Substantive Change Proposal

Identified Change:
Addition of Courses that constitute 50% or more of a Program offered through a mode of Distance or Electronic Delivery

Los Angeles Harbor College

1111 Figueroa St.
Wilmington, CA. 90744

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Report Preparers:

Bob Richards, Associate Dean and Chair,
College Distance Learning Subcommittee of the College Curriculum Committee;
Lora Lane, for proposed Associate of Arts in Business Administration degree;
Bradley Young, Harvey Siegel, Ray Shackleford
for proposed Associate of Arts in Administration of Justice and Fire Technology degrees;
Lauren McKenzie, Chair, College Curriculum Committee
Jim Stanbery and Ellen Joiner, accreditation coordinators
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A. Description of the Proposed Change

Brief Description

The substantive change submitted for approval by Los Angeles Harbor College proposes a new on-line instructional delivery mode for three existing associate of arts degrees in Administration of Justice, Fire Technology, and Business Administration.

Relationship to the College Mission

These changes clearly relate to the college’s mission to provide degree and transfer programs as well as vocational and workforce preparation. The creation and expansion of Distance Learning programs support the college mission which is to “offer an environment that fosters learning by providing comprehensive programs that meet the educational needs of students and are appropriate and useful to the community we serve.”

The College implements its mission through:

• Degree and Transfer Programs
• Vocational and Workforce Preparation
• Basic Skills Instruction
• English as a Second Language
• Credit and Noncredit Courses for Life-long Learning
• Contract Education Including Customized Corporate Training
• Community Services
• Support Services
• Information Literacy

On-line delivery of Administration of Justice, Fire Technology, and Business will also “advance economic growth and global competitiveness through education, training, and services that contribute to continuous workforce improvement and civic responsibility,” all of which are part of the L.A. Harbor Mission.
Rationale for the Proposed Change

Availability and Accessibility

The central rationale for this proposed change is to promote course availability, to facilitate degree completion, and to confer a marketable degree for the job market.

According to the most recent survey for which results are available conducted by the Chancellor’s Office of the California Community Colleges, roughly a fourth of online students report living over 10 miles from any community college, and well over half of students enrolled in online classes cited “unable to come to campus” as an important or very important reason for taking these courses. Students report a high level of satisfaction with online offerings, and their most frequent suggestion is for additional online offerings. These findings are being further defined by Harbor College’s participation in the California Community Colleges Distance Education Course Survey for which only preliminary data is now available.

As well as meeting the needs of on-campus students, online classes provide access to our instructional programs to disabled students and those that do not live close to a community college. Approximately one-fifth of the respondents to the survey selected “because of my disability” as an important or very important reason for taking online courses. In addition to disabled students and those who do not have local access to a community college, Harbor’s online classes enable the college to serve international students, military and public safety personnel, high school students and senior citizens.

In the case of Administration of Justice (AJ) and Fire Technology (FT), there are currently no other completely online degrees offered in either of these vocational fields in the Los Angeles Community College District, and very few such programs are offered in the state of California. The Los Angeles Police Department and the Los Angeles City Fire Department each consulted with Harbor College and requested an online delivery mode. These departments cited the need for an asynchronized program that would allow students to pursue a degree in spite of the rotating shifts and assignments that characterize law enforcement and fire prevention work.

Transfer

Online delivery also promotes transfer and degree completion by enabling the completion of the lower division classes online and facilitating entry at the upper division level. The Administration of Justice program allows students to articulate
with a B.S. degree in Criminal Justice at California State University Long Beach or CSU Los Angeles. At CSU Dominguez Hills both Administration of Justice and Fire Technology articulate with the university’s Public Administration program. Fire Technology is also applicable for the B.S. in School of Emergency Services at CSULB.

Online delivery of Business Administration classes allows more accessible completion of lower degree requirements and easier transfer to four year business programs that are often impacted. Many of Harbor College’s Business students transfer to CSU Dominguez Hills. CSU Dominguez is very supportive of an online business curriculum because it too has moved to on-line pedagogy with a highly regarded online MBA program.

Los Angeles Harbor’s programs compete with online programs for Associate and Bachelor’s degrees at marketing savvy schools such as University of Phoenix, Devry, Capella, Walden, Colorado Tech and more. These colleges are very expensive compared to the California Community College rates and they do not have the local presence and community reputation that Harbor can provide. The demographic chart below shows that our service population is becoming older. The students represented in this demographic chart will likely face added family and job responsibilities that can make it difficult for them to regularly attend traditional face-to-face classes. Online delivery allows them to adapt their schedule to child care and work needs.

