



Planning Evaluation Comprehensive Report 2012-13
Institutional Effectiveness
April 2014

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*This comprehensive evaluation of our planning process and outcomes is a reflection of our commitment to excellence and a culture of improvement to benefit our students. Thank you to all who participated! A special **Thank You** is extended to Robbie Barker and Rhea Estoya for their assistance with this project.*

Overview of the Planning Evaluation for 2012-13

Executive Summary

The college undertook a comprehensive evaluation of the 2012-13 planning process to continue to improve its outcomes and processes. The college builds upon the planning evaluations completed in 2011 and 2012; in 2012, the college clarified its planning process. The 2012-13 academic year was the first year following the completed planning process and serves as a baseline for further refinement and iteration of planning activities. The evaluation activities took place at the College Planning Committee (CPC) Retreat in February 2014. Widespread attendance with engaged participation resulted in several recommendations coming forward. Following the retreat, a survey regarding the alignment of unit/cluster/college planning was sent out with 49 respondents. The survey has a few areas in which results should be further explored and evaluated due to small number of responses on several questions; however, the areas in which many responses were gathered provided additional evidence which supports the activities held during the retreat.

The planning process is under the auspices of CPC. There is not an administrative office with the responsibility for oversight of the planning process. As a result, deadlines have a tendency to be overlooked, and at times, topics and foresight on planning activities can become lost in the noise of a semester/academic year. In order to have consistency and to ensure the processes and outcomes (planning documents) stay within deadlines, it is recommended that an office on campus become the "house" for leading and directing the campuses planning activities, as well as serving as a repository for planning documents. Having a "house" would in no way usurp the CPC, but would rather enhance its effectiveness. The committee reporting, the timeline and oversight of deadlines, the products and processes associated with planning, will function better with someone overseeing and directing this important college function. Revisions would be needed on The Planning Process: How We Plan document (see p. 5).

Improvement of the participatory governance committees has been made by the college. The use of committee report forms and having agendas which include the college's mission statement have been implemented. Recommendations moving forward to CPC from committees continue to be an ongoing issue. As a planning body, committees need to formally bring recommendations to CPC, and then for CPC to make a recommendation to the college President. Continued focus and diligence regarding membership lists for committees, having members attend meetings routinely, and training on Roberts Rules of Order for CPC are follow up items. More detailed explanation is offered in the section of this report.

There has been a concerted effort to align the college's Educational Master Plan (EMP) with the District Strategic Plan. The most significant recommendation made during the planning evaluation retreat is to go to a multi-year planning cycle, which would have at its foundation an Educational Master Plan spanning 3 years (ie. 2015-2018). The benefit to this would be alignment of all planning documents to the EMP, planning document development in one year, Program Reviews completed and on a cycle which feeds into the planning documents; and having a year in which to complete evaluation. With having an annual cycle for all planning documents currently, the college has a lot of activity to contend to with very sparse staffing. Slowing things down on a multi-year cycle will hopefully give each area its due focus/energy. Structuring the EMP to have goals identified with objectives/activities, and outcomes will further aid in the evaluation of the EMP in future iterations. Please see the section on the EMP evaluation for additional detail.

The structure and forms for the Unit and Cluster plans is an area identified by the campus community as needing some streamlining and simplicity. As the college moves to an online and integrated Program Review/SLO system, this an area for which we can further align planning documents as outcomes of evaluation. The change and implementation of our new PR/SLO system will begin in

August, which gives the college time in which to make a meaningful change. Please see Unit/Cluster planning section for additional details.

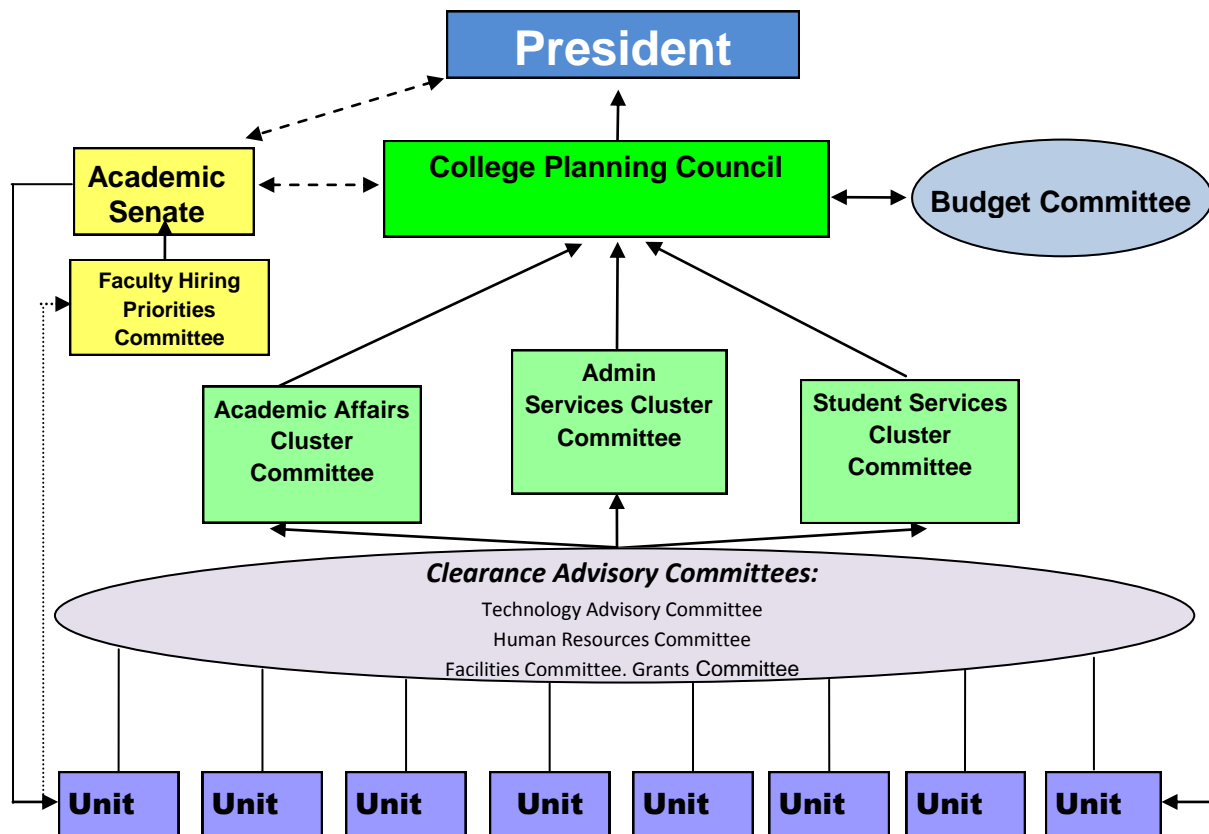
The College Annual Plan evaluation indicated overlap with the college’s Educational Master Plan. De-threading the two documents to two separate plans with distinct directions is indicated. Again, the evaluation indicated that a multi-year planning process may benefit the college. Please see the College Annual Plan section for additional details.

The Technology Plan evaluation showed alignment to the college’s EMP as well as the District Technology Plan; however, it was recommended that the plan include more easily identifiable goals, as well as objectives/activities to meet them. As the District/Colleges move into the implementation phase of PeopleSoft, resources will need to be dedicated in order for it to be a success for our students.

At the time in which the first Human Resources Plan was completed, the college immediately moved into the next HR Plan development/implementation (2013-14). The strength of the 2012-13 HR Plan was the clear link of Program Review to Unit/Cluster plans. This was further extended into the next planning cycle in which budget and prioritization was enlisted. Please see the Human Resources Plan section for additional detail.

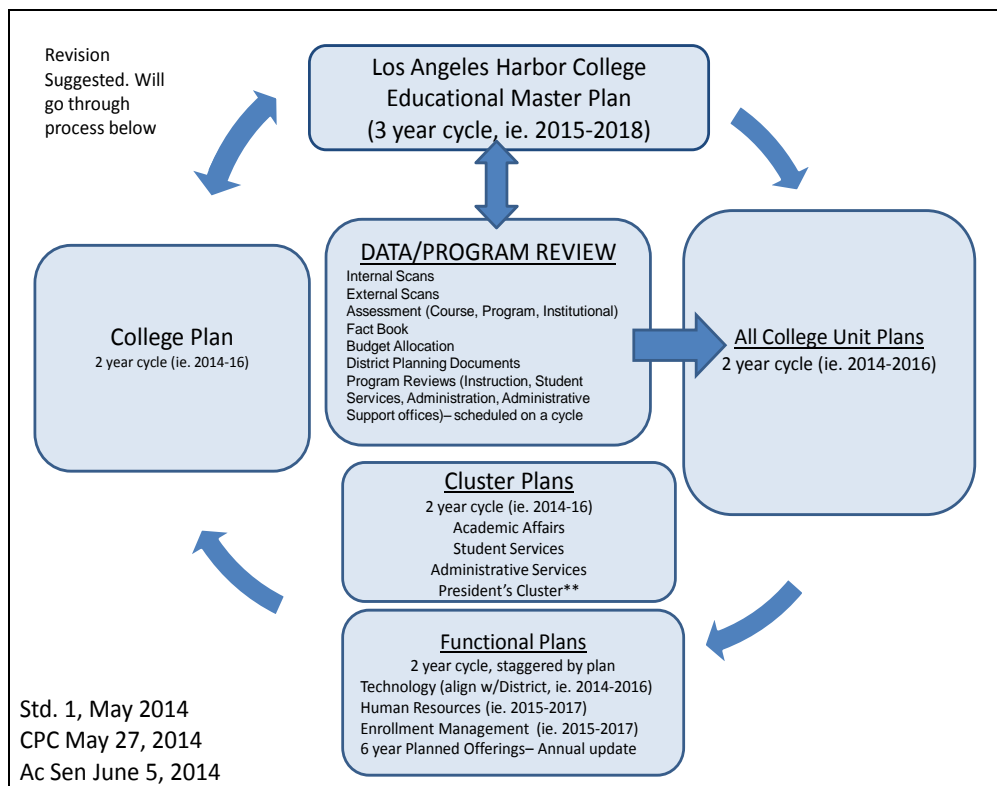
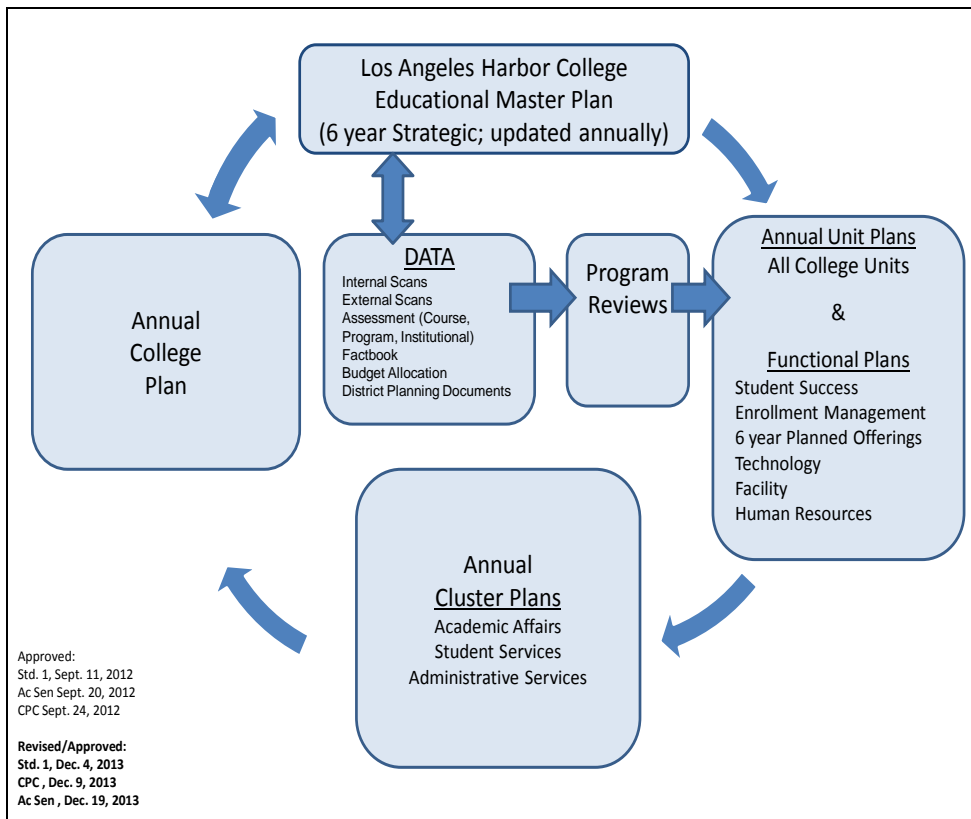
An area which the college has realized is impacting the planning process is that there are now units at the college which are “cluster-less” as a result of no longer having a President’s Cluster (a decision made in 2010). Discussions of this during the Planning Retreat indicated that the college community would like to see this Cluster return. It has an impact on items moving forward from cluster plans to the college annual plan. The current diagram for the college’s participatory governance structure (below), would need to be updated (through the approvals indicated) to reflect the return of this cluster.

Harbor College Participatory Governance Structure



Standard 1 Team approved Nov. 6, 2012
 CPC approved Jan. 14, 2013
 Academic Senate approved Jan. 17, 2013

The college community indicated an interest in moving to a multi-year planning cycle. Also, in examining the functional plans for the college, there is an indication that it is a separate process which should be reflected from the Unit plans. These ideas are depicted in the diagrams below, with the current model first, revision below.



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 reviewed by Academic Senate

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.



Executive Summary

The College Planning Committee structure and outcomes for 2012-13 were evaluated using qualitative and quantitative measures. This evaluation included examining both process and products as a result of committee participation within the planning framework of Los Angeles Harbor College. Further, this evaluation is compared with the committee and participatory governance evaluation completed by the college in 2011-12, thereby completing a cycle of evaluation → revision implementation → measurement → evaluation.

