>
<td>Provide ongoing technical support</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>Proctor</td>
<td>Administers and monitors testing</td>
<td>$25,000</td>
</tr>
<tr>
<td>1</td>
<td>CGCAs (Unclassified)</td>
<td>Schedule/Proctors HS Assessments</td>
<td>$25,000</td>
</tr>
</tbody>
</table>

**Resources & Materials**

<table>
<thead>
<tr>
<th>Resource</th>
<th>Material Description</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Supplies</td>
<td>Testing Materials and Units</td>
<td>$25,000</td>
</tr>
<tr>
<td>Supplies</td>
<td>Student Materials (t-shirts &amp; flash drives)</td>
<td>$20,000</td>
</tr>
<tr>
<td>Transportation</td>
<td>High School Visits Busses</td>
<td>$7,000</td>
</tr>
<tr>
<td>Printing – Guides/Brochures</td>
<td>SSSP Services/Events</td>
<td>$10,000</td>
</tr>
<tr>
<td></td>
<td>Multi-Lingual and available in alternative format</td>
<td></td>
</tr>
<tr>
<td>Other Expenses</td>
<td>Events (Fairs on/off campus) &amp; Food Expenses</td>
<td>$10,000</td>
</tr>
</tbody>
</table>

**Next Steps/Planned Activities**

Assessment and placement is a valuable tool that can not only be used to place students in the appropriate classes, an institution can go beyond placement and offer better services and support by using information produced by a student’s assessment. Assessment and placement is able to generate data that can be used to properly build programs within an institution. It is important to have these programs in place to have a strong foundation within an entire student success and support program. There are many different programs within LAHC that are designed to improve opportunities for student success including Puente, Extended Opportunity Programs and Services (EOP&S), SP&S (TRIO Program) CalWORKS, Youth Source Center, First Year Experience, Harbor Advantage, STEM and Honors Program. As part of this plan, there is a contingency of current programs that share similar goals to recruit, retain and help students complete as identified throughout the document.

The First Year Experience (FYE) was established with support from the LAHC Title V Program in 2012. Local high school students from Banning, Narbonne and Carson High Schools provide a majority of the 100 student participants. The participants receive special support from learning
coaches and counselors that allow them to successfully complete college level English and mathematics classes along with transfer requirement courses. Overall, the FYE Program placed students on the path of community college degree completion and successful transfer to a four-year educational institution.

The Honors Program is a cooperative effort between LAHC and colleges and universities throughout California including UCLA, UCI, UC Berkeley, Pomona College, Loyola Marymount University, and Mills College. It is intended to serve students interested in a challenging curriculum designed to prepare them for transfer. Students who participate are guaranteed priority admission and priority consideration to the universities listed. The 24 Honors Program students who transferred after graduating with their AA degrees in June 2013 are now attending UCLA, USC, UC Irvine, San Jose State and 11 other colleges in California.

For a stronger California economy by 2020 we will need to increase the number of adults who have postsecondary degrees in general and degrees in STEM disciplines in particular. According to Complete College America*, the skills gap between jobs requiring a career certificate or college education must shrink by 31%. This figure is based on the current California adults who have an associate degree or higher, 36% and the percentage of jobs by 2020 that will require a career certificate or college degree, 67%. In a recent report produced by the Pullias Center for Higher Education at the University of Southern California titled Making It Happen: Increasing College Access and Participation in California Higher Education, the authors Drs. Tierney and Hentschke site 5 studies from organizations such as the Lumina Foundation and the California Workforce Advisory Board that project shortfalls in educated workers in California. They state the following; “Because of the expected retirement of well-educated workers, although the state will have 3.3 million jobs requiring postsecondary credentials, California is projected to only have 2.2 million workers with this level of education. Moreover, low participation rates in higher education and attainment of a college degree are most stark amongst the state’s racial and ethnic minorities. African American and Latino students remain the most at risk of dropping out of high school, not transitioning to college, or not completing a postsecondary degree.”

California needs to fill 1,148,000 science, technology, engineering and mathematics (STEM) jobs by 2018. During the next decade, overall U.S. demand for scientists and engineers is expected to increase at four times the rate of other occupations. ** In order to work toward improving the likelihood of students from the areas of San Pedro and Wilmington studying STEM at college level, Los Angeles Harbor College is reaching out to high school students, their teachers and counselors to develop relationships and bonds with our institution. We are developing programs and events to educate the public about our new Science Complex, Technology Building, Learning Center and Library and our upgraded Planetarium.

