Call to Order
Meeting called to order at 1:40pm.

I. Approval of Agenda
Motion to approve agenda with addition of “Classified Diversity Survey Results” under Unfinished Business and “College Hour” under New Business by N. Barakat. Motion approved. (Action Item 1)

II. Approval of Minutes (12/9/13)
Motion to approve by minutes with no changes by B. Young, seconded by N. Barakat. Motion approved. (Action Item 2)

III. Public Comment

IV. Unfinished Business (Action items/Noticed items from previous CPC meetings)
A. Shoes that Fit Program (L. Minor): shoes were delivered to Fries Elementary 11/16, Thanks to Jackie Copeland, Juan Baez, and Megan Lange and to students and staff who presented 198 pairs of shoes to students.
B. Classified Diversity Survey (L. Minor): Thanks to Dr. Blackburn and Rhea Estoya for assistance, see handout with survey results.

V. New Business
A. College Hour (L. Minor): would like to have a campus discussion regarding reinstating, is willing to help with the organization of it.
B. A. Tomlinson reminded committee that the usage of Foundation accounts will be disallowed unless activities are directly related to Foundation services, a written summary/report of the new process was requested.
C. A moment of silence was held for Laurie Roberts who recently passed on campus.
D. S. McMurray suggested LAHC work with local Neighborhood Councils to host a CERT training on campus, involving ASO and student athletes as well.

VI. Reports
A. President (F. Herzek):
   1. Anything and everything that could be done to save Laurie Roberts was done, dialing 911 from a campus phone does go to the Sheriff’s station
and dialing 911 from a cell phone goes to highway patrol and wastes time, everyone involved was issued a commendation including Cathy Landrum, Dr. Bonnie is still available to speak with folks through their grief;

2. State/Governor released initial state budget which includes 3% growth, .86% COLA, money to buy down deferrals, significant amount ($100 million) for districts who serve the larger number of academically & economically disadvantaged students, money for community colleges to pilot Bachelor’s degrees in targeted areas;

3. FON discussed again Friday in President’s council, currently 7 for Harbor but will need to double check;

4. Presidential Search for three colleges, SW, Valley and Harbor, has started, one firm has been approved by BOT, process now being discussed but still months away from any decisions.

B. ASO Report

C. Special Committees & Task Forces

1. Accreditation (K. Blackburn): please review the LAHC Schedule of College Planning Documents, dates are approaching soon, unit plans are now overdue, cluster plans need to be in the works, looks to be a busy January to stay on track with Standard I:
   i. President Herzek has asked for a day of Program Review in May, will find a date for presentations campus-wide;
   ii. Standard I will review Program Review process and manual and will come to CPC for approval of a few modifications;
   iii. Will have SLO & assessment report for the next meeting with Elena Reigadas.

2. Achieving the Dream (B. Villalobos):
   i. Four people are scheduled to attend national conference at the end of February;
   ii. FYE cohort two continuing and will finish this spring semester;
   iii. Cultural Equity training to be held during FLEX week, faculty and staff encouraged to attend (staff approved for release time);
   iv. Coaches will come again March 26-27;
   v. Timelines for AtD renewal being discussed, campuses will need to decide for fall, cost is $10,000 for individual campuses, value for campuses seems to be determined by the effectiveness of assigned Coaches.

3. Web Standards:

4. Bookstore Task Force:

5. Student Success Umbrella (B. Villalobos): all work groups have been meeting, Program of Study will meet this Thursday:
   i. Professional Development has not yet started because is waiting for other groups to steer the agenda; Personal Connections will meet Tuesday at 11am, participation from all three clusters is encouraged; Transition to College has been meeting weekly, group working on framework of matriculation (now SSSP) and looking to update the online orientation, meets Tuesday afternoons 2:30-3:30;
   ii. Regarding online orientation: District buying an orientation service for online students, discussion through district committee to support both online users and new applicants but was delayed by RFC, currently on hold but perhaps will have more updates after tomorrow’s meeting.
iii. Harbor Advantage is a huge effort with lots of work and high goals, SSSP compliments this new goal, requires lots of energy and patience;

iv. Application process: had been closed through mid April but will be working with Bob Richards to open earlier (24th of February), piloting with Banning High School one week prior, in order to have time to provide orientation, Ed Plans and assessments before students start the semester, the implications of trying to better connect with students earlier;

1. Issue of students “shopping” for classes – CCC Apply will generate ID but will not issue a registration date, notification message with orientation and assessment information.

D. CPC Standing Committee Reports

1. Academic Affairs Cluster Committee (L. Rosas): Academic Affairs is collecting Unit Plans to form the basis of College Plan:
   i. Saw presentation of web-based Program Review program in use at Mission to help Chairs and unit leaders to populate the proper fields, Maury Pearl is willing to help, Valley College may implement as well, will help to standardize and automate the planning process, will present timeline of proposal to CPC with costs.

