

2014-2015 Academic Affairs Cluster Plan

The Academic Affairs Cluster at Harbor College includes nine divisions: Business; Communications; Health Sciences; Humanities and Fine Arts; Kinesiology, Health and Wellness; Library Science, Math and Technology, Science/Family and Consumer Studies, and Social and Behavioral Sciences (including PACE). The Cluster also includes Economic and Workforce Development. The Cluster is supported by a vice president, two Academic Affairs deans, a dean of Economic and Workforce Development, two associate deans, and XX classified support staff. The Cluster includes 85 FTE faculty and 125 FTE hourly faculty. (2014 Fact Book)

Program/Pathway Update

The mission of Los Angeles Harbor College is to foster learning through comprehensive programs that meet the educational needs of the community as measured by student success, personal and institutional accountability, and integrity. The Academic Affairs Cluster pursues this mission through a variety of programs and services that support student success. Existing efforts and future plans provide opportunities for all students to meet their educational goals. A summary of those efforts and plans is detailed below.

Enrollment Growth Plan

Academic Affairs continues to address enrollment management efforts, particularly in FTES generation to attain sustainable planning for the College. In Fall 2012, the FTES for the college was 6,531; in Fall 2013 the FTES increased to 7,153. To facilitate both growth and decline, the College has identified "high demand" courses and programs at LAHC and established a proposed set of courses which will facilitate growth/decline goals while maintaining high efficiency. The Enrollment Plan also includes support for campus wide programs such as the Harbor Advantage.

Assessment of Program Review

The Academic Affairs Unit has fully implemented the program review process, and all program reviews, both academic and vocational, are currently up-to-date. Highlights from the divisions include:

- The Math Department is reviewing and restructuring remedial curriculum in order to shorten the pathway to transfer level classes. The department will offer new classes to prepare students for Statistics and Algebra sequences. Also, the Mathematics faculty took the math placement test last summer and determined that it is ineffective and needs to be replaced and has been working with Student Services and a district consultant to facilitate the piloting and adoption of a new assessment beginning Fall 2014.
- The Chemistry Department provides students with college level courses that are transferable to the UC and CSU systems. Currently the courses have the option of honors through the use of Honors Contracts; however, the HTCC (Honors Transfer Council of California) is developing honors sections in order to full-fill UCLA-TAP (Transfer Alliance Program) requirements.
- The Communication Studies Department has been offering all the required courses toward an AA-T degree, and each course prepares students to enter into a four-year university. Every Communication Studies 101 course (Public Speaking) includes teaching the student about the importance of integrity and honesty as it prepares the students to speak persuasively based on their audience analysis.
- Nursing has consistently produced the most graduates of any program in the college and is second only to the Liberal Arts degree. Additionally, RN is ranked first in the top 20 jobs

requiring an AA degree in the LAHC service area (Educational Master Plan, 2012- 2013). The Human Resources Master Plan (2012-2013) identifies the top 10 highest class sizes by discipline—8 of these are either pre- or co- requisites to the nursing program.

- The Communications Division is dedicated to serving the needs of both developmental and transfer students. In order to do so, the Division offers developmental and transfer-level courses, along with advanced courses that fulfill certificate, graduation, and transfer requirements. Students in specific departmental courses develop intellectual and cultural awareness, engage in critical and independent thought, and become productive members of the communities served.
- The Kinesiology Department is offering a new 17-unit Personal Fitness Training Certificate and is developing additional certificates including Officiating and Coaching for several sports, which addresses college goal #1, Learning and Instruction, Career Tech Education (CTE), Basic Skills and Transfer. In addition the department is worked with the counseling office to develop the AA-T Kinesiology degree. This addresses college goal #2, Student Support and Services.
- The SLOs established for the Learning Assistance Center in previous years for the LAC program address success and retention for students receiving tutoring. These were and continue to be assessed. Changes have been instituted due to some assessment results. For example, students who received additional individual tutoring beyond what they were getting in the math lab were not successful in their classes. It was determined that the extra tutoring was not helpful; therefore, all mathematics tutoring is now conducted through the math lab only and more attention is focused on diagnosing students’ difficulties in math.
- The primary and number one priority for the Humanities and Social Science division is to maintain a ‘minimum staffing level of tenured faculty members in each discipline as a baseline to maintain program continuity, student success, and to meet the college goals and education master plan. Secondly, the division factors in the justification by using revenue and cost analysis whereby the division generates a gross FTES/revenue in excess of \$7.9 million and net revenue after personnel costs is estimated at \$4.7 million.
- The Business Division plans to offer more online classes and an online business degree, to complete a viability study to combine finance, international business, marketing, management and supervision, and to respond to educational needs that are unique to information-age learners.