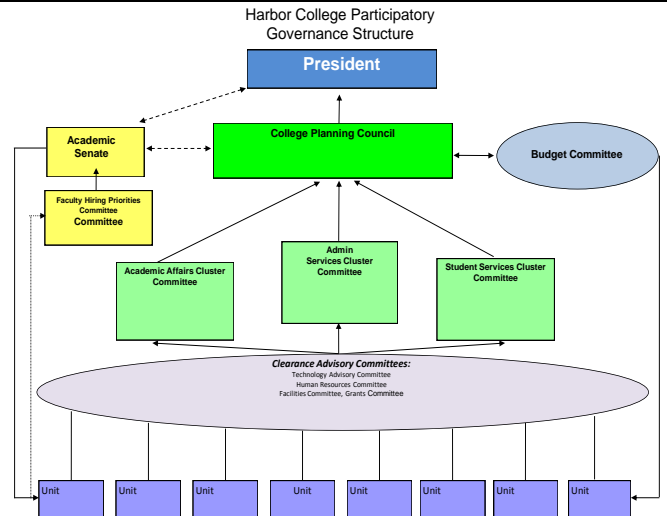
Outcomes: Evaluation 2011-12 to Evaluation 2012-13

- Alignment of committees and where information stops: (Academic Senate Committees reporting at Division Council but not at A.A. Cluster, etc.)
 - ✓ Addressed in the 2012-13 Planning cycle by the use of the Committee Report Form which moves actions from the committee to CPC for recommendations to the College President.
- Committee Co-Chair training is needed to understand role/responsibility, scope of the committee, running effective meetings (agenda mgt): Use CPC Agenda as a template for each of the committee
 - ✓ Addressed at the Feb. 6, 2014 Planning Retreat by Susan McMurray and Abbie Patterson (CPC Co-Chairs)
 - ✓ Template of CPC Agenda was made which includes the college's mission statement; adoption took place by all CPC Committees immediately following the Feb. 6, 2014 retreat.
- Roberts Rules of Order training
 - This item requires additional follow-up
- Committee reports should be in writing with ALL recommendations in the report.
 - ✓ Progress has been made by the committee
- Membership lists for each of the committees posted at the beginning of each academic year
 - ✓ Susan McMurray, one of the Co-Chairs of CPC has made progress in obtaining membership lists at the beginning of each academic year.
- Dept. Chair training and a description of the function of a department Chairs
 - This item requires additional follow-up; it is not necessarily a function of CPC and Participatory Governance, but rather Academic Affairs/Student Services related.
- Would like a report from Economic/Workforce Development to know what is going on in the area periodically
 - ✓ This has occurred within the Grants Committee (of the Academic Senate); in a report to CPC; and in a Budget Committee meeting. Additionally, a section was added to the college's Factbook which addresses this as well.
- When shared governance committees make a recommendation, want to know the outcome: was it implemented?; close the loop
 - ✓ This has happened in committees, but we could use a mechanism to better communicate outcomes of CPC. The college has hired a Web Designer and will be making the college website and social media presence stronger.

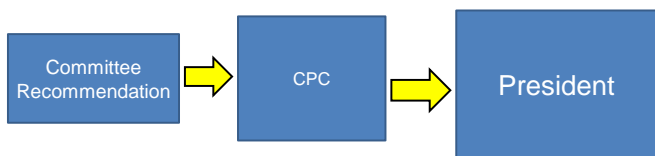
Results and Outcomes of the 2012-13 indicate that the college has progress toward integrating recommendations made from committees to the larger CPC body; however, additional progress is needed. In order to align the actions recommended by committees, the formal recognition of the action is needed at CPC meetings, which is a step that has been overlooked at times.

Committee **Evaluation**: Do our “products” reflect our “process”?

Institutional Effectiveness
CPC Planning Retreat
Feb. 6, 2014



Progression of **Action**
according to our diagram:
(in a linear picture)



Activity: Break into 6 groups, identify which actions moved forward from (assigned) Committee to CPC:

DATE	Committees of CPC							CPC Actions
	A.A. Cluster	S.S. Cluster	A.S. Cluster	Budget	TAC	WEC	HR	
Jul. 2012								
August								
Sept.								Committee not in effect until Jan. 2013
Oct.								
Nov.								
Dec.								
Jan. 2013								
Feb.								
Mar.								
Apr.								
May								
June								

Questions for groups **to answer**:

- Do we committees move recommendations forward to CPC?
 - If yes, which recommendations moved forward?
 - If no, which recommendations did not move forward?
- If we have more “yes”; can we state we match?
- If we have more “no”, what can we do to match our process more closely?
- In July 2012, CPC Committee report forms were created; should each committee fill one out and submit to CPC following each committee meeting?
- In examining what planning is, or is not, taking place in committees, what recommendations regarding committee structure does your group have?

Activity: Results

DATE	Committees of CPC							CPC Actions
	A.A. Cluster	S.S. Cluster	A.S. Cluster	Budget	TAC	WEC	HR	
Jul. 2012								
August				O				Committee not in effect until Jan. 2013
Sept.			O	O				
Oct.	O	O						
Nov.				O				
Dec.								
Jan. 2013			X	O				X and A
Feb.		O						
Mar.	X						(x)	X
Apr.								
May	O							
June								

O = Recommendations made, which did not thread through to CPC Actions
 X = Recommendations made which thread through to CPC Actions
 A = Action recommended by Accreditation Standards Team
 (x) = CPC Action made based on a recommendation but no minutes available

for Discussion:

1. Do we committees move recommendations forward to CPC?
 - a. If yes, which recommendations moved forward?
 - b. If no, which recommendations did not move forward?
2. If we have more “yes”; can we state we match?
3. If we have more “no”, what can we do to match our process more closely?
4. In July 2012, CPC Committee report forms were created; should each committee fill one out and submit to CPC following each committee meeting?
5. In examining what planning is, or is not, taking place in committees, what recommendations regarding committee structure does your group have?

Discussion summary (blue sheets)

Participants: Brad Young, Luis Rosas, Ellen Joiner, Tim Davis, Joneen Ohlaker, Susan Rhi-Kleinert, Juan Baez, Mariane Locasio, Joseph Lopez, Nabeel Barakat, Ann Tomlinson, Mercy Yanez, Hovsep Korelicu, Sandra Sanchez, Bobbi Villalobos, Mica Murillo, Jesus Hoil, William Hernandez, Patsy Morales, Ivan Clarke, Elena Reigadas, Stephanie Atkinson-Alston, Robbie Barker, Kristi Blackburn

1. Do committees move recommendations forward to CPC? If yes, which recommendations moved forward? If no, which recommendations did not move forward? The group consensus was reflected in the following statements:

- Committees need to more formally compose recommendations
- CPC has too much reporting but not enough action.
- Breakdown in reporting chain.
- CPC not a clearinghouse; re-focus on planning
- 3 of 6 committees moved recommendations forward 50%
- SS Cluster, Budget, and WEC did not make recommendations to CPC.
- Yes and no.
- 3 committees-timelines, cluster plans, imbalance, priority

2. If we have more “yes”; can we state we match?

3. If we have more “no”, what can we do to match our process more closely?

4. In July 2012, CPC Committee report forms were created; should each committee fill one out and submit to CPC following each committee meeting? There was not group consensus about reporting at CPC. Minutes and/or the committee report forms should be used. This is a decision point for CPC. Outcome should include

- Report forms are redundant if the committee keeps minutes. Standardize template for minutes.
- Yes, especially since representation is not always present.
- Yes

5. In examining what planning is, or is not, taking place in committees, what recommendations regarding committee structure does your group have?

- Create alignment on meeting times and dates.
- All committees should not have to meet monthly
- Committees should have set goals for the year and evaluation of whether or not goals were accomplished.
- More structure in reporting, agenda minutes=uniformity in documents.
- Create an ‘action item’ form.



**Los Angeles Harbor College
Shared Governance Committee
Committee Self Evaluation Report 2012-13**

Name of Committee:

Academic Affairs Cluster

Date Report completed:

Jan. 2014 (Barker)

Month	Meeting Date(s)	# members at mtg	agenda noticed ?	Minutes posted ?	Please list the actions/recommendations by the committee; if actions/recommendations were forwarded, to whom and what was the outcome?
Jul. 2012					
Aug.	30	16	Yes	Yes	
Sept.					
Oct.	11	17	Yes	Yes	Motion to present the following Academic Affairs timeline for completion of 13-14 Unit Plans by all three clusters to CPC by M. Wood, seconded by S. Sanchez: November 8, Academic Affairs assessment of 13-14 Unit Plan draft December 13, Academic Affairs Prioritization, January 14, All Clusters Present to CPC January 28, CPC Prioritization. Motion Approved.
Nov.	8	17	Yes	Yes	
Nov	29	18	Yes	Yes	
Dec.					
Jan 2013	10	17	Yes	Yes	
Feb.	14	16	Yes	Yes	
Mar.	14	20	Yes	Yes	Cluster Plan Priority Finalization (J. Stanbery): 1. Parts A, B & C 2. Part D prioritization approvals 3. Theoretically, fall scheduling decisions reflect cluster priorities: to what extent should the cluster plan indicate scheduling priorities sufficiently to provide for the enrollment management function that should be centered in this cluster
May	9				Formal Adoption of the '13-'14 Academic Affairs Cluster Plan (J. Stanbery): 1. Part A (Academic Affairs Direction in the Near Future) 2. Parts B, C, D (reflecting College Usage of Expanded FTES Allocation), & E
May	23				Motion to adopt the Academic Affairs Cluster Plan for forwarding to CPC, on the understanding that all plans are subject to continuous update. by N. Barakat, seconded by B. Young
June					

Please reflect in the above column actions/recommendations were included into college planning documents. Please reflect in the above column, actions taken at meetings which were evidence of college planning documents being enacted.

1. Review the charge of the committee as listed in the Participatory Governance Document (or Academic Senate Constitution if applicable). Did the committee successfully fulfill its stated charge (above) during the past year? Yes No

1. Develops the Instructional component of the College Master Plan
2. Prioritizes budget recommendations including all activities, coordinated by the Office of Academic Affairs
3. Reviews and recommends operating procedures related to Academic Affairs

2. What are the accomplishments of this committee?

Creation/ adoption of the 2013-14 cluster plan, which included prioritization of scheduling due to budget and enrollment information, prioritization of budget items, and recommended operating procedures to Academic Affairs, forwarded to CPC.

3. What obstacles/problems hindered committee function (if any)? Not provided

4. What changes should be made in committee composition, function, or charge to enhance its effectiveness?
Not provided

5. Did the committee establish goals for 2012-13? If so, please share them here. Did the committee accomplish the goals? Not provided

6. What are the committee's goals for 2013-14? Not provided



**Los Angeles Harbor College
Shared Governance Committee
Committee Self Evaluation Report 2012-13**

Name of Committee:

Administrative Services

Date Report completed:

Jan. 2014 (Barker)

Month	Meeting Date(s)	# members at mtg	agenda noticed?	Minutes posted?	Please list the actions/recommendations by the committee; if actions/recommendations were forwarded, to whom and what was the outcome?
Jul. 2012					
Aug.					
Sept.	18	12	Yes	Yes	N. Barakat moved to bring a recommendation to CPC to fill the accounting position. N. Tan seconded. All were in favor. N. Barakat moved to make a motion to CPC to relocate an accounting tech part time to the ASO office and provide appropriate training for cash handling to club advisors and club officers. Claudette seconded. All approved.
Oct.	16	N/A	Yes	Yes	
Nov.	29	13	Yes	Yes	
Dec.					
Jan. 2013	30	14	Yes	Yes	There was a discussion on the imbalanced priority list where the needs of Administrative Services are rarely at the top. T. Davis suggested the top priority from each cluster be considered equally to be fair. It was recommended the issue be discussed at CPC.
Feb.	4	11	Yes	Yes	
Mar.	4	10	Yes	Yes	
Apr.					
May	21	16	Yes	Yes	
June					

Please reflect in the above column actions/recommendations were included into college planning documents. Please reflect in the above column, actions taken at meetings which were evidence of college planning documents being enacted.

1. Review the charge of the committee as listed in the Participatory Governance Document (or Academic Senate Constitution if applicable). Did the committee successfully fulfill its stated charge (above) during the past year? Yes No

1. Develop Administrative Services Component of the College Master Plan
2. Prioritizes budget recommendations for the Administrative Services Area
3. Reviews and recommends operating procedures related to Administrative Services

2. What are the accomplishments of this committee?

The needs of the Administrative Services Cluster were prioritized and passed on to CPC. These include items related to the budget.

3. What obstacles/problems hindered committee function (if any)? Not Provided

4. What changes should be made in committee composition, function, or charge to enhance its effectiveness?

Not Provided

5. Did the committee establish goals for 2012-13? If so, please share them here. Did the committee accomplish the goals? Not provided

6. What are the committee's goals for 2013-14? Not provided



**Los Angeles Harbor College
Shared Governance Committee
Committee Self Evaluation Report 2012-13**

Name of Committee:

Student Services Cluster

Date Report completed:

Jan. 2014 (Barker)

Month	Meeting Date(s)	# members at mtg	agenda noticed?	Minutes posted?	Please list the actions/recommendations by the committee; if actions/recommendations were forwarded, to whom and what was the outcome?
Jul. 2012	N/A				
Aug.	N/A				
Sept.	27	11	Yes	Yes	Elena Reigadas is the new co-chair
Oct.	25	13	Yes	Yes	Section 7a should be changed to include the Financial Aid Department and Student Health Center in the list of programs being audited.
Nov.	29	11	Yes	Yes	
Dec.	13	13	Yes	Yes	
Jan. 2013	24	8	Yes	Yes	
Feb.	28	N/A	Yes	Yes	Add text in section 5b (EOPS/CARE Technology Needs) to express the need for an online method for instructors to submit student progress reports.
Mar.	28		No	No	
Apr.	N/A				
May	N/A				
June	N/A				

Please reflect in the above column actions/recommendations were included into college planning documents. Please reflect in the above column, actions taken at meetings which were evidence of college planning documents being enacted.

1. Review the charge of the committee as listed in the Participatory Governance Document (or Academic Senate Constitution if applicable). Did the committee successfully fulfill its stated charge (above) during the past year? Yes No

1. Develops the Student Services component of the College Master Plan
2. Prioritizes budget recommendations for the Student Services area
3. Reviews and recommends operating procedures relating to Student Services

2. What are the accomplishments of this committee?

Cluster and Unit priorities and goals for 2012-2013 and 2013-2014 were accomplished.

