

## 2015-2016 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 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:

*Business:* The Business Division has seen growth this past year. A full-time instructor\* is being requested and is planned to be on-board by Fall2015, new classes have been added, a Business Club is now active on-campus, and a strong advisory committee is meeting each semester with excellent results. The field of business is also growing. According to the U.S. Bureau of Labor Statistics, employment in management, business, and financial occupations will increase 11 percent through 2017-18. Employment in office and administrative support positions is expected to grow by 8 percent over this same period. The division's goal is to meet the needs of students and the community as the economy grows and job opportunities increase. The division plans to offer more online classes and is working on a goal of offering an online business degree and developing a Logistics /Supply Chain Management Certificate and an Electronic (E) Commerce Certificate.

*Communications:* The Communications Division faculty members are 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 advance 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.

*Humanities and Fine Arts:* Program reviews in the division's departments indicated numerous achievements and needs, including the opening of the Fine Arts building, new courses in Architecture to address changes in the industry and to address green building, new courses in Communications that help students understand the influence of cultures, social patterns, and theory with appreciation for the communication of diverse groups within the larger context of American culture, updated Music Theory/Musicianship curriculum and a new AA-T transfer degree approved in the Music Department, and the theatre department is actively developing curriculum to support an AA-T degree in theatre and has initiated a dialogue with CSU Dominguez Hills to build a matriculation bridge from our theatre department to their department.

*Kinesiology and Health:* The division is offering a 17-unit Personal Fitness Training Certificate and plans on creating several new certificates including Officiating and Coaching certificates for several sports to address the college goal of Learning and Instruction, Career Tech Education (CTE), Basic Skills and Transfer. In addition the department is in discussion with the counseling office to complete the AA-Kinesiology degree to address college goal #2, Student Support and Services. In addition, the division would like to hire a Kinesiology/Health/Head Coach for every sport offered.

*Learning Resource Center:* The move of the LAC (now LRC) to the new Library + Learning Resource Center (LLRC) building precipitated several changes including a dramatic increase—approximately 80%—in the level of activity in the new LLRC building when compared to the level of activity in the old building. The dramatic increase in activity has put additional pressure not only on LRC staff but also on the support services provided by IT and by Facilities, Maintenance, and Operations since the activity is intense throughout most of the day. In the new LLRC, the LRC is more fully integrated with the Library in that the first floor contains both the Library's Circulation and Reference desks, as well as reserved Library reference materials, the Learning Resource Center's Help Desk, tutoring labs, tutoring lab tables, the High Tech Lab for students with special needs, and the massive Computer Commons.

*Library:* The method of assessing non-credit library workshops is improving. Pre-tests/post-tests are continually administered fall semester, and a deeper analysis of research assignments is taking place in English and History. Staffing levels are sufficient, with the approved hire of a third librarian (replacement), and as long as college fills the library technician position after a projected retirement, summer 2015. Credit courses (Library Science 101 and 102) remain viable. They are taught online, enrollment is high, and retention and course completion rates are above average.

*Math and Technology:* 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. FASTTRACK was discontinued because its emphasis on online instruction proved to be less effective than personal teacher-student instruction.

**Nursing:** The nursing program has awarded the second highest number of degrees over the past five years (2014 Fact Book). The program has retention rates that range from 91.2% to 95.8% and has the highest successful completion rate in the college. Registered Nursing is ranked first in the top 20 jobs requiring an AA degree in the LAHC service area. The nursing program has seven pre-requisites and five co-requisites and thus supports enrollment in classes in other divisions in the college.

**Science Family & Consumer Studies:** Program reviews in the division's departments indicated numerous achievements and needs, including the development of honors sections in chemistry to fulfill UCLA-TAP requirements; offering courses that meets California Child Development Permit requirements for associate teacher, teacher, master teacher, site supervisor, and program director positions; addressing the demand for entry level, skilled, and managerial foodservice workers by developing curriculum to provide students the opportunity to prepare for those positions; and growing the enrollment in geology and oceanography courses.

**Social and Behavioral Sciences:** The priority for the 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. The Social and Behavioral Sciences division pathway currently supports Anthropology, Economics, History, Political Science, Psychology and Sociology. The Administration of Justice and Fire Technologies currently support a pathway in Public Safety; however, a study underway will likely recommend both disciplines be moved into the planning and reporting of the primary division.

The Plan for Accelerated College Education (PACE) is a pure academic learning community model. The PACE faculty recommend an additional or third track in the scheduling pattern dedicated to distant learning education to promote student success. The proposal would allow any student at any time to enroll in the distant learning or third track and be guaranteed there degree completion in five semesters as long as they maintained the recommended class rotation in their student educational plan.

### 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 Music	AS-T Anthropology
AA-T Business Administration	AS-T Physics	AS-T Computer Science
AA-T Communication Studies	AA-T Psychology	
AS-T Early Childhood Development	AA-T Studio Arts	
AA-T English		
AA-T History		
AA-T Kinesiology		
AS-T Math		

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:

*Business:* Develop a Supply Chain Management /Logistics Certificate and Ecommerce Cert. Program, strengthen relations between local feeder high schools and LAHC Business Division faculty, incorporate recommendations of advisory committees into curriculum and align with proprietary job-skills curriculum when applicable, survey local employers for job skills most desired, renew/strengthen existing articulation agreements with public universities and establish new articulation agreements with private 4-year institutions (In process).

