A. INSTRUCTIONAL PROGRAMS

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

DESCRIPTIVE SUMMARY

The high quality of instructional programs at Los Angeles Harbor College is guaranteed by the identification and assessment of student learning outcomes at the individual course, program/pathway, and institutional levels. The college’s ongoing program review process also guarantees the strength and integrity of all college instruction.

Annual unit plans in all academic and vocational academic areas ensure that all instructional programs, regardless of location or means of delivery, address and meet the mission of the institution and uphold its integrity. All unit plans align student learning outcomes within each discipline and division with the Program/Pathway outcomes as well as the Institutional Student Learning Outcomes and College-wide mission strategies.

Unit plans require that programs/pathway review scheduled offerings, course outlines, and needs of the program on an annual basis, while a comprehensive program review allows review and assessment from a broader spectrum including individuals outside the discipline and the community. While unit plans reflect the more immediate needs of students and faculty such as adjusting schedules and budgets, program review allows those who deliver services and meet the needs of students in the classroom to reflect upon longer term commitments to instructional improvement and increased student learning. (copies of unit plans?)

Every six years, every program undergoes a comprehensive program review. Some vocational programs are required to perform program reviews every two years. Since the college’s 2006 Self-Study the College has revisited and extensively revised its Program Review process. In August 2008 a Program Review Retreat brought together college administrators, faculty, and staff to engage in a wide-ranging dialogue on the purpose and goals of program review. The result of this dialogue is articulated in the Program Review Policies and Procedures Manual which was approved by the Academic Senate and the College President in October 2008. The Program Review Manual included an updated template and a Program Review Calendar to bring greater coherence to the entire process and insure its relevance for college planning. As a result of these changes the primary goal of Program Review has become not to “complete” review and file it away but to keep Program Review as an ongoing, living process, or, as noted in the Program Review Manual itself, a means of “fostering self-renewal and self-study.”
DESCRIPTIVE SUMMARY

(continued)

In 2010-11 the college further updated its program review process by implementing a district-wide Instructional Effectiveness System. This is an on-line program review process that was instituted in phases beginning in fall 2010. The on-line system promotes a much clearer modular interface between review (6yr., 2yr., and 1yr.) and planning.

Advisory boards assist vocational education by ensuring curriculums that maintain currency in their fields. Program review in general education areas was also encouraged to seek input from other constituencies besides faculty teaching in the discipline or division. Students have been added to program review meetings in some cases, and additional data has been incorporated into the program review process. Through this additional input, the College receives further evaluation of its quality from institutions and business collaborators.

In addition to student learning outcomes, annual unit plans, and the program review process instructors are evaluated following the contractual guidelines for the District. In a college with large numbers of adjunct faculty, Divisions, for the most part, make every effort to include adjuncts in the writing and assessment of Student Learning Outcomes and the program review process. Staff development and FLEX activities are often planned with day or evening offerings to enable more adjunct faculty to attend and keep abreast of student needs, College policies, and innovations.

(calendars of FLEX activities)

Feedback regarding individual classes and those that reflect on the College as a whole are encouraged through a biennial student survey which has been conducted in 2007, 2009, and 2011. Analysis of the data from these surveys has been made available to the entire campus community at http://www.lahc.edu/research/F09StudentSurveyResults.pdf Individual satisfaction and point-of-contact surveys are implemented throughout the student services sector.

SELF EVALUATION

PLANNING AGENDA

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

DESCRIPTIVE SUMMARY

Los Angeles Harbor College seeks to meet student and community needs by maintaining quality programs and courses through a well-defined process of evaluation and assessment. All academic programs must first
be approved by the Curriculum Committee which examines each course to match with the College mission. The articulation officer serves on the Curriculum Committee to ensure transferability. After Curriculum Committee approval the courses must then be approved by the Board of the Los Angeles Community College District before being submitted to the State Chancellor’s Office for final approval.

Courses that utilize alternate delivery systems go through the same review process as courses offered through traditional means. In 2010 the District implemented an ECD (Electronic Curriculum Development) system that places all Title V outlines in an on-line format. This system promotes relevancy and currency in the specific fields of instruction by insuring that outlines on the system have been updated, revised, and linked to the Student Learning Outcomes and measures of assessment. This linkage also allows clearer and ongoing integration between specific course content, desired learning outcomes, and assessment results.

Ongoing program review strengthens the maintenance of curriculum standards. Every six years (two for vocational programs) each program/pathway must undergo a rigorous program review. The program review consists of an analysis of the data about course offerings, demographics, retention, and completion, and the assessment of student learning outcomes. The discipline must also examine the environmental scan to maintain the relevance of courses and programs to employment and transfer needs within the community which we serve. The resulting self-study is then scrutinized by an external validation team consisting of members from outside of the program and others outside the college. Vocational programs must also take into account recommendations of an advisory committee and submit their self-study to the local Workforce Investment Boards (Pacific and South Bay).

All programs and courses are bound by the same requirements and process. As part of the 2008 Program Review Policies and Procedures Manual the processes of program initiation, viability, and revitalization or discontinuance were signed by the Academic Senate and college president. The process of program review requires the analysis of the student learning outcomes of courses, departments, divisions, and programs on a regular basis.