Activities to Address Program Needs

AD-T: Overall program needs include offering students opportunities to transfer to the CSU and UC. Development of associate in arts and associate in science transfer degrees (AA-T, AS-T) is a priority for the Academic Affairs divisions. Currently, LAHC has nine AD-Ts approved and five in progress:

Approved		In Progress
AS-T Early Childhood Development AA-T English AA-T History AA-T Kinesiology AS-T Math	AA-T Music AS-T Physics AA-T Psychology AA-T Studio Arts	AS-T Administration of Justice AS-T Anthropology AA-T Business Administration AA-T Communication Studies AS-T Computer Science

The divisions included in their Unit Plans a variety of activities that will lead the Cluster in achieving its mission of fostering learning and meeting the educational needs of the community and addressing program needs, including:

- The Math Department will offer Math 137 (Pre-Stat), a one semester class, in place of Math 123A-B-C to more quickly prepare students for Statistics and to reduce the number of semesters students must prepare for the 200 level classes. We will be offering Math 115 (Elementary Algebra) and Math 125 (Intermediate Algebra) with labs, as an alternative to Math 123A-B-C to more quickly prepare students for the 200 level classes. Also, we will be replacing Learning Skills 10 and Math 112 with Math 110 to more quickly prepare student for 200 level classes. The Math faculty will be reexamining the math assessment test and deciding whether to replace it or to use multiple measures to gauge students' ability.
- The Science/Family and Consumer Studies division faculty continue to regularly attend workshops, seminars, and conferences to update curriculum and improve instruction. Faculty members actively participate in several campus committees as part of the STEM grant program and are involved in community issues. The division purchased some new anatomical models, skeletons, and loose bone collections to replace damaged items, but still need more to continue replacing damaged items. Also needed are more equipment and supplies to fully accommodate current course offerings, especially in the Majors Biology courses. The division priorities are to: 1) Research, investigate, and develop STEM curricula that will be used to update the appropriate courses, 2) begin acquiring supplies and equipment that will be used now and in the future to prepare practicum students to integrate STEM activities in lesson planning, 3) Plan and host a workshop for future and current educators (representing LAHC and local community members) that exposes participants to STEM activities.
- Nursing continues to submit grant applications as they align with the philosophy and mission of the nursing program. An RFP for Song-Brown grants will become available in December 2013 and it is expected that there will be a renewal application for the Enrollment grant. Nursing will also pursue the continuation of curriculum review, incorporating QSEN into the nursing curriculum. This will require a minor curriculum revision submission to the BRN Continuation of SPEP—assessment, analysis of data, and informed program changes The division is also preparing for the BRN Approval visit in spring 2015 and any required follow up
- In addition to the Digital Media Arts efforts to integrate industry standards-based criteria into the curricula of Art 633, 637, 639 (the 3 Digital Media Arts classes core to the Skills Certificate in Media Arts), on-line training and instruction will be made available to students starting in classes of Spring semester 2014 based on learning paradigms that “flip” the classroom. The department feels that by offering more training on-line, asynchronously, outside of the classroom, more time can be devoted to one-on-one explanation, expansion, elucidation and extension of technical concepts, conceptual techniques and critical thought.
- The Architecture Department is currently considering a partnership with the engineering department to strengthen STEM and CTE pathways for our students. Perkins grant has been instrumental in our department's ability to sustain a high level of professional quality and maintain equipment and software to current or better than industry standard classroom environment. The department has been reviewing and rewriting many existing courses. We have integrated sustainability into most of courses. Additional sustainability content will be reviewed and incorporated into our courses. New course ARC 165 is planned to be offered in spring 2014. With BIM, the new software and approach that is changing the industry, a greater understanding of building assembly and construction is needed by students at an earlier point in their studies.

