B. STUDENT SUPPORT SERVICES

The institution recruits and admits diverse students who are able to benefit from its programs, consistent with its mission. Student support services address the identified needs of students and enhance a supportive learning environment. The entire student pathway through the institutional experience is characterized by a concern for student access, progress, learning, and success. The institution systematically assesses student support services using student learning outcomes, faculty and staff input, and other appropriate measures in order to improve the effectiveness of these services.

IIB1. The institution assures the quality of student support services and demonstrates that these services, regardless of location or means of delivery, support student learning and enhance achievement of the mission of the institution.

DESCRIPTIVE SUMMARY

The Student Support Services Division at Los Angeles Harbor College is committed to supporting comprehensive learning programs that meet the educational needs of the community as measured by student success, personal and institutional accountability, and integrity. This commitment applies to all students and all programs at the College. While continuing to support the traditional student in a face-to-face environment, Student Services units have also expanded their services to the online population to ensure equal access and student success. The commitment to serve both traditional and online students is organized within specific service units within the Student Services Cluster.

The Cluster sets annual goals that are noted in the unit and cluster plans. These plans have initiated several new programs to address student need. For example, with the awareness of a funding decline, counseling initiated FAQs (frequently asked questions) to more efficiently address student questions apart from a one-on-one meeting with counselors. A translation function is also being added to the student services Web site to make the site accessible in six languages. The translation program was mandated by CalWorks but will now be applied to all services.

Recruitment and Outreach supports a Welcome Center which serves as an “open door” for any new student. The Center sponsors a “welcome week,” a summer VIP day, outreach to local high schools (Banning, Carson, Gardena, Narbonne, San Pedro), on campus workshops, classroom visits, and financial aid assistance. To further encourage student-friendly access to the campus, the admissions and record keeping processes at Harbor College are digitized. New and returning students submit their admissions applications online via the CCCApply online application system. After the online application, the Admissions Office emails each student an assigned registration appointment and resolves any applications with exceptions. The same emails also include information regarding financial aid, assessment, and instructions for using the student
email system. Students who request special services during the admissions process are referred to Special Programs and Services (SPS), Extended Opportunity Programs and Services (EOPS), the Financial Aid Office, and/or the Child Development Center (CDC) as deemed appropriate.

Assessment of matriculating students is conducted within a new Assessment Center lab that tests up to 40 students per session. It has significantly helped student course placement. After testing, matriculation shows a PowerPoint College orientation, and students take a short quiz to ensure that they understand the services offered on campus. Then students receive their placement results. In addition, the assessment unit offers the Ability to Benefit (ATB) and the Ability to Benefit-ESL (ATB-ESL) tests to students who want to apply for financial aid but do not have a high school diploma. As of spring 2010, the matriculation unit oversees a prerequisite check to ensure correct placement and progression for students. Matriculation has also reinvigorated the Early Alert System District wide. This system enables instructors to refer students to a variety of student services, which has improved retention. Instructor usage of Early Alert is on the rise, and Phase II of the program, which will notify instructors of follow-up processes, will be fully operational in two to three years.

Special Programs and Services (SPS) helps students with disabilities who are able to benefit from the College’s offerings. Project Academic Success Action Plan (A.S.A.P.) is a federally funded TRIO Student Support Services grant project. It provides an intensive service and instructional package to a select number of student with disabilities to increase financial literacy and retention, graduation rates, and transfer levels. SPS offerings include disability-related services and instructional programs, such as the High Tech Center for Students with Disabilities.

The International Students Program recruits international students both via the Internet and locally, ensuring admission into the College for qualified students. The International Students Program has enhanced the usability of its Web page on the Campus Web site and has a Web presence (studyusa.com, thinkeducationusa.com, and studyincalifornia.com) which allows the
DESCRIPTIVE SUMMARY (continued)

program to market its services overseas in a fairly cost-effective manner. \(^8\) Student access is also enhanced by a more efficient distribution of financial aid, which has become semi-paperless since the previous self evaluation study. Effective fall 2010, all financial aid disbursements are handled electronically with a debit card, and all incoming documents are scanned to relieve storage issues. The adoption of a new District wide Student Information System (SIS) with an electronic signature will make financial aid totally paperless. Financial Aid also spearheaded the creation of the Veteran’s Center in 2009-2010 to address a variety of veteran-related issues and assigned a Financial Aid technician to assist former foster youth. \(^9\)

Extended Opportunity Programs and Services (EOPS) and Cooperative Agencies Resources for Education Program (CARE) also support student access and educational equity. CARE helps welfare recipients in need of College-level educational and vocational training to transition from public assistance to self-sufficiency. Strategies utilized by specially-trained EOPS and CARE counseling faculty and staff members include targeted advising practices, intensive counseling, mentoring, tutoring and follow-up. \(^10\) The CalWORKS Program provides educational opportunity and access to individuals in the community that qualify for the Los Angeles County CalWORKs/TANF program and partners with County Social Services to increase knowledge and skills for this potential workforce. The program came under the supervision of the Division of Student Services in February 2011; previously, supervision was provided by the Division of Workforce and Economic Development. \(^11\)