3. What obstacles/problems hindered committee function (if any)? Not provided

4. What changes should be made in committee composition, function, or charge to enhance its effectiveness?
Not provided

5. Did the committee establish goals for 2012-13? If so, please share them here. Did the committee accomplish the goals? Not provided

6. What are the committee's goals for 2013-14? Not provided



**Los Angeles Harbor College
Shared Governance Committee
Committee Self Evaluation Report 2012-13**

Name of Committee:	Budget Committee
Date Report completed:	Jan. 2014 (Barker)

Month	Meeting Date(s)	# members at mtg	agenda noticed?	Minutes posted?	Please list the actions/recommendations by the committee; if actions/recommendations were forwarded, to whom and what was the outcome?
Jul 2012	NA	N/A			
Aug.	8/21		YES	YES	A. Tomlinson proposed the motion that all categoricals and SFPs fully fund their benefits based on the previous year. They have been consistently underfunded. All approved.
Sept.	9/25	22	YES	YES	M. Wood proposed a motion to have the President review and approve budget transactions. J. Stanbery agreed with the understanding that phrase one, the budget is developed at the cluster level, is reworded. All were in favor.
Oct.	N/A				
Nov.	11/27	33	YES	YES	The committee approved the revision to the centralization model.
Dec.	N/A				
Jan. 2013	N/A				
Feb.	2/26	22	YES	YES	2013-2014 Operation Plan, minutes 2/26/13
Mar.	4/23	29	Yes	YES	
Apr.	N/A				
May	5/28	23	YES	YES	
June	N/A				

Please reflect in the above column actions/recommendations were included into college planning documents. Please reflect in the above column, actions taken at meetings which were evidence of college planning documents being enacted.

1. Review the charge of the committee as listed in the Participatory Governance Document (or Academic Senate Constitution if applicable). Did the committee successfully fulfill its stated charge (above) during the past year? Yes No

The charge of the Budget Committee is:

- The budget committee reviews the Operational Plan, Monthly Projections, Quarterly Reports, and Cluster Expenditure Reports.
- The budget committee determines the dollar amount for funding college priorities.
- The budget committee determines the dollar amount for funding new positions.

2. What are the accomplishments of this committee?

Linking the various funding streams and expenses to the Shared Governance process, and giving transparency to past, present, and future budget items. The main charge was keeping and maintaining a balanced budget. An Emergency Budget Task Force was created to assist in balancing the budget. Also, they responded to the Recommendation 2 from the Accreditation Committee, which requires that the college adequately monitor salary and benefit expenditures and insure sufficient funding is available prior to initiating the employment process. To

address this recommendation the college has initiated a process which requires the manager to complete an assignment worksheet and calculate the total cost of the assignment before hiring. All assignments go to the President for approval. Each manager is expected to be responsible and accountable for managing their budget.

3. What obstacles/problems hindered committee function (if any)? Not provided

4. What changes should be made in committee composition, function, or charge to enhance its effectiveness?
Not provided

5. Did the committee establish goals for 2012-13? If so, please share them here. Did the committee accomplish the goals? Not provided

6. What are the committee's goals for 2013-14?

From minutes 2/26/13: "2013 – 14 Budget Development Op Plan Tomlinson distributed and reviewed the new funding formula. The district has decided to fund us based on what every college needs to operate. Our minimum base funding is \$6.7M calculated by the number of people it takes to run the college (President, VP's, Deans, Director of College Facilities) and square footage. She explained how the district comes up with our preliminary allocation. Our total revenue is \$37.35M. After deducting \$7.3M for our assessment, \$1.4M for the sheriff's contract and \$1.2 M for our deficit repayment, our preliminary allocation is \$27.36M. Salaries and benefits are \$26.8 which is 98% of our allocation. She noted we will pay the district \$1.2M for the next five years to pay off our debt of \$6M. When the carry forward is added in our allocation is \$28.3. This does not include grant or swap meet money. A planning worksheet showing the impact of full-time faculty hires and the college deficit repayment plan over five years was explained. The formula for hiring faculty and reducing hourly was discussed. Noted [was] the need for accreditation support. President Martinez reported the district allocated \$800,000 for three campuses for accreditation this year. The plan is for the district to create a fund for college allocation."



**Los Angeles Harbor College
Shared Governance Committee
Committee Self Evaluation Report 2012-13**

Name of Committee:

Human Resources Committee

Date Report completed:

Jan. 2014 (Barker)

Month	Meeting Date(s)	# members at mtg	agenda noticed?	Minutes posted?	Please list the actions/recommendations by the committee; if actions/recommendations were forwarded, to whom and what was the outcome?
Jul. 2012					No agendas or minutes posted for 12-13
Aug.					
Sept.					
Oct.					
Nov.					
Dec.					
Jan. 2013					
Feb.					
Mar.					
Apr.					
May					
June					

Please reflect in the above column actions/recommendations were included into college planning documents. Please reflect in the above column, actions taken at meetings which were evidence of college planning documents being enacted.

1. Review the charge of the committee as listed in the Participatory Governance Document (or Academic Senate Constitution if applicable). Did the committee successfully fulfill its stated charge (above) during the past year? Yes No

The charge to this committee is:

- Lead/create the annual (functional) Human Resources Plan.
- Serve as a "Clearance Committee" within the structure of CPC
- Examine data and determine the procedure for hiring to align with the college's budget and prioritization as established in the college annual plan.

2. What are the accomplishments of this committee? See HR Plan 2013-14 p. 28

The CPC approved a comprehensive Human Resources Plan in November, 2012 (HR Plan 2012-13) and the HR Plan 2013-14 was also approved. The plans tied together the various Program Reviews and Cluster recommendation and came up with a list of needed hires for each contingent, Academic Affairs, Student Services, and Academic Services. In advancing the HR Plan 2013-14, a rubric was established and the hiring recommendations were done in the framework of budgeting out over five years.

3. What obstacles/problems hindered committee function (if any)? Not provided

4. What changes should be made in committee composition, function, or charge to enhance its effectiveness?

Taken directly from HR Plan 2013-14 p. 28:

The committee developed and implemented a rubric as well as a staffing request form in order to consolidate information and data from which decisions will be made.

The college has strengthened its planning process by developing a planning documents timeline. This has been very useful to the college in determining what information is needed when in the planning/decision making process. With the first two HR Plans completed within six months of each other (2012-13; 2013-14) the college is now positioned to see when this plan should be completed each year in order to inform other college planning documents. What is clear is that the Unit Plans must be completed before the HR Plan can be drafted in order for the positions to be identified. The HR Plan should be completed prior to the college completing the College Annual Plan (and CPC prioritization). The college needs to clarify in its prioritization process for the College Annual Plan how faculty/staff positions will be reflected so that the planning of the college is fully integrated.

One of the recommendations for the HR Plan 2014-15 is to use the updated staffing request form, Appendix G. As the committee used the first iteration, the committee discovered that it would be more useful for the information regarding the planning documents be presented on the form by their page numbers in the respective plans listed. Additionally, the committee saw the Data/Evidence, Rationale, Notes, and Recommendations sections as needing further clarity. The form was updated to allow each cluster/area more room to insert data/evidence onto the form. The committee will include the discussion points as well as recommendations made onto the form and for insertion into the HR Plan.

The committee should develop a Policy and Procedures Manual, which will include a policy for hiring classified/administrators according to the list, similar in spirit to how the FHPC hiring list is phrased. For example: "The President should follow the list for Staff/Administrators, however, the President maintains discretion. In event deviation from the list occurs, the college President should provide a rationale/justification for not following the list generated and approved by CPC."

5. Did the committee establish goals for 2012-13? If so, please share them here. Did the committee accomplish the goals? (From HR Plans 2012-13, and 2013-14):

Completed the HR Plan 2013-14; Established a matrix for establishing hiring priorities based in program review and planning documents; Aligned the plan to budget/fiscal outlook.

6. What are the committee's goals for 2013-14?

Begin draft of HR Plan 2014-15

Review revise matrix and worksheet template for 2014

Establish timeline and activities for completion of the plan



**Los Angeles Harbor College
Shared Governance Committee
Committee Self Evaluation Report 2012-13**

Date Report completed:

Technology Advisory Committee
Jan. 2014 (Barker)

Month	Meeting Date(s)	# members at mtg	agenda noticed ?	Minutes posted?	Please list the actions/recommendations by the committee; if actions/recommendations were forwarded, to whom and what was the outcome?
Jul. 2012					
Aug.					
Sept.					
Oct.	10/2	8	YES	YES	<p>Mr. Wood discussed the membership and questioned the existence of a Technical advisory committee, Policy and Procedure Manual. Upon hearing there was no such thing, Mr. Wood volunteered to develop one and bring it to the next meeting. Mr. Song will find the committee mission/charge and bring it to the committee. The committee discussed its responsibilities:</p> <p>Approval of purchasing of technological equipment of campus Developing a list of tech standards Developing a survey of technological needs Institutionalization of "power user" faculty authorized to make minor downloads to college computers</p>
Nov.					
Dec.					
Jan. 2013					
Feb.					
Mar.					
Apr.					
May					
June					

Please reflect in the above column actions/recommendations were included into college planning documents. Please reflect in the above column, actions taken at meetings which were evidence of college planning documents being enacted.

1. Review the charge of the committee as listed in the Participatory Governance Document (or Academic Senate Constitution if applicable). Did the committee successfully fulfill its stated charge (above) during the past year? Yes No The charge of the committee:

- Drafts the College Technology Plan for submission to CPC and the Academic Senate in accordance with College Unit Plans.
- Oversees the integration of college needs in adopting new technologies and maintaining existing technologies.
- Advises the College on technology as it plans for new buildings.

2. What are the accomplishments of this committee? Not provided

3. What obstacles/problems hindered committee function (if any)? Not provided

4. What changes should be made in committee composition, function, or charge to enhance its effectiveness?
Not provided

5. Did the committee establish goals for 2012-13? If so, please share them here. Did the committee accomplish the goals? Taken from minutes of meeting on 10/2/12:

Develop a Policy and Procedure Manual to include, Mission statement and charge (Mr. Song),

Develop a list of Campus Standards (Mr. Clarke)

Process for the approval of tech purchases

Power user institutionalization

Survey of campus technological needs

6. What are the committee's goals for 2013-14? Not provided



**Los Angeles Harbor College
Shared Governance Committee
Committee Self Evaluation Report 2012-13**

Name of Committee:

Work Environment Committee

Date Report completed:

Jan. 2014 (Barker)

Month	Meeting Date(s)	# members at mtg	agenda noticed?	Minutes posted?	Please list the actions/recommendations by the committee; if actions/recommendations were forwarded, to whom and what was the outcome?
Jul. 2012	N/A				
Aug.	N/A				
Sept.	9/18/12	17	Yes	Yes	
Oct.	N/A				
Nov.	N/A				
Dec.	N/A				
Jan. 2013	N/A				
Feb.	N/A				
Mar.	N/A				
Apr.	N/A				
May	N/A				
June	N/A				

Please reflect in the above column actions/recommendations were included into college planning documents. Please reflect in the above column, actions taken at meetings which were evidence of college planning documents being enacted.

1. Review the charge of the committee as listed in the Participatory Governance Document (or Academic Senate Constitution if applicable). Did the committee successfully fulfill its stated charge (above) during the past year? Yes No

The charge of this committee is to consider all work environment matters as per contract specifications.

2. What are the accomplishments of this committee? Not Provided

3. What obstacles/problems hindered committee function (if any)? Not provided

4. What changes should be made in committee composition, function, or charge to enhance its effectiveness?
Not provided

5. Did the committee establish goals for 2012-13? If so, please share them here. Did the committee accomplish the goals? Not provided

6. What are the committee's goals for 2013-14? Not provided



**Los Angeles Harbor College
Shared Governance Committee
Committee Self Evaluation Report 2012-13**

Name of Committee:

College Planning Committee

Date Report completed:

Jan. 2014 (Barker)

Month	Meeting Date(s)	# members at mtg	agenda noticed ?	Minutes posted ?	Please list the actions/recommendations by the committee; if actions/recommendations are forwarded to the College President. What, if any, was the outcome?
Jul. 2012	9	12	Yes	Yes	Meeting cancelled due to lack of quorum.
					<p>1. N. Barakat nominated Susan McMurray and Abbie Patterson to continue as chairs, J. Stanbery seconded. Both candidates, consent to being re-elected as co-chairs of the College Planning Council</p> <p><u>New Agenda Format</u></p> <p>1. Tries to streamline reporting during the meeting</p> <p>2. No objection, consensus with the following changes: addition of LAHC at top, list co-chairs, add approval of agenda as item I, change "CORE Updates" to "District Information/Updates" under President's report</p> <p><u>New Reporting Form for CPC Committees</u></p> <p>1. To facilitate recording of minutes and to better allot time during meeting for each agenda item</p> <p>2. No objection, consensus with the following changes: add LAHC at top, name of committee and date of committee meeting Appointment of another, more select task force to propose language addressing the proper title, functions, and composition of a work environment/facilities committee.</p> <p><u>Assignment of the highest urgency to the completion by each cluster</u> of its '12-'13 cluster plan in the congruent formats required by the Planning Manual, co CPC may adopt a college-wide prioritization ballot at its July 23 meeting for voting through Survey Monkey, which will in turn enable CPC to adopt the '12-'13 college plan at its August 9 meeting.</p> <p>1. Request for identification of priority activities for clusters/units that are unfamiliar with others (six weeks are allotted in planning calendar during February and March for this purpose)</p> <p>2. J. Stanbery addressed draft ballot (see handout) by again outlining the distinction between CORE and Essential activities; ballot is advisory only, not binding; will eventually need to incorporate Actionable Improvement Items from this year's Self Evaluation Report</p> <p>3. B. Young asked for a budget to begin the year that reflects known income based on 6000 FTES</p> <p>4. N. Barakat requested a recorded presentation of planning and procedures process to show to division before semester begins</p>
Jul	23	19	Yes	Yes	