Demographic Trends 2007-2017

Online delivery also eases the transition for individuals who are reentering the workforce. Returning students who might begin with a strictly vocational interest progress through the online lower division offerings and in the process set their sights on a four-year degree.
B. Not applicable. This proposal does not involve a new educational program.

C. Planning

Institutional Planning Process and Stated Mission

The mission of Los Angeles Harbor College is to “advance economic growth and global competitiveness through education, training, and services that contribute to continuous workforce improvement and civic responsibility.” This mission will only be enhanced through online pedagogy. The mission has been recognized and promoted at all levels of the college’s governance and planning structures. The Planning Agenda Items for L.A. Harbor’s 2006 Self-Study more specifically outlines the planning for on-line programs as does the Academic Support Program Review for Distance Learning and the Academic Unit Plan. (C-1) L.A. Harbor’s most current planning update also advocates the development of Harbor as a “technology destination.” In a World Café visioning conference in March 2009, all college constituencies reaffirmed their commitment to sustaining Harbor’s academic integrity with online delivery and moving the campus beyond “bricks and mortar” into the virtual world. The college curriculum committee and Academic Senate’s approval of the updated course outlines Senate further documents the on-line planning process. At the division level, unit plans from Social and Behavioral Science (AJ and Fire Tech) and Business articulate the two divisions’ planning and ongoing commitment to online classes. (C-2)

All online classes are subject to the same curriculum development process as the on-campus courses. The quality of classes is insured by complying with the AFT contract regarding class evaluations and Academic and AFT subcommittees currently meet to strengthen this evaluative process. Class quality is also ensured by conforming to strict class size limits as provided by the contract and the Periodic Section 508 review ensures accessibility for disabled students.

Assessment of Needs and Resources

Administration of Justice, Fire Technology and Business Administration programs all demonstrate the relevance of online delivery. Fall 2007 figures, the latest officially available, show 8.6% of Harbor College course enrollments to be online, approximately a five-fold increase over five years. Fall to spring persistence for Harbor college students taking online as well as conventional courses is four percentage points greater than those taking only conventional courses, while enrollment for female students and students over 25 years of age
taking online as well as conventional courses are respectively seven and six percentage points higher than for those taking only conventional courses.

As part of the larger Los Angeles Community College District, Harbor College takes advantage of the online student services that are provided by the district. Those services provided by the LACCD for both our on-campus and online students include:

- Application for Admission
- Course enrollment and withdrawal
- View schedule of classes
- Fee payment
- View grades and transcripts

Harbor College provides the following services for online students:

- Virtual access to library resources including college periodical and research data bases, e-books and J-Stor
- Online orientation
- Financial Aid website including eligibility requirements, an online application, types of aid, scholarship forms, and grant application deadlines.
- Adding classes
- 24/7 Help Desk
- Online tutorial- “Are online classes for you?”

Harbor College is in the process of developing additional online support that includes:

- Academic advising via synchronous systems (i.e. Elluminate) and asynchronous (i.e. email and discussion boards)
- Online tutoring with NeTutor
- Other services under consideration include the Bookstore, ASO, EOPS, SPS, Assessment, and the college information center
- Admission services under consideration include grade change, graduation petition, official transcripts/verification of enrollment, and veteran’s services

**Anticipated Effect and Intended Benefits**

The anticipated effect of the proposed change is positive. The online degrees support all disciplines across campus requiring 30 units of academic work to successfully complete the degree. The programs do not replace any of the college’s existing approved programs and will potentially contribute to enrollment increases in each program and affect the entire campus as student enroll in other classes to complete their general education requirements.

**Preparation and Planning for the Change**
The online Associate of Arts degree in Business was part of the original planning process for the transfer degree. The transfer degree proposal grew out of conversations between CSU Dominguez Hills, the Harbor College Articulation Officer and counselors and the Business Division faculty. The goal was to give students a degree option that would allow them to transfer into the CSU Business Bachelor’s degree program at the upper division level. At that time, the college realized that all of the core courses were already offered online as well as many of the elective courses. Expanding online offerings and services is a goal in the Harbor College Business Division Unit Plans, Program Reviews and vocational education plans.

As soon as the degree was approved in January 2008, the college began to investigate the possibility of allowing students to complete the entire course of study for the Associate of Arts online. In the past year, all of the requirements have come together and we are ready to progress.