2. Student Services Cluster Committee:

3. Administrative Service Cluster Committee:


5. Human Resources Committee:

6. Work Environment Committee:

7. Staff Development Committee:

8. Technology Advisory Committee:

9. Committees of Academic Senate (S. McMurray): minutes will be out shortly.

10. Student Success Evidence (K. Blackburn): will meet fourth Tuesday or first Friday at 1:30, announcement will go out.

VII. Good of the Order

A. Integration of planning and budget should be addressed in any changes made to the reporting template for CPC.

VIII. Adjourn 2:35pm
CLASSIFIED STAFF DIVERSITY SURVEY Fall 2013
Results
Institutional Effectiveness
October 30, 2013

DEMOGRAPHY
- Of the respondents, more were female (67.2%) than male.
- Of the five classified units, the AFT 1521A has the most members and also had the highest response rate; with 80% of responses originating from that unit.
- There were respondents from each of the classified units except SEIU 99.
- Of the respondents, almost 40% were between the ages 41-50; 20% between 51-60 years old; with a total of 72%.
- Spanish is the #1 foreign language spoken. A few also speak Russian, French, Bulgarian, Romanian, and Tagalog.
- Forty-three percent speak more than one language.

YEARS OF SERVICE AND DEGREE ATTAINMENT
- Fifty percent indicated less than 10 years of service as a classified staff, 32% have 10-19 years, 13% have 20-29 years, and 5% have 30 or more years of service.
- Over half (57%) attend or have attended LAHC as a student.
- Twenty percent have an Associate's degree, 35% have a Bachelor's degree, and 28% have a Master's degree.
- About 41% are the first in their family to attend college.

INTERESTS/GOALS
- Personal interests include: travel (41%), reading (20%), music (16%), and arts (15%).
- Twenty-five percent of respondents have an extra certificated assignment.
- The top three personal goals are to advance education (17%), to retire (15%), and family (13%).
- The top three professional goals of respondents include: obtaining a faculty position (24%), advance education (22%), and career advancement (22%).

JOB SATISFACTION AND COLLEGE POLICIES
- An overwhelming 95% enjoy their work because of the students, people they work with, and work environment, they feel they are making a difference, like helping others, see their job as an opportunity, and like to face the daily challenges.
- Of the respondents, 59% agree/strongly agree that the college policies are sensitive to the needs of a diverse classified population.
### Classified Staff Diversity Survey Fall 2013

**Results**

<table>
<thead>
<tr>
<th>Gender</th>
<th>#</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>19</td>
<td>32.8%</td>
</tr>
<tr>
<td>Female</td>
<td>39</td>
<td>67.2%</td>
</tr>
<tr>
<td>Total</td>
<td>58</td>
<td>100.0%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Union</th>
<th>#</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>SEIU 99</td>
<td>0</td>
<td>0.0%</td>
</tr>
<tr>
<td>SEIU 721</td>
<td>5</td>
<td>8.2%</td>
</tr>
<tr>
<td>AFT 1521A</td>
<td>49</td>
<td>80.3%</td>
</tr>
<tr>
<td>Buildings and Trades</td>
<td>2</td>
<td>3.3%</td>
</tr>
<tr>
<td>Unrepresented</td>
<td>3</td>
<td>4.9%</td>
</tr>
<tr>
<td>Decline to Answer</td>
<td>2</td>
<td>3.3%</td>
</tr>
<tr>
<td>Total</td>
<td>61</td>
<td>100.0%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Age Group</th>
<th>#</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>25 or under</td>
<td>1</td>
<td>1.6%</td>
</tr>
<tr>
<td>26-30</td>
<td>3</td>
<td>4.9%</td>
</tr>
<tr>
<td>31-40</td>
<td>13</td>
<td>21.3%</td>
</tr>
<tr>
<td>41-50</td>
<td>24</td>
<td>39.3%</td>
</tr>
<tr>
<td>51-60</td>
<td>12</td>
<td>19.7%</td>
</tr>
<tr>
<td>Over 60</td>
<td>8</td>
<td>13.1%</td>
</tr>
<tr>
<td>Total</td>
<td>61</td>
<td>100.0%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Years as a Classified Staff at LAHC</th>
<th>#</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Less than one year</td>
<td>9</td>
<td>15.0%</td>
</tr>
<tr>
<td>1 to less than 5 years</td>
<td>10</td>
<td>16.7%</td>
</tr>
<tr>
<td>5 to less than 10 years</td>
<td>11</td>
<td>18.3%</td>
</tr>
<tr>
<td>10 to less than 20 years</td>
<td>19</td>
<td>31.7%</td>
</tr>
<tr>
<td>20 to less than 30 years</td>
<td>8</td>
<td>13.3%</td>
</tr>
<tr>
<td>More than 30 years</td>
<td>3</td>
<td>5.0%</td>
</tr>
<tr>
<td>Total</td>
<td>60</td>
<td>100.0%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Highest Educational Attainment</th>
<th>#</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>High School Diploma</td>
<td>9</td>
<td>15.0%</td>
</tr>
<tr>
<td>Associate's Degree</td>
<td>12</td>
<td>20.0%</td>
</tr>
<tr>
<td>Skills certification</td>
<td>1</td>
<td>1.7%</td>
</tr>
<tr>
<td>Bachelor's Degree</td>
<td>21</td>
<td>35.0%</td>
</tr>
<tr>
<td>Master's Degree</td>
<td>17</td>
<td>28.3%</td>
</tr>
<tr>
<td>Doctorate</td>
<td>0</td>
<td>0.0%</td>
</tr>
<tr>
<td>None of the above</td>
<td>0</td>
<td>0.0%</td>
</tr>
<tr>
<td>Total</td>
<td>60</td>
<td>100.0%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>First in family to attend college</th>
<th>#</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>24</td>
<td>40.7%</td>
</tr>
<tr>
<td>No</td>
<td>35</td>
<td>59.3%</td>
</tr>
<tr>
<td>Total</td>
<td>59</td>
<td>100.0%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Speak more than one language</th>
<th>#</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>26</td>
<td>43.3%</td>
</tr>
<tr>
<td>No</td>
<td>34</td>
<td>56.7%</td>
</tr>
<tr>
<td>Total</td>
<td>60</td>
<td>100.0%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Most Skills Discovered</th>
<th>#</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Travel</td>
<td>41</td>
<td>21.0%</td>
</tr>
<tr>
<td>Music</td>
<td>32</td>
<td>16.4%</td>
</tr>
<tr>
<td>Arts</td>
<td>29</td>
<td>14.9%</td>
</tr>
<tr>
<td>Cooking</td>
<td>23</td>
<td>11.8%</td>
</tr>
<tr>
<td>Reading</td>
<td>38</td>
<td>19.5%</td>
</tr>
<tr>
<td>Acting</td>
<td>13</td>
<td>6.7%</td>
</tr>
<tr>
<td>Teaching</td>
<td>19</td>
<td>9.7%</td>
</tr>
<tr>
<td>Total</td>
<td>195</td>
<td>100.0%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Student Co-Signed for Student?</th>
<th>#</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>34</td>
<td>56.7%</td>
</tr>
<tr>
<td>No</td>
<td>26</td>
<td>43.3%</td>
</tr>
<tr>
<td>Total</td>
<td>60</td>
<td>100.0%</td>
</tr>
</tbody>
</table>
### Table 1: Certified assignment at UH Hilo