A stated mission of the College is to encourage transfer and career planning. Addressing the mission is reflected in a reinvigorated career center. For much of the self evaluation period, the center was staffed as a .2 assignment. Staffing realignments in 2011, however, have placed a career counselor at a 1.0 assignment. The same counselor also teaches Personal Development 4-Career Planning, which is designed to provide career information and direction. \(^12\)
The Student Services Division evaluates the quality of its support services with a variety of tools. LACCD and College oversight committees ensure adherence to state and federal mandates. During the 2010-11 academic year, Student Services conducted its internal program review process, which requires each unit to align its goals and service area outcomes with the College mission and to review and assess the degree to which services support student learning. In addition to the internal College review process, many of the Student Services departments entered into external review processes, including Financial Aid, EOPS, SPS, Child Development, and Matriculation. Also, every two years the LACCD conducts a student satisfaction survey that provides student input especially on the effectiveness of counseling services. Student feedback is reviewed in each program area, and appropriate actions are taken based upon the findings.

The self evaluation team also noted awards and commendations as indicators of Student Services effectiveness. Matriculation was commended by the consultant of the Assessment Placement Management System (APMS) for maintaining and keeping the assessment/placement data well organized and accurate. APMS is the data interface between the LACCD and the campus. The CalWORK’s program is evaluated by the Department of Social Services on a biannual basis. Program audit visits conducted in February 2011 and August 2011 resulted in program commendations from the auditor in the areas of case management and record keeping as well as in the high standard of compliance with county required eligibility documentation. The Student Worker Training program for the Financial Aid Student Work Study program is well recognized by the Financial Aid Office Managers. The Counseling faculty have been commended for developing a series of “Disqualified for Financial Aid” and “Student Success” workshops for students on financial aid disqualification or subject to dismissal. Students are well aware of the FAQs system in addition to the SARS online assessment and counseling appointment system.

The District effort to purchase a new Student Information System (SIS) with Measure J funds (that will be available within the next accreditation cycle) will help the College and all programs, especially EOPS and CARE, to monitor student success of special populations, track data for easy reporting access/dissemination, and help provide services in a more efficient manner due to the integrated degree audit, educational plan, and progress features.

Student Services has actively responded to the College’s increased online offerings. All of the College’s online students are provided with matriculation, admissions and records, counseling, online tutoring, a 24/7 helpline, and financial aid services. To assess the effectiveness of
distance learning support service, the College tracks usage of the 24/7 Help Desk.19 The state also surveys students who drop online classes to determine what factors hinder the students’ completion of online classes and, ultimately, student success.20

The self evaluation process indicates that the existing student service programs are meeting the basic needs of students and enhancing student learning. Student Services, however, strives to go beyond “meeting basic needs” and is working to develop more efficient and cost-effective means of addressing and delivering student services. All units have reported a sense of “having to do more with less” and have expressed frustration with their inability to address student needs when faced with shrinking budgets and understaffing. State budget cuts have specifically targeted matriculation funding and, in particular, have limited software licensing, which could lead to a cancellation of SARS. Funding for SARs has recently been provided through grant monies.

The cuts mentioned present a significant challenge to the entire matriculation process from the admissions application through graduation and transfer, including the placement of students in the correct levels of English, ESL, and math courses, offering the ATB and ATB-ESL tests for those who need to apply for financial aid, or tracking students subject to dismissal. Also impacted are follow-ups of students on academic and progress probation and the effect on retention and support for students who need services in a timely manner. Matriculation budget cuts have surely impacted the availability of funds to purchase testing units to assess all new students.

The state budget cuts have also negatively impacted all categorical Student Services programs. For example, SPS has experienced a 40 percent shortfall in funding while having to provide services to a 22 percent increase in students.21 Financial Aid is also challenged by the dramatic increase in financial aid applicants. In 2009-2010 the office saw a 29 percent increase in financial aid applicants over the prior year, and 2010-2011 saw an additional 29 percent increase over 2009-2010. While these monies signal a positive development for students, their distribution has placed mounting pressure on Financial Aid. As a result, service to the increased number of students has suffered dramatically during 2010-2011.22 When it became clear that the Financial Aid Office was again looking at another 30 percent increase in applicants, a new system to process student files was developed. The critical matters of educational goals and authorization for the deduction of charges are now handled online, not on paper. As a result, most students never need to come to the office. Processing time for 2011-2012 files has greatly improved, and this model will be refined further.
In response to a shortage of counselors, staff group counseling sessions have been instituted, and an additional counselor was hired in fall 2011. Students’ ability to enroll, add, and drop traditional classes has been streamlined on the Web site and, overall, students can easily access it. The state governor has also signed into law a common assessment that will be made available to campuses free of charge. This will relieve some of the pressure on matriculation. The Student Success Task Force is recommending that any new monies be assigned to the Student Support Initiative to backfill matriculation. Instead of funding growth, the state has been requested to fund matriculation activities. This legislation will go to the legislature in March 2012 and also will significantly support matriculation efforts.

The add process for Distance Education classes is cumbersome and entails too much back and forth between instructor, student, and Admissions. The Distance Learning sub-committee of the Academic Senate has surveyed online instructors regarding this issue and is working with Admissions and Records to streamline the process and to encourage online accessibility and student success. This issue in all likelihood will be alleviated by the new SIS system which can accept an instructor PIN and enable more efficient online additions.