Planning for online delivery for Administration of Justice originated with the college’s Title V grant which was designed to first introduce students to online education through blended or hybrid courses that would provide training for instructors and teach computer skills to their students. The grant proposed that these competencies could then be applied to a complete online instruction program for Administration of Justice. Title V also provided monies for the Etudes course management system and well as laptops and wireless access that could be utilized by instructors for course development and instruction.

Title V outlines for all classes in the Administration of Justice (13 course outlines) and Fire Technology (14 course outlines) and Business Administration (see attachment) programs have been updated for online delivery and include Student Learning Outcomes as well as the means of assessment and criteria for success. Administration of Justice course outlines align all course content with the California Commission of Peace Officers Standards and Training. Similarly, Fire Technology updates were funded by Perkins Act (VTEA) monies to align curriculum and learning domains with the California Fire Directors. The college Curriculum committee has approved the majority of these outlines and will proceed to the Los Angeles Community College District Curriculum Committee for final approval. Coordination between the new online programs and other college divisions continues to be a primary goal. In particular the college’s Division Council will work to guarantee that all classes are offered in a timely and systematic rotation to allow the completion of general education requirements.

D. Institutional Provision for Human, Administrative, Financial, and Physical Resources

Human
Harbor College’s online courses have been developed and are taught by the full-time and adjunct faculty. In addition to the same criteria used to hire on-campus instructors, online instructors must have successfully completed a course in online pedagogy and receive Etudes certification before they are eligible to teach. Class size for first-time instructors is limited and each new online instructor is provided with a mentor to guide them through their first online teaching experience. Instructor support is also available through an online college users group as well as an Etudes user group that facilitates interaction among all online instructors. Online programs are monitored by the Dean of Academic Affairs with Division chairs (per AFT contract) evaluating online course for content and delivery method. Online courses are also evaluated for accessibility by Periodic Section 508.

**Administrative**

The appended organizational charts for the Academic Affairs and Student Services clusters of the college specify the place of on-line instruction and support in the administrative structures of those clusters. *(Appendix 3.)* Dr. Ann Tomlinson, VP, Administrative Services, oversees the contracts for the use of the Etudes course management software through Etudes, Inc.

**Financial**

**General considerations**

The LAACD pays District Information Technology Department salaries and maintains the LAACD SIS system.

L.A. Harbor’s Distance Education Budget is as follows:

<table>
<thead>
<tr>
<th>Los Angeles Distance Education</th>
<th>Budgeted dollars</th>
</tr>
</thead>
<tbody>
<tr>
<td>.25 Associate Dean-supervise Distance Ed.</td>
<td>30,000</td>
</tr>
<tr>
<td>.40 Instruction</td>
<td>36,000</td>
</tr>
<tr>
<td>Mentors</td>
<td>5,000</td>
</tr>
<tr>
<td>Benefits</td>
<td>18,500</td>
</tr>
<tr>
<td>CMS (Etudes) contract</td>
<td>30,000</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>119,500</strong></td>
</tr>
</tbody>
</table>

For 2009-2010 added expenses will include tutoring ($5,000) and CGCA-counseling services ($21,000).

As the college moves to comply with the requirements of the Title V grant that ends in September, 2010 and creates its virtual campus, the services that were piloted and developed as part of the grant will be institutionalized by incorporating them into existing college divisions, specifically student services and academic affairs through the college’s formal planning process.
The resulting shifts in funding will parallel the incorporation of on-line support into the administrative structures of the college already cited and specified in Appendix 3. The timeline for those shifts is as follows:

**Functions to be transferred to for funding through the Academic Affairs cluster:**

*by January, 2010:*
- creation and maintenance of college web pages related to online class schedule;
- maintenance of catalogue of classes at the California Virtual Campus

*by July, 2010:*
- securing of contract with CMS
- completion of Section 508 review

*by August, 2010:*
- formal representation on college and district committees

*by September, 2010:*
- completion of faculty training

*by November, 2010:*
- requisite sites for online classes fully secured;
- district parser file established

**Functions to be transferred to for funding through the Student Services cluster:**

*by August, 2009:*
- Online student add system

*by January, 2010:*
- 24/7 Student Help Desk fully operative

**Specific considerations**

Harbor College gives serious consideration to the budgetary implications of these three programs wanting to ensure that each program is appropriately sustained and supported in order to deliver a quality online education. Given the current financial constraints of the college, courses from within each of the programs will be offered on a rotational basis to sustain course enrollments and ensure program viability. Administration of Justice is currently rotating AJ 1,2,5,8, and 16 at no additional cost to the college. Fire Technology is scheduled to begin a similar course rotation. All of the online courses for the Business degree are already offered at least every other semester. The online CO INFO 1 classes fill to capacity as does the Accounting 1 and Business 1. Again these do not entail added expense to the college. As the program develops more sections of these classes will need to be offered each semester.