**Project Goal and Objectives:**

The goal of the STEM in College Day at LAHC is to invite local high school students to visit Los Angeles Harbor College in order for them to learn about our programs, tour our campus, meet LA Harbor STEM students, sit in on STEM classes and attend workshops on financial aid, choosing a
major and the 2-year college experience. Our objectives include:

- Teaching students about the myriad of programs that exist within LA Harbor College such as the First Year Experience, STEM Passport Academy, Puente Project, and the Honors Program;
- Giving students advice that will help them make an informed decision about college;
- Educating students about the different types of associate degrees that are available at LA Harbor College;
- Providing students with an opportunity to tour the new facilities on the LAHC Campus.

Profile of Geographical Area and Population Served:

The geographic area and population served includes the students from San Pedro, Gardena, Lomita, Los Angeles, Wilmington and Harbor City. The largest feeder high schools whose students attend LAHC are Banning HS, San Pedro HS, Narbonne HS, Harbor Teacher Prep HS, Gardena HS and Carson HS. The majority of LAHC students are under the age of 24 (65%). The ethnicity of the college is 49% Latino, 17% African American, 18% White and 16% Asia. Any student whose parents never enrolled in postsecondary education is considered a first generation college student and currently LAHC has 37.7% of its population classified as first generation college students.

Strategies for Implementation:

After working with the high school counselors and the STEM high school teachers to recruit students to participate, we invited over 60 students to participate in the STEM in College Day at LAHC. The date of the event was May 21, 2014 and the schedule for the day was as follows:

Morning Activities:
8:30-9:00: Welcome from LA Harbor College Administration

9:00-12:00 Morning Breakout Sessions: 4 Sessions (45 minutes each) Students will rotate to all 4 sessions during the morning.

- Special Programs at LA Harbor College Panel (STEM Passport Academy Director, Puente Project Director, Honors Program Director, First Year Experience Director, EOP & S Director)
- Tour of STEM Buildings at LA Harbor College (Current LAHC STEM Undergrads)
- Panel of STEM Students discussing LA Harbor College from their perspective (LA Harbor Students)
- Sitting in on a STEM Class (STEM Faculty)

12:00-12:45 Box Lunch and Student Services Table Setup

Tables include: Associated Student Body Officers, and Clubs and Organization
12:45-2:45 Afternoon Breakout Sessions: 2 Sessions (1 hour each) Students will stay in one room for these two sessions

- Funding College (Financial Aid Officers)
- Transferring as a STEM Major to a 4-year College (College Counselors)

2. STEM Passport Academy

The STEM Passport Academy is a vehicle for transforming STEM education at LAHC, attracting students to STEM majors, increasing their ability and motivation to succeed in and complete STEM degrees, and ensuring their preparedness for transfer to four-year STEM degrees. The STEM Passport Academy provides a summer bridge boot camp for entering freshmen to have an opportunity to explore and plan for a degree in a STEM field. During this past summer from August 5th through August 15th, 22 students participated in the summer bridge. The students took classes in SolidWorks and mathematics in the morning and did hands on projects in the afternoon. The projects included building a balsa wood bridge and a building a working cell phone charging station. The results of the program are very good: 20 students (91%) registered for classes, 100% of these registered students have selected a STEM major, 100% are taking at least one STEM course during the fall 2013 semester, 80% are taking more than one STEM course and lastly 90% are taking at least one class with another member of the STEM Passport Academy which helps create a sense of community.

Sustainability of the Project over the Long Term and Description of Collaborating Partners:

The sustainability of the STEM Projects are the commitment of our top administrators to meet the requirements from State Legislature (SB 1456) and from our vision of creating a personalized, student-centered learning environment dedicated to preparing our community members for life’s challenges and opportunities. The bill, SB 1456 requires that all California community colleges will provide opportunities for entering students to participate in an orientation, take mathematics and English assessment exams and the create an education plan. In order to comply with the bill, we need to develop a more active relationship with our high school partners and make preparations earlier in a student’s academic career for them to participate in an orientation and take assessment exams while still in high school. We will also need to coach the students about different majors because SB 1456 is requiring that incoming freshmen in college declare a major in order to register for courses.

