A. INSTRUCTIONAL PROGRAMS

The institution offers high-quality instructional programs in recognized and emerging fields of study that culminate in identified student outcomes leading to degrees, certificates, employment, or transfer to other higher education institutions or programs consistent with its mission. Instructional programs are systematically assessed in order to assure currency, improve teaching and learning strategies, and achieve stated student learning outcomes. The provisions of this standard are broadly applicable to all instructional activities offered in the name of the institution.

IIA1. The institution demonstrates that all instructional programs, regardless of location or means of delivery, address and meet the mission of the institution and uphold its integrity.

DESCRIPTIVE SUMMARY

The mission of Los Angeles Harbor College is to “foster learning through comprehensive programs that meet the educational needs of the community as measured by student success, personal and institutional accountability, and integrity.”

Each course and College program, regardless of its location or means for delivery, addresses this institutional directive. All courses must be approved by the Curriculum Committee, a standing committee of the Academic Senate, which ensures its place within a specific program and within the broader College mission. Representative faculty members and the articulation officer serve on the Curriculum Committee to ensure content integrity and transferability. After Curriculum Committee approval, the courses must then be approved by the Board of the LACCD before being submitted to the State Chancellor’s Office for final approval. Courses that utilize alternative delivery systems go through the same review process as courses offered through traditional means. This process ensures that distance learning courses or any course offered through alternative means adheres to the same student learning outcomes and maintains the same level of academic rigor as traditional courses. All courses and instructors, again regardless of location or means of delivery, are evaluated with the same standards.

Harbor College now offers a transfer program in over 60 disciplines that enables students to continue their education at four-year institutions. Since the 2006 Self Study, numerous departments have developed transfer majors to encourage student focus and transferability. The AAs in Business Administration, Liberal Arts, and Sciences with Emphasis were approved. Since 2009 the AA degree has also been approved in Art, Liberal Studies, Physical Education, Psychology, and Speech-Communications. The AS has been approved in Computer Science, Culinary Arts, and Process Plant Technology. Three online degrees in
DESCRIPITIVE SUMMARY (continued)

Administration of Justice, Business, and Fire Technology were also approved by the ACCJC as substantive changes in 2009. Outreach to the local high schools has been facilitated by adhering to the articulation agreement between LAUSD and the LACCD to ensure that outreach courses fulfill the College mission. The Honors Transfer program offers high achieving students enriched coursework designed in cooperation with four-year college faculty. Honors credit is available in both traditional and in some online classes.

The occupational and vocational education areas offer 26 occupational career certificates and 15 skill awards in business, technical, and professional areas to increase students’ future employment prospects. Transitional education offers programs in remedial and basic skills education to prepare students for college-level courses and occupational/vocational programs. Included in this program are English as a Second Language (ESL) and math skills courses for immigrants and F-1 visa students.

To meet the economic and demographic needs of its community, the College also offers continuing education and community services courses that support the occupational, social, recreational and personal needs of the community. A summer program, College for Kids, introduces children to remedial and enrichment-oriented classes. These instructional offerings are designed to uphold the mission of the College and to address community needs as identified and understood through research data.

SELF EVALUATION

In the 2011 Campus Climate Survey, close to 90 percent of respondents either agreed or strongly agreed that the College “provides me with information about its mission,” and “informs me about its goals and objectives.” In the Climate Survey’s ranking of the College’s seven strategic goals, student success was ranked first both in terms of “how you think each goal is being pursued” (65 percent) and “how you want them to be pursued” (79 percent). In terms of “actively pursuing its goals and objectives,” the response was 79 percent who agreed.

Number two in the Climate Survey’s seven strategic goals was Instructional Programs (“to offer innovative, state-of-the-art, student-focused, quality instruction in all LAHC programs to promote effective learning”). Sixty percent of respondents agreed that the College “encourages innovation and risk-taking in the workplace.” Accreditation team members have marked “willingness to innovate” as an issue for concern and will pursue a remedy in discussions planned for fall 2011 and spring 2012. Our new president, who is open to innovation, will assist the implementation of new concepts and methodologies. In the College’s first summit held in October 2010, College
SELF EVALUATION (continued) administrators, staff, and faculty engaged the community about school offerings and received feedback about programs. The second summit held prior to the spring 2011 semester provided an update on accreditation. These types of campus-community interactions need to continue to ensure that the college mission is articulated and realistically pursued and evaluated.

IIA1a. The institution identifies and seeks to meet the varied educational needs of its students through programs consistent with their educational preparation and the diversity, demographics, and economy of its communities. The institution relies upon research and analysis to identify student learning needs and to assess progress toward achieving stated learning outcomes.

DESCRIPTIVE SUMMARY Harbor College ensures that all instructional programs address the educational needs of students beginning with a yearly review (primarily Academic Affairs and Student Services) of external scans prepared by the Office Institutional Effectiveness. This review is incorporated as part of the College planning cycle and to clarify the demographics of the South Bay community and the specific needs of the community served by the College.

Career and technical programs gather information from their advisory committees. Some, like nursing (BRN, NLNAC) or administration of justice (P.O.S.T.) also have outside accrediting bodies that provide such information. All courses are subject to program review, and as part of that process, information is gathered from the external validation team made up of members from outside of both the discipline and the College.

Since the 2006 Self Study, and in response to the South Bay community’s input, the College has organized two college-community partnerships, career pathways. In response to the need for basic skills training, Fast Track has also been implemented.

The Energy Career Pathway, which includes electromechanical, petrochemical, and safety and mechanical helper programs, was reactivated at the request of local oil refinery companies and the South Bay Center for Counseling, a local community outreach agency. This College program seeks to fill a significant void among process plant technicians brought on by worker retirements. By 2010 four student cohorts had completed certification for process plant operators; four student cohorts had completed safety and mechanical helper certification; and a 15-student cohort had completed training for instrumentation technician certification. This program was designed to specifically prepare students for employment in the local oil refineries.