**Physical Resources**

The recently opened Northeast Academic Building at Harbor College houses two 40-station computer labs that are available for both online faculty training and
student orientation. These labs are under the supervision of Social and Behavioral Science so are readily available for both the Administration of Justice and Fire Technology programs. Business Administration also a computer lab specifically dedicated to that program.

**Processes to Initiate, Maintain, and Monitor the Change**

**Process Initiation**

As required by Title 5 regulations, all courses proposed for online delivery are reviewed and approved by Harbor College’s Curriculum Committee, the Academic Senate, the Vice President of Academic Affairs, the College President, and the LAACD Curriculum Committee.

**Student Learning Outcomes**

Courses within the proposed Administration of Justice, Fire Technology, and Business online programs are part of the college’s ongoing dialogue regarding student learning and assessment. Each course within these three online programs has articulated student learning outcomes as well as the means of assessment and the criteria for success. All Student Learning Outcome and assessment information is posted on the college website at [http://www.lahc.edu/facultystaff/slo/](http://www.lahc.edu/facultystaff/slo/)

**Monitoring the Change**

L.A. Harbor monitors the shift to on-line education. The following data documents the College’s analysis of the efficacy and efficiency of on-line offerings as compared to traditional classes, a further breakdown of that data by class, and a comparison of class management systems. *(Appendix 4.)*

Online offerings are monitored by the appropriate Division chair to insure that, like on-campus classes, all online offerings adhere to the designated student learning outcomes and assessment tools. Online offerings and student services are systematically assessed in terms of student learning outcomes and other relevant variables through the college’s program review process, and the results are duly reflected in unit and cluster plans adopted by the Academic Affairs and Student Services Committees.

**E. Internal and External Approvals**

All classes within the proposal for substantive change - Administration of Justice, Fire Technology, and Business have already met Title 5 eligibility requirements
for on-campus teaching. The change proposals include only an alternative mode of delivery. To reflect the shift to online delivery however, each course outline has been revised and updated and programs have been approved at the college and district levels.

F. Eligibility Requirements

Authority
Los Angeles Harbor College is a public two-year community college operating under the authority of the state of California, the Board of Governors of the California Community Colleges, and the Board of Trustees of the Los Angeles Community College District. This authority has existed continuously since 1949 with accreditation status regularly renewed. As part of this process, Los Angeles Harbor College recently submitted its 2009 Mid-term Accreditation Report to the Western Association of Schools and Colleges. Harbor College’s eligibility as an accredited institution authorizes the school to fulfill its mission to operate as an educational institution and to award degrees. Online programs such as the ones being proposed here will enable the college to expand its offerings in these vital areas of business and security technology. The accessibility of these courses will further expand the college’s influence in the community.

Mission
The Board of Trustees publicly affirms the College’s educational Mission Statement which is reviewed and updated by the College community on a regular basis. The Los Angeles Harbor College Mission is as follows:

The mission of Los Angeles Harbor College is to offer an environment that fosters learning by providing comprehensive programs that meet the educational needs of students and are appropriate and useful to the community we serve, including:

Degree and Transfer Programs
Vocational and Workforce preparation
Basis Skills instruction
English as a second language
Credit and noncredit courses for life-long learning
Contract education including customized corporate training
Community services
Support services
Information Literacy

An essential aspect of the mission for the community we serve is to advance economic growth and global competitiveness through education, training, and services that contribute to continuous workforce improvement and civic responsibility.
We are committed to student learning in a supportive educational environment that recognizes the uniqueness of individuals, provides a center for the cultural enrichment of the community, and seeks dynamic and reflective evaluation and improvement of the institution through ongoing assessment and evaluation of measurable student learning outcomes.

The Mission Statement is included in the College Strategic Plan and in the official College catalog, and is also posted on the College website.