Actively participate in the development and implementation of a new District wide SIS system, which is projected to be operational by 2014.

Monitor any changes in regulations and policies by the federal, state and District offices, and implement policies as required.

Assess certificated, classified, and unclassified staffing needs in order to meet student needs as identified in Student Services evaluative efforts and program review findings.

The institution provides a catalog for its constituencies with precise, accurate, and current information concerning the following:

The catalog for Los Angeles Harbor College, which is published every two years, is available at the College Web site and in print. The catalog includes all of the requirements set by the California Education Code, the District Board, and the College. In addition, the catalog includes the following:

**General Information**
Official Name, Address(es), Telephone Number(s), and Web site
Address of the Institution
Educational Mission
Course, Program, and Degree Offerings
DESCRIPTIVE SUMMARY (continued)

Academic Calendar and Program Length
Academic Freedom Statement (within Standards of Student Conduct)
Available Student Financial Aid
Available Learning Resources
Names and Degrees of Administrators and Faculty
Names of Governing Board Members

Requirements
Admissions, Student Fees and Other Financial Obligations
Degrees, Certificates, Graduation, and Transfer

Major Policies Affecting Students
Matriculation and Assessment Procedures and Policies
Academic Regulations, including Academic Honesty
Nondiscrimination and Acceptance of Transfer Credits
Grievance and Complaint Procedures and Sexual Harassment
Refunds of Fees

Locations or Publications Where Other Policies May be Found
District policies not found in the College catalog may be accessed via the LACCD Web site. The catalog is available in alternate format upon request for individuals with disabilities.

SELF EVALUATION

The College works to ensure the accuracy of all material included in its publications including the catalog, schedule of classes, and student handbook. The initial material advanced for publication comes from the department managers who are responsible for the accuracy and currency of their respective sections of the catalog and schedule of classes.

The Counseling chairperson and the articulation officer ensure that the degree requirements and “Preparation for the Major Sheets” in the Counseling Department are accurate. The articulation officer reviews and revises the transfer preparation sheets, both on a rotation cycle (clerical help permitting) and when the universities make changes. All these publications are now on the Counseling Web page for student access and use.  

Initial editing of the catalog is completed by the catalog dean, scheduler, and curriculum dean. Then the dean and scheduler hold forums to gain input from the campus community. The catalog is also vetted by the division chairs for their respective areas. The vice presidents also receive their respective sections of the catalog and are asked for input and corrections. A College administrator and a classified staff member then oversee the final editing and production of the catalog and the schedule of classes. In 2008 the campus benefitted from an external consultant and gained ideas for improvement. Nearly all of the recommendations were implemented. The dean of academic affairs has also established a catalog production timeline.
IIB3. The institution researches and identifies the learning support needs of its student population and provides appropriate services and programs to address those needs.

DESCRIPTIVE SUMMARY
The identification of learning support needs for students occurs primarily through review of external scans and the program review processes of Student Services. The Service Area Outcomes (SAOs) and Student Learning Outcomes (SLOs) that are then formulated by each service unit represent the response to this data. SAOs and SLOs also represent the work of the Student Services Cluster. This committee is comprised of individuals from various College constituency groups, including administration, faculty, classified staff and students. It is co-chaired by the College vice president of student services and a faculty member who is elected by the cluster. The cross-communication among the varied groups provides broad-based feedback on Student Services cost-effectiveness and student satisfaction/efficiency. The group provides oversight on the goals, objectives, mission, and purpose of Student Services programs. The cluster also coordinates between Academic Affairs and Student Services with joint meetings in the fall and spring semesters.

SELF EVALUATION
Student Service units identify student need and a means to address it. For example, the Admissions and Records office identified a student need for “prompt access to grades and transcripts.” The means to assess this outcome was to “track the number of instructors submitting grades online” and to achieve a 98 percent participation rate. Preliminary data collection indicated that around 80 percent of faculty submitted grades online in spring 2011. Student phone calls to Admissions and Records regarding grades that had not been posted in a timely manner indicated that students were indeed viewing their grades online. The result of this data is threefold: 1) Workshops are conducted each semester to train new faculty members on the online exclusion, roster, and grade submission system. These also include two workshops during Flex days, four one-to-one training sessions, and assistance offered to faculty in the dean’s office. 2) A memo and instructions explaining the online system are e-mailed to all faculty and placed in faculty mailboxes. 3) The collection of more data on the online submission of grades is planned for fall 2011.

Similarly, Special Programs and Services identified an intended SLO outcome: “As a result of specialized counseling, students will successfully link with support services on the campus and in the community.” The means of assessment was an SPS Student Services Resource Utilization Survey administered in spring 2011. The result of this data collection has led to a reorganization and streamlining of service delivery processes to

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students with disabilities. The processes noted above are representative of the effort by various Student Service units to assess and address student learning needs.

**ACTIONABLE IMPROVEMENT PLAN**

Ensure that all Student Services units identify service/student learning outcomes, measure outcomes, and integrate data into planning decisions.