The integrated immediacy of the on-line Instructional Effectiveness System is the College’s most promising tool for ensuring that its offerings fit its stated mission, are high-quality, and appropriate to an institution of higher education. The program initiation and viability procedures provided for in the program review process are the tools by which the College best selects the fields of study in which it offers programs and ensures that its programs and curricula are current. Data collected as part of the six-year review can be linked to the one year unit plan. Unit plan activities are then prioritized by the Academic Affairs Subcommittee of the College Planning Council into its cluster plan. This plan is then forwarded to the College Planning Council for inclusion into the Educational Master Plan.
Specific programs with certificates or associate degrees are tracked and relevant data for them provided to the campus through the annual College Fact Book. Program advisory committees also provide feedback, as do formal and informal meetings with personnel from feeder high schools. College personnel also attend meetings of local service groups, neighborhood councils, and other community organizations.

District rules including those governing the hiring process and District Academic Senate (DAS) decisions also strengthen program integrity. In-house training and support of staff development ensures that faculty have multiple opportunities to learn the process and practice sound pedagogy. Faculty are required to attend and report on 32 FLEX hours yearly to uphold the expertise in their field. (Flex Reports) Individual faculty members and the division chairs are constantly reading about the needs of the discipline and talking with their colleagues at other institutions. Articulation agreements also help to define the needs of students preparing to transfer to other institutions of higher learning.

Currency of offerings assumes currency in the teaching and learning strategies employed by all courses and the student learning outcomes achieved as a result. In addition to the normal grading processes that each instructor employs in his or her course, formal assessment of student learning outcomes is conducted at the course, program or pathway, and institutional levels. Additional information is also available when students in specific programs sustain licensure examinations when they finish a program. The College tracks these outcomes, and the extent to which students complete degrees and certificates, gain employment, or transfer to four-year institutions. Successful course completion rates as well as long-term educational goals such as degrees, certificates, and transfer rates are presented in the annual Fact Book and used for program evaluation during program review. Currently, the successful completion rates of Los Angeles Harbor College students are comparable to or better than the State completion rates.²

Approximately every two years students are asked to complete extensive surveys regarding their college experiences. Some of the questions highlight program review concerns. For example, students are queried regarding appropriateness of textbooks and reading materials, whether they are able to get the classes they need in a timely manner to complete their educational goals, and whether instructors are up-to-date in their materials and instruction.³
SELF EVALUATION
(continued)

PLANNING AGENDA

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

DESCRIPTIVE SUMMARY

As stated in the Los Angeles Harbor College catalog: “The mission of Los Angeles Harbor College is to provide comprehensive educational programs which meet changing needs of students for academic and occupational preparation, citizenship, cultural understanding and life skills and which are appropriate and useful to the community we serve.” The Mission Statement goes on to state that “An essential aspect of the mission for the community we serve is to advance economic growth and development and global competitiveness through education, training, and services, and to contribute to continuous workforce improvement. We are committed to student learning in a supportive educational environment which recognizes the uniqueness of individuals and provides a center for the cultural enrichment of the community.”

The programs offered at Los Angeles Harbor College are consistent with the institutional mission of the District. The College offers a transfer program in over sixty majors that will enable students to continue their education at four-year institutions. The Honors Transfer program offers high achieving students enriched coursework designed in cooperation with four-year college faculty. The occupational and vocation educational areas offer twenty-six occupational career certificates and fifteen skill awards in business, technical, and professional areas to increase students’ job prospects and future employment. Additionally, a general education program in over eighty majors is offered through the AA/AS degrees. Transitional education offers programs in remedial and basic skills education to prepare students for college level courses and occupational/vocational programs. Included in this program are English as a Second Language (ESL) and math skills courses for immigrants and F-1 visa students. The College offers students opportunities to study in foreign countries through its International Educational Program where they can meet general educational and major requirements as well as develop greater awareness of other cultures, societies, and languages.

To meet the economic and demographic needs of its community, the College offers continuing education and community services courses that support the occupational, social, recreational and personal needs of the community. The College for Kids introduces children to remedial and
enrichment-oriented classes. The College also houses the Harbor Teacher Preparation Academy to encourage a seamless transition between secondary and college academic work. Los Angeles Harbor College also offers joint programs with business, industry, labor, education, government, and other institutions enhancing the educational opportunities of all students. Examples of college-community partnerships include the development of two “pathway” programs. The Energy Career Pathway which includes electromechanical, petrochemical, and safety and mechanical helper programs was reactivated at the request of local oil refinery companies and the South Bay Center for Counseling, a local community outreach agency. This college program recognized the need to fill a significant void among process plant technicians brought on by worker retirements. By 2010 four student cohorts have completed certification for process plant operators, four student cohorts have completed safety and mechanical helper certification, and a fifteen student cohort has completed training for instrumentation technician certification. This program was designed to specifically prepare students for employment in the local oil refineries.