Harbor Teacher Preparatory Academy is a transfer program that prepares
DESCRIPTIVE SUMMARY (continued)

students for careers in education (K-12). The program enables students to complete their general education transfer requirements for California State University, Dominguez Hills (CSUDH) in eighteen months. Students then transfer to CSUDH and spend an additional two years earning a bachelor’s degree and a K-5 teaching credential. The Teacher Career Pathway was established in partnership with CSUDH and South Bay Center for Counseling, using seed grant money provided by the Packard Foundation and a State of California Cal Grip grant. Harbor College faculty from the English and mathematics departments meet with CSUDH faculty (School of Education) to ensure best practices, contextualized delivery, and a seamless transfer process. Sixty students, recruited by the South Bay Center for Counseling, are involved in an intensive three-month bridge program to strengthen their study skills, specifically in English and math.

The Outreach Program offers courses at area high schools and at community-based locations (House of Hope and the Boys and Girls Club). Outreach scheduling is coordinated by the dean of academic affairs and outreach in coordination with the high schools to determine their needs. The College also has some California Partnership Agreements in place which formalize several of the course offerings. As required by SB 338, all outreach classes are published in the College schedule and offered at hours that the high school campus is open to the public. Students are provided with books and course outlines to facilitate retention and student success. High school faculty who meet the state minimum requirements for the outreach program are frequently hired from within the high school itself, which ensures a more integrated pedagogy that is geared toward the high school level. The Outreach Program enrolls approximately 1,000 students that are already concurrently taking classes at the College, not just courses at the outreach locations.

SELF EVALUATION

Fast Track is designed for students to review and improve basic skills prior to taking placement and competency tests or entering classes in English, reading, or mathematics. Student placement data is used to justify a student’s participation in the program, and the progress of student participants is tracked. The College offered this program in winter and summer sessions and is continuing in fall 2011. The program continues to track the future progress of students who participate in the program.5

Harbor College programs have received recognition for their success. In fall 2010 Governor Schwarzenegger came to Harbor College to commend Harbor’s Career Pathway Programs for their bridge between vocational training, general education, and the four-year university. The Harbor Teacher Preparatory Academy has also been recognized by the
SELF EVALUATION (continued)

Bill and Melinda Gates Foundation for bridging the student path between high school and college.\(^6\)

Since 2008 numerous faculty have studied the underlying pedagogy of learning communities and have been in regular contact with colleges that have successfully implemented them. The primary ongoing learning community remains service learning (a one-unit transferable credit course) with students primarily in psychology courses. Although not a full learning community with several coordinated classes, this program still allows two areas to work together for student enrichment and success. “Linking” classes to ensure that when a student registers for one class they are also registered in the corresponding class requires stronger coordination and administrative support.

ACTIONABLE IMPROVEMENT PLAN

Further integrate varied data sources (district, college, individual faculty/department managers) to identify and respond to student learning needs.

IIA1b. The institution utilizes delivery systems and modes of instruction compatible with the objectives of the curriculum and appropriate to the current and future needs of its students.

DESCRIPTIVE SUMMARY

Since Harbor College’s 2006 Self Study, the College has increasingly utilized alternative delivery systems and promoted a variety of instructional modes. This shift was initiated to promote course availability, facilitate degree completion, and to confer a marketable degree for the job market. To more adequately address the needs of students and the community as a whole, the College has also shifted to Web-enhanced, hybrid, and online courses. The alternative modes of instruction are carefully designed and monitored to uphold curricular integrity.

Dialogue concerning delivery modes occurs in a number of venues. The District wide Distributed/Distance Learning Committee (D/DL) meets regularly to discuss District wide policy. At the campus level, the D/DL meets monthly to discuss campus issues and recommend policy.\(^7\) It also brings online instructors together to discuss teaching issues and best practices. Formal and informal discussions also occur regularly in specific divisions that offer online instruction. In 2010 members of the D/DL revised the Distributed Learning Manual to clarify District and College policy, to provide practical advice to online instructors, and to integrate online instruction with the broader institutional mission of the College and the District.\(^8\) The Teaching and Learning Center provides additional support to faculty using alternative delivery modes, such as Camtasia, video editing, social media, and online textbooks.
The method of course delivery is decided by the faculty within specific divisions at the unit level and is coordinated within a specific division’s unit plan. If the division identifies a need and can appropriate funding, curriculum is developed. The College Curriculum Committee evaluates the course content and the proposed delivery system. Each course outline of record for courses delivered online has an addendum that shows the approval for that mode of delivery. The goal of an alternate form of delivery is, as stated in the Distributed Learning Manual, to “maximize online student success and to create a pedagogical environment equivalent or superior to a face-to-face learning experience.” The student learning outcomes and assessment measures are the same for all courses regardless of the means of delivery, and all courses (traditional, hybrid, and online) are included in the program and institutional assessments.

The College maintains a license for the Etudes course management system (CMS), which means that instructors develop their courses on the same platform which provides greater programmatic continuity for students. All faculty who teach are required to complete successfully an Etudes training course as well as a pedagogy course before they are allowed to teach. Instructors are also provided with some support through the Etudes site.

As a result of the growing demand for online classes, Harbor College has significantly expanded its offerings. In 2005 the College offered 28 classes, and by 2009 that number had increased to 68, serving approximately 1,300 students. Based upon information from advisory committees and a recognized need within the community, Harbor College also developed three online degrees in Administration of Justice, Fire Technology, and Business Administration. This substantive change allows students to achieve the AA degree in these disciplines completely online and further expands the College’s capability to educate beyond the physical walls of the campus. The completion rate in Harbor’s classes in 2009 was 61.6 percent, and the retention rate was 80.4 percent.  

Inherent within the online degrees and for all online offerings is the College’s provision of other online student services essential to the learning process and student success. These include virtual access to registration and orientation, financial aid, tutoring, and library resources including college periodical and research data bases, e-books, and J-Stor. The College also has a mechanism in place for assessment and placement for incoming students.

The difference between traditional and online classes rests primarily with the delivery mode. Student Learning Outcomes (SLO) and assessment tools are closely aligned for Web-enhanced, hybrid, online, and
traditional classes. Online instructors and classes, as they are in traditional classes, are evaluated by division chairs. The College also participates in a student survey to evaluate retention (or lack of) within the virtual campus by questioning students who decided to drop classes. The results are used as a resource to stimulate college dialogue around the issue of student retention and pedagogy.10

SELF EVALUATION

Primarily because of accessibility and convenience, student registration in online courses is strong, and Harbor College faculty are encouraged to investigate the possibilities of online teaching. Even the investigative phase produces positive instructional benefits, including greater integration of technology into the traditional classroom and the development of hybrid courses.