**IIB3a. The institution assures equitable access to all of its students by providing appropriate, comprehensive, and reliable services to students regardless of service location or delivery method.**

**DESCRIPTIVE SUMMARY**

Informed by external scans and program review, Student Services conducts outreach activities to all sectors of the surrounding community and to international students. The expanded use of online delivery has improved overall access and reliability for all Harbor College students, including those enrolled in traditional classes as well as online students.

The increase in distance education classes and, in particular, the development of online degrees in Business, Fire Technology, and Administration of Justice, dictates that the College provide a consistent and reliable classroom management system (CMS) and other student support services. Edudes, which was adopted as the campus wide CMS, has been paid for through 2012. Student Support Services provided to online students include College applications and admission, registration, online orientation, financial aid applications, tutoring, and counseling. Additionally provided are FAQs which offers a chat feature for counselors and students, SARS for online counseling and assessment appointments, library help, and other information on programs and services. The ability to provide these accommodations rests within the confines of the College’s operational budget.

To ensure equitable access, in spring 2009, the California Community College Chancellor’s Office conducted a DSPS Technical Assistance Site Review. One of the focal points was distance education and the other the design of SLOs for students with disabilities. The information from this site review was then incorporated into DSPS SLO planning and assessment.

**SELF EVALUATION**

The Fall 2009 Student Survey indicates that students were generally satisfied with the overall availability and quality of student services. One student noted that one of the best things about the campus was “the availability of student services and offices.” Another described the “many resources for new students.”
SELF EVALUATION (continued)

Discussions with students throughout the self evaluation process found a similar level of satisfaction. The 2010-12 SPS self evaluation efforts (Student, Faculty and Administration Surveys) elicited positive comments on the College’s ability to target appropriate learning needs effectively for its student population and to provide appropriate services to address those needs. In spite of the draconian budget cuts experienced by some units, Student Services continues to creatively address student needs.

IIB3b. The institution provides an environment that encourages personal and civic responsibility, as well as intellectual, aesthetic, and personal development for all of its students.

DESCRIPTIVE SUMMARY

Student Service units foster personal development and civic awareness. The Life Skills Center, for example, in spring 2011, addressed the issue of campus violence by coordinating a community wide forum “College Violence Prevention and Intervention Training,” co-sponsored by the Los Angeles County Department of Mental Health Emergency Outreach Bureau. The event brought together faculty, staff, administration, and law enforcement professionals for a three-hour workshop addressing the issue of violence on the College campus. Another Violence Prevention Training (full-day) was offered in fall 2011. Participants included staff from law enforcement, education, and mental health agencies. Special services have also been provided at a San Pedro Recovery House by the recruitment coordinator with the support of SPS and EOPS. Counselors and faculty also encourage student participation in Student Government, campus clubs, and ASO, which further stimulates development of these attributes.

Regular counselors, SPS, and EOPS counselors teach Personal Development classes in person and online that provide small group instructional opportunities for students to learn how to take personal responsibility and proactively participate in their community. Student Services counselors also encourage student enrollment in regular College classes that promote personal and civic responsibility. Civic responsibility is an integral part of the ASO, which is led by the Student Senate. From 2006-2009, the Student Senate was combined with Political Science 41-Principles of Student Leadership. Students who participated in student government earned two units of academic credit. In 2010, this plan became unworkable and Political Science 41 was separated from the Senate. In 2011, the Political Science Department instituted a Political Science 285 course (2 unit, CSU transferable) that was established as a learning laboratory for student leaders. Students enrolled in the 285 course are required to participate and provide journal documentation of shared governance activities. As as result, student senators serve on College wide committees and are more aware of and more actively participate in the shared governance process.
The Student Senate encourages intellectual as well as personal and civic responsibility. The Senate meets on Tuesdays throughout the semester to discuss student issues. Senators may present legislation on behalf of the students they represent and are granted transcript notation for serving in student government. ASO Senators also advocate at the local and state level for a variety of issues that affect community college students. For example, in fall 2010, faculty and students participated in an American Federation of Teachers Faculty Guild (AFT) sponsored townhall meeting: “What Should You Expect on the November Ballot?” It was designed to teach students how to voice their political opinions successfully.

In spring 2011, ASO representatives and a busload of Harbor College students attended a local rally at Governor Brown’s Los Angeles office to discuss pending tuition hikes. ASO members also attended the Faculty Association of California Community Colleges’ Annual Policy and Advocacy Conference where students lobbied twelve state legislators and participated in the annual “March in March” at the state capitol in Sacramento. Students voiced their concerns, which focused primarily on increased tuition, the high cost of textbooks, health care, and the decreasing resources for a college education. In fall 2011, student senators from Harbor College represented Region 7 (Southern California) at the General Assembly of the Student Senate of California Community Colleges. Senators are also planning a parliamentary procedure retreat for spring 2012.

On the campus level, the Student Senate is promoted in the schedule of classes and draws between 25-30 students each semester. The ASO has increased its Web presence to announce campus wide events and to encourage broader student participation. The organization also sponsors holiday-themed events with activities and prizes. ASO Senators also provide needed feedback on many aspects of the student experience by their participation on shared governance committees. Student input has resulted in a more student-friendly Web site, a broader distribution of campus maps, better signage, and the strategic placement of information desks on campus during the first weeks of classes.