					5. No objection, consensus.
Aug	20	28	Yes	Yes	
Sept.	10	23	Yes	Yes	Motion to adopt College-Wide priorities with no changes by M. Wood, seconded by N. Barakat
Sept	24	22	Yes	Yes	A. Approval of Revised Shared Governance Document B. Approval of 12-13 Educational Master Plan C. Approval of College Planning Flowchart D. Technology Plan
Oct.	8	23	Yes	Yes	Motion to support switch to online schedule of classes by L. Doffoney, seconded by C. Diaz. Approved. Motion to receive Budget Committee Approval on clarifications before CPC approval by E. Joiner, seconded by M. Wood. Approved.
Nov.	26	34	Yes	Yes	Motion to adopt Human Resources Plan with changes/ recommendations as needed, by N. Barakat, seconded by M. Wood. Approved. Motion to adopt Clearance Committee form by M. Wood, seconded by M. Yanez. Approved. Motion to adopt evaluation process on the basis explained at the last CPC meeting by J. Stanbery, no objections. Approved.
Dec.	10	22	Yes	Yes	Sunshine Clearance Committee Approval Form Instructions M. Wood – Provided a handout to review the clearance committee form that he developed. Suggestions included: 1. Adding language to include the Human Resources Committee 2. Making a distinction between categorical and specially funded programs. 3. A version including the proposed changes will be distributed at a later date. I. Clarke moved to approve the form with proposed changes. Second by M. Yanez. Motion approved unanimously M. Wood moved to change language from “1 Dean (at large)” to “1 Dean (Appointed by Teamsters).” Second by M. Yanez. Motion approved N. Barakat moved to approve the Compositions and Functions as amended. Second by L. Minor. Motion approved unanimously. “The College Planning Council (CPC) will collect and submit via a designated official part “B” and “C” of the Program/Pathway review unit plan to the budget committee requesting that the budget committee or their task force sub-committee, in consultation with the grants and categorical directors, evaluate the activities ...” M. Wood moved to approve document as corrected. Second by Ann Tomlinson. Motion approved unanimously
Jan. 2013	14	25	Yes	Yes	Motion to approve Participatory Governance Agreement as amended by N. Barakat, seconded by S. Fasteau. Approved. Motion by N. Barakat to approve Shared Governance Structure and The Planning Process: How We Plan subject to changes, seconded by B. Young. Approved, one abstention. (Action Item 3)
Jan	28	18	Yes	Yes	A. Participatory Governance Agreement: This is final corrected

					copy, please confirm that signature representatives are correct for constituent groups
Feb.	11	20	Yes	Yes	Motion to approve the LAHC Accreditation Follow-Up Report Draft by N. Barakat, seconded by M. Wood. Motion approved unanimously.
Feb	25	20	Yes	Yes	Motion to prioritize the top 15 activities funded by the general fund (10100) from each cluster with cluster presentations at the next meeting by M. Wood, seconded by C McClenney. Approved.
Mar.	11	35	Yes	Yes	Motion to table prioritization of any non-faculty positions until the Human Resources Committee can submit their recommendations list which should be concluded at their next meeting on March 20 and will be submitted to CPC at the next meeting by T. Davis, seconded by M. Lacy. Motion to reinstate women's basketball by B. Villalobos, seconded by C. Diaz. (3 opposed) Approved. (Action Item 5)
Mar	25		Yes	Yes	Motion to approve college priorities by N. Barakat, seconded by M. Yanez, Unanimously approved. Motion to forward list of cluster priorities to Mr. Martinez for action by S. Sanchez, seconded by S. Fasteau. Unanimously approved.
April	22	27	Yes	Yes	A. Brown Act Applicability (A. Patterson): Per email from Camille Goulet dated 4/17/13, General Counsel, some committees that have been considered Brown Act are not; only groups defined by legislative bodies (Academic Senate, committees stipulated by AB1725 and Student Government) but all committees are encouraged to open other meetings in the spirit of collegiality. Motion to review HR Committee list to forward to the President by J. Baez, seconded by S. Fasteau. Approved. (Action Item 3)
May	13	26	Yes	Yes	
June	3		Yes	Yes	Motion to table approval of HR document until June 24th, giving the committee time to incorporate all recommendations as discussed by S. Sanchez, seconded by J. Baez. Approved. Robbie Barker will present annual report to the committee highlighting having served 3500 students.

Please reflect in the above column actions/recommendations were included into college planning documents. Please reflect in the above column, actions taken at meetings which were evidence of college planning documents being enacted.

1. Review the charge of the committee as listed in the Participatory Governance Document (or Academic Senate Constitution if applicable). Did the committee successfully fulfill its stated charge (above) during the past year? Yes No

1. Serves as the campus Committee which directs all campus policy issues to the appropriate bodies
2. Facilitates the planning responsibilities assigned to it in the college Planning, Policy, and Procedures manual.
3. Serves as the review body for policy issues that are not of an academic and/or professional matter
4. Reviews the reports of the Budget Committee and makes appropriate recommendations on the annual budget to the college president.
5. Serves as the final level of review on implementation of budget and planning recommendations to the college president.

2. What are the accomplishments of this committee?

- A. Assignment of the highest urgency to the completion by each cluster of its '12-'13 cluster plan in the congruent formats required by the Planning Manual, co CPC may adopt a college-wide prioritization

ballot at its July 23 meeting for voting through Survey Monkey, which will in turn enable CPC to adopt the '12-'13 college plan at its August 9 meeting.

B. The committee agreed to review each cluster's top five priorities (from the survey), presented by the VP of each cluster, and will then rank them. If any Core is to be cut, maintaining 6000 FTES.

C. Documents and diagrams clarifying planning process developed and approved (Standard I Accreditation).

3. What obstacles/problems hindered committee function (if any)? Not provided

4. What changes should be made in committee composition, function, or charge to enhance its effectiveness? Not provided

5. Did the committee establish goals for 2012-13? If so, please share them here. Did the committee accomplish the goals? Not provided

6. What are the committee's goals for 2013-14? Not provided



Educational Master Plan Evaluation 2012-13

Institutional Effectiveness

February 2014

Executive Summary

Through the examination of the measures specified in the Educational Master Plan, there was evidence which shows accomplishment; but also assisted the college in identifying areas for simplifying and better aligning with the District Strategic Plan. Additionally, the college has elicited ways in which the planning process itself can be improved. Moving to a multi-year planning process which uses District Strategic Planning measures will aid in goal and process (deadline) achievement.

Areas for additional exploration and measurement include the alignment of the LAHC Foundation and the college's climate survey. Further, providing a vehicle for sharing professional activity outcomes by employees to share knowledge and best practices should be developed and implemented.

Participants: Sandra Sanchez, Claudette McClenney, Juan Baez, Nabeel Barakat, Ann Tomlinson, Mercy Yanez, Marianne Locasio, Lucky DeSilva, Patsy Morales, Hosep Kotelyan, Stepahnie Atkinson-Alston, Elizabeth Colocho, William Hernandez, Farah Saddigh, Elena Reigadas, Rae Uhde, Ellen Joiner, Tim Davis, Joneen Ohlaker, Susan Rhi-Kleinert, Luis Rosas, Bobbi Villalobos, Farley Herzek, Daniel Ruiz, Mica Murrillo, Robbie Barker, Kristi Blackburn, Abbie Patterson, Susan McMurray, Ivan Clarke, Joyce Parker, Jesus Hoil, Joseph Lopez

1. How does the EMP align with the District Strategic Plan goals?

Evidence: Harbor College Institutional Effectiveness Presentation July 2013

DSP Goal 1. Access and Preparation for Success:

Improve equitable access; help students attain important early educational momentum points.

- Achieving the Dream year 2 interventions. Discussed further in presentation

DSP Goal 2. Teaching & Learning for Success:

Strengthen effective teaching and learning by providing a learner-centered educational environment; help students attain their goals of certificate and degree completion, transfer, and job training and career placement; increase equity in the achievement of these outcomes.

- **Career Technical Education:** Certificate development and completion
- **SLO Assessment:** Complete integration of SLOs with Planning
- **Curriculum Development:** TMC AA-T degrees
- **LAHC Technology Annual Plan**
- **Distance Ed Plan:** Expand offerings and increase degree pathways

DSP Goal 3. Organizational Effectiveness: Improve organizational effectiveness through data-informed planning and decision-making, process assessment, and professional development.

- **Analysis and development of FTES growth plan:**
 - Improve college funding base while growing efficiency in order to develop additional funding to improve student success.
- **Planning Process**
 - Educational Master Plan as a guiding document in the planning process
- **SLOs**

DSP Goal 4. Resources and Collaboration: Increase and diversify sources of revenue in order to achieve and maintain fiscal stability and to support District initiatives. Enhance and maintain mutually beneficial external partnerships with business, labor, and industry and other community and civic organizations in the greater Los Angeles area.

➤ **Financial Sustainability**

- The college has now embarked on a path to invest the new reserves in program growth so we can become self sustaining while fulfilling accreditation and district requirements.

➤ **EWD**

- Increase grant funding sources
- Increase industry partnerships in community

➤ **Human Resources Plan**

- Use data to determine staffing needs of all constituencies of the campus
- Very positive feedback on the 2 plans completed thus far from ACCJC visiting teams, citing it as a “best practice”

Evaluation: Every concerted effort was given during 2012-13 to align with the District Strategic Plan. Annually the colleges deliver a presentation to the Board of Trustees to demonstrate this alignment and provide evidence of outcomes. In 2012-13, this alignment was made more clear than in the past. To continue to strengthen this alignment, the college should give consideration to using the Goals in the DSP in the college’s EMP.

CPC Validation summary of Goal alignment:

- We align, but alignment is not embedded in the planning process.

2. Did the college achieve the strategic directions outlined for 2012-13?

A. Maintain balanced budget (p. 4)

Evidence: Budget committee minutes <http://www.lahc.edu/govplanning/governance/budget/minutes.html>

Evaluation: The college had a small carry-forward (+\$200,000) at the close of the 2012-13 fiscal year. This is the third consecutive year that LAHC has had a balanced budget.

B. Enrollment management & offerings (p.5-6)

Evidence: <http://www.lahc.edu/research/ExternalScan-EnrolMgmt.pdf>

<http://www.lahc.edu/govplanning/collegeplans/programreview2011.html>

<http://www.lahc.edu/govplanning/collegeplans/planningProcess.html>

<http://www.lahc.edu/govplanning/collegeplans/programreview2011.html>

http://www.ed-data.k12.ca.us/Pages/Home.aspx?utm_source=Performance+data+release&utm_campaign=2013+Performance&utm_medium=email

Evaluation: Enrollment management and offerings are primarily the function of Academic Affairs. In the college planning process, the college determined that it would complete an Enrollment Management Plan. Significant progress was made toward completing it, however it was never finished and brought through the CPC approval process.

C. Embedding Essential Skills throughout the curriculum (p. 10)

Evidence: <http://www.lahc.edu/govplanning/governance/eskills/index.html>

Evaluation: Unable to provide an evaluation as request for assistance/evidence went unanswered.

D. Technology destination (p.12)

Evidence: LAHC Technology Plan:

<http://www.lahc.edu/govplanning/collegeplans/Los%20Angeles%20Harbor%20College%20Technology%20%20Plan%206-4-12.pdf>

Students who have online courses have the same resources as our ‘traditional’ students via the web. The site is <http://www.lahc.edu/harboronline.html>. This is a Title 5 mandate/ACCJC requirement.

Evaluation: Partially met, based upon Technology Plan evaluation completed (see for comments).

CPC validation summary in regard to achieving the strategic directions outlined in the EMP:

- It is difficult to determine if the college met A. The college did not meet B and C. Per the 2/6/14 evaluation of the Tech plan, the goals are too vague to determine if they were achieved.

3. Did the college achieve the college goals outlined for 2012-13?

College Goal 1: Learning & Instruction

Accountability Measures: Curriculum Quality

a. Program review up-to-date: In 2012-13, the college did not have 100% Program Review completed. There are several programs overdue: Legal Studies skills certificate, Computer Science Information Technology, Learning Skills, Learning Foundations, CNA, Commercial Music, Culinary Arts, Geography, Personal Development, Public Safety Pathway, Extension programs. This audit was conducted in May by Mark Wood (Dean of Academic Affairs).

1. Course outlines current with measurable student outcomes (SLO), and entry/exit competencies.

Clear and specific course syllabi

Evidence: All syllabi must be reviewed by the department chairs. This is to ensure that all the mandated information that must be in each course syllabi, such as SLO’s, are in the document. There is a boilerplate syllabus located at <http://www.lahc.edu/facultystaff/slo/>. Consideration could be given to the adoption of a rubric to measure the extent to which the educational quality is communicated in syllabi. This could be an action item in Division Council and discussed through the Assessment Committee/Academic Senate. Samples of rubrics from other colleges using this methodology are available upon request.

2. Consistency of materials

Evidence: Course materials must include the material that appears in the course description. This can easily be found in the catalog and class schedules. There is a course assessment site at <http://www.lahc.edu/facultystaff/slo/courseassessment.html>

3. Industry and enrollment trends considered

Evidence: The Office of Institutional Effectiveness has done both internal and external scans, and presented the scans at all the shared governance meetings. Evidence for this can be found in two places, one is Factbook pages 155-162, and the other is on the web at <http://www.lahc.edu/research/index.html>
http://www.lahc.edu/research/LA_Harbor%20CTE2013%20Report.pdf

b. Appropriateness of learning experience measured against needs to perform in that domain (e.g. Nursing Board pass rate)

School	2008/2009		2009/2010		2010/2011		2011/2012		2012/2013	
	# Taken	% Pass	# Taken	% Pass	# Taken	% Pass	# Taken	% Pass	# Taken	% Pass
LA Harbor College	97	95.88%	105	95.24%	104	98.08%	102	97.06%	57	98.25%

Evidence: Completion and transfer rates are documented in several places on the web. The college's Factbook and data availability is an area for which the college received a Commendation during the 2012 ACCJC Accreditation visit.

Student's Right to Know 2009; Student Success Scorecard, IPEDS data have been shared through Achieving the Dream efforts; ARCC presentation to the Board of Trustees, as required by law, took place in March 2013.

c. External standards met (Health and Safety, student assessment validation, prerequisite validation including accreditation and certification)

Evidence: Health & Safety standards are maintained through the college's FMO operations; Assessment validation was not due in 2012-13.

The college needs to complete pre-requisite validation and is scheduled to do this in the fall of 2014 semester due to staffing levels in I.E.

d. Articulation of courses and programs

Evidence: The college developed TMC degrees in response to the legislative mandate known as SB 1440.

e. Qualitative and/or quantitative measures to assure technological support is current and relevant for instruction

Evidence: This is discussed in several places in the 2012-13 planning process: Technology Plan 2012-13 (see also Technology Plan evaluation); in the HR Plan 2012-13; and through the District Budget process. In addition to feedback from students, faculty, and administrators, there is a Technology Master Plan and a Technology committee. With the rapid development of technology, this is an area that we can address with more effort. Much of this is anecdotal reports, or through the personal experience of the faculty member or Department Chair. Also, the Teaching and Learning Center researches new technological methodology, and offers workshops or one on one training. The I.T. department is usually busy keeping the technology maintained and updating current software.

