Los Angeles Harbor College

Educational Master Plan 2011-2012

Adopted by the Academic Senate 2-17-11
and
Approved by the College Planning Council 3-14-11

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NOTE: The Educational Master Plan approved by the College Planning Council on March 14, 2011 lists Board, District, and College Administration names as of the approval date. This page has been updated to reflect the most current listing (as of August 10, 2011).
OUR MISSION
Los Angeles Harbor College fosters learning through comprehensive programs that meet the educational needs of the community as measured by student success, personal and institutional accountability, and integrity.

OUR VISION
Harbor College provides a stimulating learning environment that prepares members within the community to meet goals and opportunities successfully.

OUR VALUES
Student Success
Excellence
Integrity
A Supportive Environment
Personal and Institutional Accountability
Civic Responsibility
RESOURCES FOR PLANNING
EDUCATIONAL MASTER PLAN, 2011-2012

STRATEGIC DIRECTIONS FOR THE COLLEGE

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. The College Budget Committee established this as the minimum enrollment "breakeven" level at which the college can maintain long-term financial self-sufficiency. The college nearly achieved that goal in the fall of 2010, showing more than 10,500 students enrolled. The main factor accounting for this increase has been the recession and the significant downturn in employment, and the increase would have been even greater except for the decreased apportionment from the state, and the resulting limitation on numbers of sections. These constraints have been felt by all community colleges in the state, and as a result, we are carrying a large number of unfunded FTES. A study of the demographics of our service area (Appendix 1), however, indicates these trends on enrollments will be reversed; and in the absence of policy initiatives to counteract this, enrollment declines can be expected in the years beyond 2010. This plan specifies initiatives needed to mitigate any downturn, recognizing the competing institutions in our service area, facing the same trends will take similar initiatives, backed by greater resources. The essential demographic obstacle to sustaining our target enrollment level, given other trends, is currently 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 at local levels of career demand that can be served by the new and expanded programs this plan specifies.

![Graph: Unduplicated First Census Credit Enrollment for Fall](chart.png)
RESOURCES FOR PLANNING
EDUCATIONAL MASTER PLAN, 2011-2012

STUDENT SUCCESS

Maximum Flexibility in Our Offerings
The sharp, steep drop in enrollments we are facing in the near future can only be mitigated by shifts in our patterns of offerings.

Flexibility must be maximized for a range of offerings that reflect the natures of our students' lives. 50% of our students work; 20% are parents and perhaps another 25% have family responsibilities; 70% enroll in less than 12 units per semester. They struggle to complete their educational objectives, and are disproportionately young, in a service area whose population is increasingly mature.

The charts in appendix 2 show the areas of highest job demand in our service area. For jobs requiring less than an AA degree, the skills needed are primarily in Computer Applications and Office Technologies (CAOT); for jobs requiring an AA degree, medical support services and computer-related skills rank highest; for jobs requiring a bachelor's degree or higher, business management and teaching skills are in greatest demand.

Increased SPAR, Degree Completion, and Transfer Rates
As indicated in the chart in appendix 1, it is going to be easier for us to keep students than to find them in the near future, and although budgetary issues beyond our control have been a factor in our SPAR results, we must increase retention, persistence, and transfer rates wherever possible.

Embedding Essential Skills throughout the Curriculum
With more than 70% of all students placing at one or more course below college level in reading, writing, and/or mathematics, it is imperative that we address this deficit across the curriculum. Because we are truly committed to our students' success, we understand that meeting our students at whatever their skill level and helping them to move forward is our professional obligation. National research indicates that adding levels of prerequisites is exclusionary and every level adds additional time and cost barriers to student success. The infusion of Basic Skills funding from the state provides us with the opportunity to make concerted efforts to incorporate appropriate teaching methods in courses across the curriculum which will help students, learn the skills they need to succeed at the collegiate level. Faculty members in all disciplines have been offered professional development activities which promote the embedding of essential skills in discipline specific assignments. A Teaching and Learning Center has been created to offer on-going opportunities for faculty to engage, explore, and learn new techniques and technology for classroom applications. Furthermore, faculty emphasis on study strategies, time management, self-efficacy and self advocacy, information literacy, critical thinking, dealing with ambiguity, and computer literacy as well as reading, writing, and computing in each class will validate the importance of developing these skills. Our institutional learning outcomes will show that student learning is an integrated process rather than isolated silos of endeavor. As faculty work and learn together with students, the institution will become a center for growth and renewal.
AREAS FOR SPECIAL FOCUS