- The Communications division faculty continues their commitment to student success by strengthening the Language Arts Learning center and the Writing Lab and by developing additional writing workshops, revising the English 28 Exit Essay to more effectively reflect the skills students need in order to succeed as they move on to English 101, and developing and providing additional hybrid and online courses in both the English and Foreign Language departments to meet student demands and to insure there are sufficient course offerings to support our English Transfer Degree program.
- Kinesiology intends to expand the Skills Certificate in Personal Training (17 units) to provide an opportunity for student athletes to transfer to a four year college where they can continue their education in health related fields as well as elementary and secondary education. The divisions will also increase retention rate from 89.8% up to 94.8%. Instructors will provide information to those in need of extra assistance and create a learning environment, through dialogue, discussion, available office hours and email as well as the recommendation of the use of the Learning Resource Center. These activities address college goal #2 Student Support and Service.
- The Learning Assistance Center will increase visibility on campus via a revitalized home page with links identifying the LAC as “Tutoring/Learning Assistance Center” or “Tutoring/Learning Resource Center” and cross-listing the services on the Student Services home page and on the home pages of academic departments. The LAC will also survey campus instructional staff for study tips for particular subject matter areas and provide these tips to tutors in tutor workshops so that they can pass on to students. This information will also be posted on the LAC homepage, as well as in individual department homepages.
- Political Science offers the only courses that fulfill the entire CSU national, state, and local “institutions” requirements. The CTE vocational programs and basic skills are linked throughout the college curriculum through this discipline. The faculty members have been developing interdisciplinary coursework as an educational pathway track to offer an alternative transfer route for student success in the study of ‘Public Policy’ as the emphasis for graduation under “Liberal Arts Social and Behavioral Sciences” transfer degree.
- Renew/strengthen existing articulation agreements with public universities and establish new articulation agreements with private 4 year institutions. Incorporate recommendations of advisory committees into curriculum and align with proprietary job skills curriculum when applicable. Review and adjust schedule offering of courses to improve efficiency. Increase variety of online course offerings.

Cluster activities include participation in the following campus wide efforts:

Harbor Advantage: The Academic Affairs Cluster is also part of the Harbor Advantage. The Harbor Advantage is a prescriptive approach to student success that guarantees new incoming students and continuing students with fewer than 10 units a full-schedule of classes in Fall 2014 and Spring 2015, including math, English, a success course, and general education course in the students chosen area of interest/major. The first target group is new incoming students and continuing students with fewer than 10 units. These students will primarily be recruited from local high schools—students who normally come to Harbor College in the Fall term following high school graduation.

Students must commit to enrolling in four classes in the Fall 2014 and Spring 2015 semesters, including math, English, a success course, and a general education course that connects to their area of interest and aptitude. They must also participate in/complete orientation, assessment, counseling/advising, and a student educational plan prior to registration.

Students who select to be in the Harbor Advantage will receive a guaranteed full schedule of classes in the Fall and Spring semesters and additional academic support resources from counselors and

faculty in their chosen pathway. They will also be invited to participate in summer and winter session math and English refresher workshops or courses.

The Harbor Advantage will impact the scheduling of courses, not only in English and math, but also in elective courses across the divisions. Strategic scheduling will be implemented for the Fall 2014 semester to appropriately distribute the students throughout the schedule of classes based on their individual student educational plans and the Academic Affairs enrollment strategies.

Achieving the Dream: Achieving the Dream activities are a focal point for Academic Affairs.

Progress continues in the Math Fast Track project, including a reassessment of the math placement instrument and revisiting which students will most benefit from the Fast Track experience in order to meet to goal of decreasing the time it takes for students to progress through the math course sequence. The Math department has also created new pathways for students, including adding a pre-statistics class for non-math majors and Math 115 (Elementary Algebra) and Math 125 (Intermediate Algebra) which together offer a short pathway for students as they are equivalent to Math 123A, 123B, and 123C.