<table>
<thead>
<tr>
<th></th>
<th>#</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>13</td>
<td>24.5%</td>
</tr>
<tr>
<td>No</td>
<td>40</td>
<td>75.5%</td>
</tr>
<tr>
<td>Total</td>
<td>53</td>
<td>100.0%</td>
</tr>
</tbody>
</table>

### Table 2: Certified assignment at another college

<table>
<thead>
<tr>
<th></th>
<th>#</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>8</td>
<td>16.7%</td>
</tr>
<tr>
<td>No</td>
<td>40</td>
<td>83.3%</td>
</tr>
<tr>
<td>Total</td>
<td>48</td>
<td>100.0%</td>
</tr>
</tbody>
</table>

### Table 3: Enjoy work

<table>
<thead>
<tr>
<th></th>
<th>#</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>52</td>
<td>94.5%</td>
</tr>
<tr>
<td>No</td>
<td>3</td>
<td>5.5%</td>
</tr>
<tr>
<td>Total</td>
<td>55</td>
<td>100.0%</td>
</tr>
</tbody>
</table>

### Table 4: How many hours of direct student contact do you have per week?

<table>
<thead>
<tr>
<th></th>
<th>#</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>None</td>
<td>0</td>
<td>0.0%</td>
</tr>
<tr>
<td>Less than 1 hour per week</td>
<td>1</td>
<td>33.3%</td>
</tr>
<tr>
<td>1-3 hours per week</td>
<td>0</td>
<td>0.0%</td>
</tr>
<tr>
<td>4-6 hours per week</td>
<td>0</td>
<td>0.0%</td>
</tr>
<tr>
<td>7-10 hours per week</td>
<td>0</td>
<td>0.0%</td>
</tr>
<tr>
<td>More than 10 hours per week</td>
<td>2</td>
<td>66.7%</td>
</tr>
<tr>
<td>Total</td>
<td>3</td>
<td>100.0%</td>
</tr>
</tbody>
</table>

### Table 5: How satisfied are you with your job?

<table>
<thead>
<tr>
<th></th>
<th>#</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly Agree</td>
<td>7</td>
<td>13.2%</td>
</tr>
<tr>
<td>Agree</td>
<td>26</td>
<td>50.0%</td>
</tr>
<tr>
<td>Disagree</td>
<td>7</td>
<td>13.2%</td>
</tr>
<tr>
<td>Strongly Disagree</td>
<td>3</td>
<td>5.8%</td>
</tr>
<tr>
<td>Don't Know</td>
<td>7</td>
<td>13.5%</td>
</tr>
<tr>
<td>Total</td>
<td>52</td>
<td>100.0%</td>
</tr>
</tbody>
</table>
RESPONSES TO OPEN-ENDED QUESTIONS

What is your ethnicity (please feel free to be as specific as you would like to be)?

