



**[1a] 2011-2012 ESL/Basic Skills Allocation End-of-Year Expenditure Report
for FY 2013-2014 and Signature Page
Due October 10, 2014**

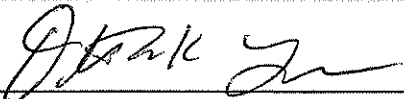
College Name: Harbor College

Basic Skills funds allocated in 2011-2012 expire as of June 30, 2014, and cannot be expended beyond that date. All unexpended funds as of July 1, 2014, revert back to the State Budget. Enter from the 2011-2012 allocation the total expenditures from 7/1/2011 through 6/30/2014, for each budget category. The total must not exceed the total basic skills allocation for 2011-2012 funds (refer to the final 2011-2012 allocation posted on the Chancellor's Office website). Original signatures are required of the Chief Executive Officer, the Chief Business Officer and the Academic Senate President.

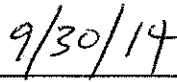
NOTE: LEAVE SHADED CELLS EMPTY.

Category	Total Allocation for 2011-2012	Total Expenditures by Category from 7/1/11 through 6/30/14	Total Unused Allocation Reverting Back to the State
A. Program, Curriculum Planning and Development			
B. Student Assessment			
C. Advisement and Counseling Services			
D. Supplemental Instruction and Tutoring		84,593	
E. Course Articulation/ Alignment of the Curriculum			
F. Instructional Materials and Equipment			
G.1 Coordination		4,500	
G.2 Research			
G.3 Professional Development		907	
TOTAL:	90,000	90,000	0

***** PLEASE BE SURE TO CHECK THE ARITHMETIC BEFORE SIGNING!!**



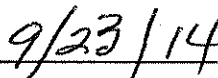
Signature, Chief Executive Officer



Date

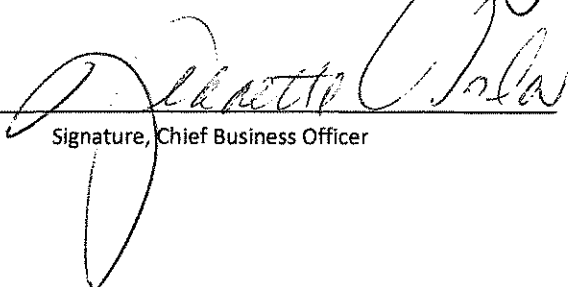


Signature, Academic Senate President

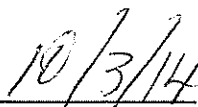


Date

by
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JK
CZ



Signature, Chief Business Officer



Date



**[1b] 2012-2013 ESL/Basic Skills Allocation End-of-Year Expenditure Report
for FY 2013-2014 and Signature Page
Due October 10, 2014**

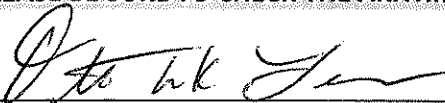
College Name: Harbor College

Basic Skills funds allocated in 2012-2013 expire as of June 30, 2015, and cannot be expended beyond that date. All unexpended funds as of July 1, 2015 will revert back to the State Budget. Enter from the 2012-13 allocation the total expenditures and planned amounts from 7/1/2012 through 6/30/2014, for each budget category. The total must not exceed the total basic skills allocation for 2012-2013 funds (refer to the final 2012-2013 allocation posted on the Chancellor's Office website). Original signatures are required of the Chief Executive Officer, the Chief Business Officer and the Academic Senate President.

NOTE: LEAVE SHADED CELLS EMPTY.