Making Harbor College the Leading Job Retraining Center in our Service Area
Harbor College should be perceived as the place to go for anyone who suddenly is out of work and needs retraining. A student walking through the door facing this challenge will find a complete package of CTE training skills that can be completed in six months (which equates to the period covered by unemployment insurance). This will be a wraparound program including not only content, but assessment for life experience credit, and all the student services that are necessary. This may require at least one Career Counselor who is assigned to CTE students only. This counselor will frequently confer with all CTE departments to keep current on degree and certificate requirements for each discipline. The counselor will also understand the job opportunities and required skills for the jobs. This will equip the counselor to adequately advise students of their options for training that matches their interests and abilities.
Each instructional division will identify such courses or new programs as would be appropriate for this population and make whatever adjustments are necessary for open entrance admission. The district database for existing CTE courses will be reviewed so the college is offering bundles of courses at both the credit and non-credit levels of the curriculum. To make the students’ progress as efficient as possible, the disciplines will review the curriculum in order to create new programs or to re-align requirements of old programs, through an adaptation of the PACE or PPT models, to make sure that students can move through the various levels of achievement without losing credits.

Harbor College as a “Technology Destination”
Students who are increasingly dependent on and proficient in technology must see Harbor College as a destination fully competitive with for-profit colleges which charge significantly more money for tuition but offer far more of their curriculum online so that students can take classes at their own time and choosing. Our computer labs must be adequate in number, equipment, and staffing. So the college is committed to ‘Web’ technology; instructional divisions will secure increasing attendance at the LACCD Faculty Teaching and Learning Academy; the college Website must accommodate easy-to-find web space for all faculty members, enabled to update their materials as needed. The current plans of instructional units specify eleven initiatives along these lines. (See Appendix 5)
"Students are not just using technology differently today; they are approaching their lives in their daily activities differently because of the technology. The access point for technology use, particularly for older students, is home focused, not school focused.” That is, they expect us to deliver education at home. So more courses must be put online or offered as hybrids, and we must increase the number of degrees offered online. To support these developments and meet all requirements for on-line degrees, Harbor must fully deploy its student services online and create an adequate helpdesk program for its online students. Students must be able complete most admissions paperwork without coming to campus to wait in line.

A Balanced Approach to All Course Offerings
Each division must abide by a set of principles by which they will reduce costs and improve efficiency. To accomplish this, those disciplines slated for viability review must engage in and complete those reviews. A fundamental principle of this vision is that scheduling to maximize FTES may diminish student success yet each department must discover ways to reduce costs without sacrificing FTES. Harbor will expand Contract Education in order to increase revenue and seek growth in high enrollment classes. The college is seeing to it that grants obtained serve college priorities.
Adjusting Offerings to Meet the Needs of Older Students
An analysis of the age distribution of our college population and of the population of our service area shows two diverging trends. By far the largest age groups on campus are those in the younger age brackets roughly 18 to 35; by far the largest age groups in our service area are those over 40. These two trends indicate that we are not reaching the largest demographic in our service area. (See appendix 3)

Perhaps the single most important factor in making our offerings accessible to older students is the time our offerings are scheduled and the mode of course delivery. Fifty percent of our students over 45 are enrolled in evening, online, or PACE classes.

Each academic division will explore ways of attracting the large number of people in our service area in the older age brackets 45 and above. People in this demographic, while often thought to be interested only in personal enrichment courses, often want retraining, "up-training" or career re-invigoration to be competitive in their fields. Of significant interest to people in this demographic would be offering credit for life experience. We must market Harbor as the "New Graduate School," a place where those with a college degree can hone their skills, achieve re-certification, or pick up new skills. Instructional unit plans implementing this Educational Master Plan specify 35 different initiatives along these lines. (See Appendix 5)

Adjusting Offerings to Meet the Needs of Younger Students
The single most important change in our "world" in this respect is an opportunity created by the decline in the relative numbers of high school graduates in our service area offset by even greater reductions by secondary schools in offerings which remain eligible for concurrent enrollment credit. To provide the impacted students with an opportunity to earn these credits, Harbor College will emphasize these offerings through concurrent enrollment strategies including online offerings, our HTPA model, and contract ed. Instructional unit plans implementing this Educational Master Plan specify ten initiatives along these lines. (See Appendix 5) An on-campus advertising campaign will emphasize the relative increase in job security with increasing levels of education. High school counselors from schools in our service area sending us the lowest percentages of students will be invited to regular college "show and tell" tours highlighting our new buildings and programs. We will implement a marketing strategy to attract university students whose families reside in our service area home to the area for the summer.

A Virtual College to Serve National and International Students
The college's online program is expanding each semester and is expected to do so for the foreseeable future. We currently offer three fully online degrees and are planning to add to these. Support services for online students have also grown rapidly. However, we still have some distance to travel to be a fully online college. We are focusing our efforts on addressing assessment for distance ed. students, as well as basic skills remediation. We are increasing our recruitment effort both nationally and internationally. We have set as our goal a five-fold increase in our international student population. On a national level, we are advertising our online and on-campus degrees with the hopes of attracting additional non-resident students.
GOALS & STRATEGIES TO ACHIEVE STUDENT SUCCESS WITH ACCOUNTABILITY MEASURES

GOAL 1 LEARNING & INSTRUCTION

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 need 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.

