



**Los Angeles Harbor College
Educational Master Plan
2014-2017**



Adopted by the
College Planning Committee
August 25, 2014
and the Academic Senate
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Dr. Otto Lee, President

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College Mission, Vision, and Values

College Mission

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

College Vision

Los Angeles Harbor College provides a stimulating learning environment that prepares members within the community to meet goals and opportunities successfully.

College Values

Student Success * Excellence * Integrity * Supportive Environment * Personal & Institutional Accountability * Civic Responsibility

Introduction to the Educational Master Plan

Planning Retreat Outcomes

LHC undertook a comprehensive evaluation of the 2012-13 planning process in February 2014 in order to continue to improve its outcomes and processes. The college has previously built upon the planning evaluations completed in 2011 and 2012, and in 2012, as a result of an Accreditation recommendation, the college further clarified its planning process. The 2012-13 academic year was the first year following the clarified process and serves as a baseline for further refinement of planning activities. The evaluation activities that took place at the College Planning Committee (CPC) Retreat in February 2014 were well attended with engaged participation that resulted in several recommendations regarding the planning process. Following the retreat, a survey regarding the alignment of unit, cluster, and college planning was distributed, and 49 responses were generated. Survey results from a few areas are being further explored and evaluated due to small number of responses on specific questions; however, the areas in which many responses were gathered provided additional evidence that supports the activities of the retreat.

LHC has made a concerted effort to align its Educational Master Plan (EMP) with the Los Angeles Community College District Strategic Plan. The most significant recommendation made during the planning evaluation retreat was to implement a multi-year planning cycle that would have at its foundation an Educational Master Plan spanning three or more years. The benefit to this multi-year planning would be alignment of all planning documents to the EMP timeline: planning document development in one year, program reviews completed on a cycle that feeds into the planning documents, and a year in which to complete evaluation. With the current annual cycle for all planning documents, the college has a lot of planning/evaluation activities to attend to and a very sparse staff to complete the work. Implementing a multi-year cycle will hopefully give each planning cycle 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 the future.

Through the comprehensive evaluation process, the College Annual Plan evaluation indicated an overlap with the college's Educational Master Plan. De-threading the two documents into two separate plans with distinct purposes is needed. The evaluation indicated that a multi-year planning process may benefit the college in this regard as well. Also, in examining the process, it was determined that functional plans need to be integrated into the comprehensive planning cycle. The comprehensive evaluation discussed above is available on the college's Institutional Effectiveness webpage (Planning Support tab) and listed in the resource section at the end of this planning document.

Evaluation of the ISLOs and SLO Process (June 2014)

In Spring 2014, the college evaluated its Student Learning Outcomes process and products. The results of the survey indicated that over 90% of the participants believe that SLO assessment is pervasive and a part of the institutional culture and that the outcomes are discussed within academic and service areas of the college.

An area for improvement is sharing results of SLOs, PSLOs, and ISLOs as nearly 20% of those surveyed believed that this information is difficult to find. With the hiring of a college web designer, this issue is being addressed.

An additional area identified for improvement is alignment of the assessment process with the institution's budgeting process. In order for the college to be intentional with authentic assessment and ensure that these activities are represented in the planning process, we have included ISLOs in this version of the College's Educational Master Plan.

One of the outcomes of the analysis, which was vetted through the Academic Senate and CPC Committee, was to combine two Institutional Student Learning Outcomes. In the analysis of ISLO 4 and 5, we determined that the constructs overlapped in such a way that the Assessment Committee recommended a modification. The college's ISLOs are as follows:

- ISLO 1: Communication
- ISLO 2: Cognition
- ISLO 3: Information Competency
- ISLO 4: Social Responsibility in a Diverse World

The constructs within each ISLO are listed on the college's Student Learning Outcomes webpage (listed and hyperlinked in the Resources section of this document). Nearly 90% of the participants in the survey of assessment indicated that the ISLOs reflect appropriate education goals and college-level rigor.

College Goals in Alignment with the 2012-17 Los Angeles Community College District Strategic Plan

Goal #1: Access and Preparation for Success (District Strategic Plan Goal #1)

Objectives and activities for the college:

- a. Achieving the Dream—continue to examine equity gaps of our students
- b. Bridge Programs
- c. Recruitment and Outreach
- d. Assessment and Placement
- e. Orientation
- f. Student Educational Planning
- g. Harbor Advantage (first year experience program)
- h. Harbor Success (second year experience program)
- i. Follow up on at-risk populations

Outcomes/Evaluation of the objectives and activities:

The college should have evidence to show that the above interventions have had improved the following measures:

- a. Enrollment in basic skills courses in the first year of attendance
- b. Completion of basic skills courses in the first year of attendance
- c. Completion of 30 units within the first two years of enrollment
- d. Completion of certificates within the first two years of enrollment
- e. Completion of 60 units within the first five years of attendance.
- f. Completion of Associate's degree and on transfer within six years of attendance.