Category	Total Allocation for 2012-2013	Total Expenditures by Category from 7/1/12 through 6/30/14	Total Planned Amounts by Category as of 6/30/14
A. Program, Curriculum Planning and Development		0	
B. Student Assessment		0	
C. Advisement and Counseling Services		0	
D. Supplemental Instruction and Tutoring		59,075	
E. Course Articulation/ Alignment of the Curriculum		0	
F. Instructional Materials and Equipment		0	
G.1 Coordination		1997	
G.2 Research		0	
G.3 Professional Development		0	28,928
TOTAL:	90,000	61,072	28,928

***** PLEASE BE SURE TO CHECK THE ARITHMETIC BEFORE SIGNING!!**



Signature, Chief Executive Officer

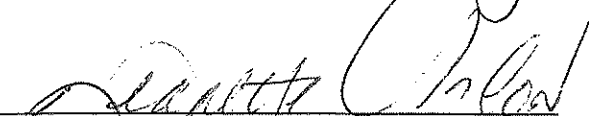
9/30/14
Date



Signature, Academic Senate President

9/29/14
Date

by
JC
CZ



Signature, Chief Business Officer

10/3/14
Date



**[1c] 2013-2014 ESL/Basic Skills Allocation End-of-Year Expenditure Report
for FY 2013-2014 and Signature Page
Due October 10, 2014**

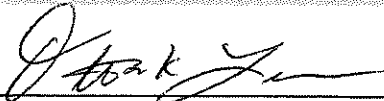
College Name: Los Angeles Harbor College

Basic Skills funds allocated in 2013-2014 expire as of June 30, 2015, and cannot be expended beyond that date. All unexpended funds as of July 1, 2015, will revert back to the Chancellor's Office and reallocated for one year with any remaining balance then reverted to the State Budget. Enter from the 2013-2014 allocation the total expenditures and planned amounts from 7/1/2013 through 6/30/2014, for each budget category. The total must not exceed the total basic skills allocation for 2013-2014 funds (refer to the final 2013-2014 allocation posted on the Chancellor's Office website). Original signatures are required of the Chief Executive Officer, the Chief Business Officer and the Academic Senate President.

NOTE: LEAVE SHADED CELLS EMPTY.

Category	Total Allocation for 2013-2014	Total Expenditures by Category from 7/1/13 through 6/30/14	Total Planned Amounts by Category as of 6/30/14
A. Program, Curriculum Planning and Development		0	10,000
B. Student Assessment		0	
C. Advisement and Counseling Services		0	21,000
D. Supplemental Instruction and Tutoring		0	40,000
E. Course Articulation/ Alignment of the Curriculum		0	
F. Instructional Materials and Equipment		0	
G.1 Coordination		0	4,500
G.2 Research		0	
G.3 Professional Development		0	14,500
TOTAL:	90,000	0	90,000

***** PLEASE BE SURE TO CHECK THE ARITHMETIC BEFORE SIGNING!!**



Signature, Chief Executive Officer

9/30/14


Date



Signature, Academic Senate President

9/22/14

Date

by 
sv
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Signature, Chief Business Officer

10/3/14

Date

[2] Narrative Response

How is your college progressing about institutionalizing your basic skills funded programs and projects? What are the obstacles to doing so?

The Los Angeles Community College District has two District Strategic Plan goals that guide our student success efforts: Access and Preparation for Success, the outcome of which is to improve equitable access and to help students attain important early educational momentum points; and Teaching and Learning for Success, the outcome of which is to strengthen effective teaching and learning to help students attain their educational goals. L.A. Harbor College's Educational Master Plan aligns with the District Plan via activities in our Achieving the Dream Initiative, our new Student success and Support Program (SSSP) efforts, our BSI efforts, goals and activities in our Student Equity Plan, and other student success practices/programs on campus.