Moving Harbor College’s online program from a four- to a one-course management system (a shift since the 2006 Self Study) has provided greater continuity and consistency for students who are carrying several classes. Improvements to distance education, including more faculty training, Section 508 compliance, and a more stable classroom management system (CMS) successfully address the Planning Agenda Items from the 2006 Self Study. To support approved online degrees, the College is planning to offer a developmental English class in spring of 2012.

The College is also exploring ways to support DL faculty in addition to the required Etudes training. Possibilities include expanded mentoring, TLC support, and CCCConfer and online group discussions. To disseminate information to students, the College must enlist faculty and student participation in the LACCD student email system to enhance communication and collaboration.

IIA1c. The institution identifies student learning outcomes for courses, programs, certificates, and degrees; assesses student achievement of those outcomes; and uses assessment results to make improvements.

DESCRIPTIVE SUMMARY

Student Learning Outcomes

Since the 2006 Self Study, SLOs and assessment have become increasingly systematized and utilized for continuous quality improvement. The 2006 Self Study included a Planning Agenda Item identifying the need for increased focus on the SLO process. In 2008 the ACCJC’s Recommendation # 3 also directed the College toward a “meaningful dialogue about student learning which assures understanding and infusion of Student Learning Outcomes.” In response to these internal and external directives, SLOs have become an integral part of campus assessment and planning.
Faculty in each department collaborate and create student learning outcomes for courses, programs/pathways, certificates, and degrees. Faculty also determine the assessment method as well as the means of collection and evaluation of results. Course outcomes, the means of assessment and criteria for success, the summary of data collected, and the use of results are posted on a five-column table for each course that is taught at the College. The SLO sheets record the faculty’s semester-by-semester input and provide the data for a division and campus wide dialogue that motivates instructors to modify their teaching practices to bring about greater student success. Data is also used in the yearly unit plan and program review. Course, program/pathway, and institutional SLOs (ISLO) are posted on the College Web site.

Course, Program/Pathway, Institutional Assessment

Course level SLO writing, assessment, and use of results are handled by individual faculty. Program/pathway, general education, and institutional level assessment are coordinated by the College’s SLO coordinator. The coordinator chairs the Assessment Subcommittee of the Curriculum Committee. The subcommittee is composed of faculty representatives from each division and student services who consult and determine the assessment measures for the varying levels of program organization. The SLO coordinator also meets with other campus constituencies including Academic Affairs, Essential Skills, and division meetings and chairs as needed.

In 2010-11 the College conducted a campus wide measurement of ISLO #1 (Communication: Use language and non-verbal modes of expression appropriate to the audience and purpose.). A variety of disciplines collected a writing assessment. This instrument was also used by several program/pathways as their PSLO assessment. In January 2011, after the completion of the fall assessment, results were combined and evaluated with a common rubric agreed to by the assessment subcommittee.

After the reading and scoring of over 700 essays with contributions from business, English, nursing, administration of justice, political science, psychology, child development, humanities, and history, all faculty were invited to attend a College wide workshop in April 2011. The specific purpose of that session was to review the assessment data and to respond effectively to the results. The driving question of that dialogue was “how can the college as a whole work to improve student organization and writing skills?” At the end of the workshop, all participants committed to at least one addition/change in teaching strategy for the next round of assessments on ISLO #1 that will be completed in fall 2011. The reassessment of ISLO #1 will be paralleled by a second College wide assessment of ISLO #3 and will focus on information competency.
Assessing ISLO #3 will draw in other campus divisions and eventually all divisions will have participated in an institutional assessment.

ISLO assessment, its scheduled repeat for fall 2011, and the planned assessment of ISLO #3 are contributing to a much clearer vision of actual student learning, the “gaps” in the process, and what direction the College needs to pursue to address these issues. The Assessment Subcommittee has established a calendar to assess one ISLO per year (there are five ISLOs). Year six will be devoted to the evaluation of the institutional assessment process.

The development of a series of pathways for the purposes of assessment and program review has generated a vigorous cross-discipline discussion. For example, the development of the Essential Skills pathway has helped to emphasize the need to embed essential skills within all instruction for student success, and in turn, it has stimulated all instructors to assess their own pedagogy.

As the College continues its assessment of SLOs, the ongoing need for campus wide communication and dialogue becomes more apparent. First, broader participation in writing, implementing, and assessing SLOs and SAOs must be encouraged. The College also needs more insistent training and more inclusive discussion about current assessment processes and future plans. The 2010-11 assessment and evaluation of ISLO #1, and the subsequent faculty-staff interaction that ensued, have shown the College is developing a culture of evaluation, dialogue, and reflection. This dialogue opens different avenues for increasing College wide participation, such as delivering SLO training and information digitally so that staff can quickly locate information they need to complete assessment at different levels. All advisory committees need to address the course/program/institutional SLOs every time they meet. Coordinating with the campus leadership of the faculty collective bargaining agent to build support for and endorsement of the assessment process is paramount.
IIA2. The institution assures the quality and improvement of all instructional courses and programs offered in the name of the institution, including collegiate, developmental, and pre-collegiate courses and programs, continuing and community education, study abroad, short-term training courses and programs, programs for international students, and contract or other special programs, regardless of type of credit awarded, delivery mode, or location.

DESCRIPTIVE SUMMARY

The College offers all of the above categories of courses and programs and ensures their quality through assessment and review processes. All proposals for new courses and programs are submitted to the Curriculum Committee for its review and approval, followed by review at the District level. The College articulation officer ensures that new courses fulfill articulation agreements and meet all state requirements. The ongoing quality of existing courses is ensured by the regular assessment of SLOs and the program review process, which examine all course offerings. Improvements that are implemented as a result of assessment in the various courses are documented in the “use of results” column in the assessment reporting form found on the College Web site. The offering of courses and the number of classes offered in each category are based on program needs and budgetary guidelines.