**Governing Board**
The eight member Board of Trustees for the Los Angeles Community College District is an independent policy making body which ensures that the District’s mission for all nine college in the District is being implemented. The District Mission is dedicated to “Changing Lives in a Changing Los Angeles.” The mission statement is as follows:

*In an era of civic renewal, economic change, and cultural revitalization that is unprecedented in the history of Los Angeles, we—the faculty, staff, and administrators of the nine Los Angeles community colleges—dedicate ourselves to the goal of expanding access to educational opportunity across the many, diverse communities that contribute to the greater Los Angeles area.*

*We serve all Angelenos by providing an unparalleled array of educational offerings, including programs that prepare students for successful careers, for transfer to four-year colleges and universities, for the improvement of essential life and workplace skills, and for civic engagement and life-long learning.*

*To achieve this mission, we strive to create supportive instructional environments that challenge students to meet rigorous academic standards, to become active, self-directed learners, to develop critical and creative habits of mind, and to develop an abiding appreciation for other peoples and other cultures.*

To achieve this mission the District has delineated guiding principles that include:

*Access & Opportunity*—*We are committed to expanding educational opportunity and access to everyone who has the desire to learn, and we welcome all students, including those from communities that have been traditionally underserved.*

*Excellence & Innovation*—*In all of our services and institutional activities, we strive to create a culture of excellence and innovation, and we challenge our students to meet the highest educational standards.*
**Student Learning & Success**—All of our institutional efforts and resources are dedicated to one central purpose—the support of our students as they work toward the achievement of their academic and professional goals.

**Free Inquiry**—We value the vigorous, critical and free exchange of ideas and opinions, and we work actively to create communities of mutual respect and shared concern that support and sustain open debate and constructive, democratic discourse.

**The Power of Diversity**—We embrace diversity as a central part of our civic and institutional identity and as a powerful element in the education and development of every individual.

**Community Connection**—Our colleges must be rooted in the communities they serve, and we are determined to build and maintain strong, durable, and responsive collaborations with our educational partners across Los Angeles, and with business, labor, and other organizations that contribute to the fabric of our larger community.

**The Promise of Technology**—Technology plays a critical role in all of our institutional operations and educational programs, and we are committed to keeping both our district systems and classrooms on the forefront of technological innovation and efficiency.

**Public Accountability**—We are accountable to the public for all aspects of our mission, and we owe the students we serve, the people of Los Angeles, and the State of California regular and timely assessments of all of our efforts in support of student learning and student success.

The Board also ensures the quality, integrity and financial stability of the Los Angeles Community Colleges.

Board members are elected at large for terms of four years. Elections are held every two years, with three members being chosen in one election and four members in the other. The president and vice president of the Board of Trustees are elected by the Board for one-year terms at the annual organizational and regular meeting. A student member is elected annually—the term is June 1 through May 31 of each year.

The Board generally meets twice a month on Wednesday with the closed session commencing at 12:30 p.m. and the public session commencing at 3:30 p.m. Special meetings of the Board may be called to handle issues that cannot be resolved at the regular meetings.

**Chief Executive Officer**
Dr. Linda Spink has been the College’s Chief Executive Officer since her appointment by the Board of Trustees in May 2000. Dr. Spink is a full-time administrator and does not serve on the governing board of the District.

**Administrative Capacity**
The College has nine certificated and three classified administrative officers including the College president, vice presidents, deans, and associate deans. These administrators were hired through an open competitive employment process, and they were hired on the basis of their training and experience. Inadequate funding has prevented the college from developing its administration to the level which the college feels is appropriate. The hard work of these professionals however has enabled the college to fulfill its stated mission.

**Operational Status**
Los Angeles Harbor College is a comprehensive college that meets the varied educational needs of our community. The College offers educational opportunities in vocational as well as academic programs that prepare students for transfer to public and private institutions of higher learning. Los Angeles Harbor College has been in continuous operation since 1949.

**Degrees**
Los Angeles Harbor College offers associate degrees in 31 majors as well as a Liberal Arts Transfer degree, tailored to the requirements of a specific student and specific transfer program. The College also offers Occupational Career Certificates in 21 areas and 15 Skill Certificates in areas of community need.

Below is a list of the majors which students can transfer:

Accounting; Administration of Justice; Anatomy; Anthropology; Art Engineering; Astronomy; Biology; Botany; Business; Chemistry; Child Development; Cinema; Communication Studies; Dental Hygiene; Dentistry; Economics; Education; Liberal Arts; English; Ethnic Studies; Family & Consumer Sciences; Foreign Language; Geography; Geology; Health Education; History; Humanities; Industrial Arts; Journalism; Law; Physical Education; Library/Media; Linguistics; Mathematics; Medicine; Meteorology; Music; Nursing; Occupational Therapy; Oceanography; Optometry; Pharmacy; Philosophy; Statistics; Physical Science; Physical Therapy; Physics; Physiology; Political Science; Psychology; Public Administration; Recreation Studies; Social Welfare; Sociology; Speech Communications; Television Broadcasting; Theater Arts; Urban Studies; Veterinary Medicine; Zoology