In past years, ESL/BSI funds were used to support tutoring in our Learning Resource Center to build the program, including creating outcomes, policies, and operational practices. Based on the success of the tutoring program, the College moved tutoring to District funding—partially in 2013-2014 and fully in 2014-2015. This institutionalization followed goals in the Academic Affairs Annual Plan and led to piloting supplemental instruction programs in basic skills math, and to offering math and English pre-semester workshops for students in the Harbor Advantage program. In addition, the Literacy Center was also funded through basic skills funds and included updating outdated learning materials and maintaining a consistent tutor staff. The goal of funding the Center was to provide students enrolled in Developmental Communications proper instructional support in a self-paced lab setting. This support allowed the department to effectively measure student success via its course student learning outcomes. With basic skills funding, the DC department was able to implement a proper pre- and post-standardized reading test, offer customized reading programs, and reach out to other disciplines such as nursing and English. Funding for the Literacy Center was moved to District funds in 2014-2015.

Another ESL/BSI funded effort that led to institutionalization of new math pathways for students was our non-credit Fast Track program. Fast Track, funded in the winter 2011 intersession and then via District funding through Spring 2013, was a support program that allowed students to improve their basic math skills in preparation for the LAHC math placement assessment. While the program results were successful, the math department determined that a more encompassing means of acceleration for math pathways was needed to scale student success. In Spring 2014, the department added two new math courses that students can take in place of the prior three-course sequence, and they added a pre-statistics course (one-level below freshman level) for non-STEM math students. In addition, in Fall 2014, the department added an introduction to algebraic concepts course that takes the place of a two-course arithmetic to pre-algebra sequence. In summary, the ESL/BSI funded Fast Track pilot program led to major math curriculum changes that will shorten the math pathways for students and therefore eliminate numerous exit points that existed in the former pathways.

As reported last year, one obstacle to our institutionalizing student success efforts can be overcome by creating a stronger alignment of those efforts. This need was discovered when the LACCD Student Success Initiative Committee led the District colleges in an activity in which groups reviewed a college's ESL/BSI and Achieving the Dream activities, along with other student success activities at the campus, to determine the extent to which the activities were aligned. For LAHC, this activity confirmed that alignment of our student success efforts needed to be a high priority. One program that exemplified an alignment of efforts is the Harbor Advantage, which was created in 2013-2014 for implementation starting in 2014-2015. Harbor Advantage is a scaled first-year experience program that was created in response to our successful ATD FYE intervention. Harbor Advantage is a prescriptive approach to student success that guarantees new incoming students and continuing students with fewer than 10 units a full-schedule of classes in Fall 2014 and Spring 2015, including math, English, a success course, and general education course in the students chosen area of interest/major. The Harbor

Advantage provides key elements for student success, including a significant connection with a person at Harbor College; mandatory orientation, assessment, advisement, and educational plans; a mandatory program of study based on their area of interest/major; and monitoring progress throughout the first term to assure a successful transition to college with immediate interventions as needed. Student success leaders across campus combined efforts to implement the Harbor Advantage program.

Another obstacle is growth in our ESL program. Enrollments continue to be small; however, the full-time tenured faculty member hired in 2011-2012 is now leading the effort to expand the program, including creating new recruitment activities, new course offerings, and stronger alignments between ESL and English courses and with non-credit ESL.

How are you scaling up successful projects and programs?

As previously described, we have implemented scaled efforts for several of our projects and programs, including scaling our Achieving the Dream FYE program, which served 110 students, to Harbor Advantage, which started its initial cohort with 265 students in Fall 2014. Expansion of the Harbor Advantage program is a goal in our Academic Affairs Annual Plan, our Student Equity Plan, and our SSSP Plan. Our ATD math intervention, which started as a self-selected non-credit course, was scaled via changes to the math curriculum to create shorter pathways for students to reach freshman level math. A third ATD intervention, Culturally Responsive Training, was created to offer faculty and staff workshops, the goal of which is to challenge participants to be self-reflective of the ways in which they view cultural differences. The CRT initially was funded with a small Learning Works grant and now, starting in Fall 2014, will be expanded by utilizing Student Equity Plan funds to include additional workshops for faculty and staff and a new workshop for students. Another scaling example is our recently created Student Success Summit for students to highlight our services and programs. This event has grown to include a Transfer Fair and an Associated Student Organization Club Rush. This combined effort scales up our marketing efforts to include all areas of the college. Finally, our Teaching Learning Center is supported via BSI funding. Our goal now is to align the activities of the TLC with our student success efforts, which will strengthen our ability to scale those efforts by providing the training and professional development needed to support student success efforts.