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

**SELF EVALUATION**

Student Learning Outcomes and their assessment are the primary means for determining student learning needs and assessing progress. The faculty at Los Angeles Harbor College agrees upon the assessment method for the student learning outcomes. Faculty deliver the assessment and report the results which are reviewed by the Assessment Committee and posted to the college website. The results may lead to changes in program structure and teaching methods through the program review process.

Career and technical programs gather information about what courses to offer from their advisory committees. Some, like nursing or administration of justice (P.O.S.T.) also have outside accrediting bodies that provide such information. All courses are subject to program review; as part of that program review information is gathered from the external validation team, made up of members from outside of the discipline and outside of the college.
IIA1b. The institution utilizes delivery systems and modes of instruction compatible with the objectives of the curriculum and appropriate to the current and future needs of its students.

**DESCRIPTIVE SUMMARY**

Over the last self-study period the College has become more mindful of the need to utilize delivery systems and to be more aggressive in offering a variety of instructional modes that uphold curricular integrity. In order to promote course availability, facilitate degree completion, and to confer a marketable degree for the job market; in short, to more adequately address the needs of students and the community as a whole, that college has increasingly shifted to web-enhanced, hybrid, and online courses.

Dialogue concerning delivery modes occurs in a number of venues. The District-wide Education Coordinators Committee meets regularly to discuss district-wide policy. At the campus level the Distance Education Committee meets monthly to discuss campus issues and recommend policy. In 2010 members of the DE committee revised its Distributed Learning Manual to provide practical advice to online instructors as well as to integrate online instruction with the broader institutional mission of the college and the district.

Method of delivery is decided by the faculty within specific divisions at the unit level and is coordinated with that division’s unit plan. If the division identifies a need and can appropriate funding, curriculum will be developed. The student learning outcomes and assessment measures are the same for all courses regardless of the means of delivery. The College Curriculum Committee, a standing committee of the Academic Senate, evaluates the course and the quality of the proposed delivery systems. The goal of an alternate form of delivery is, as stated in the Distributed Learning Manual, to “maximize online student success and to create a pedagogical environment equivalent or superior to a face-to-face learning experience.”

Based upon information from advisory committees and a recognized need within the community, Harbor College developed three completely online degrees. In 2009 the college submitted and received ACCJC approval for three substantive change proposals to existing Associate of Arts degrees in Administration of Justice, Fire Technology, and Business Administration. Inherent within this online degree is the college’s provision of other online services essential to the learning process. These include virtual access to registration and orientation, financial aid, tutoring, and library resources including college periodical and research data bases, e-books, and J-Stor. Instituting these changes enables students to achieve the AA degree completely on-line and further expands the college’s capability to educate beyond the physical walls of the campus.
The difference between traditional and online classes rests primarily with the delivery mode. Student Learning Outcomes and assessment tools are the same for web-enhanced, hybrid, and online classes. Online instructors and classes, like traditional classes, are evaluated by division chairs. The college also participated in a student survey to evaluate retention (or lack of) within the virtual campus by questioning students who decided to drop online classes.

**SELF EVALUATION**

**PLANNING AGENDA**

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

**DESCRIPTIVE SUMMARY**

Student Learning Outcomes for courses, programs/pathways, general education classes, and the institution are posted on the college website. Faculty in each department collaborate to create, assess, and modify the student learning outcomes for their courses and programs. The faculty determine the means of assessment and collect and evaluate the results. Assessment results are reported in the program assessment form and are used in the yearly unit plan and program review. Course level results are used by the faculty teaching that course to alter their teaching methods as needed.

Program/pathway, general education, and institutional level assessment is coordinated by the college’s SLO coordinator in collaboration with the Assessment Subcommittee of the Curriculum Committee. The subcommittee is composed of faculty representatives from each division who consult and determine the assessment measures for the varying levels of program organization. The college conducted its first campus-wide measurement of Institutional Student Learning Outcome (ISLO) #1 (Communication: Use language and non-verbal modes of expression appropriate to the audience and purpose.) in the 2010/2011 school year. Each program or pathway with an SLO related to ISLO#1 designed and delivered an assessment related to communication in their specific discipline. Results of the assessment were combined and evaluated with a common rubric designed by the assessment subcommittee.

Assessment planning is ongoing. The assessment subcommittee has established a calendar to assess one ISLO/year and use year six (there are 5 ISLOs) to evaluate the institutional assessment process in its entirety. This institutional level of assessment is still in the planning stage so at this point there is no indication of effectiveness.

Assessment at varying levels of program organization requires extensive
dialogue. This dialogue begins at the discipline level between faculty who create and assess the Student Learning Outcomes for their courses. Every semester full-time and adjunct faculty deliver the SLO assessment for their respective classes and the meet to evaluate the results. This dialogue is invaluable in terms of motivating faculty to focus on the core elements of their classes and the best practices to teach them. Even though there are no program results as of yet (except for Nursing), the dialogue within the assessment subcommittee and between instructors involved in program/pathway and institutional assessment is equally strong. Program results will be discussed as part of the program review and unit planning process.