In the lexicon for this Educational Master Plan, accountability measures are defined as “objective, measureable, and observable benchmarks specifically designed to assess progress towards college goals”.

Accordingly, each unit plan identifies the accountability measures with reference to this goal that are most relevant to the offerings or operations specified in the plan, and sets numerical targets where useful for tracking progress according to these benchmarks.

Accountability Measures

Curriculum Quality
How does the college determine curriculum quality?
Measures:

a. Program review up-to-date:
   - Course outlines current with measurable student 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:

a. Participation of on-going learning by faculty and staff and integration into learning.
b. Recognition and awards given by external bodies.
c. Documentation of innovation activities in the classroom.
d. Documentation of best practices.
e. 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
GOALS & STRATEGIES TO ACHIEVE STUDENT SUCCESS WITH ACCOUNTABILITY MEASURES

GOAL 2  STUDENT SUPPORT & 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.
2.4 Provide sufficient staff, supplies, space, and equipment for an optimal teaching/learning environment.

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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

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

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
GOALS & STRATEGIES TO ACHIEVE STUDENT SUCCESS WITH ACCOUNTABILITY MEASURES

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 implementations.
3.4 Offer meaningful opportunities for students to participate in the governance process.

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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
GOALS & STRATEGIES TO ACHIEVE STUDENT SUCCESS WITH ACCOUNTABILITY MEASURES

GOAL 4 ECONOMIC RESOURCES

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.

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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
GOALS & STRATEGIES TO ACHIEVE STUDENT SUCCESS WITH ACCOUNTABILITY MEASURES

**GOAL 5  PARTNERSHIPS**

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.

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**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.
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?

Measures:

a. Occupational Career Certificates, Skills Certificates, and Degrees
GOALS & STRATEGIES TO ACHIEVE STUDENT SUCCESS WITH ACCOUNTABILITY MEASURES

GOAL 6  INSTITUTIONAL ENVIRONMENT & PHYSICAL RESOURCES

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.

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Accountability Measures

Satisfaction Surveys
How safe, healthy and pleasing is our environment?
Measures:
  a. Internal surveys
  b. External surveys

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

College and Community Relations
How does the community perceive the College environment?
Measures:
  a. Community surveys and feedback
  b. Contributions and support from community
Vice President of Academic Affairs

GOALS & STRATEGIES TO ACHIEVE STUDENT SUCCESS WITH ACCOUNTABILITY MEASURES

**GOAL 7**

HUMAN RESOURCES & 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.

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 maximizes diversity and quality in hiring and performance.

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**Accountability Measures**

**Satisfaction Surveys**
Is Human Resources and Development responsive to College needs?
Measures:
- a. Internal surveys
- b. Staff development reports
- c. Documentation of College diversity
- d. Employee evaluation

**Personal 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
APPENDIX 1: Projected change in Service Area Population

![Population Projections Chart]


APPENDIX 2.1: Projected Occupational Growth

![Occupational Growth Chart]

Source: EMSI Complete Employment - 3rd Quarter 2010
APPENDIX 2.2: Projected Occupational Growth


Source: EMSI Complete Employment - 3rd Quarter 2010

APPENDIX 2.3: Projected Occupational Growth

Top 20 Jobs Requiring BA or higher-Harbor MSA Growth, 2010-2015

Source: EMSI Complete Employment - 3rd Quarter 2010
APPENDIX 2.4: Projected Occupational Growth

2015 Enrollment Projection based on Participation Rate by Age
Fall 2005 Enrollment: 8,313
Fall 2015 Enrollment: 7,887

Percentage-2005  Percentage-2015

Sources: LACCD Office of Institutional Research and Census 2000 Summary File
# APPENDIX 3: Characteristics of Students 40 or older--fall 2009

## Previous College

<table>
<thead>
<tr>
<th>Previous College</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>First Time College Student</td>
<td>671</td>
<td>56.58%</td>
</tr>
<tr>
<td>Transfer from Another College</td>
<td>513</td>
<td>43.25%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>1,186</strong></td>
<td><strong>100.00%</strong></td>
</tr>
</tbody>
</table>

## Gender

<table>
<thead>
<tr>
<th>Gender</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Female</td>
<td>840</td>
<td>70.83%</td>
</tr>
<tr>
<td>Male</td>
<td>346</td>
<td>29.17%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>1,186</strong></td>
<td><strong>100.00%</strong></td>
</tr>
</tbody>
</table>