Student Government and individual clubs participate in service projects in the community and on campus. These activities include Hands Across...
DESCRIPTIVE SUMMARY (continued)

California, Relay for Life at San Pedro High School, blood drives, the Heal the Bay project in conjunction with the neighborhood councils, and AFT internships and the Student Mobilization project. In fall 2011 the Los Angeles City Alliance of Neighborhood Councils hosted two candidate debates for Los Angeles City Council seats, and the South Bay Association of Chambers of Commerce also sponsored an on campus forum with Congresswoman Janice Hahn. All three events included student representatives.32

The Athletic Department also promotes civic and personal responsibility and is committed to ensuring that male and female student athletes receive the tools to compete and succeed both on and off the field. The athletic offerings have been developed in response to student interest and gender equity. The College now has four men’s (football, baseball, soccer, basketball) and three women’s (volleyball, soccer, softball) sports teams. All programs have been significantly enhanced by the completion of a new Physical Education and Wellness Facility with a state-of-the-art weight room, football and soccer stadium, and baseball field.

The overall philosophy of the Athletics program is to teach student-athletes to be strong students and good citizens. All coaches emphasize personal responsibility and team discipline with the expectation that students will transfer to the next level of education. The new facilities have created a much more university-like atmosphere that has aided in the recruitment of athletes and contributed to a sense of pride in the College and in the athletic program as a whole. In the past three years, more athletes have received full scholarships to Division 1 and Division 2 universities, and the Athletics program boosts a higher percentage transfer rate than the general student population.33

SELF EVALUATION

Student Services professionals across the campus actively encourage and nurture personal and civic responsibility for all students. The level of student participation in campus activities, however, is limited. The 2009 Student Survey noted that 89.6 percent of students “did not attend a College club meeting.” In order to strengthen civic awareness and involvement on campus, organizations and activities are more widely promoted on the ASO Web site.34 The campus president has also initiated monthly brown bag lunches to reach out to students and student organizations.35 The College is also actively pursuing the scheduling of a “College Hour” to create a
specific time for College wide activities and events.

IIB3c. The institution designs, maintains, and evaluates counseling and/or academic advising programs to support student development and success and prepares faculty and other personnel responsible for the advising function.

**DESCRIPTIVE SUMMARY**

Harbor College currently has eight general funded permanent counselors. One limited position serves the transfer center (ends 6/30). There are also four categorical counselors (two in EOPS and two in DSPS/TRIO Grant). One grant funded counselor is assigned to the Harbor Teacher Preparatory Academy and another counselor is assigned to nursing. Both of these positions will end June 30, 2012. Another counselor is assigned to service students in the Title V/Puente grant which will continue until 2016.

Based upon external scans and program review information, the College has developed and implemented a systematic counseling plan to meet the needs of our diverse student population. Policies are in place within the LACCD to ensure that all counselors meet the state specifications to be hired as community college counselors. The District provides the College with clearances on the qualifications of counseling faculty. The Counselors that teach online personal development courses have to be certified by Etudes, and those working in special program areas are mandated by Title V to have additional education and experience.

The vice president of student services and the respective deans, associate deans, and program managers supervise the day-to-day counseling activities provided by the College. A thorough evaluation process is conducted by the College, and individual peer evaluations of counselors are performed in response to contract specifications contained in the AFT Faculty Guild contract. Biannual student satisfaction surveys and point-of-service surveys provide ongoing qualitative and quantitative measurement of student satisfaction with counseling services. In addition to its annual retreat, Student Services engages in staff development, training, and conference opportunities available to the counselors and allied staff. The Counseling unit (including the Career Guidance Center and the
Transfer Center), along with Assessment, EOPS, Financial Aid, and SPS, has implemented the Student Appointment Scheduling and Reporting System (SARS) to call and e-mail students with relevant announcements regarding registration, deadlines, and financial aid grants. The eSARS was implemented in 2009 to allow students to make their own online assessments and counseling appointments. Counselors utilize SARS to schedule pre-arranged and drop-in student counseling sessions and to track Student Educational Plans, to assess the students’ reasons for seeing a counselor, to record students’ notes in the Notepad feature, and to provide other services. The counseling Web site offers both general and specific information regarding admissions, assessment, matriculation, the honors program, EOPS, and transfer and career information. Counseling’s “frequently asked questions” (FAQs) about the College’s process provide students with help in an easily accessible question and answer format.  

The Counseling Division offers the bulk of counseling services to a majority of the College population. The range of services includes transfer, career, academic, retention, vocational, honors, personal, special needs, and matriculation counseling. The counseling faculty meet on a regular basis, and as part of their faculty responsibilities, are also members of various committees on campus.

DSPS counselors must meet Title V requirements for provision of counseling to students with disabilities, and all SPS counselors meet the special requirements. The SPS coordinator directs the counseling services and ensures students with disabilities receive counseling that meets the Title V requirements. A learning disability specialist, supervised by the SPS coordinator, is also available to advise students with disabilities. The SPS coordinator works closely with the Life Skills Center to integrate mental health services for students with disabilities and to provide mental health counseling to Harbor College students.