College Goal 1: Learning & Instruction continued

Educational Innovation

Does the College have evidence of seeking, developing and applying innovative methodologies?

Measures:

a. Participation of on-going learning by faculty and staff and integration into learning.

Evidence: Flex workshops, tuition reimbursement, release time are examples of institutional commitment to faculty and staff support. In order for the college to realize the impact and provide exposure to educational innovation, the college might consider publishing a newsletter in which faculty/staff share the knowledge they obtained from attending conferences.

b. Recognition and awards given by external bodies.

Evidence: HTPA Factbook, pp.38-39. Blue Ribbon School, Harbor Teacher Preparation Academy is ranked #3 out of 978 among Title One Schools. Without a PIO, there is no formal system of archiving various recognition and awards. The President's office currently collects this material, although there needs to be a process in place for archiving various recognition and awards.

c. Documentation of innovation activities in the classroom.

Evidence: Some examples of innovative classroom activities can be found at the Teaching and Learning Center (TLC) website. The First Year Experience Title V grant "learning coaches" and cohorts is an example of innovation during 2012-13. The College also launched a Puente program, and due to feedback from students and faculty, the College created a remediation program called the "Math Fast Trac" This program gives incoming students the opportunity to refresh their basic math skills so that they can either place at an appropriate level in the math sequence, or take the Math Competency exam.

d. Documentation of best practices.

Evidence: Unavailable

e. Program Review (was addressed in earlier part of this document)

Educational Goal Achievement

How do we know when goals are achieved? Measures:

a. Student Learning Outcomes <http://www.lahc.edu/facultystaff/slo/index.html>

Evidence: The college is not at 100% of the SLO Assessment cycle. The college completed the ACCJC Annual SLO Report (which was due March 15, 2013). This report is available on the college's website in the Accreditation section.

b. Course completion: Course completion data is in the Factbook, pp. 110- 111.

<http://www.lahc.edu/facultystaff/slo/index.html>.

c. Program completion: Program completion data is also found in the Factbook, pp. 58-103, and on the web.

d. Transfers: Data is in the Factbook <http://www.lahc.edu/facultystaff/slo/index.html>

The Scorecard is a comprehensive site that gives a good overall view of each of the State's Community Colleges, including Harbor College.

<http://scorecard.cccco.edu/scorecardrates.aspx?CollegeID=742#home>

e. Transfer readiness: <http://scorecard.cccco.edu/scorecardrates.aspx?CollegeID=742#home>

f. Vocational preparation: This can be found in the College's Factbook, p 134. The Internal and External scans also give us useful information on industry needs and preparation to fill those needs.

<http://www.lahc.edu/research/index.html>

http://www.lahc.edu/research/LA_Harbor%20CTE2013%20Report.pdf

Evaluation: In the ACCJC Annual Report for 2013, the college had to set Student Success targets for the above areas. This was done in a Joint meeting of Assessment Committee and Achieving the Dream Data Team:

- Std for course completion: 70%
- Std for retention: 53%
- Std for degree completion (#): 539
- Std for transfer to 4-year (#): 350
- Std for certificate completion (#): 102

Attention needs to be given to courses, programs, and transfer that are lower than the targets; SLOs need to be at 100%.

CPC validation summary in regard to achieving Goal #1 of the EMP:

- We agree for the most part, however, we feel there are best practices that might be documented in other reports in document.

College Goal #2 Student Support & Services

Are we enrolling students who apply to the College so that they achieve their educational and personal goals? Measures:

Enrollment Development

a. Matriculation tracking

b. Completion and Retention tracking

Educational Goal Achievement

- a. Course Completion
- b. Degree and Certificate completion Factbook
- c. Transfers
- d. Transfer readiness

Student Services Program Quality & Utilization of Services

- a. Point of Service surveys
- b. Student services program reviews

Evaluation: Matriculation, completion, and retention data were reviewed in Goal #1 in regards to Enrollment Development and Educational Goal Attainment. There is evidence that Student Services areas are completing Program Reviews and Point of Service Surveys. The question of “Are we enrolling students who apply to the College so that they achieve their educational and personal goals?” may perhaps be answered better with different metrics. Suggest GOAL → Objectives → Activities → Outcomes be examined and re-considered for this section of the plan.

CPC validation summary in regard to achieving Goal #2 of the EMP:

- Student Support Services are being redefined by SB 1456

College Goal #3 Participatory Governance

- a. Annual determination of goals achieved for strategic and operational plans

Evaluation/Evidence: In progress as evidenced by this evaluation and evaluation process.

- b. Active participation of all college constituencies in governance process. Given opportunity for participation, identify a participation target for each constituency.

Evaluation/Evidence: The membership of CPC is by constituent group and in order for meetings to occur, quorum is defined as 3 of the 4 groups with 13 members present (see Participatory Governance Document). CPC routinely meets and has participation by all constituents.

- c. Active participation of all college constituencies in accreditation process

Evaluation/Evidence: The college received a Commendation from the ACCJC Follow-Up Visiting team (April 2013) for its collegiality and cooperation the team felt was evident in the college’s visit and Follow-Up report submission.

- d. On-going review and implementation of operational plan.

Evaluation/Evidence: The college’s operational plan is completed in accordance with the timeline established by the District Office and is also present in the college’s Budget Timeline. The operational plan is reviewed by the Vice Presidents of the Clusters along with the college President. Implementation is done by all members of the campus community.

Evaluation: As a result of the college’s 2012 ACCJC visit, the college undertook significant examination and graphic/pictorial depictions of the Participatory Governance process. The College’s planning model was updated and along with the Shared Governance diagram, both were approved through the participatory governance process. Additionally documents explaining the process were approved by CPC. The goal statement in this section is actually critical that we addressed it due to ACCJC Standard 1, but we need to be more clear on alignment of objectives, activities, and outcomes to measure this goal. Suggest Objectives → Activities → Outcomes be examined and re-considered for this section of the plan to align better with the Goal.

CPC validation summary in regard to achieving Goal #3 of the EMP:

- While progress has been made in terms of clarifying the governance process, goal setting and actual plans to reach goals still needs work.

College Goal #4 Economic Resources

Institutional Efficiency

- a. Cost/FTES (students): Factbook pp. 51-54
- b. WSCH/FTEF (faculty): Factbook pp. 55
- c. Percent of budget linked with plans: 100% see 2012-13 Unit/Cluster Plans. All are posted on the college website.
- d. Classroom utilization: Factbook pp. 56-59
- e. Identify sources of revenue and amount available related to need:
 - Enrollment: Factbook pp. 141-149. (FTES and WSCH)
 - Non-enrollment:
 - Categorical: Unit plans and program review
 - <http://www.lahc.edu/govplanning/collegeplans/index.html>
 - Grants and Specially Funded Programs: Factbook pp. 150-153
 - District Allocation formula: Factbook pp. 148-149
- f. Fiscal effectiveness of expenditures
 - Determine target dollars needed: Budget Committee minutes (web)
 - Assess appropriateness of allocation of revenues: unsure where evidence is located
 - Determine fiscal effectiveness of revenues to expenditures: unsure where evidence is located
 - Minimize liability: unsure where evidence is located

Enrollment Development

How does the College optimize our economic resources to enhance enrollment? Measures:

Enrollment Management also takes into consideration the external scan at

<http://www.lahc.edu/research/ExternalScan-EnrolMgmt.pdf>. The WSCH, FTES, and Retention data is kept in the following pages in the Factbook, both the printed and online version.

- a. WSCH (Weekly Student Contact Hours) Factbook pp. 51
- b. FTES (Full-time Equivalent Students) Factbook pp. 52
- c. Retention Factbook pp. 120

Evaluation: The college received a commendation for its Factbook and available of data during the 2012 visit, but we were given a charge to better use the data to inform/develop planning and planning outcomes. This goal is an example of the phenomenon described during our visit. There is much data, but unfortunately no discussions or outcomes of discussions on “assessing appropriateness of allocation...”, “determining fiscal effectiveness”, and ways to minimize the college’s liability. For future iterations of the college’s EMP, this section could achieve the GOAL → Objectives → Activities → Outcomes with some re-phrasing of the above bullets.

CPC validation summary in regard to achieving Goal #4 of the EMP:

- It would work if there were some assurances of consistent funding over the multi-year plan. Also, major changes in state legislation have an annual impact.

GOAL #5 Partnerships

Community Relations

Are the partnerships consistent with the Mission of the College? Measures:

- a. Coordinate tracking of informal and formal partnerships with:
 - Job placement tracking: “Gainful Employment Disclosures” are required for our vocational programs and are required to be posted on the college’s website (as well as filing a federal report). We do not have to report on other academic programs: <http://www.lahc.edu/classes/gainemp.html>
 - Employer surveys (pay and not-for-pay): Unable to locate evidence on our website
 - Advisory committee participation: CTE areas have advisory boards, as well as several academic programs. The notes/minutes of the advisory boards/committees should be posted online. The advisory

boards/committees are also involved in CTE in the Program Review process. This evidence needs to be easier to find and incorporated into the the unit planning process.

Community surveys and feedback: The college has invited the campus community to provide feedback in “world cafes” in 2010 and in 2011; however, the evidence of these activities is not located on the web. The college has not done community surveys/feedback since 2011. This is an Actionable Improvement Item in Standard IV, and will be addressed as the college prepares for its 2015 comprehensive visit.

b. Maintain an inventory of community and industry partnerships documenting the qualitative and quantitative value of each. The EWD area within Academic Affairs has a list of the grants and partners of the grants for the college. The amount of the grants is listed; and each of the grants was brought through the Academic Senate Grants Committee in order to provide a description of the relationship of the grant to the college. The minutes of the Grants committee along with the addendum forms that were submitted should be on the website.

c. Document frequency and effectiveness of community outreach by College: Student Recruitment Reports located on the college website <http://www.lahc.edu/research/index.html>

d. Monitor contributions and support from the community:

Foundation campaign successes: <http://www.lahc.edu/foundation/index.html>

Scholarship donations: “Local Scholarship Resources” at <http://www.lahc.edu/student-services/finaid/schollist.html>

Student activity accounts: The fiscal health of the ASO student activities should be located on the ASO website; but the website has not been updated since 2011.

<http://www.lahc.edu/student-services/aso/aso.html>

e. Document public relations articles: In 2012-13, the College President’s Office published several newsletters which went out to the community, but unfortunately are not located on the college website. If the college has these as pdf’s, then they could be placed on the webpage.

Program Innovation and Instructional Partnerships

Are we responding to our community’s instructional needs? Measures:

a. Number of programs developed in response to community needs and demands: unable to locate evidence.

b. Number of community outreach programs: In 2012-13, the College was awarded a City of LA Grant, to form the Warren Furutani Youth Source Center at LAHC. <http://www.lahc.edu/student-services/ywc/>

c. Surveys and tracking of program participants: Factbook pp. 133

Educational Goal Achievement

How can we document goal achievement? Measures:

a. Occupational Career Certificates, Skills Certificates, and Degrees

Factbook pp.108; Score Card <http://scorecard.cccco.edu/scorecard.aspx> ; LAHC Transfer Center website <http://ccctransfer.org/statistics>

Evaluation: This is an area which would benefit by clarifying the goal and measurement that is associated with it. There is evidence of evaluation of the recruitment aspect of outreach, however we do not have a consistent reporting mechanism to report/measure partnerships. The Foundation has been without an Executive Director since 2011. For future iterations of the college’s EMP, this section could achieve the GOAL → Objectives → Activities → Outcomes with some re-phrasing of the above bullets.

CPC validation summary in regard to achieving Goal #5 of the EMP:

- Lack of alignment with the mission of the college. Measurements are also misaligned. No communication is posted.

Goal #6 Institutional Environment & Physical Resources

Satisfaction Surveys

How safe, healthy and pleasing is our environment? Measures:

- a. Internal surveys: Employee Climate Survey Spring 2011. <http://www.lahc.edu/sheriff/crimestats.html> ; <http://www.lahc.edu/research/index.html>; <http://www.lahc.edu/facultystaff/pf/index.html>; Student Survey Spring 2012
- b. External surveys: unable to locate evidence

Progress on Campus Construction and Development

Has the College developed and initiated a construction plan that will result in a facility that will serve our community and will be completed in a timely manner? Measures:

- a. Development of campus plan
The campus facilities master plan is completed and on file as required.
- b. Adhere to timelines in the 5-year Facilities Master Plan
CORE and Usergroups met regarding construction as needed;
<http://www.lahc.edu/constructionlahc.html>
- c. Achievement of 5-year Capital Construction Plan: Evidence indicates progress met
- d. Internal and community Climate surveys: LACCD Dashboard at http://www.build-laccd.org/bidding_and_contracting/content/documents/dashboard/2013/September%202013/LACCD_Bidding_Program_Monthly_Progress_Report_10_16_2013_September_6_pm.pdf#page=115

Institutional Efficiency

Does the College make a deliberate effort to maintain a safe and efficient environment? Measures:

- a. Student-Right-To-Know (SRTK) <http://srk.cccco.edu/index.asp>
- b. Workmen's Compensation data <http://www.dir.ca.gov/dwc/dwcrep.htm>
- c. Compliance issues <http://www.lahc.edu/sheriff/crimestats.htm>
<http://californiacommunitycolleges.cccco.edu/ComplaintsForm.aspx>

College and Community Relations

How does the community perceive the College environment? Measures:

- a. Community surveys and feedback
- b. Contributions and support from community: LAHC Foundation
<http://www.lahc.edu/foundation/index.html>

Evaluation: The employee climate survey was last done in Spring 2011, so it is something that could be prioritized for the college in the near future as we prepare for the 2015 accreditation visit. In regards to construction and facilities, CORE and user groups have continued to meet to achieve outcomes. There were a few unforeseeable delays in 2012-13 which have impacted the opening of buildings, but timelines were adjusted to meet needs. There are a few repetitive questions regarding partnerships in this section which overlap with Goal #5. For future iterations of the college's EMP, this section could achieve the GOAL → Objectives → Activities → Outcomes with some re-phrasing of the above bullets, and lessen some of the repetition of sections.