How does your basic skills fund support the goals of SSSP and Student Equity plans?

Student success efforts at Harbor College over the past year have become more aligned. This alignment is partly a result of the new required SSSP and Student Equity plans, both of which made it essential for all areas of the college to create opportunities for discussion regarding student success. The creation of the Student Success Umbrella in Fall 2013, the purpose of which is to coordinate all the student success efforts at the college, also provided the college a means to align efforts. As we complete and prepare for submission the SSSP and Student Equity plans, we are reviewing the goals and activities in our ESL/BSI plan to ensure that all three plans align with each other, with Harbor's Educational Master Plan, and with the two District Strategic Goals provided in the LACCD Strategic Plan.

[3] Data Analysis Using the Basic Skills Cohort Progress Tracking Tool

Was your college's basic skills program more successful in 2011-2013 than it was in 2009-2011? Explain your answer for each discipline separately.

English Analysis: Basic Skills English showed an improvement from 2009-2011 to 2011-2013. Success in one level below transferable level increased 7.1% (to 45.3%) in the timeframe, and success in two levels below transfer increased by 1.4% (to 25%). The Harbor Advantage, implemented in Fall 2014, will increase the success rates in English by providing students with a prescriptive approach to student success that guarantees students a full-schedule of classes in Fall 2014 and Spring 2015, including the appropriate English level. The Harbor Advantage provides key elements for student success, including: a significant connection with a person at Harbor College; mandatory orientation, assessment, advisement, and educational plans; a mandatory program of study based on their area of interest/major; and monitoring progress throughout the first term to assure a successful transition to college with immediate interventions as needed. The interventions in Harbor Advantage will provide students with the support they need to succeed in college. For example, as part of Harbor Advantage, the English department held pre-semester workshops to prepare students for success in their English classes.

ESL Analysis: The ESL program at Harbor College is extremely small and therefore data analysis is inconclusive. The sample size for ESL in the Basic Skills Tracking Tool for 2009-2011 was a total of 9 students; for 2011-2013 the total was 52. The increase in enrollment is a result of the College hiring a full-time ESL instructor in 2011 who is responsible for recruitment of students into the program as well as reviewing the ESL curriculum and redesigning it to better meet student needs. As outlined in the ESL/BSI goals and activities, growth in the ESL program will be supported through various activities.

Mathematics Analysis: Data results for mathematics is promising. For example, the success rate of students two levels below transferable increased by 18.3% between 2009-2011 and 2011 to 2013, and success at one level below transferable increased by 4.1%. Success for students four levels below transferable increased by 7%. In completing the data analysis for the ESL/BSI report and the Student Equity Plan, the College discovered problems with Harbor's math course sequence coding. Currently, Math 123A—Elementary and Intermediate Algebra 1—is coded as one level below transferable math when it should be coded three levels below. Math 112—Pre-Algebra—is coded as three levels below transferable math when it should be classified at four levels below. This issue, which makes data analysis for the ESL/BSI report problematic, is being addressed. In addition, a review of the assessment tool being used to place students in math levels, including the math department faculty taking the assessment themselves, concluded that the testing tool was not accurately placing students in math levels. A new assessment tool is being implemented that the faculty members have reviewed and determined will more accurately place students in math courses. As part of Harbor Advantage (previously described), the math department held pre-semester workshops to prepare students for success in their math classes. Finally, in this reporting period, the math department created added two new math courses that students can take in place of the prior three-course sequence, a pre-statistics course (one-level below freshman level) for non-STEM math students, and an introduction to algebraic concepts course that takes the place of a two-course arithmetic to pre-algebra sequence. These new courses will need to be considered when analyzing the completion and success data regarding math students.