SELF EVALUATION

PLANNING AGENDA

IIA 2. The institution assures the quality and improvement of all instructional courses and programs offered in the name of the institution, including collegiate, developmental, and pre-collegiate courses and programs, continuing and community education, study abroad, short-term training courses and programs, programs for international students, and contract or other special programs, regardless of type of credit awarded, delivery mode, or location.

DESCRIPTIVE SUMMARY

The college offers all of the above categories of courses and programs. All proposals for new courses and programs are submitted to the curriculum committee for their review and approval. The appropriate credit type, delivery mode and location of courses and programs for new courses are determined by the review of the curriculum committee. Those of existing courses are determined by the regular program review process. The offering of courses and the number of classes offered in each category of course are based on the date from placement from the placement tests and the assessment of programs by the department chairpersons. All courses and programs undergo the program review process to ensure the organization and high quality of instruction. The college researcher performs an annual survey and analysis of course and program as part of compiling the data for the fact book. These data are also incorporated into the program review.
IIA2a. The institution uses established procedures to design, identify learning outcomes for, approve, administer, deliver, and evaluate courses and programs. The institution recognizes the central role of its faculty for establishing quality and improving instructional courses and programs.

DESCRIPTIVE SUMMARY

The College offers developmental, pre-collegiate, continuing and community education, and international student and contract education. All academic programs must first be approved by the curriculum committee and then approved by the Board of the Los Angeles Community college District before being submitted to the State Chancellor’s office. Every six years (two years for vocational programs) each program must undergo a rigorous program review. The program review consists of an analysis of the data about course offerings, demographics, retention and completion, and the assessment of student learning outcomes. Vocational programs must also take into account recommendations of an advisory committee and submit their self-study to the local Workforce Investment Board. Moreover, the discipline must also examine the environmental scan to maintain the relevance of the program to the community which we serve. The resulting self-study is then scrutinized by an external validation team consisting of members from outside of the program and others outside of the college.

The faculty in each area is responsible for generating and reviewing student learning outcomes for course and for programs. The SLO coordinator reviews the assessment forms for completeness and measurability. As of 2010 roughly 10% of college courses do not have current course outlines with identified SLOs. Some of these courses are being evaluated for archiving as they have not been recently offered. As of 2010 roughly 75% of academic programs/pathways have SLOS. The course and program assessment forms both have a column aligning each course SLO to the Institutional Student Learning Outcome. The Assessment subcommittee resolves questions or concerns.

The faculty are the key drivers in the development and evaluation of courses and programs. The Curriculum committee at Los Angeles Harbor College is chaired by a faculty member; its membership is made up entirely of faculty with the exception of the Dean, Academic Affairs. Each program review self-study committee is made up of faculty members from the program in addition to the Dean, Academic Affairs. The assessment of student learning outcomes is guided by a subcommittee of the Curriculum Committee, composed of and chaired by faculty members. Course and program assessments are developed and carried out by faculty members under the direction of the division chair and the lead faculty for a specific discipline.
IIA2b. The institution relies on faculty expertise and the assistance of advisory committees when appropriate to identify competency levels and measurable student learning outcomes for courses, certificates, programs including general and vocational education, and degrees. The institution regularly assesses student progress towards achieving those outcomes.

DESCRIPTIVE SUMMARY
Standardized tests, assessment measures, program advisory boards, articulation agreements, and licensing exams all contribute to how competency levels are addressed. These are initiated and regularly reviewed by program faculty. Each program/pathway is to complete a curriculum map ranking the level of coverage of coverage for each program SLO in the courses required to earn the degree or certificate. As of 2010 of 2012 on a few of the curriculum maps have been completed.

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

DESCRIPTIVE SUMMARY
Los Angeles Harbor College offers two associate degrees - the Associate in Arts (A.A.) and the Associate in Science (A.S.). The ability of a student to complete the degree requirements in a reasonable time obviously depends on the availability and frequency that the required courses are offered. Since all basic courses are offered both day and evening at least twice a year and advanced classes are offered at least once a year, students can complete a specific program in as little as two years.

The College measures the quality of its programs through assessment of Student Learning Outcomes and ongoing program review, as described above. These are essential measures in a process driven by faculty at every point. It is primarily the Curriculum Committee, made up of faculty under the authority of the Academic Senate, which decides the criteria for assessing the breadth, depth, rigor, sequencing, and time to completion of each program the College offers. The Assessment subcommittee, also composed of faculty members, coordinates the assessment of institutional outcomes. Course completion, the number of degree and certificates earned, and tracking sequential progression through programs are also
used as key indicators.

A student web area is being developed to post the SLOs for each program/pathway. This site seeks to provide students with the “big picture” and a context for each course. When program requirements are significantly changed, the College makes appropriate arrangements so that enrolled students may complete their education with a minimum of disruption and in a timely manner. In general, if a student has an education plan that has been developed with the Counseling Department, the student may use the courses identified as program or area of concentration requirements for graduation, even if the program is modified at a later date. If a student does not have a plan on file and the student is a continuing student when a program is modified, as occurs from time to time in the technical/occupational areas, the student may petition the division/department, orally or in writing, for permission to use the course requirements in the original program. Permission is generally granted.