<table>
<thead>
<tr>
<th>Ethnicity</th>
<th>#</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>African American</td>
<td>3</td>
<td>5.8%</td>
</tr>
<tr>
<td>African American/Indian and White</td>
<td>1</td>
<td>1.9%</td>
</tr>
<tr>
<td>African American/Creole</td>
<td>1</td>
<td>1.9%</td>
</tr>
<tr>
<td>American Indian/White</td>
<td>1</td>
<td>1.9%</td>
</tr>
<tr>
<td>Asian</td>
<td>1</td>
<td>1.9%</td>
</tr>
<tr>
<td>Asian-American</td>
<td>1</td>
<td>1.9%</td>
</tr>
<tr>
<td>Black</td>
<td>2</td>
<td>3.8%</td>
</tr>
<tr>
<td>Black/Indian</td>
<td>1</td>
<td>1.9%</td>
</tr>
<tr>
<td>Caucasian</td>
<td>5</td>
<td>9.6%</td>
</tr>
<tr>
<td>Chicana</td>
<td>1</td>
<td>1.9%</td>
</tr>
<tr>
<td>English/Irish/American Indian</td>
<td>1</td>
<td>1.9%</td>
</tr>
<tr>
<td>Filipino</td>
<td>1</td>
<td>1.9%</td>
</tr>
<tr>
<td>Filipino, Chinese</td>
<td>1</td>
<td>1.9%</td>
</tr>
<tr>
<td>German/Polish</td>
<td>1</td>
<td>1.9%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>1</td>
<td>1.9%</td>
</tr>
<tr>
<td>Indian - Mayan Indian</td>
<td>1</td>
<td>1.9%</td>
</tr>
<tr>
<td>Irish &amp; Norwegian</td>
<td>1</td>
<td>1.9%</td>
</tr>
<tr>
<td>Latino and Italian</td>
<td>1</td>
<td>1.9%</td>
</tr>
<tr>
<td>Mexican</td>
<td>1</td>
<td>1.9%</td>
</tr>
<tr>
<td>Mexican/Asian</td>
<td>1</td>
<td>1.9%</td>
</tr>
<tr>
<td>Mexican/Latino</td>
<td>1</td>
<td>1.9%</td>
</tr>
<tr>
<td>Mixed (Mexican + White)</td>
<td>1</td>
<td>1.9%</td>
</tr>
<tr>
<td>Multi Ethnic</td>
<td>1</td>
<td>1.9%</td>
</tr>
<tr>
<td>Native American</td>
<td>1</td>
<td>1.9%</td>
</tr>
<tr>
<td>Samoan</td>
<td>1</td>
<td>1.9%</td>
</tr>
<tr>
<td>White</td>
<td>13</td>
<td>25.0%</td>
</tr>
<tr>
<td>White - German/Irish/English/American Indian</td>
<td>1</td>
<td>1.9%</td>
</tr>
<tr>
<td>White European</td>
<td>2</td>
<td>3.8%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>52</strong></td>
<td><strong>100.0%</strong></td>
</tr>
</tbody>
</table>
RESPONSES TO OPEN-ENDED QUESTIONS

What language(s) do you speak?

<table>
<thead>
<tr>
<th>Language</th>
<th>#</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bulgarian, some Russian</td>
<td>1</td>
<td>4.0%</td>
</tr>
<tr>
<td>English</td>
<td>3</td>
<td>12.0%</td>
</tr>
<tr>
<td>English and Spanish</td>
<td>3</td>
<td>12.0%</td>
</tr>
<tr>
<td>English, French, Spanish</td>
<td>1</td>
<td>4.0%</td>
</tr>
<tr>
<td>French</td>
<td>1</td>
<td>4.0%</td>
</tr>
<tr>
<td>Mini-Spanish, English</td>
<td>1</td>
<td>4.0%</td>
</tr>
<tr>
<td>Romanian</td>
<td>1</td>
<td>4.0%</td>
</tr>
<tr>
<td>Russian</td>
<td>1</td>
<td>4.0%</td>
</tr>
<tr>
<td>Russian, Armenian</td>
<td>1</td>
<td>4.0%</td>
</tr>
<tr>
<td>Some French and Spanish</td>
<td>1</td>
<td>4.0%</td>
</tr>
<tr>
<td>Spanglish, LEET, Ebonics, LOLCAT, Dude, Borat Quotes (my wife)</td>
<td>1</td>
<td>4.0%</td>
</tr>
<tr>
<td>Spanish</td>
<td>6</td>
<td>24.0%</td>
</tr>
<tr>
<td>SPANISH &amp; MAYAN (KANJOBAL, ACATECO)</td>
<td>1</td>
<td>4.0%</td>
</tr>
<tr>
<td>Spanish, English</td>
<td>1</td>
<td>4.0%</td>
</tr>
<tr>
<td>Spanish</td>
<td>1</td>
<td>4.0%</td>
</tr>
<tr>
<td>Tagalog and two other Filipino dialects</td>
<td>1</td>
<td>4.0%</td>
</tr>
<tr>
<td>Total</td>
<td>25</td>
<td>100.0%</td>
</tr>
</tbody>
</table>
RESPONSES TO OPEN-ENDED QUESTIONS

