Quality Focus Essay (QFE)

Introduction

During the process of completing its ISER, Los Angeles Harbor College identified four areas on which to focus on an effort to improve Academic Quality & Institutional Effectiveness. Each of the four areas of focus will be tied to our integrated planning, and our plan to address them will be included in this Quality Focus Essay (QFE). The four areas of focus are: Guided Pathways, Student Equity, Resource Allocation, and Student Outcomes-Driven Institutional Planning.

Preface:

The QFE document was developed after conducting strategic and crucial conversations with our campus leadership, including our Academic Senate and College Planning Council while completing the ISER. During 2021 and 2022, the Interim and now Permanent College President, Dr. Luis Dorado, held several town halls and leadership retreats to bring attention to the college's strengths, weaknesses/challenges, and opportunities for a plan. The goal of the town halls and leadership retreats were intended to begin focusing and highlighting the opportunities for transformation, and true integration via re-imagining, re-building, and building back better post pandemic. The topics included, COVID-19 campus re-engagement, budget summit, enrollment summit, data summit, department chair leadership retreat, and dean leadership retreat. These convenings served as our inspiration and motivation for our QFE and the opportunity to tie all the aspects of our daily work as we re-imagine, re-build, and build back better our campus's future.

Our future post pandemic requires us to re-deploy by being bold, thinking outside of the box, taking risks that make sense, and most importantly*, plan!* While developing the QFE, we learned of an opportunity to apply to IEPI for a seed grant to support an Innovation and Effectiveness project which aligned significantly with our QFE. After numerous conversations, we applied to, and were accepted into the IEPI program. A team was formed which includes constituency leadership comprised of faculty, staff, and administrators from across the campus. Each of these leaders will be participating in the IEPI project convenings as well as assisting with implementing our QFE identified activities.

> Area of Focus 1: Guided Pathways
>
> Area of Focus 2: Student Equity
>
> Area of Focus 3: Resource Allocation
>
> Area of Focus 4: Student Outcomes Driven Institutional Planning

Currently, the planning and resource allocation process on campus utilizes our Harbor's Assessment-based Planning System (HAPS), and our active Assessment committee is housed and led by Academic Affairs. While Student Services and Administrative Services conduct program reviews, they are formatted differently than the program review process conducted in the Academic Affairs Division. Despite this, there is one integral component of the planning process, and that is that each area aligns their planning outcomes with the campus Strategic Educational Master Plan (SEMP) metrics.

With Guided Pathways fully launched and becoming increasingly integrated in day-to-day activities across the campus, we strongly feel that we need to re-imagine our future and focus on student outcomes as our basis for planning; and in alignment with our pathways versus our current planning and assessment model which is based on our traditional departments and divisions. We firmly believe that we need to further transform the institution, break-down silos, and increase collaboration across all aspects of the college. Additionally, we would like for our planning to be the overarching framework for enrollment management.   The campus enrollment management plan expired several years ago, and a new enrollment management committee was created during the Fall 2021 term. The committee is actively working on creating a new plan; however, we want to ensure the spirit of the plan is reflected in our overarching Institutional Planning given that all areas of the campus touch enrollment management activities in some way, shape, or form.

Ultimately our goal is to collaboratively develop an integrated planning process utilizing our student outcomes as the basis for planning. The process should be based on our pathways vs. independent disciplines, departments, and divisions. Enrollment management activities should also be reflected across the plan to ensure that our planning process is focused on the student pathway from inception to completion to account for the multidisciplinary, cross departmental coordination required to achieve the CCCCOs Core Commitments to focus relentlessly on students' end goals and to design and decide with the student in mind.