[4a] Long-Term Goals (5 yrs.) for ESL/Basic Skills

Due October 10, 2014

College Name: Los Angeles Harbor College




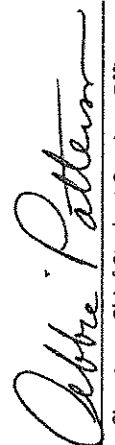
REFER TO LAST YEAR'S FORM.

Insert your long-term goals from the report you submitted last year.

Insert your 2014-2015 funds allocated to each goal. The sum of the right column should be your total allocation.

Goal ID	Long-Term Goal	2014-2015 Funds Allocated to this Goal
A	The percentage of students beginning at English 084 (College English as a Second Language I) and successfully completing English 086 (College English as a Second Language II) will increase by 20% by 2016-17 over the 2011-12 academic year.	5,000
B	Enrollment of ESL students within ESL courses will increase by 20% by 2016-17 over the 2011-12 academic year.	5,000
C	The number of students transitioning from non-credit ESL courses to credit courses will increase by 10% within five years beginning fall 2013.	20,145
D	The percentage of students who begin at two levels below Freshman composition and successfully complete Freshman composition within two years will increase by 5% annually in 2013-14, 2014-15, and 2015-16 over the 2011-12 academic year.	15,000
E	The successful progression rate of students from arithmetic and pre-algebra to elementary and intermediate Algebra I will increase by 5% by 2016-17	5,000
F	The successful progression rate of students from arithmetic and pre-algebra to statistics will increase by 5% over 2016-17 over the 2011-12 academic year.	10,000
G	Create a focused, student success-oriented professional development program to provide faculty the skills and experiences needed to meet Goals A-F	24,500
H	Coordination of activities	5,355
TOTAL ALLOCATION:		90,000

*** PLEASE BE SURE TO CHECK THE ARITHMETIC BEFORE SIGNING!!

 _____ Signature, Chief Executive Officer	<u>10/10/14</u> Date	 _____ Signature, Academic Senate President	<u>10/13/14</u> Date
 _____ Signature, Chief Instructional Officer	<u>10-10-14</u> Date	 _____ Signature, Chief Student Services Officer	<u>10/13/14</u> Date

[4b] 2014-2015 ESL/Basic Skills Action Plan

Due October 10, 2014

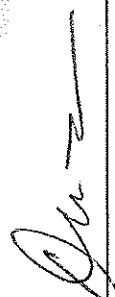
College Name: Los Angeles Harbor College

Insert your 2014-2015 funds allocated to each activity. The sum of the right column should be your total allocation.

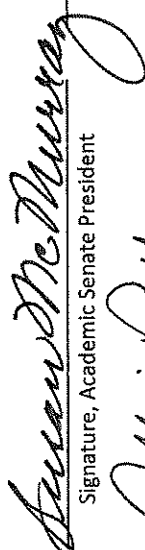
Activity	Associated Long-Term Goal ID	Target Date for Completion	Responsible Person(s)/ Department(s)	Measurable Outcome(s)	2014-2015 Funds Allocated to this Activity
Explore implementation of a mandatory lab hour for English 84, 85, and 86.	A	Spring 2015	ESL Faculty, Communications Division Chair, Academic Affairs Dean	The ESL department will decide on restricting the number of units for ESL 84, 85, and 86 to include a lab unit. The percentage of students who successfully complete ESL 84-86 will be 20 higher than 2011-12.	5,000
Implement effective marketing strategies to increase enrollment in ESL courses.	B	Spring 2015	ESL Faculty, Communications Division Chair, Academic Affairs Dean	The percentage of students who enroll in ESL 84-86 will be 20% higher in 2016-17 over 2011-12.	5,000
Explore implementation of liaison/counselor for the non-credit ESL classes who will assist students in transitioning from non-credit to credit classes.	C	Beginning Spring 2014	ESL Faculty, Communications Division Chair, Academic Affairs Dean	The ESL department will track the number of students who transition to credit classes for five years after they receive transition services during their ESL class in Fall 2013.	20,145
Offer pre-assessment and pre-semester English workshops for incoming students, particularly those in Harbor Advantage	D	Continuing from Summer 2013	English Faculty, Communications Division Chair, Academic Affairs Dean	There will be an increase of 5% the placement level of students, and there will be an increase of 20% of the number of students who participate in English workshops compared to 2013-14.	15,000
Offer pre-assessment and pre-semester math workshops for incoming students, particularly those in Harbor Advantage	E	Continuing from Summer 2013	Math Faculty, Math/Technology Division Chair, Academic Affairs Dean	There will be a 5% increase in success and retention rates math courses, and there will be an increase of 20% of the number of students who participate in math workshops compared to 2013-14.	15,000