Specialized counseling services are also provided by the International Student Program. Training of the International Student Program advisor has been conducted by the chairperson of counseling, the U.S. government (regarding F-1 visa requirements), and USCIS-ICE of the Department of Homeland Security (requirements for the maintenance of student visa status). International students are eligible for all services.
offered by the College to all of its students.

**SELF EVALUATION**

The *2009 Student Survey* reflects the important role of counseling/advising on the Harbor College campus. Of student respondents, 96 percent agreed that a “one-on-one meeting with a counselor was a good way to obtain information.” Students who met with either a drop-in counselor or had a scheduled appointment received the same level of satisfaction. Of respondents, 74 percent claimed to have met with a campus counselor while 47.9 percent reported they did not have a formal education plan. The work of the Retention Counselor will address the issue of increasing the number of student education plans.

The SPS Spring 2009 Student Satisfaction Survey showed a 99 percent satisfaction level with counseling staff, and students reported that counselors were helpful, encouraging, and informative. The personal counseling efforts of SPS/Life Skills Center were also rated as strong.

**ACTIONABLE IMPROVEMENT PLAN**

Further implement a Web-based interactive counseling system for students and expand student Web site services through social media with close adherence to federal accessibility standards (Section 508).

Provide appropriate adaptive computer technology and alternate media to meet the accessibility needs of the College.

Expand the development and dissemination of marketing materials to international as well as unserved or underserved populations.

Increase to the number of students who have identified a formal education plan from our current 47% to 60%.

**IIB3d. The institution designs and maintains appropriate programs, practices, and services that support and enhance student understanding and appreciation of diversity.**

**DESCRIPTIVE SUMMARY**

Los Angeles Harbor College prides itself on its use of inclusive programs and services that support various ethnic, gender, disability, age, and lifestyles. The College demographics parallel the ethnic breakdown in the community. The faculty, staff, and administration on the campus represent a large diversity and encourage open and honest discussion. A student/respondent in the *2009 Student Survey* wrote, “I was introduced to diversity and to accept and embrace difference” at Harbor College.

Student Services endorses several measures to promote student understanding and an appreciation of diversity. The campus provides materials in multiple languages and in alternate formats. Each year Staff
DESCRIPTIVE SUMMARY (continued) Development and Student Activities organize numerous events that focus on cultural awareness and appreciation of diversity. Some events are organized on a yearly basis to celebrate Hispanic, Black, and Women’s History months. The formation of student networks that respect diversity (i.e. Latina Leadership Network, LGBT) also demonstrate the College’s efforts to promote understanding. In fall 2011 the ASO sponsored an International Awareness Day which included tables that highlighted the various cultures represented on the Harbor College campus.

The Student Senate serves as the umbrella organization for all student clubs. Student organizations must file a petition with the Senate to be granted club status. The Senate also sponsors an annual Club Rush activity to encourage campus wide participation in a variety of clubs (Alpha Gamma Sigma, the Black Student Union, Creando Un Nuevo Furturo, EOPS Club, Film Club, Honors Transfer, the Latina Leadership Network, Pi Delta Epsilon, Psychology Club, Architecture Club, Engineering Club, and the Historical Union).

SELF EVALUATION The Student Services Division and the College are proud of its diversity and its efforts to promote student understanding and appreciation of multiplicity. The attempts to measure the effectiveness of the College’s awareness/consciousness raising activities seem sufficient.

IIB3e. The institution regularly evaluates admissions and placement instruments and practices to validate their effectiveness while minimizing biases.

DESCRIPTIVE SUMMARY Student Services has several safeguards in place to ensure that testing biases are minimized, validation processes occur, and Admissions Office practices are effective. The Matriculation unit is responsible for ensuring that these functions flow smoothly. The unit consists of a matriculation coordinator, a student services assistant, and a student services aide. The Matriculation Committee is comprised of the following: math, English and ESL Faculty, counseling faculty, vice president of student services, dean of admissions and records, learning disability specialist, and dean of institutional effectiveness.

The Matriculation Unit works to ensure that all students complete their college courses, persist to the next academic term, and achieve their educational objectives with the assistance of the student-friendly mechanism of the matriculation process: admissions, orientation,
assessments, counseling, and follow-up. The Matriculation Coordinator, Assessment Center, and Matriculation Committee guarantee that only approved instruments are used in the placement exam processes and in a manner which is standardized and recommended by the California Community College Chancellor’s Office. The coordinator also ensures that adequate staffing is available in the Assessment Center to administer services and that the needs of students with disabilities are met. Finally, the matriculation coordinator and other campus program directors make certain that appropriate assessment occurs for special populations in accordance with the California Community College State Chancellor’s Office mandates.

Matriculation SAOs include three intended student satisfaction outcomes and one SAO regarding the correct placement of students into math and English courses. The first three outcomes are assessed through point-of-service surveys and the fourth through cut scores set by the math and English departments and the APMS Math and English Placement Criteria. These assessment tools are reviewed on an ongoing basis by the Matriculation Committee and the Student Services managers with leadership from the dean of admissions and records.

Self Evaluation
The Student Services Division has found that the evaluation of admissions and placement instruments and practices to validate their effectiveness while minimizing biases is functioning appropriately. Sufficient safeguards are in place.