**Associate Degree (AA) and (AS)**

Accounting Technology; Administration of Justice; Administrative Assistant; Architectural Technology; Business; Chemistry; Child Development; CIS - Business Applications; CIS - Business Systems; CIS - Information Mgmt.; CIS - User Interface; Computer Technology; Drafting; Drafting - Production Design; Electro-Mechanical Eng. Technologist; Electronic Engineering Technician; Engineering; Fire Technology; Legal Office Assistant; Liberal Arts; Management & Supervision; Managerial Accounting; Mathematics for Computer Science; Mechanical/MFG Eng. Tech.; Medical Office Assistant; Microcomputer Applications; Nursing - Prof. R.N., Prof. L.V.N - R.N.; Nursing; Office Administration; Office Technology; Physics; Real Estate.
Educational Programs
All degree programs align with the College’s mission and all programs must receive prior regulatory approval by the California Community Colleges’ Chancellor’s Office. This approval insures that programs are based on recognized higher education fields of study, are of sufficient content and length, are conducted at levels of quality and rigor appropriate to the degrees offered, and culminate in student outcomes that have been identified on course outlines and on all course syllabi. Online courses and program are designed and conducted with the same level of academic quality and rigor as traditional, on-campus classes and programs. Most of these programs can, in both transfer and vocational areas, be completed in two years.

Academic Credit
Academic credit is given in semester units, based on the Carnegie Unit value system and Title 5 minimum standards. For each 16-18 hours of traditional or online instruction one unit of credit is granted. To meet the full range of student needs, the College schedules for-credit classes in 5, 6, 8, 9, 12, and 16-week semesters. All classes meet the required number of hours. Required course content is established by the discipline’s faculty, approved by the Curriculum Committee of the Academic Senate, and verified through both the program review process and faculty evaluation. The credit awarded for each course and the scheduled times and location of the class is specified in the college catalog.

Student Learning and Achievement
Institutional Student Learning Outcomes, in alignment with the College’s Educational Master Plan, have been articulated for the entire college all four of the college cluster committees (Academic Affairs, Student Services, Administrative Services, and President’s Cluster) at L.A. Harbor College. Similarly Outcomes have been defined for all student services units and instructional divisions. When updated, all course outlines must include learning outcomes in order to be approved by the Curriculum Committee and Academic Senate. These updates include all on-line classes whose content and organization have been updated and approved. Assessment and Use of Results of these Outcomes at the institution, division, and class levels is ongoing.

General Education
Los Angeles Harbor College has developed a curriculum of General Education requirements for students in all degree programs. These general education requirements ensure a breadth of knowledge consistent with that of the California University and California State University systems.

INTERSEGMENTAL GENERAL EDUCATION TRANSFER CURRICULUM
The Intersegmental General Education Transfer Curriculum (IGETC) is a series of courses that community college students can use to satisfy lower division general education requirements at any CSU or UC campus. The IGETC provides an option to the California State University General Education Requirements and replaces the University of California
Transfer Core Curriculum. Students in high unit majors may find it advantageous to follow a particular UC campus’s breadth requirements instead of the IGETC. Students with prior UC coursework may be ineligible to follow the IGETC to transfer back to a UC. See a counselor for additional information.

IMPORTANT: The IGETC must be certified prior to transfer! If not certified, a student will be required to complete the four-year university’s own general education/breadth requirements and additional lower-division coursework may be required. All courses must be completed with “C” grade or higher.

Academic Freedom
Los Angeles Harbor College highly values academic freedom and protects an instructor’s right in teaching and the student’s right in learning in the college environment. Alleged violations of academic freedom follow the procedures of academic due process as provided for the students, faculty, and the College. Online instruction does not affect the academic freedom of faculty or students.

Faculty
As of 2007 the College employs 76 full-time faculty and 300 part-time adjunct faculty members, not including full-time faculty teaching overloads. The professional responsibilities and specific duties of faculty are delineated in the Faculty Handbook.

Student Services
Student Services are comprehensive and accessible to all students (both face-to-face and on-line) including administrative services and tutoring. Additional services are provided through programs such as Special Programs and Services (SPS) and Extended Opportunity Program and Services (EOPS).

Admissions
Los Angeles Harbor College maintains an “open door” admission policy. This policy is consistent with the College Mission Statement, the Education Code, Title 5 regulations and the statewide mission for California Community Colleges. Admissions and enrollment for online classes follows the same statutes and Board policies as traditional courses.