What are your personal goals?

**Personal Goals**

- Advance Education: 17%
- Retire: 15%
- Family: 13%
- Financial Stability: 7%
- Other: 11%
- Health Related Goals: 8%
- Good Employee: 7%
- Personal Growth: 8%
- Own Business: 2%
- Personal Interests: 2%
- Purchase Home: 2%
- Travel: 6%
- Community Involvement: 7%
RESPONSES TO OPEN-ENDED QUESTIONS

What are your professional goals?

![Professional Goals Pie Chart]

- Retire: 5%
- Advance Education: 22%
- Become An Administrator: 5%
- Become A Business Owner: 6%
- Career Advancement: 22%
- Community Involvement: 5%
- Obtain Faculty Position: 24%
- Other: 11%
RESPONSES TO OPEN-ENDED QUESTIONS

Other Interests:

Other Personal Interests

- Restoring Cars 13%
- Arts/Crafts 13%
- Fitness/Sports 25%
- Family 4%
- Other 4%
- Genealogy 4%
- Gardening 9%
- Movies 8%
- Genealogy 4%
- Personal Enrichment 8%
- Poetry 4%
- Photography 4%
- Outdoor Activities 13%
RESPONSES TO OPEN-ENDED QUESTIONS

Tell us something else interesting about yourself. Something we probably don't know.

- I have been doing extensive research on early California history—specifically the mission and ranch period in California
- I am a person of many interests. I like making various things happening. Such as rebuilding an old car
- I want to travel the world
- I have a huge collection of Christmas and Halloween item
- I use to sing for a Punk Rock Band
- Love college football
- I once was an abused wife and mother
- I really enjoy being one with nature
- I am a meditator
- I've traveled to 20 countries in the past decade
- I lived thru and escaped a civil war in my country (Guatemala) as a child and because of that I lived in 3 countries (Guatemala, Mexico and here in the U.S.A). I have ran a full marathon
- I created my family tree from scratch and now have over 16,000 names on it!
- One of my bucket list goals is to learn how to ride a motorcycle
- I was a student worker at Harbor College since 1991 but didn't become classified employee until several years later.
- I played on a rugby team in Spain and tore my ACL
- I am an Army Veteran, I love to travel, and I love knowledge
- I enjoy giving to shelters and helping people out that need that extra hand. And spending time in church
- I once wrestled a tiger. It was a baby. But it still counts toward my awesomeness
- Both parents were artists
- I completed my Associate's degree, Bachelor's degree, and Master's degree each in one year.
RESPONSES TO OPEN-ENDED QUESTIONS

Please share why you enjoy the work you do.

- It’s not the work itself, it’s the opportunities available in the work environment.
- Helping students in the computer lab keeps me active mentally and physically. Students can be a problem at times but for the most part they are very happy and easy going. I like being around that positive energy.
- I am happy with myself and in my personal life it spills over into my work.
- Challenging and thoughtful work. Always new things to learn.
- I have the opportunity to help students be successful.
- It’s rewarding to teach to see that my help makes a difference in people’s lives and to see how they’ve grown (with my help) in a certain aspect in 4 months.
- My passion for work I do is already continues for more than 35 years. And in the same field. If I lose my interest to my work I might just quit/reitre. Not happening sometime soon. I am still full of enthusiasm and energy.
- Engaging with different personalities and perspectives, keeps it interesting.
- We have an excellent staff.
- It is a career not a job.
- It is a privilege to have the opportunity to do work that is meaningful and helpful to others.
- The faculty is nice as well as the overall environment.
- I am challenged each & everyday by the students & am able to direct them to helpful resources, critical thinking, problem solving & I gain personal satisfaction when the light bulbs pop on by their own investigative actions! Pure enjoyment for me!!
- I like the people I work with and have a great supervisor who is very supportive.
- I enjoy working with the students. I also enjoy working with my colleagues.
- I continue to have challenges every day. Work environment is very pleasant.
- A sense of accomplishment every day that I’m able to get everything done.
- I like interacting with lots of different people and I enjoy being in an environment where learning and education is valued and not 'nerdy'.