## Ethnicity

<table>
<thead>
<tr>
<th>Ethnicity</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Asian</td>
<td>194</td>
<td>16.36%</td>
</tr>
<tr>
<td>Black</td>
<td>246</td>
<td>20.74%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>309</td>
<td>26.05%</td>
</tr>
<tr>
<td>White</td>
<td>347</td>
<td>29.26%</td>
</tr>
<tr>
<td>Amer Indian/Other Non-White</td>
<td>22</td>
<td>1.85%</td>
</tr>
<tr>
<td>Unknown/Decline to State</td>
<td>68</td>
<td>5.73%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>1,186</strong></td>
<td><strong>100.00%</strong></td>
</tr>
</tbody>
</table>

## Prior Educational Attainment

<table>
<thead>
<tr>
<th>Prior Educational Attainment</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>HS diploma</td>
<td>489</td>
<td>41.23%</td>
</tr>
<tr>
<td>Not HS grad-currently in adult school</td>
<td>16</td>
<td>1.35%</td>
</tr>
<tr>
<td>Not HS grad</td>
<td>59</td>
<td>4.97%</td>
</tr>
<tr>
<td>GED-HS equivalency</td>
<td>106</td>
<td>8.94%</td>
</tr>
<tr>
<td>HS Proficiency Cert</td>
<td>14</td>
<td>1.18%</td>
</tr>
<tr>
<td>Foreign Secondary Diploma</td>
<td>117</td>
<td>9.87%</td>
</tr>
<tr>
<td>Assoc Deg</td>
<td>120</td>
<td>10.12%</td>
</tr>
<tr>
<td>Bach Deg or higher</td>
<td>256</td>
<td>21.59%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>1,177</strong></td>
<td><strong>100.00%</strong></td>
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</tbody>
</table>
**APPENDIX 3: Characteristics of Students 40 or older--fall 2009**

<table>
<thead>
<tr>
<th>Educational Goal</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unknown or NA</td>
<td>40</td>
<td>3.40%</td>
</tr>
<tr>
<td>Prepare for New Career</td>
<td>239</td>
<td>20.29%</td>
</tr>
<tr>
<td>Advance Current Job or Career</td>
<td>145</td>
<td>12.31%</td>
</tr>
<tr>
<td>Discover-Develop Career Interests</td>
<td>41</td>
<td>3.48%</td>
</tr>
<tr>
<td>Two-Year Vocational Degree, No Transfer</td>
<td>27</td>
<td>2.29%</td>
</tr>
<tr>
<td>Two-Year AA Without Transfer</td>
<td>95</td>
<td>8.06%</td>
</tr>
<tr>
<td>Vocational Certificate, No Transfer</td>
<td>17</td>
<td>1.44%</td>
</tr>
<tr>
<td>BA After Completing AA</td>
<td>203</td>
<td>17.23%</td>
</tr>
<tr>
<td>BA Without AA</td>
<td>39</td>
<td>3.31%</td>
</tr>
<tr>
<td>Maintain Certificate or License</td>
<td>23</td>
<td>1.95%</td>
</tr>
<tr>
<td>Improve Basic Skills</td>
<td>26</td>
<td>2.21%</td>
</tr>
<tr>
<td>Complete High School or GED</td>
<td>11</td>
<td>0.93%</td>
</tr>
<tr>
<td>Personal Development (Intellectual, Cultural)</td>
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<tr>
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<th>Declared Majors</th>
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<td>Bus/CAOT</td>
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<td>LA/Transfer</td>
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<tr>
<td>Saturday</td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>3,997</strong></td>
<td><strong>100.00%</strong></td>
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</tbody>
</table>
APPENDIX 4: Educational Master Plan Supplement (for those who want to know how the chart below was constructed)

APPENDIX 4: It is derived from the following plot of Enrollment vs. Unemployment:
And the fall 2015 enrollment is derived from this chart:
APPENDIX 5

Business:
The Business Division is excited about the future. According to the U.S. Bureau of Labor Statistics, employment in management, business, and financial occupations will increase 11 percent by 2018. Employment in office and administrative support positions is expected to grow by 8 percent over this same period. During these difficult economic times, it is exciting to know that the Business Division is training students in occupational groups that are growing.

Class sizes are increasing and more courses are being offered online, with exceptional results. Due to contract concerns, many online instructors find it necessary to restrict class size. The result is that some students are denied enrollment and referred to other courses or future semesters.

The division's goal of offering an online business degree will be realized within two years. This goal will be met by continued expansion of online course offerings. Students are finding the flexibility and convenience of online learning advantageous for their busy lifestyles.

New initiatives for the Business Division include: 1.) introduce concepts of green technology into appropriate existing courses; 2.) work with the California Department of Real Estate to provide additional courses necessary for obtaining a real estate license in California; 3.) complete a viability study to combine finance, international business, marketing, management and supervision under the business department; 4.) market division programs through bulletin boards, open houses, email lists, phone messages, brochures, and the division web site; 5.) work with counseling to insure articulation of business courses and programs; 6.) find alternatives to expensive textbooks, including the use of electronic texts.

