Los Angeles Harbor College
Educational Master Plan
Update Proposal

Approved by
Academic Affairs Committee
April 9, 2008
Academic Senate
April 17, 2008
College Planning Council
April 28, 2008

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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


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.

<table>
<thead>
<tr>
<th>Proposed Basic Skills Expenditures</th>
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<tbody>
<tr>
<td>Two .6 faculty (one math, one English) day and evening to provide tutoring in the Learning Assistance Center for spring semester (4 total)</td>
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<tr>
<td>Two .6 faculty (one math, one English) day and evening to provide tutoring in the Learning Assistance Center for summer semester</td>
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<tr>
<td>Library basic skills proposal to improve library materials and offer workshops on information literacy—spring 2008</td>
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<tr>
<td>Staff development — train faculty in reading across the curriculum — spring 2008</td>
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<tr>
<td>Universal Learning/Kurzweil (Feb. 21-22) at $500 per person, for persons. Purchase software for 20 computers ($7,900), Purchase scanner ($2,500)</td>
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<tr>
<td>Training in course development for Kurzweil system (5 faculty)</td>
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<tr>
<td>Train faculty in information technology across the curriculum</td>
</tr>
<tr>
<td>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)</td>
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<tr>
<td>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</td>
</tr>
<tr>
<td>World Cafe to gather ideas and sell larger concept to college as institutional priority — early spring 2008</td>
</tr>
<tr>
<td>Conduct Math Lab during spring semester us self-paced materials .2 faculty</td>
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<tr>
<td>Faculty coordinator for service learning .4 faculty</td>
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<tr>
<td>Purchase basic skills textbooks to be held on reserve in library</td>
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<tr>
<td>Design consulting for nursing remediation/basic skills Etudes site</td>
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<tr>
<td>Total</td>
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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.