- I love making a difference in the office and helping everyone that needs me. I work with great people and I enjoy coming to work everyday.
- I work with people I like. It’s nice to come to work and enjoy the company of my co-workers. Helping students achieve their educational goals gives me satisfaction in the job I do. Working for over 20 years at Harbor has given me the opportunity of meeting many people. I have always been dealt with respect and kindness by most.
- Analytical.
- The people I work with.
- Students are the life blood of any institution, so if I and my peers can help them remain in school, pursue their dreams, and learn to express themselves, I can enjoy life at Harbor.
- When I look around this campus, I see students who are just like me. They’re the first I their families to attend college, and are beginning to see the opportunities that are open to them and I find it extremely fulfilling to know that in some small way I’ve made their experiences here better.
- I get to help a lot of people.
- Because the end result helps people. I do not have a big fancy job, but if I don’t do it right, people could be in a very difficult way.
- I enjoy my work because I get to interact with the students and help make a positive difference in their lives.
- Work with good people. Enjoy working in the education field.
- I enjoy helping the student/athletes and seeing them move on to the next level.
- I think the students appreciate me and what I do.
- I love helping people! I also enjoy the daily challenges of creating more efficient ways to get work done. I feel like my skills are being put to good use, and that my work is meaningful.
- I like to help people. I also enjoy completing projects such as scheduling the classes.
- I work with cool people.
- I really enjoys helping out students.
RESPONSES TO OPEN-ENDED QUESTIONS

Please share why you enjoy the work you do (continued).

- With my profession I enjoy fixing things for the students for the faculty and staff it brings me joy when I could fix things around the campus, for the safety and security of all.
- I enjoy my work because I get to help students with various questions they might have about admission or about the college and I am a "people person," so I like to go to the extra mile to try to help students.
- I enjoy helping students to achieve their goals and have positive self-image
- I help people every day.
- Getting the results
- I am able to use my skills and knowledge acquired to help me with my work duties. I am able to help students receive resources they need to help them transfer to a 4 year university or obtain a certificate.

Why You Enjoy The Work You Do?
Below is a graphic representation of the responses. Words that appear more frequently have greater prominence.
RESPONSES TO OPEN-ENDED QUESTIONS

Please share why you DO NOT enjoy the work you do.

- Supervisor

Can you give examples of how the college promotes its commitment to equity, diversity, and fairness?

- Various programs and clubs that is available to students, diversity of staff to serve students.
- In the library we treat all students fairly. We try to help them in any way we can. Many students attending Harbor College have literacy problems and poor educational backgrounds. I don't think that the VP's and deans on campus realize this problem. It's a challenge, but we help out many students who cannot get help elsewhere.
- I don't think this was being done in the recent past. I am hopeful it will be in the future.
- The college gives us enough time off that can meet the needs of religious holidays as well as personal vacations.
- This college is changing it used to be more diverse when I started working here. There are offices on this campus that only hire Hispanics, the entire staffs are Hispanic. Assessment Center, Transfer Center, Workforce Development, Foundation Office, Counseling is on the way to being only Hispanic....
- Under staffing due to budget cuts has lowered efficiency and morale for the campus.
- By providing a variety of subjects to study; providing programs for all students including those who are disabled.
- In my personal experience on campus we have a wide variety of different nationalities which is a good thing.
- Just do not want to express my opinion on this subject.
- They hired me, and I'm all of that stuff and a bag of chips.
- I've seen on several of the LACCD campuses a variety of different ethnicities.
- In my opinion, classified employees are treated as second class citizens.
- I've don't see a large effort on the part of the college promoting equity, diversity and fairness. It seems that there is a push not only on our campus, but within the entire district to promote career advancements and educational programs benefiting certain ethnic group(s). Our district appears to be politically based, instead of diverse based.
- The area we teach in has huge diversity of background and income and all teachers I know here at LAHC are more than willing to take the extra step to insure student success.
- When I look around my work environment at Harbor I see equality, diversity and fairness among faculty and staff.
- Look and listen to the students on campus, as well as the faculty.
Los Angeles Harbor College
The Planning Process: How We Plan

Approved: Nov. 6, 2012 Standard I Team
           Jan. 14, 2013 approved by CPC
           Jan. 17, 2013 reviewed by Academic Senate

Revised/Approved: Dec. 4, 2013 Standard I Team
                  Dec. 9, 2013 approved by CPC
                  Dec. 19, 2013 Academic Senate Review

Mission Statement
Los Angeles Harbor College fosters learning through comprehensive programs that meet the educational needs of the community as measured by student success, personal and institutional accountability, and integrity.

Planning at Los Angeles Harbor College is under the auspices of the shared governance structure and is overseen by the College Planning Committee (CPC). CPC has representation from all college constituents (students, staff, faculty, administrators) as well as Academic Senate/Union representation. The college President serves as the final level of approval for all college planning activities.