Child Development:
The mission of the LAHC Child Development Department is to provide quality vocational, transfer, and continuing education programs in the field of Early Childhood Education (ECE) in a supportive, educational environment. Coursework is offered that meets California Child Development Permit requirements for associate teacher, teacher, master teacher, site supervisor, and program director positions.

The need to train students for employment in the ECE Industry is supported by research. A recent study found that the Early Child Care and Education sector generates more than $1.9 billion annually in Los Angeles County and employs more than 65,000 people.

September 2008-Governor Arnold Schwarzenegger signed two bills, SB 1629 and AS 2759. The bills streamline funding for preschools and improve program quality by requiring higher level permits and degrees. The Child Development faculty look forward to meeting the needs of additional students.

This year the Department will continue a system of tracking the number of students receiving A.S. Degrees and Career Technical Education Certificates, and initiate a system to determine the number of students receiving and upgrading California Child Development Permits. One-unit courses and/or workshops will be developed to meet elective credit and/or professional growth hours. Planning and course development will be continued to allow the Department to join other California community colleges in aligning our courses to facilitate an easy transfer for students to four-year institutions (CAP).

The minutes of the Child Development Advisory Meeting held on May 21, 2009 reflect the need for students to continue taking Child Development courses in order to succeed and advance in the work environment. This year we will emphasize the importance of improving writing skills for lesson planning, documentation, and assessment reports. Writing assignments will be evaluated by using CD Department developed rubrics. Ideally the rubrics will alert students to areas of need, and instructors will help them seek the appropriate assistance (i.e. enrollment in English classes; frequenting the Learning Assistance Center English Lab).

This academic year the Department will continue planning and hopefully bring to fruition two new skills awards. Los Angeles Unified School District has proposed we develop a Special Education Skills Award to meet the academic needs of special education classroom assistants. Additionally we have collaborated with the Criminal Justice Department to develop a skills award. Child Development and Criminal Justice courses totaling 17 units would prepare those interested in entering the field of probation work with children.
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Culinary Arts:
The mission of the LAHC Culinary Arts Department is to provide quality career technical and continuing education programs in the field of Culinary Arts in a supportive, educational environment.

Employment in foodservice will continue to be in demand despite the economic downturn. The demand for entry level, skilled, and managerial foodservice workers remains very optimistic based on the LACCD Los Angeles Harbor College Occupation Report -Culinary Arts, the April 2009 External SCAN 2008-2018 Economic Trends Report and the National Restaurant Association 2009 and the California Restaurant Industry Forecast.

Restaurant jobs in California will represent 10% of total employment in California with a forecasted 14.9% job growth for the 2009-2019 cycle. In 2009 California restaurants will register $56.2 billion in sales. Each additional $1 million spent in California eating and drinking establishments will generate an additional 27.2 jobs in California.

Curriculum will continue to be developed to provide students with the opportunity to prepare for supervisory and management level positions. In the future, students will be able to transition from their culinary training to courses in food and beverage management.

During the 2010-2011 academic year, a systemized plan for curriculum development of new courses to complete a Skills Certificate in Baking and Pastry Arts will be developed. The long range plan is to develop an associate’s degree in Baking and Pastry Arts. We also plan to develop a Skills Certificate and an Associate’s Degree in Food and Beverage.

A plan and initial implementation of a partnership with industry to facilitate a step program of work experience is essential to growth of the Culinary Arts Program.

Developmental Communication:
There are several plans to further revitalize the department. First, the department would like to incorporate a lab component to Dev Com 035 and 020 in order for students to continue practicing the skills taught in those courses. Second, the Dev Com 037 classes will require additional instructional software in reading comprehension, vocabulary, and phonics skills so that the needs of the ESL and low-level reader are addressed. Also, the department would like to employ a part-time or full-time Instructional Assistant (IA) in the Literacy Center to assist the full-time instructor in tutor training, maintaining the Literacy Center materials and programs, and assist students in the Literacy Center during the afternoon and evening times. Third, the department sees the development of a transferable level reading course that will emphasize the advancement of critical thinking and inferential reading skills.