IIB3f. The institution maintains student records permanently, securely, and confidentially, with provision for secure backup of all files, regardless of the form in which those files are maintained. The institution publishes and follows established policies for release of student records.

Descriptive Summary
The Student Services Division, under the leadership of the vice president of student services, adheres to federal and state laws governing the maintenance and retention of student records and to LACCD Board rules and policies. The confidentiality of student records is strictly adhered to by all Student Services departments.

The LACCD, in compliance with federal and state law, has established policies and procedures governing student records and the control of personally identifiable information. Article IV in Chapter VIII of the Board rule covers the District policies regarding release of information contained in students’ records and the protection of confidential student information. The records are housed in a secure environment and are not released without the written permission of the student.

Currently, the College is working toward a paperless system that will be further facilitated by a new SIS system within three years. The College has
already shifted a significant portion of its records into an electronic format as part of an ongoing effort to improve student services. Most records are scanned and stored on the campus document imaging system and backed up by IT. Students may view their grades online as well as access and request transcripts. All backup information is located on a secure server of the College, and essential data (enrollment/financial aid/ transcripts) are stored in an educational data storage clearinghouse for lenders.

In order to retrieve and maintain student files more efficiently, document imaging was launched in several Student Services areas (Admissions & Records, Financial Aid, EOPS and SPS) since the last accreditation visit. In the EOPS office, counseling faculty use the scanning system to view, print and update students’ educational plans, retrieve intake documents, or provide copies to students requesting them. Due to the way usage licenses are assigned, it has become cost prohibitive for some areas to purchase the same software. This limitation has resulted in the purchase of multiple document imaging systems that, in the end, is not the best practice. With that said, the areas have made the process work for their programs within limitations and have provided limited sharing of information in the different systems.

College records are secure and confidential; computer files always have effective backup; and for each of the areas that have document imaging, the various systems are used effectively to digitize and store College records.

The institution evaluates student support services to assure their adequacy in meeting identified student needs. Evaluation of these services provides evidence that they contribute to the achievement of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.

The Student Services Division has on-going review processes built into its management structure that include: (1) program review through the Student Services Division review process; (2) unit plan redesign on an annual basis; (3) Student Services department point-of-service surveys; (4) student worker evaluations by students on a semester basis; (5) student feedback; (6) active involvement of students in initial planning and redesign of their service and individual education plans; and (7) ongoing feedback from faculty, staff, and administration on programs and services.

In addition to general evaluations, many of the departments have required program reviews and specific evaluation processes by the California State Chancellor’s Office or other governing/credentialing bodies: SPS, EOPS/CARE, Financial Aid, Matriculation, Athletics, International Student Program, Child Development Center, and the College’s TRIO Program.
DESCRIPTIVE SUMMARY (continued)

An independent audit firm conducts financial audits for the District on many of the Student Services programs.

Evaluation results are used to improve services in several ways. The results may trigger procedural changes to streamline the actual service; alert the College of the need for policy changes at the local, District, or state level; produce sufficient data to incorporate into grant proposal development to establish the resources for future service offerings; and be used to in-service faculty/staff on the needs of students.45

The review processes contained within the Student Services program link SAOs/SLOs to the evaluation process. SLO examples from the Assessment Center/Matriculation and Admissions and Records document this climate of assessment.46

**Assessment Center/Matriculation:**

<table>
<thead>
<tr>
<th>Institutional Learning Outcomes/College Goals</th>
<th>Intended Outcomes</th>
<th>Means of Assessment and Criteria for Success</th>
<th>Summary of Data Collected</th>
<th>Use of Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>ISLO 5</td>
<td>4. Students will be placed in courses in Math and English that are appropriate for their ability.</td>
<td>Placement tool approved by the State Chancellors' Office, cut scores set by the Math and English faculty, and the APMS Math and English Placement Criteria.</td>
<td>Student’s Placement results report shows appropriate placements.</td>
<td>Provide appropriate sections of English and Math courses to students.</td>
</tr>
</tbody>
</table>

**Admissions and Records:**

<table>
<thead>
<tr>
<th>Institutional Learning Outcomes/College Goals</th>
<th>Program Intended Outcomes</th>
<th>Means of Assessment and Criteria for Success</th>
<th>Summary of Data Collected</th>
<th>Use of Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>Goal 1.3</td>
<td>2) Facilitate communication with students in a timely manner</td>
<td>The campus email system is more efficient than phone or postal mail contact. We will measure student and faculty usage of the campus email system. Criteria: 25 percent of faculty will promote and use the student email system by Spring 2013.</td>
<td>The District office put the student e-mail system in operation in Spring 2011 semester and piloted the system in two colleges in the District. The system was in operation in all colleges in the District this fall 2011 semester.</td>
<td>More data will be collected this fall 2011 system to evaluate the utilization of the student e-mail system by LAHC system.</td>
</tr>
<tr>
<td>Goal 2.1</td>
<td></td>
<td>a) Preliminary data from the EOPS office indicates that most of the students are using the system to communicate with the EOPS office.</td>
<td></td>
<td>The student e-mail portal is posted on the College Web site to give student easier access.</td>
</tr>
<tr>
<td>Goal 7.1</td>
<td></td>
<td>b) Based on a pilot project in one political science instructor’s classes, 10 percent to 15 percent of students given the option of using online or programs or hardcopy methods, choose to prepare assignments using Microsoft OneNote Notebook or PowerPoint made available through the District-provided student e-mail system.</td>
<td></td>
<td>Educate faculty about the system so they use it to communicate with students. Work with the TLC to set up training sessions and increase participation for Spring 2012. Survey participating faculty and students.</td>
</tr>
<tr>
<td>Goal 5</td>
<td></td>
<td>Anecdotal evidence from CO SCI 58 shows that many students were unaware of the campus email and cloud computing tools. About 5 students out of 42 had login problems that required assistance from Admissions and Records to resolve.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Qualitative assessments (individual and group counseling efforts) also show how student support services directly contribute to Service Area Outcomes. Frequent expressions of individual concerns may generate the need for newly formed group counseling sessions tracked through the SARS system, i.e. the collaboration between Financial Aid and EOPS helping Foster Youth. Many of the dialogue opportunities provided through the self evaluation process give students the opportunity to share how Student Services support their learning outcomes.