Information and Learning Resources
Harbor College’s Baxter Library remains committed to systematically enhancing its library resources and making its resources available in both physical and digital format. The Library’s 2009 Program Review noted that “the Library continues to provide traditional print resources and on-site reference and instruction, but strives equally hard to provide full access to resources equal to print, and instruction and reference service equal to on-site, to our off-site users.” The Learning Resource Center provides self-paced programs that support the regular the face-to-face and online instructional programs. Internet access and online computer search capabilities are available without charge to students in the LRC and in computer labs.
The College’s Learning Assistance Center provides computer labs, individualized computer-assisted instruction and computer access to populations with special needs.

Financial Resources
College governance and planning documents provide for an allocation of funds reflecting the College Mission Statement and collegewide program reviews, as determined through planning and budgeting structures representing all college constituencies. The financial resources and plans for financial development are adequate to support students learning programs and services, to improve institutional effectiveness, and to assure financial stability. Harbor College maintains complete records of all revenues and expenditures.

Financial Accountability
The LAACD is required to have an independent audit of its financial statements annually. Annual financial audits are conducted by externally contracted certified public accountants. The Board of Trustees reviews these audit reports on an annual basis. The financial audit and management responses to any exceptions are reviewed and discussed in public sessions.

In light of ongoing budget shortfalls, the College remains under District mandate to balance its budget, consistent with the conclusion by the Task Force that no specific areas of College inefficiency or misallocation of resources can now be identified and remaining budget shortfalls are the result of a number of structural factors not subject to obvious or easy short-term remedies.

Institutional Planning and Evaluation
Institutional planning and program evaluation is systematic for all departments and divisions of the College, including instruction, student services, and administrative services. The focus in all three areas is student learning. This ongoing and integrated process guides academic program development, new facilities construction, hiring of faculty and other personnel, procurement of instructional and administrative equipment, and annual budget development and resource allocation. Beginning in 2002, measures of institutional effectiveness were identified and agreed upon by a campus-wide task force. A computer-based support system was developed for efficient data collection and analysis of these measures. Annual reports assessing effectiveness were developed and systematically distributed, allowing departments to use the data in departmental program evaluation and planning. Data gathered by the district research office as well as other public agencies contributed to the resulting analysis, published on the district and college websites as well as through a variety of hard copy and online reports. There remain "data gaps" that hinder some programs and disciplines from making informed decisions. The college and district are addressing these "gaps" with new computer programs. In 2003 the college reaffirmed its Participatory Governance Document and completed its Budget Policy and Procedures Manual and Planning Policy and Procedure Manual,
supplemented in 2005 by a *Program Review Policy and Procedure Manual*. These interlocking documents define and integrate the structures and procedures through which the College Master Plan is developed, implemented, and reviewed.

**Public Information**
Harbor College publishes an official semi-annual catalog. The catalog includes general information such as an official name and address, telephone numbers and website URL; mission statement; the admission and attendance requirements; degrees, programs and courses offered and their length to completion; available financial aid; refund policies; academic freedom statement; available learning resources as well as academic credentials of faculty and administrators and names of Board members. The catalog also states primary regulations affecting students: including academic regulations, student fees, academic honesty, admissions and information attending the institution and withdrawing from it, nondiscrimination, acceptance of transfer credits, and grievance procedures. The catalog is carefully checked for accuracy and updated on the college website on regular bases and published semi annually. Class schedules include abridged versions of this information. The College also distributes a Fact Book annually. This reference guide documents quantitative data for the college over the past years and describes goals and future plans. All Harbor College publications are available on the College's website.

**Relations with the Accrediting Commission**
The College and District Board of Trustees hereby affirms by signatures of the official representatives, that Los Angeles Harbor College has consistently adhered to the eligibility requirements, standards and policies of the Accrediting Commission for Community and Junior Colleges. The College describes itself in identical terms to all its accrediting agencies, communicates any changes in its accredited status, and agrees to disclose information required by the Commission to carry out accrediting responsibilities. All disclosures by the College are complete, accurate, and honest.

**G. Accreditation Standards**

*This proposal directly and significantly addresses each of the four accreditation standards. In this section of the proposal, the standard requirements most clearly relevant to the proposal will first be quoted, after which the aspects of the proposal relating to the requirement quoted will be specified.*

**Standard 1. Institutional Mission and Effectiveness**
The institution establishes student learning programs and services aligned with its purposes, its character, and its student population.
The addition of online delivery for Administration of Justice, Fire Technology, Business directly supports and the college mission to “offer an environment that fosters learning by providing comprehensive programs that meet the educational needs of students and are appropriate and useful to the community we serve.”