English:
Maintaining the Language Arts Learning Center will allow all students enrolled in an English, ESL, journalism, or foreign language classes to seek tutorial assistance with a faculty tutor, work on directed learning activities and provide computer assisted programs. The goal is to hire two full time instructors in English, one to teach online and to replace retirees in order to maintain the integrity of English program. The development of grammar classes to go between English 21 and 28 and a developmental writing class to be offered upon completion of English 21 and before enrollment in English 28 or English 101 is also being considered. We will continue to institute hybrid courses for English 28 and 200 level courses. Hybrid courses will also allow instructors to use alternative means of pedagogy that lends itself to student success using technology. The development of learning communities in reading and writing among disciplines as outlined in Essential Skills’ five year action plan will promote student success. We wish to develop a Grammar Slam for incoming and at risk students by providing grammar, sentence, and writing skills that are needed at all English sequenced courses. We would like to institute a book to be read across the curriculum with activities to highlight the content. This no cost to the college activity brings to the forefront the concept of One Book, One City. The idea is to bring together readers with non-readers to engage in discussion of the book and its issues.
APPENDIX 5

Foreign Languages:
As specified in our program review, we must develop a technologically advanced and well-equipped language laboratory comprised of computers in response to the fact that we currently lack one. Students must be able to access the new language learning programs and software that are a requirement and a vital educational component in foreign language learning and teaching today. As new emerging needs, we are also requesting two new hires (two additional full-time foreign language instructors) to work toward meeting our goals and challenges of the future. Also, we will be requesting an increase in course offerings in foreign languages through the outreach program at our service area schools.

Additionally, we will be seeking an increase in courses offerings in Japanese, including the creation of an AA Degree in Japanese; there is a strong demand for such courses and the said degree. Furthermore, in order to keep up with future employment demands, we are also requesting the addition of courses in Italian and Chinese. Moreover, we will be requesting materials such as a well-structured video/DVD and foreign language dictionary library intended for classroom use as supplemental resources. Lastly, we developed an Associate of Arts Degree in Spanish in Spring 2008 that received approval from the Curriculum Committee as well as the Academic Senate; it is currently in its final stages for approval. The creation of this new degree added new course offerings in Spanish along with the task of revising them. These initiatives are extremely beneficial to our students at LAHC, the employment trends of the future, our department, and institution; they all support the goals and strategies to achieve student success under the LAHC 2008-2012 Strategic Plan.

Geography:
Geography at L.A. Harbor College continues to be activities-driven and is both global and regional, including hands-on, online, and outdoor learning. The world is rapidly globalizing, and understanding a geographical world-view is key for international business, dealings on the Internet, the global media, and the "green movement" to preserve Earth’s resources.

Geology and Oceanography:
Despite being a pair of non-major, elective course offerings, Geology and Oceanography classes have been steadily growing in student enrollment over the past 10 years. The classroom (SCI 210) used for these courses needs audio video improvements. We are eagerly awaiting the completion of the new Science Building Complex which would add much needed classroom technology items to the current classroom. Additionally this classroom lacks a proper cooling system, making it very uncomfortable during warm days. As housing/storing currently owned of much geological equipment and rock samples in the New Science Complex are an issue, we are awaiting a storage solution. The two courses require students to attend numerous field classes; therefore, seeking funding for transportation, and support material is a necessity.

With the affiliation of Build LACCD, and Sustainable Works (A non-profit organization) we are launching an ongoing workshop series to educate the college community about environmentally friendly sustainability practices.

Humanities & Fine Arts:
The Architecture and Media Arts programs have moved into their new building and are busy adapting the facility to their changing curricula. The division added two new instructors this year: one in music and the other in architecture. This has proven to energize both programs and a serious assessment of these programs is underway; we are now in the midst of program review to assess where these energies can be best focused. The Fine Arts complex is entering phase II of the renovation program and is expected to be completed in the fourth quarter of 2011. Classes and productions are not currently at full capacity because of the absence of a fully functioning theatrical venue. The department is continuing to reach out into the community to produce theatrical experiences for Harbor College students and our community.

During the past year the Music faculty began and continue a carefully focused examination of our program by identifying strengths and weaknesses, areas of realized and potential growth, and planning for the future. The immediate focus has been on suggesting strategies to minimize the impact of the
numerous cuts to our course offerings brought about by college-wide austerity measures. There are several classroom renovation and technology projects, funded through Prop A, AA, and J, which appear to be stalled. The funding for these projects has been approved by CPC. An effort will be made to identify and remove impediments so that these projects can be completed.

Classroom, lab, and recording studio equipment needs have been identified, prioritized and several items ordered with 2009/2010 block grant funding. The department will seek additional block grant and CTE funding for any remaining or newly identified and prioritized equipment needs.

Future planning priorities include hiring more full time music faculty with specific expertise in Piano/Literature (Music Appreciation/History), Jazz and Commercial Music, and Guitar/Instrumental/Vocal. Additional full time faculty will allow the department to better serve students, improve recruitment of new students, and position the department for future, sustained growth. A top priority for the department is to reinstate funding for Applied Music instructors. Applied Music is a requirement for the proposed Music A.A. degree and is crucial to provide transfer students with training that is equivalent to that which they would receive in a freshman and sophomore year in a university Music program. As CTE funding for student workers may no longer be available, the department will seek to identify Music Majors who qualify for financial aid college work-study to staff the Music Department office, practice rooms and labs in the late afternoon and evening hours. The number of student workers hired will be determined on a per semester basis, pending College Financial Aid Office approval.