DATA

1. College Graduation Rate:

Nationally, graduation in four years has become rare: About 36 percent of college students
complete a bachelor's degree in that time, according to the National Center for Education Statistics. The majority of students need more than five years to finish.

2. Data from California's Community College System

- 70% of California's higher education students are enrolled in a community college
- 25% of community college students nationwide are enrolled in the California Community Colleges
- 49% of California jobs offer middle skill wages, annual incomes of $48,000-$75,000
- 70% of nurses in California are educated in the community colleges
- 80% of firefighters, law enforcement officers, and emergency medical technicians are credentialed at community colleges
- 55% of CSU baccalaureates awarded in 2007 started as community college students
- 30% of UC baccalaureates awarded in 2007 started as community college students
- 48% of UC bachelor's degrees in science, technology, engineering and mathematics are earned by community college transfer students
- 75% of California's GI Bill veterans attend a community college
- Every $1 invested in higher education results in a $3 increase in state revenues

3. Latino College Graduation Rates

With respect to college completion, only 11% of Latinos 25 to 29 years of age had a BA or higher compared to 34% of Whites. Perhaps most distressing, however, is the fact that no progress has been made in the percentage of Latinos gaining college degrees over a 20-year period, while other groups have seen significant increases in degree completion.

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<thead>
<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>White</td>
<td>24</td>
<td>24</td>
<td>29</td>
<td>34</td>
<td>34.1</td>
</tr>
<tr>
<td>African American</td>
<td>11</td>
<td>12</td>
<td>15</td>
<td>18</td>
<td>17.5</td>
</tr>
<tr>
<td>Latino</td>
<td>9</td>
<td>11</td>
<td>9</td>
<td>10</td>
<td>11.2</td>
</tr>
</tbody>
</table>

Data from National Education Association http://www.nea.org/home/17404.htm

STEM DATA

1. Percentage of Undergraduates that Major in Engineering in US

Only 4.5 percent of all undergraduates come out of school with engineering degrees, according to the National Science Foundation.
2. Undergraduate Enrollment Continues Its Upward Trend

Undergraduate engineering enrollment increased by 4.8 percent in fall 2011. This was slightly higher than the 4.2 percent average annual growth from 2005 to 2010. Bachelor's degrees increased by 4,654 to 83,001 in 2010-11. With increased enrollment, we may see higher degree totals in coming years.

3. Profiles of Engineering: Engineering Technology Colleges


Data from report:
- Engineering bachelor's degrees grew by 5.3%, reaching 78,347 in 2010.
- Master's degrees reached an all-time high of 43,023 in 2010
- Doctoral degrees lost one percent, with a mark of 8,995
- Women received a higher percentage of engineering bachelor's degrees, 17.8% to 18.1% in 2010
- A higher percentage of engineering doctorates went to women last year
- Of the Engineering Undergraduate degrees: African Americans received 4.5% of those degrees in 2010, Hispanics received 7% of those degrees in 2010, Asian American received 12.2% of those degrees in 2010
- Of the Engineering Master's degrees: African Americans received 5.1% of those degrees in 2010, Hispanics received 6% of those degrees in 2010, Asian American received 14.9% of those degrees in 2010
- Of the Engineering Doctoral Degrees: African Americans received 4.4% of those degrees in 2010, Hispanics received 5.2% of those degrees in 2010

4. Developing a Social Science of Institutional Support to Increase Latina and Latino STEM Degrees

Full Report: http://cue.usc.edu/research/Dowd%20CAHsi%20presentation%203.27.11_final.pdf (19 pages)

44% of all STEM Bachelor's Degree holders attend community college at some point in their career.

Lumina Foundation Goal 2025*** has a national focus with the priorities of increasing the proportion of Americans with high quality degrees and credentials to 60% by the year 2025. According to the Lumina Foundation “based on current estimates, to reach the 60 percent level by 2025, the U.S. higher education system must produce 23 million more college graduates than are expected at present rates of production. Obviously, we can’t close this gap overnight. But, for example if we can start to increase the rate of attainment each year and produce 150,000 more graduates than the year before – an annual increase of about 5 percent – we will reach the big goal by 2025”. This ambitious goal may only be attained with the help of all educational organizations and institutions working together and the support from private foundation such as Crail-Johnson