CPC validation summary in regard to achieving Goal #6 of the EMP:

- We would want a larger sample of members to participate in the [climate] survey; also the members should be a diverse group (the members who create the survey). Also, more workshops on campus violence.
- More measurement of Foundation activities.

Goal #7 Human Resources & Development

Satisfaction Surveys

Is Human Resources and Development responsive to College needs? Measures:

a. Internal surveys: Spring 2011 Employee Climate

<http://www.lahc.edu/research/Climate%20Survey%20Results-final.pdf>

b. Staff development reports: While employees complete summaries of the knowledge obtained through conference attendance, these are not shared among the campus community. This is also addressed in an earlier section of the EMP.

c. Documentation of College diversity: This is located in the Factbook for both employees (pp. 9-14) and students. The Los Angeles Community College District is one of the top two Districts nationwide in diversity. Harbor College is a Hispanic serving institution, with 47% of our students identifying as Hispanic in origin. The College also has a large percentage from the Philippines and South Pacific, which is a unique demographic group. Carson High has a very high percentage of South Pacific students, and they are one of our primary feeder schools. The College has hosted Samoan Day, had a club for Samoans, and they are very visible and active on campus. In 2012-13, we had a Black Student club, as well as a club that is primarily for AB 540 students.

d. Employee evaluation: This is also an accreditation standard and should be examined within the context of achieving the standard. Suggestion is an annual report documenting that all employee evaluations which were due were completed from the college SPOC to the VP of Administrative Services and College President.

Knowledgeable and Effective Selection and Retention of Personnel

Is the College being staffed appropriately, competently, and as needed to serve our students? Measures:

a. Ability to fill positions in scheduled time frames: HR Plan 2012-13; Cluster minutes; CPC minutes

b. Retention and attrition of staff: Factbook

c. Documentation of College diversity: Factbook

d. Complete personnel evaluations as specified in contracts and policies: addressed above.

The college was directed to complete an HR Plan during the ACCJC 2012 accreditation visit in order to better connect human resources to allocation and ensuring that the college could staff appropriately within its budget constraints. This would ultimately help the college understand the fiscal connection to staffing the college long term. During the follow up visit, the college was told that the HR Plan had become a "best practice". The HR Plan identifies areas of staffing as well as areas for professional development as a college, which helps the college align its efforts.

Personal Goal Achievement

Are the College personnel enabled to learn, grow and achieve? Measures:

a. Staff development reports: Reports must be completed upon completion of attendance of a conference, however, these reports are not shared/reported to the campus community. A conference attendance newsletter might perhaps be a vehicle for this to occur.

b. Tuition reimbursement: Each union has funds available (with guidelines in place) for tuition reimbursement. It is often on a first-come, first served basis.

c. Conference attendance: Each union has funds available for employees to partake in conferences. It is often on a first-come, first served basis.

Evaluation: While some of the data for the above sections exists and is shared, a target or baseline has not been established. The college needs to develop a mechanism for sharing information/best practices obtained by attending conferences. GOAL → Objectives → Activities → Outcomes will help the college determine if this section of the EMP is being met.

CPC validation summary in regard to achieving Goal #7 of the EMP:

- Wider sharing of professional development activities so best practices can be effectively shared across the college. Applies to both staff and faculty.
- Personnel Commission interference with hiring of necessary positions hampers college progress at times. District/College role in resolving these issues as they arrive needs to be more timely and more effective.

**CPC Planning Retreat
Evaluation of Planning Documents: Educational Master Plan**

1. How can the college embed the Institutional Student Learning Outcomes (ISLOs) into the Educational Master Plan?

- Evidence of Program Review documentation needs to be submitted in a timely manner and with stronger integration/link to ISLOs.

2. How can the college better align the Educational Master Plan to the District Strategic Plan?

- Start the planning process with the District Strategic goals and determine how LAHC can achieve them; and create the college goals to that end. The cluster and unit plans should then include objectives that address district goals.
- By aligning our plan with the district plan from the beginning we can save a lot of time.

3. What are the elements of the Educational Master Plan that are important to keep present in the next iteration of the EMP?

- Keep all educational goals

4. What are the elements of the Educational Master Plan that could be improved in the next iteration of the EMP?

- Evidence of enrollment development must be integrated into SB 1456 and develop measures to assess systematic process of data collection on certificates; collect and extract survey results.
- The technology plan needs to reflect the 21st century and what students use.
- Exclude Part B because it includes the permanent positions that cannot be changed in response to planning.

5. The District Strategic Plan goes through 2017; If the college were to align its Educational Master Plan with the DSP, would a multi-year (2014-2017) work? Why/why not?

- Yes
- Dependent upon district funding and complete re-write of student services.
- Yes, a multi-year plan would be ideal; could possibly address the deadline issues we seem to have. Allows more time for completion and implementation of goals and objectives; and allows for more reflection of future goals.



Unit/Cluster Plan Evaluation 2012-13
 Institutional Effectiveness
 April 2014

Executive Summary

In examining how the planning process at the Unit level aligns with Program Review, at least 30% of the respondents indicated that for Part A, there was a significant update or difference from their Program Review to their Unit plan; this was also true for 45% Part B, 48% Part C, and 35% Part D. In examining how the alignment of Program Review is reflected in Cluster plans, there is more alignment in Parts A and B; but in Parts C and D over a third of the respondents indicated there is a significant update (33% and 38% respectively). In light of this evidence, the college could consider moving to a shorter time period of the Program Review cycle which would keep the alignment of PR to Plans more current and evidence based. Currently the college cycle is 6 year for Academic/Student Service/Administrative Service/Non-clustered programs and 2 year for Vocational Programs. A suggestion to address this issue would be to have the Program Review cycle of 3 years for Academic/Student Service/Administrative Service/Non-clustered programs and continue the 2 year Program Review cycle for Vocational Programs. Low response rate is a concern for the questions regarding this topic and caution is needed in regards to drawing a complete conclusion.

An additional area of feedback from the respondents is that the process is a bit complex and the forms are hard to complete (Part A, B, C, D). “Simplify the process with less forms” and “consolidate” are the comments which capture the feedback most succinctly. As the college adopts a new SLO/PR system that integrates into our data; we anticipate being able to use this data to link more directly to planning. This is an ideal time to examine the forms in order to simplify and consolidate to improve the process.

Further research and evaluation is needed to ascertain whether roles and responsibilities/authority within the planning process are adequate. While there were 49 respondents to the survey, 10 or less responded to the questions in which role/input were examined. With such a low response rate (20% of total respondents), and the majority of which were of one constituent group, more investigation is required.

1. Indicate which cluster your unit belongs to:	Response Count	Percent
Academic Affairs	20	40.8%
Administrative Services	3	6.1%
Student Services	17	34.7%
Cluster-less	9	18.4%
Response Total	49	100.0%

2. Indicate your primary role:	Response Count	Percent
Faculty	26	53.1%
Staff (including all units)	17	34.7%
Administrator (Dean)	5	10.2%
Senior Staff (VPs/President)	1	2.0%
Student	0	0.0%
Response Total	49	100.0%

3. How does your UNIT Plan part A align with your last Program Review?	Response Count	Percent
Significant update or difference	12	34.3%
Little update or difference	18	51.4%
No difference	1	2.9%
None of the above (the next question will prompt you to explain)	4	11.4%
Response Total	35	100.0%
4. Please explain:		
What is Unit Plan Part A or Part B, or Part C?		
Don't know.		

5. How does your UNIT Plan part B align with your last Program Review?	Response Count	Percent
Significant update or difference	13	44.8%
Little update or difference	11	37.9%
No difference	2	6.9%
None of the above (the next question will prompt you to explain)	3	10.3%
Response Total	29	100.0%
6. Please explain:		
Don't know		

7. How does your UNIT Plan part C align with your last Program Review?	Response Count	Percent
Significant update or difference	14	48.3%
Little update or difference	11	37.9%
No difference	1	3.4%
None of the above (the next question will prompt you to explain)	3	10.3%
Response Total	29	100.0%
8. Please explain:		
What is Unit Plan Part A or Part B, or Part C or Part D. Maybe I should not be completing this survey. I am confused.		
Don't know.		

9. How does your UNIT Plan part D align with your last Program Review?	Response Count	Percent
Significant update or difference	10	34.5%
Little update or difference	15	51.7%
No difference	1	3.4%
None of the above (the next question will prompt you to explain)	3	10.3%
Response Total	29	100.0%
10. Please explain:		
What is Unit Plan Part A or Part B, or Part C or Part D. Maybe I should not be completing this survey. I am confused.		
Don't know.		

11. In regard to the process of Unit Planning, how can the college better improve alignment with Outcomes and Program Review?

Administration is ultimately the source that needs to implement change.
Encourage all participants to engage in more systematic referral to/ analysis of program review in unit planning.
I do not know. Perhaps a larger group meeting once or twice a year in which we each participate in different workgroups for the day would be helpful.
I need more time to think about this.
If we keep our mission and goals for the college and the discipline in mind as we update our program reviews, the SLOs will be more relevant, and the data will be more meaningful in making adjustments.
In regard to the process of unit planning, the college can improve alignment with outcomes and program review by the following: <ol style="list-style-type: none"> 1. Garner strengthening constituent buy-in and understanding of process. Focus on adherence to process timeline/deadlines as much as possible. 2. Reviewing and assess the templates used for improvement and simplification. 3. Thoroughly review assessment and conduct program review to make decisions and improve outcomes (hiring priorities and set funding priorities as aligned to strategic plan as well as other legislatively required plans; SSSP and Equity Plan. 4. Provide clear and descriptive program purpose aligned with department, institutional and state missions/initiatives.
It is ever changing, so the outcomes and dialogue will assist staff with adjust with the program review.
It looks like the formats and the information presented do not match.
Just remind me it needs to be done; send a link so it can easily be updated.
More faculty involvement, plan for the future and create long and short term goals. Deadline dates must be followed.
Review and discuss all of above at college-wide and division meetings.
Review forms used for better alignment, simplification and capture national/state system regulatory changes.
Take into account the costs of cleaning and maintaining the new buildings.
The dialog regarding outcomes and program review and improvement needs to be ongoing. I feel that in the past these issues were only addressed leading up to report deadlines, then ignored for the rest of the year.
The new computer process will help illustrate the connection.

12. In regard to the process having a Part A, Part B, Part C, and Part D, please indicate (constructively) suggested methods for improving the process:

A clearer description of what division needs belong in which part of the plan.
Clearer instructions.
Consolidation of some parts. The parts work for planning on the unit level but it is too detailed when it comes to the cluster prioritizations.
I need more time to think about this.
If the questions refer to the process of presenting the information in each of the sections, more consultation with faculty will be useful. Some information presented seem to be inconsistent with reality.
Review and discuss all of above at college-wide and division meetings.
Simplify the process with less Forms.
The current document format is confusing. Add a glossary of terms. Incorporate more tables. Simplify the document.
We need to simplify and consolidate wherever possible. In attempting to be thorough, we appear excessively complicated. The planning documents need to be unified under one voice.

13. To what extent did your Unit accomplish the plans set out in 2012-13?	Response Count	Percent
Achieved all outcomes set forth in the 2012-13 plan	3	12.5%
Achieved some outcomes set forth in the 2012-13 plan	21	87.5%
Achieved no outcomes set forth in the 2012-13 plan (the next question will prompt you to explain)	0	0.0%
Response Total	24	100.0%
14. Please explain why the outcomes set forth in your Unit plan 2012-13 were not achieved.		
Don't know.		

15. Please list evidence of outcomes achieved and where that evidence resides so it can be catalogued for accreditation purposes:
1. Based upon the demographics of the college, the history portion of the Social and Behavioral Science unit plan noted the need for a full-time hire to further develop the Latin American field. History requested this hire through the FHPC process and the position was ranked high enough to warrant the hire which is going forward in spring 2014.
2. Because of poor retention within Social and Behavioral online classes, the division will offer 6 Etudes orientation sessions to provide new students with "hands-on" training in the NEA computer labs during the first week of classes.
1. Annual reports for program areas submitted to Chancellor's Office (reside in program area shared O drive) .
2. Surveys administered to students through Survey Monkey (reside in program area shared O drive).
3. Pre/post tests administered to students at orientation (reside in program area shared O drive).
Evidence of goal achievement in locked file in LSC Director's office, SPS Annex.
Evidence of the outcomes are on the division page under notes from division sect.
Faculty members were hired as discussed in the narrative section of the program review?
Hired four tenure-track instructors.
Increased number of students coming to the SHC because they are having trouble getting appts. as a result of the onslaught of appointments due to Obama Care. Better coverage of the SHC with a 30 hour assistant.
Most evidence has come from SLO's .
On the web.
Outcomes evidence resides with the division chair and hopefully has been passed along to the Dean of Institutional Effectiveness and the VP of Academic Affairs.

16. How does your Cluster Plan part A align with your last Program Review?	Response Count	Percent
Significant update or difference	2	15.4%
Little update or difference	6	46.2%
No difference	0	0.0%
None of the above (the next question will prompt you to explain)	5	38.5%
Response Total	13	100.1%
17. Please explain:		
Again, the formats used make it very difficult to cross-reference the information.		
Don't know.		
I have no idea. I am not involved in that process and have not seen a current cluster plan.		
Not familiar with Cluster Plan, yet.		

**** LOW RESPONSE RATE**

18. How does your Cluster Plan part B align with your last Program Review?	Response Count	Percent
Significant update or difference	2	22.2%
Little update or difference	5	55.6%
No difference	0	0.0%
None of the above (the next question will prompt you to explain)	2	22.2%
Response Total	9	100.0%
19. Please explain:		
No correspondence.		
Don't know.		
I have no idea. I am not involved in that process and have not seen a current cluster plan.		
Not familiar yet.		

**** LOW RESPONSE RATE**

20. How does your Cluster Plan part C align with your last Program Review?	Response Count	Percent
Significant update or difference	3	33.3%
Little update or difference	4	44.4%
No difference	0	0.0%
None of the above (the next question will prompt you to explain)	2	22.2%
Response Total	9	100.0%
21. Please explain:		
Format issue.		
Don't know.		
I have no idea. I am not involved in that process and have not seen a current cluster plan.		
Not familiar yet.		