SELF EVALUATION

All assessment instruments are under periodic review to ensure reliability. In response to several 2006 Planning Agendas regarding instruction, the College researcher examined grades and class size as part of the College’s effort to ensure quality instruction. The study revealed no direct correlation between these two factors. Another 2006 Planning Agenda entailed a comparison of outcomes for traditional semester length courses and shorter-term classes. To date, this research was not completed on a College wide basis, but as the College’s ongoing assessment process gathers more SLO data from a variety of class sections offered through both traditional and alternate means, such a comparison will be possible. So far assessment results have revealed no significant differences.

One issue identified by the accreditation self evaluation committee for this Standard is the lack of a timely response of course offerings to meet student needs as evidenced by placement tests. Students sometimes wait up to a year to access remedial math, English, and reading classes after having been placed in them. Such a course offering “lag” undermines student success and remains an area of vital concern for the entire College. The Fastrack program, administered by the Learning Resources Center, is attempting to address this issue and provide remediation before administration of the placement test so that students can place at a higher level.
IIA2a. The institution uses established procedures to design, identify learning outcomes for, approve, administer, deliver, and evaluate courses and programs. The institution recognizes the central role of its faculty for establishing quality and improving instructional courses and programs.

**DESCRIPTIVE SUMMARY**

The faculty in each area are responsible for generating and reviewing student learning outcomes for courses and for programs. These responsibilities apply to all courses regardless of the delivery method. In order for a class to be taught, a Title 5 outline must be approved by the Curriculum Committee. Instructors are required to present a course syllabus that reflects the approved course outline and SLOs for entry into the Electronic Curriculum Development (ECD) database. Online classes use the same textbooks that are used in traditional classes and participate in the same SLO assessment. Instructors are also trained to ensure Section 508 compliance, and an ADA compliance specialist reviews the Etudes classes and supplementary Web sites for compliance as well.

In addition to an updated course outline posted on the District wide ECD, each course that is currently taught at Harbor College must have SLOs and assessment measures. The SLOs are listed on the course along with the link to the assessment form. Division chairs and the SLO coordinator review the assessment forms for completeness and measurability. The coordinator also communicates with individual faculty to improve these areas as necessary.

As of 2011 roughly 90 percent of College courses have approved course outlines in the electronic database. Of the remaining ten percent, some are being evaluated for archiving as they have not been recently offered. Over 90 percent of College courses have identified SLOs. The College has set targets for completion of one cycle of measurement by fall 2012. The target of assessment of 50 percent of all course SLOs by spring 2011 was met. The fall 2011 target of 75 percent is on track. The course and program assessment forms have a column aligning each SLO to the corresponding Institutional Student Learning Outcome. When program/pathway and institutional assessments are aligned, faculty try to use one common measure to assess multiple levels. Roughly 75 percent of academic programs/pathways have SLOS. Faculty also develop curriculum maps to ensure that their respective areas of study are covered by specific course offerings.

**SELF EVALUATION**

The process of writing SLOs has been impacted by the high ratio of adjunct to full-time faculty. In every discipline full-time faculty members have been assigned the primary SLO responsibilities. In disciplines with no full-time faculty, the process has been difficult, and department chairs have oftentimes had to step up to this task. Academic Affairs has acknowledged this issue and has established a policy whereby
SELF EVALUATION (continued)

adjuncts who work in departments with no full-time faculty will be paid for writing SLOs, course outlines of record, and program reviews.

Fifty-four adjuncts are required by the collective bargaining agreement to participate in SLO assessments, and many have cooperated wholeheartedly in this process. Through Flex workshops, college summits, and division meetings, the SLO coordinator and other campus leaders have made a strong effort to inform, train, and convince all instructors about the educational value of SLOs. This work must continue in order to sustain a culture of assessment and accountability at Los Angeles Harbor College.

ACTIONABLE IMPROVEMENT PLAN

Ensure that the College will continue to achieve its Student Learning Outcome goals on schedule with each division having 75 percent of course SLOs assessed by the end of the fall 2011 semester; assess PSLOs from each academic program and pathway as needed by the end of the 2011-12 academic year (i.e., 25 percent of the total number of PSLOs then being complete); conduct assessment for two ISLOs by the end of that academic year.

IIA2b. The institution relies on faculty expertise and the assistance of advisory committees when appropriate to identify competency levels and measurable student learning outcomes for courses, certificates, programs including general and vocational education, and degrees. The institution regularly assesses student progress towards achieving those outcomes.

DESCRIPTIVE SUMMARY

Faculty are the key drivers in the development and evaluation of courses and programs. The Curriculum Committee at Harbor College is chaired by a faculty member; its membership is made up entirely of faculty with the exception of the dean of academic affairs. Each program review self study committee is made up of faculty members from the program in addition to the academic affairs dean. The assessment of student learning outcomes is guided by a subcommittee of the Curriculum Committee composed of and co-chaired by a faculty member and the dean. Course and program assessments are developed and carried out by faculty members under the direction of the division chair and the lead faculty for each specific discipline.

Program advisory boards, articulation agreements, and licensing exams also contribute to how competency levels are addressed at Harbor College. All of these measures are in place and are regularly reviewed by department faculty. Program/pathways at Harbor have also developed curriculum maps showing the degree of coverage of each program/pathway SLO in each required course. The curriculum map ranks the level of coverage provided by each course within the program.
ensuring that each program SLO required to earn the degree or certificate is covered. The map is reviewed by the program/pathway faculty and the assessment coordinator and/or dean to make sure that each course contributes to the program and that each SLO is covered at an introductory, intermediate, and mastery level somewhere in the program.

Throughout spring 2011 and fall 2012, division/department meetings were organized to assist faculty in developing curriculum maps and to clarify their long-term implementation. Formulating a curriculum map requires strong and ongoing collaboration between adjunct and full-time faculty. At this point numerous program/pathways have formulated the outcomes, which are posted.15

To ensure timely offerings of courses to meet degree requirements, departments are now mapping out six years of planned offerings that will be updated yearly and tied to unit plans. This includes advanced classes on a rotational basis to ensure students meet degree requirements. A spreadsheet that tracks the offerings of specific courses over several years is available to students at the catalog Web page.16

The usefulness of the curriculum maps is limited by the lack of an assessment database package. This package would allow the College to identify and further integrate student outcomes at the course, program, and institutional levels. The District is currently developing what is called the Institutional Effectiveness System (IES). This application is being developed in three phases: phase one is the creation of an online program review module (completed); phase two is the development of a planning module; and phase three is the development of an assessment module. Exactly how this third module will address the needs for an assessment database remains to be defined.