Several of these measurements will need longitudinal analysis, which means at the end of the 2014-17 EMP cycle, we will still be measuring progress. At the time we report on these measurements, we will indicate which the data is "complete" or "in progress."

Goal #2: Teaching and Learning for Success (District Strategic Plan Goal #2)

Objectives and activities for the college:

- a. Math curriculum re-design
- b. Basic Skills/Essential Skills curriculum review
- c. Curriculum alignment with K-12 partners (math/English)
- d. Reading Apprenticeship
- e. On Course
- f. Cultural Responsive Training (staff and faculty)

College Institutional Student Learning Outcomes

- a. ISLO 1: Communication
- b. ISLO 2: Cognition
- c. ISLO 3: Information Competency
- d. ISLO 4: Social Responsibility in a Diverse World

Outcomes/Evaluation of the objectives and activities:

- a. Each of the ISLOs will be placed on a new cycle beginning with the 2014-15 academic year. Each year the college will continue to measure one of the ISLOs, taking into account the results of previous measurements. The ISLOs will continue to align with the college's Program Learning Outcomes (PLOs) and course-level Student learning Outcomes (SLOs) as well as Service Area Outcomes for non-instructional units.
- b. Enrollment in basic skills courses in the first year of attendance
- c. Completion of basic skills courses in the first year of attendance
- d. Progression in basic skills courses to transfer level courses.
- e. Surveys of faculty, staff, and students regarding the effectiveness of the Culturally Responsive Training.

Goal #3: Organizational Effectiveness (District Strategic Plan Goal #3)

Objectives and activities for the college:

- a. Implementation of the new SIS (District)
- b. Implementation of Curric-U-Net (District)
- c. College Organization for Effectiveness and Efficiency

Outcomes/Evaluation of the objectives and activities:

- a. With the implementation of the SIS, many reports and services will be automated (aka "pushed") for users. Ensuring that training takes place by all users and receivers of reports will make the transition as smooth as possible. Additionally, this transition is supposed to increase automation, which will free up staff/administrative time to focus on other areas. Having a record of who and how much training received, as well as how many reports have been automated and a user count of the number of times reports are used will help us to gauge successful implementation.
- b. The training on Curric-U-Net is will enable the creation of course outlines of record that are then filed/approved by the state. Academic Affairs will determine measuring outcomes of this objective/activity.
- c. As the college receives growth money, or through SSSP Categorical funding, there may need to be an examination of college staffing to determine how to best meet the goals of SSSP (SB 1456). The college was directed to complete and implement a Human Resources Planning in the 2012 ACCJC visit; to this end, the direction

indicated by this Educational Master Plan is to ensure that the college as a whole completes an analysis, including budget implications, and completes the Human Resources Plan for the EMP cycle.

Goal #4: Resources and Collaboration (District Strategic Plan Goal #4)

Objectives and activities for the college:

- a. Revenue generation through Economic and Workforce Development
- b. Revenue generation through grants
- c. Revenue generation by the Foundation
- d. Revenue generation by Community Services
- e. Revenue generation through Contract Education/Training (EWD)

Outcomes/Evaluation of the objectives and activities:

- a. As indicated in the evaluation of planning completed by the college, routine reports from Economic and Workforce Development will help determine whether academic/CTE goals are being met, as well as additional funding streams generated in order to support student learning.
- b. Foundation activities support the learning of students attending Los Angeles Harbor College. Quarterly reports from the Foundation that list funds raised and expended (by category) help the college determine that this goal has been met.
- c. Community Services activities support the learning of students attending Los Angeles Harbor College. Quarterly reports from Community Services that list funds raised and expended (by category) help the college determine that this goal has been met.
- d. Contract Education/Training activities support the learning of students attending Los Angeles Harbor College. Quarterly reports from the Economic and Workforce Development that list funds raised and expended (by category) help the college determine that this goal has been met.

Resources

Los Angeles Community College District, District Strategic Plan:

<http://www.laccd.edu/Departments/EPIE/PlanningAccreditation/Pages/District-Strategic-Plan.aspx>

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

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

LAHC Planning Evaluation 2012-13 (Comprehensive):

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

LAHC Student Learning Outcomes: <http://www.lahc.edu/facultystaff/slo/>

Human Resources Plan: <http://www.lahc.edu/govplanning/planning.html>

Technology Plan: <http://www.lahc.edu/govplanning/planning.html>

Enrollment Management Plan: <http://www.lahc.edu/govplanning/planning.html>

Academic Affairs Cluster Plan: <http://www.lahc.edu/govplanning/planning.html>

Administrative Services Cluster Plan: <http://www.lahc.edu/govplanning/planning.html>

Student Services Cluster Plan: <http://www.lahc.edu/govplanning/planning.html>

Student Equity Plan 2014 (in progress; November 2014)

SSSP Plan 2014-2017 (in progress; November 2104)