**** LOW RESPONSE RATE**

22. How does your Cluster Plan part D align with your last Program Review?	Response Count	Percent
Significant update or difference	3	37.5%
Little update or difference	4	50.0%
No difference	0	0.0%
None of the above (the next question will prompt you to explain)	1	12.5%
Response Total	8	100.0%
23. Please explain:		
Information cannot be cross-validated.		
Don't know.		
I have no idea. I am not involved in that process and have not seen a current cluster plan.		
Not familiar with the plan.		

**** LOW RESPONSE RATE**

24. In regard to the process of Cluster Planning, how can the college better improve alignment with Outcomes and Program Review?

In regard to the process of unit planning, the college can improve alignment with outcomes and program review by the following:

1. Garner strengthening constituent buy-in and understanding of process. Focus on adherence to process timeline/deadlines as much as possible.
2. Reviewing and assess the templates used for improvement and simplification.
3. Thoroughly review assessment and conduct program review to make decisions and improve outcomes (hiring priorities and set funding priorities as aligned to strategic plan as well as other legislatively required plans; SSSP and Equity Plan.
4. Provide clear and descriptive program purpose aligned with department, institutional and state missions/initiatives.

Administration is ultimately the source that needs to implement change.

All clusters should be following the same format and work together, at the same time on all issues.

Communicate the Cluster priorities back to the faculty after they have been decided within the Academic Affairs Cluster.

I have no idea. I am not involved in that process and have not seen a current cluster plan.

Review and discuss all of above at college-wide and division meetings.

There should be a specific section requesting course SLO and PLO information.

25. In regard to the process having a Part A, Part B, Part C, and Part D, please indicate (constructively) suggested methods for improving the process:

Again some consolidation here that could possibly streamline the process and make it more planning friendly.

I have no idea. I am not involved in that process and have not seen a current cluster plan.

If these sections are done in consultation with more than one individual, the information gathered could be more realistic.

The current document format is confusing. Add a glossary of terms. Incorporate more tables. Simplify the document.

Review and discuss all of above at college-wide and division meetings.

26. To what extent did your Cluster accomplish the plans set out in 2012-13?	Response Count	Percent
Achieved all outcomes set forth in the 2012-13 plan	0	0.0%
Achieved some outcomes set forth in the 2012-13 plan	8	88.9%
Achieved no outcomes set forth in the 2012-13 plan (the next question will prompt you to explain)	1	11.1%
Response Total	9	100.0%

27. Please explain why the outcomes set forth in your Cluster plan 2012-13 were not achieved.

It is difficult to say given the format of the program review.

Don't know.

**** LOW RESPONSE RATE**

28. Please list evidence of outcomes achieved and where that evidence resides so it can be catalogued for accreditation purposes:

As far as I know, the first priority of the Academic Cluster is to provide both full-time and adjunct staffing for all classes and I think this was achieved.

Evidence resides with the Secretary of Student Services on his computer.

Hired new Dean.

I assume that the evidence resides with the VP of Academic Affairs.
On the web.
Don't know.
Website under social and behavioral sciences page- division notes.
Unable to say.

29. How does the Unit/Cluster plan align with the College's Educational Master Plan?	Response Count	Percent
Clear alignment of Unit/Cluster to the EMP	4	40.0%
Some alignment of Unit/Cluster to the EMP	6	60.0%
No alignment of Unit/Cluster to the EMP	0	0.0%
Response Total	10	100.0%

**** LOW RESPONSE RATE**

30. How do the District Plans (Technology and District Strategic Plan) align to your Unit/Cluster plans?	Response Count	Percent
Clear alignment of Unit/Cluster to the District Plans	0	0.0%
Some alignment of Unit/Cluster to the District Plans	10	100.0%
No alignment of Unit/Cluster to the District Plans	0	0.0%
Response Total	10	100.0%

**** LOW RESPONSE RATE**

31. In regard to the process of Unit/Cluster Planning, how can the college better improve alignment with District Plans?
As we move toward legislated mandates requiring seamless and streamlined joint policies for all college/district a committee with representation from all campuses is need to develop a document with a shared voice.
Better overall planning.
Make sure that the timing of the plans coincides and that the district plans are available. Set aside one specific time when an entire division is required to review the district plans and their alignment with unit and cluster goals. The communication on all levels needs to be facilitated and encouraged.
Open forum discussion and awareness of district plans when doing the cluster planning would be most helpful.
Review and discuss all of above at college-wide and division meetings.

32. Do faculty/staff have adequate input into the planning process?	Response Count	Percent
Yes	5	50.0%
No (the next question will prompt you to explain)	5	50.0%
Response Total	10	100.0%

33. Please explain:
Faculty and staff have some input, but planning and decisions are too often made in isolation; improvement needed.
I am not sure faculty members are consulted in this process.
Need more involvement and more faculty forums, mandatory.
Not familiar.
Part of the inadequacy of faculty input is because faculty do not see planning at Harbor as a realistic option. There is a sense that administrators make decisions independent of the planning process which, for faculty, means a lot of work that honestly doesn't go anywhere. Another factor is that faculty

are not willing to step up an engage in planning.

**** LOW RESPONSE RATE**

34. Do Division Chairs have adequate input into the planning process?	Response Count	Percent
Yes	8	80.0%
No (the next question will prompt you to explain)	2	20.0%
Response Total	10	100.0%

35. Please explain:

Again, an area that could be improved some have more input than others.

I am not a Chair but it seems like they too see few benefits to planning. There is a lack of transparency on this issue and always too little money to go around.

I don't know what division chairs do/have.

Not familiar.

Part of the inadequacy of faculty input is because faculty do not see planning at Harbor as a realistic option. There is a sense that administrators make decisions independent of the planning process which, for faculty, means a lot of work that honestly doesn't go anywhere. Another factor is that faculty are not willing to step up an engage in planning.

**** LOW RESPONSE RATE**

36. Do Deans have adequate input into the planning process?	Response Count	Percent
Yes	8	80.0%
No (the next question will prompt you to explain)	2	20.0%
Response Total	10	100.0%

37. Please explain:

I am not sure that the current Deans understand the planning process.

I do not know the input level of deans.

Not familiar.

**** LOW RESPONSE RATE**

38. Do Deans have adequate authority/decision making in the Unit/Cluster planning process?	Response Count	Percent
Yes	8	88.9%
No (the next question will prompt you to explain)	1	11.1%
Response Total	9	100.0%

39. Please explain:

I do not know.

Lack of communication and/or communication with some groups and not others is concerning. Again, decisions made in isolation without consultation.

Not familiar.

**** LOW RESPONSE RATE**

40. Do Vice Presidents have adequate input into the planning process?	Response Count	Percent
Yes	8	88.9%
No (the next question will prompt you to explain)	1	11.1%
Response Total	9	100.0%

41. Please explain:

I would assume VPs are the core of planning at the cluster level, but I am not involved.
Some vice presidents have the opportunity to offer input, but not consistently. Again, communication and inclusion is lacking.
Not familiar.

**** LOW RESPONSE RATE**

42. Do Vice Presidents have adequate authority/decision making in the Unit/Cluster planning process?	Response Count	Percent
Yes	7	77.8%
No (the next question will prompt you to explain)	2	22.2%
Response Total	9	100.0%

43. Please explain:
Believe main responsibility is with the Division chair, under V.P. supervision.
I have no idea.
Not familiar.
It does not appear that they do in some situations, especially, when hiring occurs without considering hiring priorities and/or following a selection process.

**** LOW RESPONSE RATE**

44. Does the college President have adequate authority/decision making in the college planning process?	Response Count	Percent
Yes	8	88.9%
No (the next question will prompt you to explain)	1	11.1%
Response Total	9	100.0%

45. Please explain:
One would assume the president is highly involved and the ultimate authority with advisory input from CPC and other bodies.
This is affected by district/board planning, decision-making and allocation of funding resources. They are not always in alignment to support college planning.
Not familiar.

46. Are there any areas for which improvement needs to be made in regards to roles and responsibilities in planning? Please indicate (constructively) suggested methods for improving the clarity of roles/responsibilities in planning:
1. Communication 2. Transparency 3. Following processes
Have a website that can be navigated without confusion. 1 page specifically designed for the planning process and alignment from your program to the institutional ISLO's. Yes, give the page its own tab.
I need to learn more about this and the processes to respond.
Involve hourly instructors by giving them more incentives, especially if full timers do not get involved.
Review and discuss all of above at college-wide and division meetings.
There needs to be broader engagement with the planning process as well as enforcement and adherence to the rules. If decisions are made apart from the process it undermines morale and makes the whole system seem worthless.
Yes, lots. Committee membership lacks, standard meetings lack, admins don't do their job.



College Annual Plan Evaluation 2012-13
Institutional Effectiveness
February 2014

Executive Summary

Results indicate that the College Annual Plan aligns well with the Educational Master Plan; in that the two documents have significant overlap and redundancy. This is an area we can strengthen by having the Educational Master Plan serve as an overarching and guiding multi-year document with the college's broad goals identified and in alignment with the District Strategic Plan. The College Annual Plan would be the objectives and activities performed annually in order to achieve outcomes of the Educational Master Plan. There is alignment of the Cluster plans to the College Annual Plan, and in previous evaluations and feedback from the ACCJC visiting team for the 2013 Follow Up Visit, it was suggested some of the detail and minutiae could be extracted to be more concise and clear.

Obtaining evidence of outcomes for the College Annual Plan is in progress and will be added to the evaluation upon compilation of materials in April 2014.

A recommendation to go to a multi-year planning cycle would benefit the college in several ways: first, it will provide the college adequate time to evaluate and more effectively tie program review results into planning processes. Second, it will slow down the cycle so that the college is not always in planning mode: it will allow time for implementation and assessment. Third, shortening the length of time for academic Program Reviews will keep outcomes and evidence for improvement more salient to the current planning cycle. Third, achieving deadlines has been somewhat problematic for the college. Some have indicated it is due to constantly being in planning mode, and others attribute it to other causes. Planning is currently under the auspices of the College Planning Council, and perhaps because there is not an administrator assigned to the process that it does not have the oversight, follow through and follow up, and calendar management that is needed. Consideration should be given to providing a "home" to planning within the administrative function of the college.

Participants: Sandra Sanchez, Claudette McClenney, Juan Baez, Nabeel Barakat, Ann Tomlinson, Mercy Yanez, Marianne Locasio, Lucky DeSilva, Patsy Morales, Hosep Kotelyan, Stepahnie Atkinson-Alston, Elizabeth Colocho, William Hernandez, Farah Saddigh, Elena Reigadas, Rae Uhde, Ellen Joiner, Tim Davis, Joneen Ohlaker, Susan Rhi-Kleinert, Luis Rosas, Bobbi Villalobos, Farley Herzek, Daniel Ruiz, Mica Murrillo, Robbie Barker, Kristi Blackburn, Abbie Patterson, Susan McMurray

1. How does the College Annual Plan align with the college's Educational Master Plan?

Evidence: The College Annual Plan is in exact alignment with the EMP; please refer to the EMP evaluation for comments/evaluation already made. In this section of the CAP evaluation (due to trying to limit the scope of the EMP evaluation), the un-evaluated pieces from the EMP will therefore be evaluated in the CAP. The Cluster plans have placed into their respective "A", "B", "C", and "D" sections. Additionally, the college calls to mind the Actionable Improvement Items which need to be addressed in the next Accreditation cycle.

Evaluation: There needs to be a distinction between the college Educational Master Plan and the College Annual Plan as they serve two different needs. The college could better achieve the EMP goals if the College Annual Plan objectives and measurable outcomes were more delineated. In this instance, leaving the Cluster prioritization in the CAP, but removing it from the EMP.

CPC validation summary in regard to alignment of the College Annual Plan to the Educational Master Plan:

- Align- yes, because there is little distinction between the two documents.
- Agree with evaluation as stated above.

CPC validation summary in regard to alignment of the College Annual Plan to the Educational Master Plan continued:

- What it doesn't do is follow through so that we can finish and evaluate. Unfunded district and state mandates drive laudable goals which limit an ability to control budgets and equitably distribute resources.
- The EMP should be a multi-year cycle and the CAP should be the tool by which implementation on an annual basis takes place.
- In the current model we are always in planning mode and it is difficult to move to implementation and evaluation.

2. Did the college achieve the goals outlined by the College Annual Plan?

Evidence: In reviewing the Cluster plans within the CAP, there is not a means for evidence collection and review of evidence as activities are not widely publicized. Enactment of plans is generally not contained within meeting minutes;

Evaluation: The college needs to develop an assessment instrument which is completed annually by the units, clusters, and then by CPC to evaluate the plans (as they flow from unit → cluster → CPC). Having a simple form which can be completed and is based in evidence will further strengthen the college's preparation for accreditation in 2015. At best, many of the activities outlined in the College Annual Plan have been accomplished; with exception to the Part Ds which have funding implications for the college. As mentioned in other planning evaluation documents, the focus of Goals → Objectives → Activities → Outcomes would further strengthen the plan as well as measuring/evaluating future plans.

CPC validation summary in regard to achieving goals outlined by the College Annual Plan:

- Difficult to discern because the CAP does not include the specific goals, matched to college goals, matched to District goals.
- Evidence collection is difficult because we rush off into another direction before we finish a cycle.
- Yes, with the exception of all deadlines.

3. Suggestions for improvement for the process/product of the College Annual Plan?

Evidence: Because of the complexity of evidence gathering needed to evaluate the College Annual Plan and its content being very overlapping with the EMP, a suggestion for improvement is simplicity.

Evaluation: Focusing on Goals → Objectives → Activities → Outcomes would further strengthen the College Annual Plan.