The Student Services Division has analyzed program review, including Service Area and Student Learning Outcomes development and unit plans, as well as other review processes. Assessment results impact Student Service practice and lead to improved student services.

Many Student Services professionals, however, have voiced frustration that completing the review process takes too much time, which means less time with students. The shortages of staffing limit the ability of Student Services departments to provide necessary services to students and to complete the review process in a timely manner. The importance of the review process is understood and appreciated, but the need to streamline the process has frequently been noted.

1 LAHC Mission statement: http://www.lahc.edu/govplanning/EMP_11-12_adopted_FINAL.pdf (page 3)
2 http://www.lahc.edu/govplanning/governance/studentservices/index.html
3 http://www.lahc.edu/studentservices/wcenter/index.html
4 http://www.lahc.edu/studentservices/admissrec.html
5 http://www.lahc.edu/studentservices/admissrec.html
6 http://www.lahc.edu/studentservices/matriculation/newsletters.html
7 http://www.lahc.edu/studentservices/sps/index.html
8 http://www.lahc.edu/studyinlosangeles/index.html
9 http://www.lahc.edu/studentservices/finaid/index.html
10 http://www.lahc.edu/studentservices/eops/index.html
11 http://www.lahc.edu/studentservices/calworks/index.html
12 http://www.lahc.edu/studentservices/careerguidance/index.html
13 http://www.lahc.edu/govplanning/collegeplans/student_services_program_reviews_2010-2016.html
14 http://www.lahc.edu/research/F09StudentSurveyResults.pdf
15 http://www.lahc.edu/slo/studentservicesassessment.html.
http://www.lahc.edu/govplanning/governance/studentservices/index.html

10 http://lahc.edu/studentservices/accreditation/standard_iib/calworksaudit.pdf

17 http://lahc.edu/studentservices/accreditation/standard_iib/counselingletter.pdf

18 http://www.lahc.edu/harboronline.html#ssvcs

19 Usage at the 24/7 Help Desk: http://www.lahc.edu/govplanning/accreditation/evidence_IIB.html

20 http://www.lahc.edu/research/F09studentsurveyResults.pdf

21 DSPS enrollments and funding: http://www.lahc.edu/govplanning/accreditation/evidence_IIB.html

22 http://www.lahc.edu/research/fn_aid_stats.pdf

23 http://www.lahc.edu/govplanning/governance/senate/dl.html

24 http://www.lahc.edu/studentservices/careerguidance/index.html


26 http://www.lahc.edu/research/ExternalScan11.pdf

http://www.lahc.edu/govplanning/collegeplans/student_services_program_reviews.html


28 Table 7-B: http://www.lahc.edu/research/F09StudentSurveyResults.pdf

29 Point-of-Service Surveys:

http://www.lahc.edu/govplanning/accreditation/Spring%202011%20Student%20Services%20Survey.pdf

30 http://www.lahc.edu/studentservices/aso/about.html

31 Flyers-candidate forums: http://www.lahc.edu/govplanning/accreditation/CD%202015%20FlyerHarbor1.pdf,

http://www.lahc.edu/govplanning/accreditation/CD%202015%20Candidate%20Forum%20Flyer1.pdf,

http://www.lahc.edu/govplanning/accreditation/Oct%2027%20Trade%20Connect%20Workshop.pdf

32 http://www.lahc.edu/athletics/index.html

33 http://www.lahc.edu/studentservices/aso/aso.html

34 Flyer brown bag lunches with President Martinez: http://www.lahc.edu/govplanning/accreditation/brown_bag_9-29.pdf,

http://www.lahc.edu/govplanning/accreditation/brown_bag_12-1.pdf

35 http://www.lahc.edu/govplanning/collegeplans/program_reviews/studentservices/Counseling-ProgramReview-ver2.0-2010-11.pdf

36 Point-of-service surveys:

http://www.lahc.edu/govplanning/accreditation/Spring%202011%20Student%20Services%20Survey.pdf


38 http://www.lahc.edu/studentservices/matriculation/questions.html
Students take advantage of the new common areas in the Student Services Administration building.