During the 2020/21 and into the 2021/22 academic year, our Equity programs, and Guided Pathways integration both were integrated, but somewhat in silos. Equity programs were integrated across Student Services, and Guided Pathways was integrated across Academic Affairs. Each program was loosely coupled, but we learned we need true integration between the two, as they each contribute to student outcomes and success. Harbor College has a first-year program (Harbor Advantage) and a second-year program (Harbor Success) that is coordinated in tandem with the Los Angeles College Promise first and second-year programs. Between these programs, Harbor College serves a large majority of in-coming students and utilizes our equity programs as a mechanism of creating cohorts which are led by counselors or directors. The main equity programs called out in our equity planning are Asian Pacific American Student Success (APASS), the Puente project, Umoja, Dreamer's, and Veteran's. We also have cohorts with our Challenging Athlete's Minds for Personal Success (CHAMPS), CalWORKs, EOPS, Foster/Kinship, and Trio.

Each of these programs provides an opportunity for incoming students to engage and identify with one or more equity group during their summer bridge activities (both incoming and during their transition from year one onto year two). Each equity group offers dedicated counseling classes for each cohort and to some degree coordinates various activities together such as our welcome to Harbor event - Harborpolooza, and our transfer convention/seminar known as Transfercon. The leads for each of our cohorts ensures our students have their educational plans completed as well as monitor enrollment, challenges, etc. for students in their caseload. With the launch of Guided Pathways, the campus unveiled its Transfer, Career, & Academic Pathways (TCAPs) in:

- Arts, Performance & Design
- Business, Economics & Hospitality
- Society, Culture & Communication
- Education
- Health, Human Services & Public Safety
- Science, Technology, Engineering & Math

Our current academic department structures are discipline based, and as you can imagine, our TCAPs are interdisciplinary. Our outreach and general counseling team do a wonderful job providing onboarding to our students; however, we are struggling to move beyond our traditional departments as we still plan based solely on them versus our TCAPs. Also, we are committed to sustaining our productive equity program cohort-based support model. The framework for success will require us to re-imagine the total integration of these two main components that lead our students to achieve their outcomes and ultimate success!

Ultimately our goal is to collaboratively re-imagine, re-build, and build back better as we develop an integrated planning process utilizing our student outcomes as the basis for planning. The planning process will require us to be courageous, transformative, student-centered, silo adverse, and based on our TCAPS, all while maintaining our student equity focus during the planning and assessment process.   We do not want to lose sight of this meaningful work as we work on our Innovation and Effectiveness Plan with the IEPI team and complete activities identified in our QFE that will lead to overall institutional improvement and an increase in academic quality.

List of Evidence:
    Assessment Plan Website
    Planning Model
    Strategic Educational Master Plan Website
    Draft Enrollment Management Plan
    LACCD SCFF Measures
    Student Equity and Achievement Plan
    Data Factbook/College Profile
    Guided Pathways Plan
    Guided Pathways Flowchart and Equity Diagram
    IEPI Project Letter of Interest

Area of Focus	Activities	Responsible Party	Anticipated Outcome	Impact on Academic Quality and Institutional Effectiveness	Timeline

Guided Pathways	1. Utilize a consultant to conduct a detailed analysis of the student journey, assessing institutional barriers.
	2. Utilize a consultant to conduct an Enrollment Management Academy (EMA) for the campus focused on planning using Transfer, Career, & Academic Pathways (TCAPs) vs. departments.
	3. Evaluate math and English data.
	   a. Create workgroups focused on drafting activities to improve outcomes linked to the Strategic Educational Master Plan (SEMP).
	4. Evaluate student persistence data to identify momentum points during the student journey where students need guidance and/or additional support utilizing both qualitative and quantitative data.
	   a. Disseminate information to counselors, faculty liaisons, staff, etc.
		1. VPSS
		
		2. VPAA
		
		3. Math & English Deans
		
		4. Counseling Dean & Chair
			1. Campus will better understand the student journey and changes needed to improve it.
			2. Campus will better understand enrollment management and create process for planning by TCAP vs. department.
			3. Activities will be drafted, implemented, and evaluated to increase math and English completion rates.
			4. Campus will better understand momentum points and their ties to student persistence and success.
				1. Institutional barriers will be reduced, improving the student journey, and decreasing time to completion.
				2. Schedule of classes will be based on student needs leading to increased completion rates.
				3. Math and English successful completion rates will increase improving on-time completion rates.
				4. Persistence and success metrics will improve.
					1. 2023
					