Pilot a new math placement instrument.	F	Fall 2015		Validation will demonstrate improved satisfaction in math placements and a 10% increase in accuracy of the placements as evaluated by instructor satisfaction ratings and student completion and success rates.	0
Create/provide professional development opportunities for faculty that will enable them to meet Goals A-F.	G	Continuing	Faculty Professional Development Coordinator, Teaching/Learning Center staff, Academic Affairs Dean	There will be a 20% increase in faculty participating in professional development focused on student success in 2016-17 compared to 2011-12.	24,500
Coordination	H	Continuing	District Office	Goals and activities will be approved by the District.	5,355
TOTAL ALLOCATION:					90,000

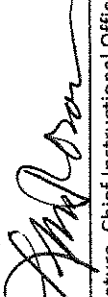
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 Signature, Chief Executive Officer

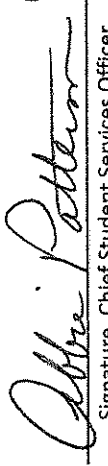
10/10/14
 Date


 Signature, Academic Senate President

10/13/14
 Date


 Signature, Chief Instructional Officer

10-10-14
 Date


 Signature, Chief Student Services Officer

10/13/14
 Date



[5] 2014-2015 ESL/Basic Skills Allocation Expenditure Plan
Due October 10, 2014

NOTES: Reminder that starting with 2013-2014 allocations: (1) colleges will have TWO years, not three, to expend funds and (2) some categories have been combined to simplify the reporting form.

Basic Skills funds allocated in 2014-2015 expire as of June 30, 2016. All unexpended funds as of July 1, 2016, will revert back to the Chancellor's Office and reallocated. Enter the total planned expenditure by category through the expiration of the funds on July 1, 2016. Original signatures are required of the Chief Executive Officer, the Chief Business Officer and the Academic Senate President.

College Name: Los Angeles Harbor College

2014-2015 Basic Skills Contact Information (Provide the names, positions, and emails for all individuals at your college who should receive communications regarding the Basic Skills Allocation):


Name	Position	Email
Bobbi Villalobos	Dean, Academic Affairs	villalb@lahc.edu
Shazia Khan	Faculty, Developmental Communications	khanst@lahc.edu
Susan McMurray	President, Academic Senate	mcmurrs@lahc.edu

Category	Planned Expenditure by Category
Program and Curriculum Planning and Development	10,000
Student Assessment	0
Advisement and Counseling Services	20,145
Supplemental Instruction and Tutoring	30,000
Coordination & Research	4,455
Professional Development	25,400
TOTAL:	90,000


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 Signature, Chief Executive Officer



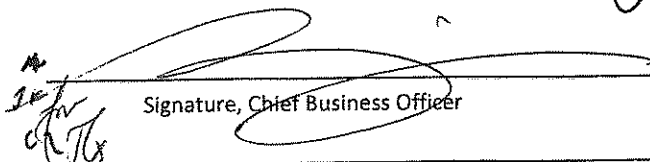
 Date




 Signature, Academic Senate President



 Date



 Signature, Chief Business Officer



 Date