The institution allocates its resources to effectively support student learning.

The addition of online classes increase accessibility and enhance the opportunities for student learning as documented in the forgoing sections of this proposal.

The institution uses ongoing and systematic evaluation and planning to refine its key processes and improve student learning.

The planning measures previously specified in this proposal directly address this commitment by the college.

**Standard 2. Student Learning and Programs and Services**

**Instructional Programs**

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.

To facilitate quality online instruction the college offers virtual access to library resources including the periodical and research databases along with J-Stor and e-books. Two Library Science courses (Library Science 101 and 102) are also currently offered to teach internet research methods. A 24/7 Help Desk is also available online.

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.

Online delivery methods allow students who confront a variety of obstacles (schedules, transportation, disabilities) the convenience of enrolling and completing a course or program in virtual space.

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.
The proposal addresses the planning agenda item in the college’s 2006 Self-Study committing the college to “provide more fully in College operational plans for instructor flexibility in utilizing multiple modes of instruction, particularly Web-based supplemental instruction.”

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

Each year, the college adds 2-3 new classes and these distance education classes go through the same process as any other class new to the campus. The online schedule is developed in the same way as the schedule of courses offered on campus. Faculty for these classes are selected in the same way and use the same course outline and same textbooks that are used in the college’s face to face classes.

Student Support Services

Student support services address the identified needs of students and enhance a supportive learning environment.

The Los Angeles Community College District provides numerous online student support services including admission applications, course enrollment and withdrawal, fee payment and viewing the current schedule of classes as well as grades and transcripts. Harbor College’s redesigned website offers not only instructional support but student support services. A tutorial “Are online classes for you?” in addition to an online orientation are available. Students may add classes online as well as obtain financial aid information including the types of aid available, eligibility requirements, an online applications, and deadlines.

Harbor College is in the process of expanding its admission services to allow students to file grade appeals, graduation petitions, as well as obtain verification of enrollment and official transcripts, and provide greater online accessibility to veteran’s services. Academic advising will be made available via both synchronous and asynchronous technologies. Online tutoring will be provided through Link-Systems international. Providing other student support services online are also being considered including assessment, ASO, EOPS, and SPS.

Standard 3. Resources

The institution provides all personnel with appropriate opportunities for continued professional development, consistent with the institutional mission and based on identified teaching and learning needs.
All faculty and staff involved with the classes affected by this substantive change meet the college and district’s minimum qualifications and will be evaluated with the same rigor as on-campus instructors in accordance with applicable state codes. Instructors are required to earn online certification either through workshops presented at Harbor College or through the Etudes-ng training site.

Physical Resources, which include facilities, equipment, land, and other assets, support student learning programs and services and improve institutional effectiveness. Physical resource planning is integrated with institutional planning.

The growth in the College’s distance education program is fueled both by student demand and by the declining number of classrooms as the college goes through the Proposition A/AA/J construction projects.

Technology resources are used to support student learning programs and services and to improve institutional effectiveness. Technology planning is integrated with institutional planning.

The college is addressing the growing use of computer technology with the Business Administration lab and by the addition of two new computer labs in the Northeast Academic Building.

**Institutional planning reflects realistic assessment of financial resource availability, development of financial resources, partnerships, and expenditure requirements. The institution practices effective oversight of finances, including management of financial aid, grants, externally funded programs, contractual relationships, auxiliary organizations or foundations, and institutional investments and assets.**

Costs of this program are currently being paid from the college’s Title V grant, but will be assumed by Program 100 monies as previously accounted for in the appropriate sections of this proposal.

**Standard 4. Leadership and Governance**

The institution relies on faculty, its academic senate or other appropriate structures, the curriculum committee, and academic administrators for recommendations about student learning programs and services.

Harbor College’s leadership and governance bodies are committed to the continuous improvement of the institution. As part of L.A. Harbor College’s shared governance structure the Distance Learning Committee reports to the Academic Senate through the college curriculum committee. The Committee is composed of the Associate Dean of Research and Planning, both Deans of Academic Affairs, along with division representatives including representatives
from Business and the Social and Behavioral Sciences, a representative from the AFT, and a member of the LAACD Distance Education Committee. The committee meets monthly to address specific issues such as course management systems, instructor certification, and online course and instructor evaluations. Online planning and policy is formulated within the Distance Learning Committee (in conjunction with information provided by the District), and any policy changes must be approved by the Academic Senate.