SELF EVALUATION

To ensure adequate enrollment in advanced classes, the division/department offering the course should make a concerted effort to promote enrollment in the course during the preceding semester. If an advanced class is cancelled in one semester, it should be scheduled again the following semester to ensure that students are not delayed in graduating. The counseling staff and division/department chairs work to ensure that program changes do not adversely affect students, and make reasonable adjustments when requested.

PLANNING AGENDA

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

DESCRIPTIVE SUMMARY

The delivery systems and modes of instruction utilized by Los Angeles Harbor College include on-campus lecture and lab instruction, outreach classes, as well as web-enhanced, hybrid, and online courses. In each of these “real” and “virtual” arenas of the college the impact of technology and its potential to address the varied learning styles of students is remarkable.

Traditional Instruction

As a result of Proposition A/AA and the later Prop J monies Harbor College has been able to significantly upgrade its facility and as a consequence transform its traditional instruction. Completion of the Northeast Academic Building (2009) and the Technology Building (2010) have brought increased technology to the campus by equipping each classroom with state-of-the-art computers, sound, and projection systems. In addition to
classroom technology, the Northeast Academic Building includes two 40-
person computer labs use primarily for online research and writing by the
department of Social and Behavioral Science. The Technology Building
houses multiple labs- 2 MAC labs for digital arts, an architecture and
engineering lab along with four business labs, a plant process, network,
and Administration of Justice lab. A digital film and television suite is
currently under construction on both the first and second floors of the
Technology Building. A new Library and Learning Resource Center is
currently under construction.

Instructors are encouraged to implement this technology into their teaching.
A variety of Flex activities are offered each semester to train instructors in
the creative use of technology. Ongoing classes at @ONE which provide
training in the use of podcasts, social networking, streaming video, wikis,
etc. are regularly publicized through inter-campus email. The LACCD also
offers an intensive training program, the Faculty Teaching and Learning
Academy, which is specifically designed to train instructors how to integrate
technology with teaching. In 2010 the College opened the Teaching and
Learning Center which also provides support and training for instructors.
The dialogue which surrounds the assessment of Student Learning
Outcomes also inevitably turns to integrating technology in best practices.

The technological surge has been paralleled by a push of basic skills
instruction. A Basic Skills committee directs a campus-wide effort to focus
every instructor’s attention on the need to teach basic skills in every
classroom. With state Basic Skills funding the College organized two
campus-wide meetings “World Cafes” to bring the various college
colleagues together to discuss and try to address the diverse needs of
the student population and integrate these needs into the broader planning
process. Monies were also used to revitalize the Literacy Center. Two two-
day workshops, led by Thomas Sadowski, a reading specialist from John
Hancock College, were also organized to focus the college’s attention on
this vital skill. In fall 2010 Harbor’s Teaching and Learning Center will offer
a series of workshops on basic skills.

Outreach Program

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

**Distance Education**

The Distance Learning program is expanding at Los Angeles Harbor College. The growth in the College’s Distance Learning program is fueled by student demand and the convenience of on-line classes. In the 2006 Self Study Harbor reported that the college offered 20 sections each semester. In 2009 Harbor offered 68 sections serving approximately 1300 students. Completion rate of Harbor’s online classes in 2009 is 61.6% and retention is 80.4%. [http://www.lahc.edu/research/OnlineStuds10.pdf](http://www.lahc.edu/research/OnlineStuds10.pdf)

The online schedule is developed in the same way as the schedule of courses offered on campus. The schedule is viewed online. The college also provides online student services such as advising, admissions, enrollment and withdrawal, fee payment and financial aid information, orientation, access to library resources, and tutoring.

In order for a class to be taught online a Title V outline along with Student Learning Outcomes and assessment form must be approved by the Curriculum Committee. Online instructors are required to post a syllabus containing updated Student Learning Outcomes and to participate in SLO assessment. Online classes also use the same textbooks that are used in traditional classes. The College maintains a license for the ETUDES course management system which means that the majority of online instructors are developing their courses on the same platform. Moving the campus from the use of four course management systems which was reported in the 2006 Self-Study to one CMS has provided greater continuity and consistency for students who are carrying several online classes. All online classes are evaluated and are regularly checked for 508 compliance.

All online faculty are required to successfully complete an ETUDES training course as well as an online pedagogy course before they are allowed to teach online. Online instructors are also provided with online support through the ETUDES site.
IIA2e. The institution evaluates all courses and programs through an on-going systematic review of their relevance, appropriateness, achievement of learning outcomes, currency, and future needs and plans.

DESCRIPTIVE SUMMARY
The Assessment Committee has recommended a six year cycle where every course, program/pathway, and institutional learning outcome is assessed and the results are reviewed. Harbor is just beginning the process of program/pathway and institutional assessment. Assessment results and plans are part of the program review which is also ongoing.

SELF EVALUATION

PLANNING AGENDA

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

DESCRIPTIVE SUMMARY
The College has agreed on an institutional and program/pathway cycle. This cycle integrates the assessment of student, program/pathway, and institutional outcomes with broader college planning and budget. One ISLO is measured each school year and all corresponding program/pathway SLOs are measured that same year. There are five ISLOs. The sixth year will be used for general overview of the processes and results. Then the assessment and evaluation cycle will begin anew. All assessment data is reported in Assessment forms posted on the college website. Supporting data (assignment prompts, rubrics, samples of student work) are in the respective Division offices.