					2. 2024
					
					3. 2025
					
					4. 2026

Student Equity	1. Conduct an "Equity" audit of both the in-person and online student orientation.
	2. Embed an "Equity" component into all gatherings, i.e., have a brief discussion about an equity topic during the faculty/staff graduation breakfast, including equity as a topic in Flex-day activities, etc.
	3. Utilize a consultant for an equity audit to examine campus climate, culture, data trends, policies, and procedures.
	   a. Take appropriate action based on the findings.
	4. Hold a town hall showcasing campus student equity programs (cohort model), basic needs support, and discuss equity gaps.
	   a. Create a workgroup to draft activities by TCAP to improve student outcomes linked to the SEMP.
		1. VPSS
		
		2. President
		
		3. RESJ Committee Chair(s)
		
		4. VPAA
			1. Orientations will be updated based on outcomes of equity audit and launched for use.
			2. Equity will be a part of the discussion and infused across campus during most activities.
			3. Campus will have increased engagement with equity as findings are shared.
			4. Campus will better understand how cohorting students and providing support leads to increased persistence and success.
				1. Student understanding of college journey will be improved leading to increase completion rates.
				2. Equity will be embedded in campus wide activities and will be reflected as core value of the institution.
				3. Equity gaps will be reduced.
				4. Persistence and success metrics will improve.
					1. 2023
					
					2. 2025
					
					3. 2024
					
					4. 2026

Resource Allocation	1. Utilizing the findings from the analysis of the student journey will influence a re-design of how program review is conducted – focusing on TCAPS vs. divisions. 2. Create a resource allocation funding rubric focused on planning by TCAP vs. divisions.	1. Program Review Committee Chair(s) 2. Budget Committee Chair(s)	1. New program review model will be developed, launched, and evaluated. 2. New funding rubric will be adopted and approved.	1. New program review model will assist with planning based on the student journey vs. past institutional practices leading to increased student success. 2. Resource allocation will allocate resources across TCAPs vs. divisions leading to increased student support and reduced time to completion.	1. 2024 2. 2025

| Student Outcomes Driven Institutional Planning | 1. Conduct an exercise focused on utilizing program mapper and the current schedule of classes, to determine if it is feasible for a student to complete in 2-years.
   b.   Utilize findings to re-design the schedule of classes and build a 4-year schedule allowing for both full and part-time students.
   c.   Disseminate the 4-year schedule to counselors, faculty liaisons, staff, etc.
2. Conduct an audit of each educational program and its courses to determine which courses have been cancelled or not offered.
   a.   Create a prioritized list of courses that need to be retained on the schedule, even if low enrolled.
3. Hold a facilitated retreat to design a 4-year schedule of classes, which includes all courses needed for students to complete their program of student in 2-years, and for part-time students.
4. Design new Strategic Institutional Master Plan using student outcomes as the basis for Institutional Planning. | 1. VPAA

2. Scheduling Dean

3. VPAA

4. President | 1. 4-year schedule will be developed and shared with students, counselor, and campus community.

2. List of courses that need to be guaranteed and rotated on the schedule of classes will be prioritized and scheduled.
3. Each TCAP will have a guaranteed 4-year rotation of classes to ensure student can complete on time.
4. Submit new Strategic Institutional Master Plan using student outcomes as the basis for Institutional Planning to the LACCD BOT | 1. Time to completion shortened with increase in student success.

2. Student needs met through strengthened enrollment management

3. Time to completion shortened with increase in student success.

4. The planning loop will be closed, resulting in a college-wide developed Strategic Institutional Master Plan based on keeping the student as the center of all decision making. | 1. 2024

2. 2024

3. 2024

4. 2026 |