IIA2c. High-quality instruction and appropriate breadth, depth, rigor, sequencing, time to completion, and synthesis of learning characterize all programs.

Division faculty, using indicators such as course completion, number of degree and certificates earned, and tracking sequential progression, decide the criteria for organizing and assessing the breadth, depth, rigor, sequencing, and appropriate time for completion of each program. Course sequences for the next six years have been identified for each department. The goal of all campus divisions is to offer classes at least once every two years to allow students to access instruction consistently and to complete the degree requirements in a reasonable time. In cases where course offerings may be limited, students are encouraged to enroll in classes offered by other colleges within our District.
When program requirements are significantly changed, the College makes appropriate arrangements so that enrolled students may complete their education with a minimum of disruption and in a timely manner. In general, if a student has an education plan that has been developed with the counseling department, the student may use the courses identified as program or area of concentration requirements for graduation, even if the program is modified at a later date.

If the student is a continuing student when a program is modified, the student continues under the initial requirements, or he or she can choose to continue under the new catalog requirements. This is determined in consultation with a counselor and the department.

The counseling staff and division/department chairs work to ensure that program changes do not adversely affect students and make reasonable adjustments when requested. In some instances, however, changes (course offerings, section cuts) have been forced upon the College. These changes are not necessarily desired and, in some cases, have negatively impacted student success.

IIA2d. The institution uses delivery modes and teaching methodologies that reflect the diverse needs and learning styles of its students.

The delivery systems and modes of instruction utilized by the College include on campus lecture and lab instruction, outreach classes, as well as Web-enhanced, hybrid, and online courses. All delivery styles are designed to enable greater student accessibility and success. Instructors in both the “real” and “virtual” arenas of the College are increasingly realizing the impact of technology and its potential to address the varied learning styles of students.

Essential Skills
The College’s variation of delivery modes has been grounded on essential skills. A campus Essential Skills Committee directs the effort to focus every instructor’s attention on the need to teach skills regardless of delivery mode. With state Basic Skills funding, the College organized two campus wide meetings or “World Cafés” to bring together the various College constituencies to address the diverse needs of the student population and to integrate these needs into the broader planning process. Two two-day workshops led by Thomas Sadowski, a reading specialist from Allan Hancock College, were also organized to focus the College’s attention on reading and communication. Instructors have been encouraged to use learning inventories to assess learning styles and to evaluate the reading level of all textbooks. Basic Skills monies have also been used to revitalize the Literacy Center, and in fall 2010, Harbor...
College’s Teaching and Learning Center offered a series of workshops on integrating essential skills into coursework.  

**Traditional Instruction**

As a result of Bond Proposition A/AA and the later Proposition J monies, Harbor College has upgraded its facility and transformed its traditional instruction. Classrooms in the Northeast Academic Building (completed 2009) and the Technology Building (completed 2010) are equipped with state-of-the-art computers, sound, and projection systems. The Northeast Academic Building also includes two 40-person computer labs used primarily for online research and writing by the department of Social and Behavioral Science. The Technology Building houses multiple labs—two MAC labs for digital arts, an architecture and engineering lab, four business labs, a plant process lab, and an administration of justice lab. A digital film and television suite is also currently under construction on both the first and second floors of the Technology Building. Programs designed for special populations such as Students with Disabilities, ESL, EOPS, and Veterans also work to facilitate academic success. A new Library and Learning Resource Center, also currently under construction, will promote stronger integration between library and learning assistance.

**Alternative Instruction**

Classroom instructors are encouraged to implement technology into their teaching. Increasingly, faculty are meeting the varied needs of their students by offering courses as technology-enhanced, hybrid, or fully online. Flex activities are offered each semester to train instructors in the creative use of technology. A portion of this training was funded by a Title V grant with West Los Angeles College (2005-10). Numerous Harbor College faculty have participated in the LACCD’s Faculty Teaching and Learning Academy, an intensive training program specifically designed to train instructors in how to integrate technology with teaching. Classes provided through @ONE provide training in the use of podcasts, social networking, streaming video, wikis, and so on. These opportunities are regularly publicized through inter-campus email. In 2010 Harbor College opened the Teaching and Learning Center on the second floor of the Library Building, which also provides support and training for instructors. The inter-departmental and inter-campus dialogue which surrounds the assessment of learning outcomes inevitably turns to integrating technology with best practices.
SELF EVALUATION

As distance education increases, the budgetary implications of expanding the College’s online offerings need to be integrated more completely into the planning process. The growing cost of the classroom management system Etudes will need to be institutionalized, which will further ensure quality and continuity in the program.

IIA2e. The institution evaluates all courses and programs through an on-going systematic review of their relevance, appropriateness, achievement of learning outcomes, currency, and future needs and plans.

DESCRIPTIVE SUMMARY

The Assessment Sub-Committee of the Curriculum Committee has established an ongoing and systematic six-year cycle where every course, program/pathway, and institutional learning outcome is assessed and the results are reviewed. Full-time faculty in a program and pathway leading to a degree or certificate develop the SLOs and the means of assessment. These are reviewed by the division chair, SLO coordinator and/or dean. Assessment results and plans are integrated into unit planning and program review, which are continuing on schedule.

Every program/pathway is subject to regularly scheduled reviews on a six-year cycle. In addition, vocational programs undergo an additional review every two years. Completed program/pathway reviews are available on the College Web site.

SELF EVALUATION

The assessment of ISLOs is proceeding with a plan to enlist, by the end of the sixth year, all academic programs into a completed cycle. As noted earlier, following the 2010 assessment of ISLO #1, instructors who participated in the assessment (plus other interested instructors, administrators, and counselors) met to review the results and to strategize about improving student performance. Divisions and specific instructors noted several concrete strategies to be employed to better teach communication skills. One of the strategies resulted in the purchase of a turnitin.com license to enable instructors to better edit student writing and check for plagiarism. The process of clarifying the link between assessment, pedagogy, and student learning is a vital step toward student success. Harbor College is on the right path, but ensuring that all courses and programs participate in the process is essential.