The department is in the final stages of seeking approval for a new Music Associate of Arts degree. Other curriculum changes are being considered which include a realignment of the Music major theory/musicianship classes, reinstatement of college funding for Applied Music classes, expanding the beginning instrument course offerings, and the development of new high-enrollment Music GE courses.

This year the Speech Department has undergone tremendous changes in its attitude about student success. Much of the shift stems from its desire to develop a new technological literacy in its curriculum so that students who enroll in speech courses will be able to be critical and independent thinkers and become productive members of their communities, which is the heart of its program review. Curriculum development has been underway with Speech 111 and 151. Finally, the Speech Department has completed its draft of the Associate of Arts degree.

**Journalism:**

The major need for Journalism is to hire a full-time Mass Communication instructor to teach Journalism, Mass Communication, Basic News Writing, Public Relations, and possibly multi-media related courses as the division sees fit, advising the student newspaper, website, and creative writing magazine. In addition, the following activities are paramount:

- Secure $10,000 printing budget from the college media publications.
- Obtain adequate support from other Division disciplines to help funnel top-flight students to serve on the student newspaper.
- Transition College Publisher Website www.hctides.com from 4.0 platform to 5.0 platform.
- Complete the current A.A. degree by updating Journalism 103 and Journalism 108.
- Add Journalism 219 (Techniques for staff editors – 1 unit) as an A.A. requirement.
- Introduce and create an annual campus magazine through implementation of Journalism 108.
- Design a three-unit, Public Relations course as part of the A.A. requirement.
- Add Journalism 105 (Mass Media) night course once a week for three hours.
- Consider name from “Journalism” to “Mass Media.”
- Create a Journalism Advisory Committee.

**Learning Assistance Center:**

Major problems still exist. There is no money in our line item for student workers (to open and close the center and provide service at the checkout counter) except from other sources, which have also been cut drastically. Additionally, and still pressing is the vacant position of the Instructional Assistant, Information Technology for the open access computer lab. This position is vital to the growth of our digital offerings,
APPENDIX 5

student training, security, and maintenance of the center’s computers. Maintaining our current level of
tutoring is going to be more difficult as special sources of funding dry up. Out of date instructional materials
and media need to be replaced. Computers in the open access lab are over 5 years old. During Fall 2009,
on the average, on any given day, approximately 25% of the computers were not working. There is a need
to provide classroom space to offer student success workshops, on-line tutoring support, and expansion of
tutor training program which includes training materials, improve the LAC WEB page, and develop
brochures and information to disseminate to the campus community.

- Recommendations from 2009 Program Review:
- Hire Instructional Assistant Information Technology
- Re-establish the Supplemental Instruction Program
- Fund the Counter Workers for the LAC

Library:
One of our current goals is to create an online workshop to be used in conjunction with the online
courses. It would be a module that could fit into any existing online course, with self-paced instruction and
assessment built in. Ideally, this module will be developed within Etudes and be working by fall semester,
2010.

A related goal is to solve the issue of equity and accessibility to resources to reserve materials.
Traditional face-to-face students have access to the reserve textbooks, but online students do not
necessarily have access to those. One possible solution involves the purchase of e-copies of textbooks, an
expense that cannot be borne solely by the library. Another possibility would be to have certain online
courses adopt the use of open source textbooks, which would require changes at the division-level. Our
serials librarian is attending an open source textbook ‘train the trainer’ four part online seminar starting
March 2010.

The Library division faces the challenge of effectively measuring success apart from the traditional
course model. Program student/service outcomes have been defined. The challenge is in measuring these
outcomes as they apply to every student using the library.

Life Sciences:
Much progress has been made in meeting our six-year program review targets. Student Learning
Outcomes have been established and are being assessed in Human Anatomy, Human Physiology, General
Microbiology, General Biology, Medical Terminology, Human Biology, and Biology 101. In this past year,
our Associates Degree Program in Biology has attracted new students to our campus. To improve the
quality of our existing programs, we have purchased some new prepared slide sets for the Oceanography,
General Biology and Microbiology laboratories, a Mini Trans-blot Module for the Majors Biology course, a
new copy machine, and new microscopes for the Human Physiology laboratories. Looking ahead to the
future, the design of our new Life Science building is complete and has been forwarded to DSA. Once the
new building is completed, we would like to expand our course offerings and offer a superior learning
environment for our students. We will also investigate grant-funded opportunities to expand our course
offerings and/or improve our existing courses. A possible expansion of our course offerings would be a
new Field Biology course that would appeal to both biology majors and general education students.