The FYE project has resulted in significant initial success: in English 28, students in FYE had an 82% success rate compared to 61% the success rate of the research comparison group. In addition, the average units completed in Fall 2012 for the FYE cohort was 9.70 compared to 6.97 for the comparison group. Following the advice of the ATD coaches, an additional cohort group was added for the 2013-14 academic year, bringing the project to three cohorts serving a total of 105 students. The success of this program led to the development of the Harbor Advantage so the college can scale up the project to include, potentially, all incoming new students.

Supported by a Learning Works grant, the Cultural Equity Awareness committee has developed an interactive Culturally Responsive Training workshop that brings faculty, staff, and administrators together to develop a stronger understanding of multicultural and social perspectives—one that allows the whole college to better address the needs of students both in and out of the classroom. The one-day workshop, based on a model developed by the Community College of Baltimore, gives participants the toolkit they need to mentor students and help them develop diverse social capital networks that lead to success. Culturally Responsive Training is done by integrating cognitive, affective, and behavioral dimensions of learning. By bridging differences and moving participants to deeper and more meaningful levels of interaction, we aim to build a relationship between participants that engages the heart as well as the intellect. Our outcomes include: compiling a cultural competency trainer's toolkit, mentoring students to develop social capital networks, and offering pre/post reading material to enhance knowledge and application of information.

In Spring 2014, the Cultural Equity Awareness committee sponsored three CRT workshops. Fifty faculty and staff participated in the trainings. A fourth workshop will be held that in June, and then a wrap-up workshop will be scheduled to invite all of the participants back to collect their feedback, to gather questions/concerns, and to discuss what they have implemented on campus and what experiences they have had. A goal of the committee is to create a multicultural center at LAHC.

Academic Affairs also continues to offer students essential academic support activities, including the Grammar Slam, tutoring, workshops, and reading and language programs in the Literacy Center. Other activities of divisions and departments include: development of a speech lab for supplemental instruction and practicum; re-institution of the music department STARS program to offer networking, tutoring, career and academic guidance and counseling to music majors; creation of an online orientation demonstration for the Weight Room class; re-establish SI for traditionally high risk classes;; continue an Information Competency program; institutionalize tutorial services in the Math Lab; and support a Teacher Pathway program in partnership with CSU Dominguez Hills.

Grants: Finally, progress continues on two federal grants: the STEM Title III grant, the goal of which is to “transform STEM education by attracting students to STEM majors and increasing their ability and motivation to succeed in and complete STEM fields; and the Title V grant, the goal of which is to establish career and four-year university transfer pathways in engineering.

Program Improvements Associated with SLOs

A major endeavor of the Academic Affairs Cluster is to oversee SLO development and assessment and the implementation of program improvements based on the outcomes.

- Fall 2013 the college assessed ILO 4 & 5, results were initially shared during several Flex activities/workshops during Fall 2014 opening day
- Discussions and dialogue occur during department and discipline meetings for appropriate actions to be taken based on assessment results
- Continues progress to complete SAOs/PLOs via scheduled group or one on one group meetings with the SLO coordinator
- All scheduled 2013-2014 program reviews were completed

The SLO coordinator continues to work with individuals and programs to develop and assist faculty on program SLO development and assessment.

Each division reported program improvements associated with their specific SLOs and with ISLOs:

- The Math department Tutorial Support: LAC data collection of grades and retention in individual Math classes for which students receive tutoring indicate that over 70% received grades of A, B, or C. For those who dropped or received substandard grades, further assessment is needed. The 2011, 2012, and 2013 LAC student satisfaction surveys indicated that students are satisfied with these services.
- Science/Family and Consumer Studies moved into a new State-of-the-Art Science Complex, which includes internet access, multimedia projection capability, and some new equipment. A computer is available in every lab. Laboratory instruction includes state-of-the-art software, basic biotechnology equipment, microscopes for non-majors and anatomy laboratories, and digital microscopes for microbiology laboratories. Our faculty is working to incorporate the new technology into our curricula to enhance instruction and increase student success. Students are actively utilizing the student collaborative learning areas for group study and tutoring sessions.
- Nursing 321 (Nursing Process) has been revised based on SLO #1. Student satisfaction has increased as evidenced by end-of-course surveys. Outcomes which have met benchmark will continue to be monitored and maintained. All course SLOS are complete and posted on-line.
- As a result of the data collected in music theory/musicianship course SLO assessment, and program SLO 2 assessment, the music department has revised and updated our Music Theory and Musicianship curriculum. The Music advisory committee has also consistently stressed the importance of rigorous study of music theory and musicianship. The department has revamped and updated our theory sequence, now requiring four semesters of theory and musicianship courses. The courses will stress concepts and skills required by professional musicians and those transferring to four-year degree programs.
- In the Communication Division, SLO results have been analyzed by each of the student outcome committees that makeup the core tracks of key courses. Each of the narrative reports that have been completed illustrates results and findings of the particular student learning outcome