CPC validation summary in regard to improvement of the process/product of the College Annual Plan:

- Agree with the above evaluation. At present the CAP and the EMP are practically the same document and are a compilation of existing documents. Need to create a distinction and base the process on District goals.
- The various areas of the campus inevitably competing for scarce resources. A cooperative method of implementation over a reasonable period of time (3-5 years).
- EMP should focus on goals and objectives
- CAP should focus on activities and outcomes

4. Validation by College Planning Committee:

Upon reviewing the College Annual Plan and reviewing the evaluation summary, the College Planning Committee recommends the following action:

- The EMP should be a multi-year cycle and the CAP should be the tool by which implementation on an annual basis takes place.
- Establish a multi-year cycle to incorporate all aspects of a planning cycle: evaluate, plan, implement, evaluate
- EMP should focus on goals and objectives
- CAP should focus on activities and outcomes



Technology Plan Evaluation 2012-13

Institutional Effectiveness

February 2014

Executive Summary

The Los Angeles Community College is rapidly approaching the “go-live” of a new student information system (SIS), which replaces a homegrown system which has lasted for over 20 years for the District. This new system and the functionality it will provide the personnel/students will dramatically transform the way in which technology is used on and off campus. The implementation has hiring, staffing, professional development, and student training impact which will ripple from the District Office to the nine campuses. This should be communicated extensively in the District Technology Plan and the planning of how staffing, professional development and student training will be planned for and implemented needs to be aligned with campus efforts.

In examining the alignment of the plans, it would be helpful for both planning documents to clearly identify goals, objectives/activities to reach the goals, as well as outcomes which can be measured to assess the implementation of the plans. Broad engagement and participation in creating the Technology Plan is a suggestion to address this issue.

Participants: Sandra Sanchez, Claudette McClenney, Juan Baez, Nabeel Barakat, Ann Tomlinson, Mercy Yanez, Marianne Locasio, Lucky DeSilva, Patsy Morales, Hosep Kotelyan, Stepahnie Atkinson-Alston, Elizabeth Colocho, William Hernandez, Farah Saddigh, Elena Reigadas, Rae Uhde, Ellen Joiner, Tim Davis, Joneen Ohlaker, Susan Rhi-Kleinert, Luis Rosas, Bobbi Villalobos, Farley Herzek, Daniel Ruiz, Mica Murrillo, Robbie Barker, Kristi Blackburn

1. How does the college’s Technology Plan align with the college’s Educational Master Plan and the District Technology Plan?

Evidence and analysis of alignment is summarized in the following table:

Harbor College Tech Plan (Developed 5/2012)	LAHC Education Master Plan (Developed 9/2012)	LACCD Goals (Developed 3/2011)
First Year Goals 12-13		Long Range Planning
Review campus technology standards.	Devise/implement new technology strategies to improve support of college mission.	Alignment with the 2010 National Educational Technology Plan.
Establish procedures for acquisition, operation, and repair of technology	Provide support for all technology items used across campus including those used in classrooms, offices, and events. These also include the enterprise services such as email and server storage.	The LACCD will provide a comprehensive sustainable technology infrastructure including hardware, software, support staff, policies, and processes for students, educators, and staff for learning when and where needed.
Develop a plan to promote the use of technology at Harbor College	Provide support to campus printers, copiers, audio visual systems, and presentation equipment to ensure they are working properly	The LACCD will increase the ability of educators (including faculty, staff & administrators) to use technology to create engaging, meaningful and connected learning environments.
Develop a plan to improve support from within the various departments	Provide support to campus computer labs by keeping them equipped and functioning with up to date hardware and software to meet instructional needs.	The LACCD will leverage technology to regularly measure and report student success, institutional effectiveness, and operational efficiency while using assessment data for continuous improvement
Design a campus technology Website		
Work with Title V on pilot of ePortfolio		
	Provide guidance for the purchasing of technology items (e.g. computers, printers, teleconference systems, etc).	Adopt standardized replacement cycle for hardware and software that appropriately supports emerging technologies and needs

Harbor College Tech Plan (Developed 5/2012)	LAHC Education Master Plan (Developed 9/2012)	LACCD Goals (Developed 3/2011)
	Manage the campus Local Area Network and ensuring it is operating and equipped to handle campus communication including support of the campus email system	The LACCD will leverage powerful technology that provides personalized learning that customizes the pace of teaching and instructional practices.
	Provide support to ensure the phone system is operating and available with up-to-date services such as voicemail, phone menus, and call forwarding.	
Two Year Goals '13-14		
Implement a campus technology Website		
	Devise and implement new technology strategies to improve support of college mission.	
Identify academic technology needs for the campus	Ensure campus technology systems are secure from intrusions and that data is accessed only by those with proper authorization. This function includes the setting up and managing of user accounts on various systems.	The LACCD will increase the ability of educators (including faculty, staff & administrators) to use technology to create engaging, meaningful and connected learning environments
Three Year Goals '14-15		
Develop and implement a faculty/staff development program to support district student portfolio system	Ensure there are proper backups and safeguards to protect the campus systems and especially the critical data.	The LACCD will provide a comprehensive sustainable technology infrastructure including hardware, software, support staff, policies, and processes for students, educators, and staff for learning when and where needed.
Develop and implement a faculty/staff development program to support the new, robust student portal.		

CPC Validation of how the college's Technology Plan aligns with the college's Educational Master Plan and the District Technology Plan:

- In the LAHC Tech goals for years 1,2, and 3, there are several goals listed that have no evidence of alignment to the college's Educational Master Plan or the District Technology Plan.
- The plan aligns well, however, there is always room for improvement, ex. The Plan should focus on larger institutional outcomes and not on specific grant funded objectives.
- There are inconsistencies between the LAHC EMP & LACCD goals.
- Place goals at the front of the document. Address how those goals will be accomplished. Final section dealing with challenges.

2. Did the college achieve the goals outlined by the Technology Plan?

Evidence: The College's Technology Committee minutes:

<http://www.lahc.edu/govplanning/governance/atac/minutes.html>

Some of the goals have been addressed in committee, but for the most part, the goals are incomplete.

http://www.lahc.edu/govplanning/collegeplans/IT%20Department%20Unit%20Plan%202013-14_revised.pdf

Evaluation: Some of the Technology Plan was implemented (focusing on 2012-13): Review campus technology standards; Work with Title V on pilot of ePortfolio.

Unable to assess: Establish procedures for acquisition, operation, and repair of technology-- The Technology Committee as a clearance committee is supposed to review technology requests to ensure that IT can support hardware/software requests. This should be reflected in the minutes of the meetings if it is occurring. Develop a plan to promote the use of

technology at Harbor College. Develop a plan to improve support from within the various departments. Design a campus technology Website.

2. Did the college achieve the goals outlined by the Technology Plan? continued

CPC validation of whether the college achieved the goals outlined by the Technology Plan?

- Per the renew summary provided, more evidence is needed to show that goals in the Tech Plan were achieved.
- Unable to determine if goals were achieved due to lack of documentation/minutes of committee meetings
- Alternate resources, committee documents, or reports from groups should be consulted to determine if goals were achieved.
- It is hard to determine. The status of the goal is not stated. Lacking EVIDENCE for meeting the goal.
- Plan represents challenges but few solutions. Good statement of overall principles, but weak in terms of giving “big picture” of issues.

3. Suggestions for improvement for the process/product of the Technology Plan?

Evidence: The following is a quote from the IT program review:

“From some of the feedback, there is still a disconnect between some of the updated needs of the classrooms and the systems provided by IT. We need to provide a better, more collaborative method of ensuring the classrooms have everything they need for instruction. “

“We need to update our local systems. We need updated network management software. There is a regular need for updated equipment in the network and data centers. Additional software is needed to allow IT to support student learning”

“IT maintains a list of the projects planned and currently underway. Those projects are assigned to members of the IT staff and are regularly tracked and have regular reports. With the recent addition of an ACNSS to the IT staff, we will be making some changes to the roles of the IT staff to make the best usage of our skills and resources over the next few months. Without funds to purchase software and to hire additional staff it will be very hard to implement the Network Management System.”

Evaluation: Be more specific in writing the goals, describing the objectives to be achieved, identifying activities which need to be performed which will produce an outcome which can be identified/measured.

Goals → Objectives → Activities → Outcomes

CPC validation of suggestions for improvement for the process/product of the Technology Plan?

- In year 1 and year 2 goals, one goal reads: “Design a campus technology website” and “Implement a campus technology website”. More specifics are needed to describe what this is in order to determine if/when the goals are met.
- Create goals that include measureable outcomes, timelines, responsible persons, and how the goal achievement will be measured.
- Central repository of all technology used on Campus/Case for centralization of IT.
- SIS should be included in future Tech plans.
- Investigate ways to expand IT reach by establishing “lead” troubleshooters for various areas of the campus.
- Improve/revise the format to add status of the goal.
- Need for more input and help on drafting plan revisions.
- More details in terms of plan of action.
- More formal and organized meetings of Tech committee to delegate duties.



Human Resources Plan 2012-13 Evaluation
Institutional Effectiveness
February 2014

Executive Summary

The college developed two Human Resources Plans (2012-13 & 2013-14) within 6 months of each other due to an Accreditation visit and subsequent Follow up visit. This evaluation focuses only on the 2012-13 as it is the cycle for which the planning evaluation is taking place. It should be noted, however, that many of the recommendations for improvement discussed at the retreat were implemented into the Human Resources Plan 2013-14.

Participants: William Hernandez, Elena Reigadas, Elizabeth Colocho, Ivan Clarke, Stephanie Atkinson, Patsy Morales, Rae Uhde, Brad Young, Ellen Joiner, Joneen Ohlaker, Luis Rosas, Susan Rhi-Kleinert, Tim Davis.

1. How do the college's Human Resources 2012-13 Plan align with the college's Educational Master Plan?

Evidence: Definition of HR Plan: The objective of the college's human resource plan is to align hiring decisions for the college with demonstrated need and prioritization within budget allocation as set forth in program review and unit/cluster planning documents. (p. 2). The Unit plans and cluster plans are aligned to the EMP. The HR Plan is aligned with the EMP in several sections but most extensively (almost exclusively) to Goal #7.

Evaluation: The college's first attempt at an HR Plan was firmly rooted in Program Review and tied the Program Review into the Unit/Cluster Planning process. This tie to data/evidence was commended by the ACCJC Follow Up visiting team in the Spring of 2013. In their words, we have developed and implemented a "best practice".

CPC validation of alignment of HR Plan with EMP:

- the written plan is well aligned but exestuation needs to be vetted through a full "iteration"
- HR Plan overall aligns with EMP, but like all plans it needs to be constantly reviewed and updated

2. Did the college achieve the goals outlined by the Human Resources 2012-13 Plan?

Evidence: Overall, the faculty hiring took place within the planning process; at the time of the writing of the first plan, the college was re-organizing due to budget cuts and had not yet determined the direction which is reflected in the document. The evidence is located in the HR Plan 2012-13 on p.12.

Evaluation: The faculty hiring that took place was within the framework and approval of FHPC and the College President; staffing non-faculty hires had been placed on hold until the VPs of each Cluster completed the re-organizations at the charge of the President. The tie to Program Review and Unit/Cluster Plans was present, although not directly linked to budget. An overall budget was provided, but each hire was not able to be understood within the context of an overall budget for hiring and its future implications. (Note: This was addressed in the HR Plan 2013-14).

CPC validation of goal achievement of the HR Plan 2012-13:

- It's difficult to say. It seems that the 2012-13 process was incomplete and that we are operating in 'after the fact' mode.
- In the 2012-13 cycle the HR plan established its position as a recommending body. This position is further refined in the 2013-14 cycle

3. Suggestions for improvement for the process/product of the Human Resources 2012-13 Plan?

Evidence: On p. 13 of the document, several recommendations were made regarding both the plan outcomes and processes. Additional recommendations were made regarding college practices, which have some union implications.

1. The creation of PCRs and approval processes needs to be outlined. There is not a process flow which would show where/when a position should be generated or stopped based upon Cluster prioritizations and budget. This will help the college realize its intent to have a balanced budget each year as well as fulfill its staffing with the prioritizations established through the planning process, ultimately linking budget and planning. This recommendation has been addressed. A form has been created and put into use by the college for requesting positions. It requires 3 levels of approval: Dean, VP of the area, and President. The form indicates how the position is funded (with line item identified) as well as benefit calculation for total ownership cost calculations in projecting salary/benefits. Additionally, the form provides for information to ascertain budget availability should the budget line item be funding more than one position.
2. There have been instances on the campus where faculty have been hired (on a faculty release basis) to complete the work of a classified personnel. This needs to come into Union compliance for the betterment of the college.
3. Pathways for promotion and advancement
 - a. The process for upgrade/advancement needs to be clarified and objective for classified staff. The opportunities need to be equal and equitable. Without a path for promotional opportunities, we may lose valuable employees.
 - b. The process for upgrade/advancement for Academic Administrators (Teamsters Local 911 members). The opportunities need to be equal and equitable. Without a path for promotional opportunities, we may lose valuable employees.
4. Staffing Committee and its role in CPC: at the college's planning retreat in June 2012, the shared governance agreement was examined. During the robust dialogue, it was determined that the HR Planning Taskforce should make a recommendation as to whether or not the committee is needed; and if it is needed, what its role and scope would be. At this time, the committee recommends having the Staffing Committee for a 1-year pilot project and have the following scope/purpose:
 - a. Suggest calling the staffing committee the —Human Resources Committee so that it encompasses all of college rather than imply only applicable to Classified positions.
 - b. The HR Committee should serve as a —clearance committee which can examine data/evidence.
 - c. Ensure that positions being filled are in the appropriate cluster plans and within the available budget
 - c. Examine budget data in regards to ensure that priorities are aligned with plans/staffing.
 - d. Examine staffing in all areas of the college.
 - e. Have Grant Committee Co-Chair serve on the staffing committee:
 1. Have awareness of all SFP positions being hired/staffed to ensure budgets of the SFP positions will cover the positions and the time period of the grants with no overrun into Program 100.
 2. Transparency of grant positions which require Institutionalization initially funded as SFP.
5. Union contracts need to become aligned in regards to college committee composition and responsibilities. A example of this is the Work Environment Committee. There are conflicts between the AFT Faculty contract and other union agreements in regards to the work of the W.E.C. committee.
6. The Personnel Commission list generation process is not as responsive to the college's staffing needs as is needed by the college.

Evaluation: Overall, the above recommendations which could be implemented locally for the 2013-14 plan were implemented.

CPC suggestions for improvement of the process/product of the HR Planning process:

- Align the budget with hiring goals and needs of departments based on data from Program Review. We are operating on a wish list approach.
- Alignment of budget and priorities, data based.

4. Validation by College Planning Committee:

Upon reviewing the HR Plan 2012-13 and reviewing the evaluation summary, the College Planning Committee recommends the following action:

- Continue to align budget allocation with staffing needs.