Assessment results are first integrated into division unit plans and a division’s program review also taking into account internal and external scan information, key performance indicators, as well as the vision of the faculty and specialized committees. Beginning at the unit level, plans must reflect the learning needs of the students, the resources necessary, and support the College mission, vision, values, goals, and strategies. Each successive level of decision-making is bound by those same principles. The individual unit plans are then assessed within the larger cluster and integrated into the larger college planning and budget process. These unit plans are forwarded to the cluster level as soon as possible so that they may be integrated into the cluster plan due the end of the fall semester to
be forwarded to the College Planning Council. By early spring the unit plans establishing annual unit priorities based upon assessment results and their budgetary implications should be completed for the upcoming year. Ultimately, items not included in this budget will not be considered for the coming year as College-wide priorities are set.

Clusters then integrate the unit priorities as a cluster plan in order to forward their annual plan to the College Planning Council during December. This process may require further discussion with cluster constituencies and other clusters. The nature of an institution of higher learning is that areas interact and integrate needs with each other. Responsibilities are often divided and rest in multiple units, clusters, or groups. In addition to integrating unit plans, clusters must take into account any functional plans that appear through unified ideas in unit plans and those identified by specialized committees.

Units may forward changing priorities and requests throughout the year to the cluster. The cluster should evaluate proposed changes and when time sensitive, forward the request to the College Planning Council for consideration within the current year. In the event that the change may be integrated into coming years, the cluster may refer the proposal back to the unit for future planning. As with unit operational plans, only authorized formats and procedures are used to complete cluster operational plan forms employing the planning software.

The College Planning Council bears the responsibility of integrating cluster plans as well as ensuring that the proper clearance committees have been utilized and required approvals obtained. Upon January and February's integrated plan, the College Strategic and Master Plans must also be reviewed and updated as necessary. By April and May, budget priorities must be recommended for the coming year.

Throughout the year, clusters may forward changing priorities and requests for the College Planning Council's consideration. When changes are time sensitive, CPC evaluates the possible integration of the requests into the current year based on the College priorities. Otherwise, these changes may be referred back to the cluster for integration in coming years. As with cluster operational plans, only authorized formats and procedures are used to complete the College operational plan.

The College Fact Book and Planning Resource Guide not only provide essential administrative data but also details educational outcomes.
IIA2g. If an institution uses departmental course and/or program examinations, it validates their effectiveness in measuring student learning and minimizes test biases.

Student Learning Outcomes and methods of assessment must be developed before any course may be taught at Harbor College. This effort along with the update of the Title V outlines is generally spearheaded by full-time faculty members with the assistance of adjunct instructors. In courses where multiple sections of the same course are offered full-time faculty also coordinate the assessment and evaluation process. Assessment of Pathway, General Education, and Institutional learning objectives are coordinated by the Assessment subcommittee of the Curriculum Committee.

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

In the development of Student Learning Outcomes faculty are encouraged to use embedded assessment in their courses. Normally the assessment score also counts toward the student's course grade. Course student learning outcomes are published in the instructor's syllabus and are the basis for course assignments and activities.

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

DESCRIPTIVE SUMMARY

The evaluation of student learning and the award of credit are based upon criteria that are clearly stated and published. The credit awarded for a course is presented in the course description found in both the Los Angeles Harbor College catalog and the schedule of classes. In the catalog, the number in parentheses after the title of the course indicates the number of credit hours awarded for a given course. Instructors use the grading symbols found in the Los Angeles Harbor College catalog to represent a student's performance in a given course. The District's Curriculum Support Office in the Instructional and Student Services Support Division reviews all new course proposals to ensure that the relationship between units and hours, required by Title 5, section 55002, are met. Programs leading to degrees and certificates are awarded through criteria set forth by the Curriculum Committee and accepted general education patterns, as well as major requirements set forth by articulation agreements.
Because evaluation is such an important part of the learning process, evaluation methods for every course are identified on each Los Angeles Harbor College course outline that is presented by faculty to the College Curriculum Committee for approval. These outlines are on file in the Office of Academic Affairs and in Division Offices and are used as a basis for instructors to develop their syllabi. All course syllabi clearly identify Student Learning Outcomes and are the basis for the course activities. Assessment forms on the college website also identify Course SLOs. http://www.lahc.edu/facultystaff/slo/courseassessment.html

Program/Pathways at Harbor are also urged to organize a curriculum map showing the degree of coverage of each program/pathway SLO in each required course. The map is reviewed by the faculty in the program and the Assessment Coordinator and/or Dean to make sure that each course contributes to the program and that each SLO is covered at an Introductory, Intermediate, and Mastery level somewhere in the program. Formulating a curriculum map requires ongoing collaboration between adjunct and fulltime faculty. At this point numerous program/pathways have formulated the Outcomes which are posted at http://www.lahc.edu/facultystaff/slo/programassessment.html As of fall 2010 few departments have submitted curriculum maps for approval.