evaluated. From the results and conclusions, committees have implemented teaching strategies based on the recommendations and findings from the reports. Recommendations have included more class time spent on a particular concept, incorporating new exercises, and employing new teaching strategies to facilitate student understanding and the student's demonstration of that understanding of the selected student learning outcome.

- The Kinesiology and Health Program SLO's will be redefined and updated to fit the needs of the new Kinesiology and Health Pathway. All of the Kinesiology courses have been archived; the faculty members are in the process of converting all these courses to Kinesiology, which in turn will require new updated SLO's and new assessments for all. The department full-time and adjuncts faculty have been very involved in creating, implementing, assessing and updating SLOs for all courses offered.
- Student Surveys pertaining to student satisfaction of services received or accessed in the LAC are used each semester. Results from the 2008 survey indicated that some of the students were not happy with the noise levels in the facility. Subsequent surveys in Spring 2010, Fall 2010, and Spring and Fall 2011 all indicate that issues in the LAC revolve around having adequate computers, printing, quiet atmosphere, and assistance using the computers for classroom projects including online courses are highly valued by students. Problems with noise, disruptive behavior, and computer availability still exist. More and more students indicate that they need assistance with online activities especially taking online courses.

Staffing Requirements

The Faculty Hiring Priorities Committee evaluated campus needs and developed instructor hiring priorities for the hiring process. First round faculty hiring include math, nursing, music, English, math, history, kinesiology, psychology, and a counselor. These positions will be hired to start Fall 2014.

Overall, 21 requests for non-faculty positions were reviewed and prioritized by the Human Resources Committee. The positions are all critical in order to meet the guidelines set forth by District, State, Federal, and local laws and to ensure the success of students. The Academic Affairs positions included: instructional assistants for the Culinary, Art, and Music departments and for the Literacy Center; and instructional assistant Information technology for the Library and Learning Resource Center, and a .5 secretary for business. Departments overall report that more full-time faculty members are needed to ensure continuity and support for committees and campus wide student success efforts.

Assistance is also needed in the grants area to more strategically submit grant request, following college and district goals, and to implement grants effectively.

Technology Requirements

LAHC needs to maintain a plagiarism platform (Turnitin) both to assist instructors at monitoring plagiarism, to assist students at properly citing source materials, and to assist in the accounting of SLO achievement. In addition, the College needs to permanently fund library data bases as a "technological destination" means of conducting research and fulfilling distance learning support requirements.

Specific needs in Academic Affairs departments include discipline software, DVDs and CDs to support instruction, updates to aging hardware in computer labs, proper audio/video presentation equipment in classrooms, wireless internet needs, ParScore equipment, simulation laboratory upgrades, and updates to faculty office computers. Of concern is the training for and maintenance of the approximately 140 new computers in the LLRC that opened in Spring 2013. In addition, support for the growth and maintenance of the AccuTrack system that accounts for student hours in several positive attendance laboratories, is needed.

Division specific technology needs, as outlined in the Unit Plans, include:

- The Math and Technology Division needs to incorporate computer technology in its classes to help students conceptualize abstract concepts, and should have its own computer lab to assist students with study and individual projects. The Technology Department requests updated equipment to prepare students for our vast design/manufacturing industry in southern California
- The Life Sciences department has a limited number of new laptops and desktop computers available in the new Science Complex. These new devices require consistent maintenance, service, and upgrades to keep pace with ever-changing technology. Additionally, we need approximately 40 more laptops and appropriate software to effectively meet student needs
- Nursing needs to update or replace the computers for students and possibly those that are in faculty offices. The wireless Internet is not reliable in the building; it was installed 3 years ago and it is limited in the amount of users that be connected at one time as it competes with the surrounding areas of the nursing building. Computers in the classroom at the Smart podiums also need updating as they are older.
- For the Digital Media Arts department, the issue of maintaining software up-to-date is essential, and the hardware in the two computer labs are now four years old and will need to be updated within the next two years in order to function properly with newly acquired and updated software that increasingly is more demanding on RAM and processor speeds. A large format scanner and a networked, fee-for-print-photo quality printer would be assets to the lab that would give students better tools to create projects and see those digital creations realized as physical products. The current printers in the lab are stand-alone machines and at least 5 years old.
- It is critical to student success that the new classroom created during the renovation of the Fine Arts Building is furnished with the proper audio/video presentation equipment. The installation of a networked computer and DVD player connected to a projector, as well as a projection screen , are vital aspects of the renovation of the Fine Arts building that seeks to increase SLO success by providing increased access and exposure to contemporary and historical artists and their art.
- For Architecture, many computers remain non-functional or not updated with the latest software. Resources to utilize existing hardware/software such as render farm, 3D VR, and building energy modeling remain un-installed. We would like to look into hiring a “tech support” to serve STEM programs. Possible funding source can be from STEM or Perkins Grant. Offer latest versions of software to remain current with industry. Current upgrade subscription for Autodesk products (AutoCAD, 3DS Max, Revit) expires in 2015. The Department's Laser cutter is a key piece of equipment heavily used in multiple courses. It is aging and will need replacement in 2014-15 academic year.
- The Communications Division has many technical needs, including:
 - Maintenance of computers in Language Arts Learning Center
 - Update of Abode Creative Suite for *Harbor Tides*
 - Update of software for Literacy Center and Writing Center when housed in LLRC
 - Maintenance of computers in Language Arts Learning Center
 - Update of Adobe Creative Suite for *Harbor Lights* (our literary magazine)
 - A classroom in LLRC to provide reading and writing workshops for students enrolled in Developmental Communications (not strictly English, but we could ask for such things as a computer classroom or a workshop space for English workshops—that sort of thing)

- Purchase of a site license (\$70) for Sheppard Software Language Arts Games bundle to be used with Grammar Slam and in the Language Arts Literacy Center to help students with basic skill
- Learning Resource Center software needs continual updating, and all LRC staff will continue to need training on using the tracking software program (AccuTrack) and print station machines. Staff will also need training on instructional software packages (Kurzweil, Pearson, Reading Plus, On-line tutoring, and paper center applications) as follows: NetTutor On-line tutoring and Paper Center, technician to enroll students and communicate with the vendor, AccuTrack for student data tracking and tutorial support documentation software service agreements and upgrades, direct IT support for Computer Commons area of the current and new buildings, current software and adequate wireless services
- The computers in faculty offices and computer labs in the Social and Behavioral Sciences division must be on a replacement cycle as the equipment is beginning to routinely breakdown. The IT department responds whenever the equipment fails; however, the 20 plus classrooms, 100 plus computers dedicated to the labs, and the 25 plus staff offices will require replacement eventually and it is the division's recommendation that administration budget for the replacement or recycle project.

Facilities Requirements

To support instructional programs, Academic Affairs has a new Library and Learning Resource Center and a new Science building, and renovations of the Humanities Quad and the Nursing facility have been completed. Work on the Music Building is ongoing. Specific department needs include: a dedicated foreign language lab; a dedicated math lab and additional assigned classrooms; and classroom improvements including new furniture, wireless access, and general maintenance in all the areas. Overall, the divisions require expanded IT support and additional custodial services.

Implementation Plans

Overall, the divisions in Academic Affairs include in their implementation plans:

- Creating new CTE pathways
- SLO alignment with industrial standards
- Support for the new LLRC building, including technical support, tutorial support, upgrades and maintenance of on-line tutoring and tracking services, staff training, and supervision requirements
- Building maintenance for new and existing buildings
- Re-initiation of programs that provide students a venue to apply their educational knowledge, including re-instating the Forensics Team and publishing a college newspaper
- Website development and/or revision
- Fundraising
- Curriculum revisions, including development of AD-T degrees
- Maintaining instructional materials, including library resources and software programs for various instructional programs