IIA2f. The institution engages in ongoing, systematic evaluation and integrated planning to assure currency and measure achievement of its stated student learning outcomes for courses, certificates, programs including general and vocational education, and degrees. The institution systematically strives to improve those outcomes and makes the results available to appropriate
constituencies.

**DESCRIPTIVE SUMMARY**

The College has a systematic evaluative cycle that integrates the assessment of course, program/pathway, and institutional outcomes with broader college planning and budget preparation. The cycle includes assessing at least one course SLO/semester. (Many instructors assess several, and some assess every course SLO each semester.) All assessment data is reviewed by faculty members and summarized. The summary allows faculty to reflect upon course organization, assignments, and teaching practices in order either to confirm an existing teaching strategy or to formulate a different strategy. The “summary of data collected” and the “use of results,” along with the desired outcome and assessment tool, are posted on the College Web site. Supporting data (assignment prompts, rubrics, samples of student work) are stored in the respective Division offices or are available at Etudes or turnitin.com for further review. Faculty are encouraged to use overlapping measures to assess course, program/pathway, and institutional outcomes.

**SELF EVALUATION**

There is a need to strengthen the link between SLO assessment and college planning and to ensure that assessment data is always central to this process. Assessment data must be evidenced in all unit plans and at all levels of program and institutional planning. The ISLO assessment process that was initiated in 2010 has greatly enhanced this integration and needs to continue.

The College’s participation in Achieving the Dream also promises to integrate further these processes. Beginning in fall 2011, two College wide teams have been organized under the guidance of Achieving the Dream in order to deepen a College wide understanding of assessment and to implement its results.

**IIA2g. If an institution uses departmental course and/or program examinations, it validates their effectiveness in measuring student learning and minimizes test biases.**

**DESCRIPTIVE SUMMARY**

The English Department administers a departmental test for English 28 (the level below freshman composition) which measures communication skills. The essay is holistically scored by trained faculty who, for the most part, teach English 28. The scoring rubric is similar to that used by the California State University (CSU) system for a comparable class, which also tends to minimize any test bias. The English Department is also in the process of preparing a second departmental test for English 21.

**SELF EVALUATION**

The test administered by the English Department measures student communications skills and is validated by the test’s similarity to the CSU
offering. English scores, along with ESL and Math, are evaluated by the Office of Institutional Effectiveness.

IIA2h. The institution awards credit based on student achievement of the course’s stated learning outcomes. Units of credit awarded are consistent with institutional policies that reflect generally accepted norms or equivalencies in higher education.

DESCRIPTIVE SUMMARY
All course syllabi list SLOs, and instructors are strongly encouraged to clarify that course credit is determined in part by achieving those outcomes. Instructors organize their class materials, assignments, and activities around those goals in order to ensure that students are actually learning. While there is no direct correlation between a student’s grade, the credits earned, and the stated learning outcomes, a student’s ability to master the outcomes obviously contribute to success in that course and is reflected in the course grade.

Norms are defined by Carnegie units of credit which determine the number of course hours/credit unit. The Carnegie unit is accepted by the majority of colleges and universities.

IIA2i. The institution awards degrees and certificates based on student achievement of a program’s stated learning outcomes.

DESCRIPTIVE SUMMARY
The evaluation of student learning and the award of credit are based upon criteria that are clearly stated and published. The credit awarded for a course is presented in the course description found in both the Harbor College catalog and the schedule of classes. Programs leading to degrees and certificates are awarded through criteria set forth by the Curriculum Committee and by accepted general education patterns, as well as major requirements set forth by articulation agreements.

SELF EVALUATION
Because assessment is essential to measuring achievement, common evaluation tools for student learning outcomes are identified on the SLO form. In most cases, an assessment score also counts toward the student’s course grade. Assessments are normally embedded into class assignments and in some way count toward a student’s grade in the course. While there is no direct correlation between a student’s grade, the credits earned, and the stated course outcomes, a student’s ability to master the outcomes contributes to his or her success in that course and may be reflected in the successful completion of that course.

IIA3. The institution requires of all academic and vocational degree programs a component of general education based on a carefully considered philosophy
that is clearly stated in its catalog. The institution, relying on the expertise of its faculty, determines the appropriateness of each course for inclusion in the general education curriculum by examining the stated learning outcomes for the course.

**DESCRIPTIVE SUMMARY**  General education courses are articulated based upon the content and organization evidenced in the course outlines. Both course outlines and course SLOs are written by faculty members in the discipline. General Education requirements in areas A, B, C, and D are noted in the college schedule and catalog. Very few vocational courses (Child Development 1, Business1) fall within general education guidelines.

**IIA3a.** General education has comprehensive learning outcomes for the students who complete it, including the following:

An understanding of the basic content and methodology of the major areas of knowledge: areas include the humanities and fine arts, the natural sciences, and the social sciences.

**DESCRIPTIVE SUMMARY**  Courses offered in these fields are designed to introduce students to the content and methodology of the humanities and fine arts, natural and social sciences. Course and program/pathway SLOs identify these areas of knowledge and clarify the tools to be used in their assessment.

**IIA3b.** A capability to be a productive individual and life-long learner: skills include oral and written communication, information competency, computer literacy, scientific and quantitative reasoning, critical analysis/logical thinking, and the ability to acquire knowledge through a variety of means.

**DESCRIPTIVE SUMMARY**  The capacity to be a productive individual and a life-long learner is addressed within Harbor College’s Institutional Student Learning Outcomes. ISLO #1 (Communication), #2 (Cognition) and #3 (Information Competency) are integrated into course and pathway/program outcomes. Assessment of these skills occurs at all three levels of organization (course, program/pathway, and institution) as has been described earlier.

**IIA3c.** A recognition of what it means to be an ethical human being and effective citizen: qualities include an appreciation of ethical principles; civility and interpersonal skills; respect for cultural diversity; historical and aesthetic sensitivity; and the willingness to assume civic, political, and social responsibilities locally, nationally, and globally.
DESCRIPTIVE SUMMARY
Ethics and citizenship are addressed in Harbor College’s Institutional Learning Outcomes # 4-Social Responsibility (Demonstrate sensitivity to and respect for others and participate actively in group decision making.) and # 5-Personal Development (Demonstrate self-management, maturity, and growth through practices that promote physical, mental, and emotional well-being.)