**SELF EVALUATION**

**PLANNING AGENDA**

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

The Assessment Committee and SLO Coordinator organize the collaboration required for writing and assessment General Education Learning Outcomes. Under their guidance, outcomes have been developed within inter-divisional meetings. Faculty relevant to general education fields of study meet, discuss, formulate, and revise GE outcomes and assessment. For fall 2010 the Social and Behavioral General Education assessment will include Psychology, Political Science, Sociology, Child Development, Economics, and History.
IIA3a. An understanding of the basic content and methodology of the major areas of knowledge: areas include the humanities and fine arts, the natural sciences, and the social sciences.

General Education is a program with its own SLOs. Please see http://www.lahc.edu/facultystaff/slo/programassessment/GenEdprogramassessmentform.JUL27.10.doc for a listing of the GE outcomes. It is assessed according to the campus-wide plan for measuring one ISLO per year. These outcomes were written by faculty who engaged in cross-discipline dialogue, examining specific course level outcomes, creating wordles to determine common language in order to clarify the content and methodology commonalities in the specific course level outcomes. These commonalities were then reflected into the GE outcomes. This collaboration has produced comprehensive General Education learning outcomes which require students to understand the basic content and methodology of the humanities and fine arts, and the natural and social sciences. In some cases the same course level assessment is used for the Program/pathway, General Education, and Institutional assessment.

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

IIA3c. A recognition of what it means to be an ethical human being and effective citizen: qualities include an appreciation of ethical principles; civility and interpersonal skills; respect for cultural diversity; historical and aesthetic sensitivity; and the willingness to assume civic, political, and social responsibilities locally, nationally, and globally.

DESCRIPTIVE SUMMARY

The capability to be a productive, life-long learner and the issue of ethics are addressed in Harbor College’s Institutional Learning Outcomes #4 Social Responsibility and #5 Personal Development. Most Program/Pathways on campus include an SLO related to each of these ISLOs. Some of the CTE programs that have a very specific focus do not include one or the other. The faculty within each Program/Pathway collaborate to determine where that content belongs depending on the sequence of their courses.

SELF EVALUATION

PLANNING AGENDA
IIA 4. All degree programs include focused study in at least one area of inquiry or in an established interdisciplinary core.

**DESCRIPTIVE SUMMARY**

Students at Los Angeles Harbor College are encouraged to follow a Liberal Arts AA degree or transfer pattern individually tailored to meet their specific educational goals. College programs are developed using established Liberal Arts and Vocational Education patterns for greatest articulation with desired target institutions or licensing agencies.

**SELF EVALUATION**

**PLANNING AGENDA**

IIA 5. Students completing vocational and occupational certificates and degrees demonstrate technical and professional competencies that meet employment and other applicable standards and are prepared for external licensure and certification.

**DESCRIPTIVE SUMMARY**

The grades a student receives reflect the student’s relative technical and professional competence in a vocational or occupational program; however, the grades a student receives are also reflective of the student’s achievement of specific competencies. These competencies or learning outcomes are available for all of the performance-based vocational and occupational courses and programs, and they are generally in the form of check-off lists that the instructor uses in assessing student competencies and are kept on file by the instructor. In addition, as with all new course outlines, vocational and occupational instructors presenting new course outlines must review the course in terms of the SCANS criteria developed by the Department of Labor to ensure that certain basic skill competencies are built into the course, as reflected in the outline. It is these competencies, if achieved, that lead to success in the workplace. Standards for successful completion of a course are specified in its syllabus. Additionally, some occupational programs adhere to standards defined by independent agencies outside the College.7

**SELF EVALUATION**

An effective system for verifying competence through the assessment of learning outcomes is in place in both the vocational and occupational areas. The College has been very successful in pursuing job development grants in several areas, and through programs such as CalWorks and GAIN, the College has also strengthened its capacity for moving students into the job market.
IIA6. The institution assures that students and prospective students receive clear and accurate information about educational courses and programs and transfer policies. The institution describes its degrees and certificates in terms of their purpose, content, course requirements, and expected student learning outcomes. In every class section students receive a course syllabus that specifies learning objectives consistent with those in the institution's officially approved course outline.

Student Learning Outcomes for the institution, program/pathways, and courses are available on the college website. The college catalog provides a simple link to the information for each program/pathway at http://www.lahc.edu/facultystaff/slo/programassessment.html Course SLOs are also included in the class syllabus. Division chairs require faculty to submit course syllabi; some faculty post syllabi on their websites. Verification of outcomes takes place on a course by course basis through faculty peer consultation and with the Division Chair. Program review also validates the learning outcomes and provides feedback.

