

2015-2016 Academic Affairs Cluster Plan Executive Summary

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 classified support staff. The Cluster includes 85 FTE faculty members 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 the 2013-2014 academic year, the FTES for the college was 6,531; in 2013-14 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 for the divisions include:

Activities to Address Program Needs

Associate Degrees for Transfer: 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 12 AD-Ts approved and two in progress:

Approved		In Progress
AS-T Administration of Justice AA-T Business Administration AA-T Communication Studies 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 Anthropology AS-T Computer Science

The Academic Affairs Cluster activities also include participation in the following campus wide Achieving the Dream efforts:

- *Harbor Advantage*: A prescriptive first year experience program that plans to grow from 265 students in 2014-2015 to 450 students in 2015-2016.
- *Culturally Responsive Training*: Harbor College's Cultural Equity Awareness intervention committee focuses on creating and offering Culturally Responsive Training workshops. In the first year, more than 60 faculty/staff across campus participated in the CRT workshops. The Harbor Team has participated in CRT trainings and workshops throughout the District, including presenting at the Chancellor's retreat for vice presidents.
- *Math Acceleration*: A data review led the math department to re-evaluate its placement program and change from the Compass assessment tool to the Mathematics Diagnostic Testing Project, as a more realistic diagnostic measure of Harbor's student population. The math department also assessed its overall curriculum, which prompted the addition of Math115 (Elementary Algebra) and Math 125 (Intermediate Algebra)—two courses that shorten the developmental math pathway. The Math Department also created a preparatory statistics course, Math 137 (Pre- Statistics), which non-math major (non-STEM) students can take in place of the three-course pathway to college level Statistics. The math faculty continues to offer a pre-assessment and pre-semester boot camp experience for students, to refresh math skills prior to assessment and to enhance success in math courses in which they are enrolled. Learning Skills 10 has been replaced by Math 105, in alignment with the rest of the District. The math department now offers Math 110 as a shorter, alternative pathway to the Math 105 /112 combination of classes.

CHAMPS—Challenging Athletes' Minds for Personal Success: A part of the Harbor College Equity Plan, this program enhances student-athlete engagement, to give them the tools and support needed to successfully advance in their education and sport, and to support interaction between athletes, coaches, faculty, staff, and support programs. Our mission is to enhance the quality of the student-athlete experience within the context of higher education. The program supports student-athlete development and excellence in five areas: Academics, Athletics, Personal Development, Career Development, and Community Service. The goals of the program are: serving the high-risk students shown to be low in course completion rates, decreasing dropout rates, and increasing the percentage of student-athletes' retention, completion, and transfer rates. Some strategies of the program include: mentors, SAAC (Student Athlete Advisory Council), grade checks/progress reports, study hall, tutoring assistance, an academic counselor, guest speakers and workshops with various campus departments, a student handbook and website for CHAMPS.

Grants: Progress continues 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.

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

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

Business: Business has established seven Program SLOs and will be assessing those in the 2015-2016 academic year. They include general business theory and practice, communication skills, analytical skills, critical thinking skills, technology skills, ethics/social responsibility skills, and diversity as they relate to working in business settings.

Communications: 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.

Humanities and Fine Arts: The division includes more than 14 program improvements based on SLO assessments, including findings that art students need more awareness of historical and contemporary contexts in which they are living and creating art, and requiring all student to take the Art Appreciation course will better prepare them as they move forward; that access to equipment and online training tools would increase student success in digital media arts; that architecture students need to be able to print drafts of their work for instructor feedback prior to completion, including large format graphic presentation in color and need current industry standard software; and that a revision of Music Theory and Musicianship curriculum was needed and that the theory sequence needed to require four semesters of theory and musicianship courses.

Kinesiology and Health: 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 Physical Education courses have been archived and were converted to Kinesiology. New updated SLO's and new assessments are being created for all the converted courses.

Learning Resources Center: SLO assessments in the LRC program addressed a wide range of issues/changes including printing issues, noise levels, room temperatures, equipment/software access, tracking of students, online tutoring services (and plans to host a live online tutor trained in peer-tutoring techniques and technology such as Etudes and CCC Confer),

Library: SLO assessment results are reviewed annually after fall assessment cycle. As a result of SLO assessment analysis, workshops are taught to a specific assignment with a focus on the particular tools, databases, catalog searches, and search strategies designed towards sources required for the research assignment.

Math and Technology: Program improvements associated with SLO assessments in the math department include: continuing tutorial support for students in the LRC, providing supplemental instruction in all remedial classes to improve student retention and completion; and implementing intervention programs such as offering supplemental basic skills workshops.

Nursing: 1) Students are sent an Exit Survey which is due ten days before graduation. For fall 2014, there were a significant amount of comments from students, which indicated that consistency between instructors and fairness were areas of concern. To address this, the Director has planned a joint full-time and Adjunct faculty meetings to share Exit findings, review course expectations, and stress the importance of consistency among instructors. Full-time faculty members will be on hand so that team meetings can occur before the start of the semester. 2) The nursing program incorporates standardized

testing in most every course in the curriculum. If a cohort of students falls below national benchmarks, instructors revise and/or emphasize course content. For example, the instructors in Nursing 325 found that students were not meeting benchmarks in the use of the nursing process on standardized testing. Content and examinations were revised to strengthen this area of weakness in their course. 3) In fall 2014, two students failed their capstone clinical experience because they could not meet the clinical objectives of the course. This is an area of concern for the total curriculum and faculty because this is an unusual occurrence. This will be the subject of curricular and standards review.

Science/Family & Consumer Studies: The division 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. The 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.

Social and Behavioral Science: The departments review, assess, and evaluate their SLO's regularly as a department and as a collaborative division. Each department is responsible for reporting their SLO data in the form of assessment results, and then for each SLO examined, the recommendation to change or re-write the SLO or remain with the same "working" SLO is noted on the SLO/assessment report form (that is posted on the college website). The division meets on a monthly basis and the discussion of SLO and assessment data is presented to all division members at least once per semester at these fully attended division meetings. Oftentimes, data is discussed more frequently during the other department presentations.

Staffing Requirements

The Faculty Hiring Priorities Committee evaluated campus needs and developed instructor hiring priorities for the hiring process. For fall 2015 start dates, six positions were approved: Foreign Language, Library, Math (Basic Skills), Business, Communications, and Fine Arts. The divisions also reported that support positions are needed in several areas, including Business, Communications, Humanities and Fine Arts, Nursing, and Science/Family & Consumer Students.

Technology Requirements

Technology requirements for Academic Affairs include maintenance of computers/computer labs in all divisions; ensuring relevant software is available to students, particularly in areas where the curriculum includes use of specific software and in the Learning Resource Center; dedicated computer lab/classrooms for Math, Kinesiology & Health, and Nursing, and printing availability for students.

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

Several divisions outlined specific implementation plans for the 2015-2016 academic year, as detailed in the Academic Affairs Cluster Plan.