SELF EVALUATION
Most programs/pathways include at least one SLO related to each of the educational principles noted above in IIA3a-3c. The more general nature of the ISLOs also incorporates many of these principles. Some of the CTE programs that have a very specific focus do not include one or the other. The faculty within each program/pathway collaborate to determine where that content belongs, depending upon the sequence of their courses.

IIA4. All degree programs include focused study in at least one area of inquiry or in an established interdisciplinary core.

DESCRIPTIVE SUMMARY
The College has revamped the Liberal Arts AA degree. Students are now encouraged to follow a Liberal Arts and Sciences (with emphasis in arts and humanities, health and fitness, math and natural sciences or social and behavioral sciences) or a transfer pattern individually tailored to meet their specific educational goals.

SELF EVALUATION
Since the last self study, the College has developed new degree programs in art, culinary, computer science, physical education, process plant technology, psychology, and speech/communication. These programs encourage students to pursue a focused area of study.20 The state Chancellor’s Office wants to see more students declare either an associate degree field of study or an AA/AS transfer degree major (CSU). Degrees are currently being developed to that end.

IIA5. Students completing vocational and occupational certificates and degrees demonstrate technical and professional competencies that meet employment and other applicable standards and are prepared for external licensure and certification.

DESCRIPTIVE SUMMARY
Course outlines must include the SCANS criteria developed by the Department of Labor to ensure that certain basic skill competencies are built into the courses. Standards for successful completion of a course are specified in the SLOs that are listed on the course syllabus. Additionally, some occupational programs (nursing, child development) adhere to standards defined by independent agencies outside the College.
SELF EVALUATION

The grades a student receives reflect the student’s technical and professional competence in a vocational program and a student’s achievement of specific competencies. These competencies or learning outcomes are available for vocational courses and programs. Data tracking student success is available through the individual licensing agencies.

IIA6. The institution assures that students and prospective students receive clear and accurate information about educational courses and programs and transfer policies. The institution describes its degrees and certificates in terms of their purpose, content, course requirements, and expected student learning outcomes. In every class section students receive a course syllabus that specifies learning outcomes consistent with those in the institution’s officially approved course outline.

DESCRIPTIVE SUMMARY

Information about courses, programs, and transfer policies are clearly stated in the College catalog, schedule, and on the College Web site. SLOs for the institution, programs/pathways, and courses are also available on the Web site. Course SLOs consistent with the approved course outline are required on every class syllabus. Division chairs require faculty to submit course syllabi for evaluation, and many faculty post syllabi including the course SLOs on their Web sites. Program review also validates the learning outcomes and provides feedback.

SELF EVALUATION

The campus dialogue surrounding SLOs, their importance in educational pedagogy, and their assessment have become a part of the classroom experience. SLOs provide a framework for academic organization and success.

IIA6a. The institution makes available to its students clearly stated transfer-of-credit policies in order to facilitate the mobility of students without penalty. In accepting transfer credits to fulfill degree requirements, the institution certifies that the expected learning outcomes for transferred courses are comparable to the learning outcomes of its own courses. Where patterns of student enrollment between institutions are identified, the institution develops articulation agreements as appropriate to its mission.

DESCRIPTIVE SUMMARY

The California State University system allows the California community colleges to determine the academic level of their courses and to designate appropriate courses as “baccalaureate level.” The University of California and private colleges and universities review courses to determine eligibility. The College Curriculum Committee reviews all proposed courses and determines the appropriate level for each course.

After course approval, the College articulation officer develops
articulation agreements with her counterparts in the four-year universities and colleges. The articulation agreements are developed based on the college course outlines, occasionally class syllabi, and communication between articulation officers and discipline area faculty in four-year schools. The College articulation officer periodically reviews and updates the articulation agreements. Harbor College has also approved transfer model curriculum (TMC) for an Associate Arts Transfer (AA-T) in studio arts and kinesiology. Region 7 (CSU and community colleges in the Los Angeles region) have also developed an AA-T in sociology.

The transferability of Harbor College courses to the four-year institutions is stated in the College catalog and class schedule. The College counselors review the transfer requirements with students during counseling sessions. For general education course credit, the articulation officer submits course outlines for review and approval by the UC and CSU.

In accepting transfer credits from other colleges to fulfill the Harbor College degree requirements, a student must submit a general petition and attached course outline in the catalog, class syllabus and college transcript to the admissions and records office. The general petition is reviewed by the department chairperson to ensure the course content and learning outcomes match those on the course outline and syllabus before awarding course credits. If the course was not taken at a California community college, and therefore the other institution has no IGETC or CSU General Education Breadth pattern, the transcript review and department petition procedure listed previously is followed.

Harbor College maintains articulation agreements with the University of California and California State University campuses. Agreements are also in place with various private universities in the Southern California area as well as select University of California and California State University campuses in the Northern California region.

IIA6b. When programs are eliminated or program requirements are significantly changed, the institution makes appropriate arrangements so that enrolled students may complete their education in a timely manner with a minimum of disruption.

As part of the 2008 Program Review Policies and Procedures Manual, the processes of program initiation, viability, and revitalization or discontinuance were signed by the Academic Senate and college president. The process of program review requires the analysis of the student learning outcomes of courses, departments, divisions, and programs on a regular basis and ensures that all levels of instruction are
DESCRIPTIVE SUMMARY (continued)  

held accountable to the same requirements and process. 

The program initiation and viability procedures provided for in the program review process are the tools by which the College best selects the fields of study in which it offers programs and ensures that its programs and curricula are current. Procedures for viability review and program eliminations are outlined in LACCD Board Rule 6803—Viability Review. The College’s program review process also clarifies the procedure for program revitalization or elimination. The implications of such procedures are carefully weighed by administrators and faculty to insure the least amount of disruption to the students’ educational progress. Should a program be slated for elimination, opportunities for students to complete their educational plans within an appropriate timeline are provided.

IIA6c. The institution represents itself clearly, accurately, and consistently to prospective and current students, the public, and its personnel through its catalogs, statements, and publications, including those presented in electronic formats. It regularly reviews institutional policies, procedures, and publications to assure integrity in all representations about its mission, programs, and services.