Math, Physical-Science, and Technology Division:
For the 2010-11 academic year faculty in the Math, Physical-Science, and Technology Division will
focus on three major projects: 1.) assist in preparations for the upcoming college accreditation visit; 2.)
continue to integrate student learning measures into planning and assess course SLOs that have not yet
been assessed to ensure that all course SLOs will be completed in the next 5 years cycle; and 3.) write a
Title V STEM(Science, Technology, Engineering and Math) grant in collaboration with West LA College

Computer Science Discipline: Computer Science faculty will review and update curriculum in
consultation with the transfer institutions and the Computer Software Pathway Advisory Committee.
Faculty will develop online courses and a scheduling pattern for courses that have not been offered in
some time to allow for a wider enrollment and degree completion. The discipline will research reasons for low student retention rates through surveys.

Mathematics Discipline: Math faculty will participate in gathering course data to implement the new AA degree mathematics competency requirement. In addition, they will continue to support The Teacher Pathway Program in partnership with other college academic divisions, California State University Dominguez Hills (CSUDH) and South Bay Center for Counseling (SBCC).

Physical Sciences Pathway: Replacing the demolished chemistry facility has morphed into a more ambitious construction project that now includes life and physical sciences disciplines. Faculty and staff from these will be fully engaged in the design and construction phase of the new Science Complex during the academic year. Faculty in the Astronomy discipline will be engaged in the design phase to refurbish the planetarium facility.

The Stars 4 Kids Program is currently on hold due to renovation of the planetarium facility.

Chemistry: The request to replace the Chemistry Laboratory Technician who transferred to City College has been granted by the College Staffing Committee and approved by the College President and District Chancellor.

The Physics Discipline will continue its collaboration with HTPA in scheduling transition courses.

Technology Pathway: The current national economic slump has created a minor enrollment surge in Drafting, Electronics, and Engineering Technology disciplines. Through the Energy Pathway Program, the Division continues to meet local refinery demand to prepare students to fill petrochemical jobs, as well as to offer short-term training, funded by a DOL grant, for incumbent refinery workers. Curriculum development in “green technology” proceeds cautiously due to a tenuous job market. Faculty will continue to collaborate with Arcadis in the enhancement of the New Technology Building, addressing structural issues such as electrical power for laboratories and storage space.

The Drafting and Computer Tech disciplines will continue to reinforce their partnership with Banning High School by offering afternoon outreach classes.

The Energy Pathway Program will explore a curriculum development partnership in “alternative energy” with Carson High School.

PACE:
We are seeking to maintain our existence by increasing our class enrollments, by expanding our program into new “arenas and venues” (including the Terminal Island Correctional Facility), re-establishing of collaboration and cooperative efforts with the Delores Huerta Labor Institute (to provide labor-based instruction), and by adding new classes to our traditional offerings (i.e., Sociology 2, an undetermined anthropology class and, possibly, two labor history classes.)

We anticipate the establishment of semester themes for Saturday conferences and interdisciplinary study. The theme for the spring 2009 semester was “Social Diversity,” and all Saturday conference study guides contained questions and assignments related to this concern. The fall 2009 theme was “Globalism and Related Matters.” The theme for Spring 2010 is “The Global Psyche”; and, the projected themes for the Summer and Fall of 2010 will be based on America’s interaction/relationship with the worldwide community.

The Terminal Island Correctional Facility PACE track has been in operation since fall 2008. The courses will be consistent with PACE’s general purpose of providing a revolving series of courses to fulfill the requirements of the Intersegment General Education Transfer Curriculum.

There is a desire to expand Internet course offerings. However, given the current budget situation, such expansion (in the short term) is unlikely.
Physical Education, Health, and Wellness:
Now that the new building has been completed, the division will focus on the following goals.

1.) Hire a full-time instructor, due to the loss of 18 full-time instructors. There has not been any full-time instructor hiring in over five years. This addresses our college goal #1, Learning and Instruction.

2.) Expand Physical Education new course by offering an 18 unit Skills Certificate in Personal Training. This will provide an opportunity for student athletes to transfer to a four-year college where they can continue their education in health-related fields as well as in elementary and secondary education. This addresses our college goal #2, Student Support and Services.

3.) Develop recruitment practices and provide individualized exercise program (IEP) for students. Instructors/coaches will attend workshops and implement the information into the course syllabus and the IEP. This addresses our college goals #1 Learning and Instruction, #2 Student Support and Service.

4.) Increase division retention rate from 89.8% to 94.8%, which is an increment of 5%. Instructors will provide information to those in need of extra assistance and create a learning environment, through dialogue, discussion, office hours and email availability as well as referral to the Learning Resource Center. This addresses our college goal #2 Student Support and Service.