Educational Master Plan
The Educational Master Plan serves an iterative function which begins and ends the planning cycle for the college. It is used at the start of the planning process to provide the framework for the Unit Plans, Cluster Committee prioritizations, College Annual Plan (college wide priorities); and serves as an end to the planning process by encompassing evaluation/assessment data.

Lead agents for developing the EMP: CPC Co-Chairs, Vice Presidents, President

Taskforce composition: CPC Co-Chairs, Vice Presidents, President, Dean of Institutional Effectiveness, Academic Senate President or designee, All Co-Chairs of CPC committees and Academic Senate Committees.

Approval Process: Academic Senate; CPC

When: Annually in the Spring semester.

Factbook and External/Internal Scans provided by Institutional Effectiveness fall semesters.

Program Review
In order to assess the effectiveness of its programs, the college conducts Program Review which incorporates evaluation of Student Learning Outcomes/SAOs.

Lead agents for Completing Program Reviews: Division Chair/Director of the Unit; and Dean(s)

Taskforce composition: faculty, classified staff, students, administrators, Advisory Boards (as applicable)

Approval Process: Vice President of the cluster and cluster committee; &/or college president for areas of direct report.

When: Annually in the Spring semester.

Unit Plan
Unit Plans are developed within the respective units of each cluster, reflecting the planning priorities integrated with budget information.

Lead agents for developing the Unit Plans: Division Chair/Director of the Unit; and Dean(s)

Taskforce composition: Faculty, classified staff, students, administrators

Approval Process: Cluster Committee; CPC

When: Annually in the Fall semester.

Student Success Plans
There are two planning documents which deal with Student Success: a state report required by SB1456, and the college’s overarching Student Success Umbrella plan which may encompass state required elements.

Lead agents for developing the Plans: Dean of Academic Affairs and Dean of Student Services (assigned by the College president).

Taskforce composition: Co-Facilitators of the work groups within SSU, Faculty, classified staff, students, administrators.

Approval Process: CPC

When: Annually in the Fall semester.
Enrollment Plan
To ensure the institution maintains academic program offerings and related support services, and does so within the college’s budget allocation for instruction, the college completes an Enrollment Plan.

*Lead agents for developing the Enrollment Plan:* Vice President of Academic Affairs and Vice President of Student Services.

*Taskforce composition:* Dean of Academic Affairs responsible for Schedule development. Dean of Academic Affairs responsible for Program Review; Dean of Economic/Workforce Development; Scheduler; Faculty; Academic Senate representative; Supervisor Admissions & Records; Admin Services representative; Student Services representative; Dean of Institutional Effectiveness.

*Approval Process:* Academic Senate; CPC

*When:* Annually in the Fall semester.

6-Year Planned Offerings
To ensure the institution maintains academic program offerings in a rotation such that students can complete their degrees/certificates within 6 years, the academic departments complete 6-Year Planned Offerings. These documents are available to students on the website in the “Schedule” section so that they can plan out their educational plans.

*Lead agents for developing the 6-Year Planned Offerings:* Vice President of Academic Affairs; Dean of Academic Affairs responsible for Schedule

*Taskforce composition:* Division Chairs and faculty within the Division.

*Approval Process:* Once completed, the documents are uploaded onto the college website by the Scheduler

*When:* Annually in the Fall semester.

Technology Plan
To ensure the college maintains currency and sufficiency with technological requirements, the college completes a Technology Plan.

*Lead agents for developing the Technology Plan:* Director of IT; Co-Chairs of Technology Advisory Committee

*Taskforce composition:* Technology Advisory Committee and ensuring representation from all three clusters

*Approval Process:* Academic Senate; CPC

*When:* Annually in the Spring semester.

Human Resource Plan
To ensure the college has a plan in order to meet the staffing needs and meets the fiscal obligations of staffing, the college completes a Human Resource Plan.

*Lead agents for developing the Human Resource Plan:* Vice President of Administrative Services and the Co-Chair for the Human Resources Committee

*Taskforce composition:* Human Resources Committee and ensuring representation from all three clusters

*Approval Process:* Academic Senate; CPC

*When:* Annually in the Spring semester.

Cluster Plans
The Cluster Plans represent the prioritization of planning activities integrated with budget considerations within the clusters of the college.

*Lead agents for developing the Cluster Plans:* Vice Presidents of the respective clusters.

*Taskforce composition:* Cluster committee members

*Approval Process:* Cluster Committee; CPC

*When:* Annually in the Fall semester.

College Annual Plan
The College Annual Plan establishes the college’s planning priorities to be funded for the year.