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

DESCRIPTIVE SUMMARY

The California State University Chancellor’s Office permits the California community colleges to determine the academic level of their own courses and to designate appropriate courses as “baccalaureate level.” The College Curriculum Committee reviews proposed courses and determines the appropriate level for each course. All transferable courses are so designated in each of the College’s schedules and catalogs. The college articulation at Los Angeles Harbor College develops articulation agreements with her counterparts in the four-year universities and colleges. The articulation agreements are developed based on the college course outlines, class syllabi, and oral and written communication with articulation officers in the four-year schools. The articulation officer periodically reviews and updates the articulation agreements. In accepting transfer credits from other colleges to fulfill the Los Angeles Harbor College degree requirements, a student must submit a general petition and attached course outline in the catalog, class syllabus and college transcript to the admissions and records office. The general petition is reviewed by the department chairperson to ensure the course content and learning outcomes match those on the course outline and syllabus before awarding course credits. The transferability of Los Angeles Harbor College courses to the four-year institutions is stated in the college catalog and class schedule. The college counselors review the transfer requirements with students during counseling sessions.
For general education course credit, Los Angeles Harbor College follows California State University and University of California guidelines and using the courses in the IGETC or California State University General Education Breadth area of the community college where the course was taken. If the course was not taken at a California community college, and therefore the other institution has no IGETC or CSU General Education Breadth pattern, then the transcript review and department petition procedure listed previously is followed.  

Los Angeles Harbor College maintains agreements with Southern California University of California and California State University campuses, with various private universities in the Southern California area, and select University of California and California State University campuses in the Northern California region.

PLANNING AGENDA

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

DESCRIPTIVE SUMMARY

Procedures for viability review and program eliminations are contained in Board Rule 6803 - Viability Review. The college’s program review process also clarifies the procedure for program revitalization or elimination. The implications of such procedures are carefully weighed by administrators and faculty to insure the least amount of disruption to the students educational progress.

SELF EVALUATION

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

The Los Angeles Harbor College catalog is the standard reference for complete and accurate identification of degree and certificate program information at Los Angeles Harbor College. The catalog lists courses and competencies required for each program as well as the specific description, prerequisites, and intent of each course. Much of this identifying information is duplicated in the schedule of classes as an aid to students selecting courses.

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

The College catalog is reviewed and updated every two years. The process of updating the college catalog begins with an open forum to solicit as much input as possible on catalog improvements. Following the forum, specific sections of the catalog are distributed to appropriate faculty, administrators, and staff for accuracy and revision. The schedule of classes is reviewed twice a year with multiple galleys and proofs made available College-wide. As a cost-cutting measure (savings of $250,000) paper versions of the class schedule are no longer mailed. Instead, students receive a postcard notifying them of the online availability of the schedule as well as notifying them of their academic counseling appointment.

Student achievement information is contained in the annual College Fact Book available on the College website and widely distributed.

SELF EVALUATION

PLANNING AGENDA

IIA7. In order to assure the academic integrity of the teaching-learning process, the institution uses and makes public governing board adopted policies on academic freedom and responsibility, student academic honesty, and specific institutional beliefs or worldviews. These policies make clear the institution’s commitment to the free pursuit and dissemination of
IIA7a. Faculty distinguish between personal conviction and professionally accepted views in a discipline. They present data and information fairly and objectively.

DESCRIPTIVE SUMMARY

District policies on academic freedom are contained in Article 4 of the LACCD/Faculty Guild Agreement. District policy on conduct on campus is contained in Board Rule 9803 (Standards of Conduct). The Academic Senate has endorsed the code of conduct proposed by the American Association of University Professors and approved by the California State Academic Senate. Staff Development activities have been provided on these concerns. Faculty are evaluated on an established cycle that involves peer and student input in addition to administrative oversight. Schedule of Faculty Evaluations?

SELF EVALUATION

The adoption of the guidelines cited above indicates a heightened awareness of these concerns. The guidelines, however, more effectively define improper behavior than they provide for remedial action.

PLANNING AGENDA

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

DESCRIPTIVE SUMMARY

The College Academic Senate has adopted a plagiarism policy pursuant to the applicable Board rules and policies stated in the College catalog and schedule of classes.¹¹

SELF EVALUATION

As with issues of instructor integrity, the adoption of guidelines for student integrity as cited above indicates a heightened awareness of these concerns, but the guidelines more effectively define improper behavior than they provide for remedial action.

PLANNING AGENDA

IIA7c. Institutions that require conformity to specific codes of conduct of staff, faculty, administrators, or students, or that seek to instill specific beliefs or worldviews, give clear prior notice of such policies, including statements in the catalog and/or appropriate faculty or student handbooks.

DESCRIPTIVE SUMMARY

Los Angeles Harbor College is a non-sectarian institution.

IIA8. Institutions offering curricula in foreign locations to students other than U.S. nationals operate in conformity with standards and applicable Commission policies.
DESCRIPTIVE SUMMARY

The Los Angeles Community College District does not at the present time offer curricula to students other than U.S. nationals in foreign locations.
The Program Review File documents all aspects of the process summary which follows.  
4. College Catalog and Schedules of Classes File.  
5. College Catalog and Schedules of Classes File.  
6. The Course Outlines File includes all course outlines, each newly updated to incorporate SLOs.  
7. Course Outlines File.  
9. College Catalog and Schedules of Classes File.  
10. For current policy statements on ethical issues adopted at the District and College levels, see Personnel Policies File.  
11. Minutes File.
Opening day of the College’s Teacher Prep Academy, 2002.