DESCRIPTIVE SUMMARY  

A continuous, systematic effort is made by the Office of Instruction and the Curriculum Committee to ensure that degrees and certificates are identified in ways which are consistent with the program content, degree objectives, and student mastery of knowledge and skills, including, where appropriate, career preparation and competencies. All the standard identifying information is listed on course outlines and with new program requests adopted as part of the original approval process in the Curriculum Committee. Student achievement information is contained in the annual College Fact Book available on the College Web site and widely distributed.

The Harbor College catalog is the standard reference for complete and accurate identification of degree and certificate program information at Los Angeles Harbor College. The catalog lists courses and competencies required for each program as well as the specific description, prerequisites, and intent of each course. Much of this identifying information is duplicated in the schedule of classes as an aid to student selection of courses. Both the College catalog and schedule are available at the College Web site. Accessibility to the College schedule allows immediate updates to notify students of classes that are filled, cancelled, or remain open.
SELF EVALUATION

The College catalog is reviewed and updated every two years. The current catalog is distributed to the faculty, administrators, and staff for accuracy and revision. A printed schedule of classes is formulated for each semester and the online version is regularly revised for new information and class offerings. Institutional policies and procedures are also reviewed regularly to ensure currency. For example, a Web site taskforce is currently at work to examine the College Web design in order to promote greater accessibility and transparency.

IIA7. In order to assure the academic integrity of the teaching-learning process, the institution uses and makes public governing board-adopted policies on academic freedom and responsibility, student academic honesty, and specific institutional beliefs or worldviews. These policies make clear the institution's commitment to the free pursuit and dissemination of knowledge.

DESCRIPTIVE SUMMARY

Harbor College is committed to assuring academic integrity and preserving academic freedom and responsibility. As a result, the College adheres to District policies on academic freedom that are contained in Article 4 of the LACCD/Faculty Guild Agreement. District policy on campus conduct is contained in Board Rule 9803 (Standards of Conduct).

SELF EVALUATION

The College holds a healthy respect for the teaching and learning process and for the political and ideological differences that make this experience unique. Overall the College values the honest pursuit of knowledge in an open environment.

IIA7a. Faculty distinguish between personal conviction and professionally accepted views in a discipline. They present data and information fairly and objectively.

DESCRIPTIVE SUMMARY

The Academic Senate has endorsed the code of conduct proposed by the American Association of University Professors and approved by the California State Academic Senate. The policy states: “Their [faculty’s] primary responsibility to their subject is to seek and to state the truth as they see it. To this end professors devote their energies to developing and improving their scholarly competence. They accept the obligation to exercise critical self-
discipline and judgment in using, extending, and transmitting knowledge. They practice intellectual honesty.” Faculty are evaluated on an established cycle that involves peer and student input in addition to administrative oversight.

Harbor College faculty are knowledgeable in their respective disciplines and are willing to examine that knowledge openly and objectively.

IIA7b. The institution establishes and publishes clear expectations concerning student academic honesty and consequences for dishonesty.

The campus follows the District policy on campus conduct that is outlined in Board Rule 9803 (Standards of Conduct). The College Academic Senate has adopted a plagiarism policy pursuant to the applicable Board rules and policies stated in the College catalog and schedule of classes. The plagiarism policy is also listed on course syllabi and posted on the College Web site. Library workshops that are delivered in both traditional and online formats also provide instruction regarding plagiarism. In fall 2011 the campus made turnitin.com available to all instructors in order to address the plagiarism issue.

The identities of online students are verified through use of the Etudes platform which correlates the identities of the admitted and registered students of Harbor College with those who are taking online classes.

As with issues of instructor integrity, the adoption of guidelines for student integrity as cited above indicates a heightened awareness of these concerns. Identifying the issue is an important step and the remedial action is, in most cases, handled at the course or department level.

Los Angeles Harbor College is a non-sectarian institution.

The LACCD does not at the present time offer curricula to students other than U.S. nationals operate in conformity with standards and applicable Commission policies.
SUMMARY than U.S. nationals in foreign locations.

1 http://www.lahc.edu.govplanning/EMP_11-12_adopted_FINAL.pdf
2 http://www.lahc.edu/facultystaff/summit.html
3 http://www.lahc.edu/research/index.html
4 http://www.lahc.edu/research/ExternalScan10.pdf
5 FastTrack Data: http://www.lahc.edu/govplanning/accreditation/Fast%20Track%20Data%20Report.pdf
7 http://www.lahc.edu/govplanning/governance/senate/dl.html
8 http://www.lahc.edu/govplanning/governance/senate/dl.html
9 http://www.lahc.edu/research/Studs10.pdf
10 http://www.lahc.edu/research/Spring%202011%20Drop%20Survey%20Results%20v3.pdf
11 http://www.lahc.edu/facultystaff/slo/
12 http://www.lahc.edu/facultystaff/slo/assessmentcommittee.html
13 Class size & success-v2.docx(27KB): http://www.lahc.edu/govplanning/accreditation/evidence_standardIIA.html
14 http://www.laccd.edu/faculty_staff/hr/documents/2008-11FacultyContract.pdf
15 http://www.lahc.edu/facultystaff/slo/programassessment.html
16 Future Semester Planning at http://www.lahc.edu/classes/schedules.html
17 http://www.lahc.edu/govplanning/governance/eskills/index.html
18 http://www.lahc.edu/facultystaff/tlc/index.html
19 http://www.lahc.edu/facultystaff/slo/
20 LAHC Degree and Certificate Programs, page 52 of College Catalog: http://www.lahc.edu/classes/schedules.html
21 NCLEX-RN pass rates for all nursing programs in California: http://www.rn.ca.gov/schools/passrates.shtml
22 http://www.lahc.edu/facultystaff/slo/programassessment.html
24 http://isearch.laccd.edu/search?q=9803&btnG=LACCD+Search&kentgr=0&output=xml_no_dtd&sort=date%3AD%3AL%3Ad1&ud=1&client=laccd&oe=UTF-8&ie=UTF-8&proxystylesheet=collaccd&site=board-rules
25 http://www.lahc.edu/classes/Academic_Policy.html
26 http://www.lahc.edu/classes/Academic_Policy.html