*Lead agent for developing the College Annual Plan:* CPC Co-Chairs, Vice Presidents, President

*Taskforce composition:* College Planning Committee (CPC)

*Approval Process:* CPC

*When:* Annually in the Spring semester.
Los Angeles Harbor College Schedule of College Planning Documents

**Academic Affairs Program Reviews due:**
(see Program Review Manual Appendix A for complete listing)

Vocational Program Reviews Due:
- Business, Finance, Marketing, Real Estate, International Business, Management,
- Supervision, Accounting, CAOT, Office Machines
- Finance-- Skills Certificate
- Legal Studies-- Skills Certificate
- Management and Supervision-- Skills Certificates
- Marketing-- Skills Certificate
- Retail Management-- Skills Certificate
- Journalism

- Computer Information Systems
- Drafting, Engineering Tech, Engineering General, Electronics, Computer Tech
- Certified Nurse Asst./Home Health Aid
- Nursing
- Architecture
- Child Development
- Culinary Arts
- Administration of Justice, Fire Technology, E.D.A.

**Vocational Program Review Timeline:**
- By beginning Feb: Obtain, review, and comment from WIB
- By mid-March: Hold Advisory Committee meeting
- By end April: Submit to President & Academic Senate
- By end May: Submit to Chancellor

**ACCJC REPORTS DUE MARCH 15, 2014**
* SLO ANNUAL REPORT
* ANNUAL REPORT
* ANNUAL FISCAL REPORT

**ACCJC MID TERM REPORT: MARCH 2015**

Updated: June 13, 2013
Updated: Dec. 2, 2013
CPC Approved: Dec. 9, 2013

**Academic Affairs (Divisions and Cluster):**
Jan. 6 (Mon.): Divisions-- 6-year (2014-2020) Planned Offerings by Division
Jan. 6 (Mon.): Divisions—2014-15 Unit Plans Due from Chairs/Deans
Jan. 27 (Mon.): Academic Affairs 2014-15 Cluster Plan Completed
Jan. 27 (Mon.): Enrollment Management Plan 2014-2015
Feb. 12 (Weds.): Cluster priorities due to Megan (for CPC agenda 2/24/14)
Feb. 24 (Mon.): Present prioritizations to CPC (discussion)

**Student Services (Programs and Cluster):**
Jan. 6 (Mon.): Student Services Programs 2014-15 Unit Plans Due
Jan. 27 (Mon.): Student Services 2014-15 Cluster Plan Completed
Feb. 12 (Weds.): Cluster priorities due to Megan (for CPC agenda 2/24/14)
Feb. 24 (Mon.): All clusters present prioritizations to CPC (discussion)

**Administrative Services (Programs and Cluster):**
Jan. 6 (Mon.): Admin. Services Programs 2014-15 Unit Plans Due
Jan. 27 (Mon.): Admin. Services 2014-15 Cluster Plan Completed
Feb. 12 (Weds.): Cluster priorities due to Megan (for CPC agenda 2/24/14)
Feb. 24 (Mon.): All clusters present prioritizations to CPC (discussion)

**CPC Planning Document timelines:**
Feb. 3 (Mon.): draft of Human Resources Plan 2014-15
Feb. 24 (Mon.): All clusters present prioritizations to CPC (discussion)
Mar. 3 (Mon.): Ballots due
Mar. 10 (Mon.): Discussion college prioritization ballot results
Mar. 24 (Mon.): College Annual Plan approval
Apr. 21 (Mon.): Facilities Plan 2014-15 approval
Apr. 21 (Mon.): Technology Plan 2014-15 approval
May 12 (Mon.): Educational Master Plan approval
Proposed Committee of CPC, amending the Participatory Governance Agreement (Article VI, Standing Committees of the CPC)

Student Success Evidence Committee

Membership:
Dean of I.E. (or designee), Co-Chair
College President (or designee)
Dean (1)
IT representative
Math Faculty (1)
English Faculty (1)
Counseling Faculty (1)
Faculty (research methods/data analysis experience) (2)
Academic Senate Faculty appointment (1)
AFT Faculty representative (1)
SLO Coordinator
Research analyst from IE office
Financial Aid Director
Admissions & Records Supervisor (or designee)
Assessment Center representative
ASO Students (4)

The second Co-Chair of the committee will be elected by the committee and serve for a 2 year term.

Responsibilities/Role:

- Develop a candid analysis of the college’s performance with respect to student outcomes, with a special focus on low-income students, students of color and others who face barriers to success.
  1. Students successfully completing developmental education
  2. Students successfully completing identified gatekeeper courses
  3. Students successful completion of courses (C or better, all courses)
  4. Student persistence from one term to the next
  5. Students successfully completing certificates and/or associate degrees
- Examine quantitative and qualitative data and present findings in a clear and compelling way that shows where the college is doing well and where it needs to improve.
- Seek involvement of students and faculty to identify strengths and weaknesses of current college policies, structures, and services.
- Aid the college in engaging students, faculty, community members and others in dialogue about the analysis and proposed goals and strategies.
- Review IRB requests, inviting faculty with area expertise to any meeting in which IRBs in their areas would be reviewed; make a recommendation for decision on approval.
- Serve as liaisons on Student Success Umbrella Committee with the I.E. Office
- Review data and set student success targets for ACCJC Annual Report in conjunction with the Academic Senate Assessment Committee.

CPC Approved: Dec. 9, 2013