*Communications:* Continue a strong student centered Language Arts Learning Center through our workshops and grammar based activities, continue the Grammar Slam intensive program throughout the academic year to assist at-risk students by providing grammar sentence, and writing skills needed in all English sequenced courses, update software programs for the Literacy Center to address ESL issues as well as other basic skills needs, develop and provide hybrid and online course offerings in foreign language, developmental composition, and literature to meet student demands, create a journalism worksite where students can produce the newspaper, continue the division's partnership with Harbor Teacher Preparation Academy beyond the transitions grant project, institute a Foreign Language Honor Society, establish cultural events that foster the multicultural diversity of students and faculty.

*Humanities and Fine Arts:* Support the Art Gallery by providing appropriate staffing; create "flipped" instructional methodologies for digital media arts course sections, consolidate existing architecture courses, reduce/compact course offerings, and modify courses to meet current industry needs; develop a Communication's lab for supplemental instruction and practicum, re-establish a Forensics Team, add classes in music to create less need for stacked sections, create a transfer program in Theatre Arts.

*Kinesiology and Health:* Develop recruitment practices and provide individualized exercise programs (IEP) for students by having instructors/coaches attend workshops and implement the information into the course syllabus and the IEP.

*Learning Resource Center:* Provide appropriate support, such as a replacement for the retired Instructional Assistant—Instructional Technology, to ensure adequate student and staff support in the open-access Computer Commons, which is several times larger and several times more active than the computer lab in the previous LAC (now LRC) location; enhance online tutoring services through the new pilot program, continue to increase LRC visibility on campus via the LRC's revitalized home page on the College website and provide links on the LRC homepage to support student writing and math needs; and re-establish SI for traditionally high risk classes and/or embed tutors in the developmental mathematics courses.

*Library:* Provide adequate librarian and library technician coverage and maintain sufficient funding to replace outdated library books and materials and maintain digital subscriptions.

*Math and Technology:* Implement intervention programs to supplement remedial courses to improve basic skills education and enable students to obtain their AA and/or transfer to a 4-year college; incorporate computer technology in its classes to help students conceptualize abstract concepts, establish a Math Computer Lab, increase the number of certificates of achievement to prepare students

to enter high-demand industrial jobs, work with Cal State Dominguez Hill's computer technology department to create a Home Land Security pathway; and offer STEM courses during summer sessions to recruit STEM majors.

*Nursing:* Continue assessment, analysis of data, and informed program changes, institutionalize a Simulation Laboratory Coordinator/Instructor; continue professional development for all faculty through conference attendance, webinars; provide intersession offerings utilizing Department of Health Services Tutoring and Mentoring funds for student review and enrichment; provide tutoring and skills lab tutoring for students, continue the Nursing Success Advisor, Early Alert and individualized plans for remediation; coordinate with the Transfer Counselor; provide wide dissemination of BSN information to students, maintain Simulation and Skills Laboratories, including equipment, supplies, and updates; and expand CAN/HHA programs to meet demands per Labor Market Data.

*Science/Family & Consumer Studies:* Create a new course outline for CH DEV 007 to replace CH DEV 004; prepare and apply for Culinary Arts program accreditation with the American Culinary Federation; research, investigate, and develop STEM curricula that can be used to update the appropriate courses, 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, and plan and host a workshop for future and current educators (representing LAHC and local community members) that exposes participants to STEM activities.

*Social and Behavioral Sciences:* Faculty have expressed the need for orientation classes prior to each semester and inter-session to prepare students in computer basics for students enrolling in online sections and in PACE, and in research methods and statistics for student enrolling in psychology and economics.

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

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

*Harbor Advantage:* The Academic Affairs Cluster is also part of the Harbor Advantage. 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, 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. In its first year, Harbor Advantage enrolled 265 students; 450 students is the target for year 2015-16.

Students must commit to enrolling in four classes, 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 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.

*Culturally Responsive Training:* Harbor College’s Cultural Equity Awareness intervention committee focuses on creating and offering Culturally Responsive Training workshops. The workshops bring faculty, staff, and administrators together to develop a strong understanding of multicultural and social perspectives—one that allows the whole college to better address the needs of all students both in and out of the classroom. The workshops integrate cognitive, affective, and behavioral dimensions of learning to bridge differences and move participants to deeper and more meaningful levels of interaction and therefore understanding about multicultural perspectives. This training is leading to a faculty and staff that is better equipped to understand and assist students from all backgrounds. In the first year, more than 60 faculty/staff across campus participated in the CRT workshops. Through this intervention activity, students will experience a faculty and staff that have stronger cultural competencies and tools to mentor students and help them develop social capital networks that will lead to increased success. 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:* The Math and Technology Division provides students with the necessary skills to earn an associate degree and/or certificate of achievement; transfer to, and graduate from, a four-year university, and successfully enter the workforce. 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

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:

*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 report that support positions are needed in the following areas:

- *Business*: Office assistant (.5) and two full-time instructional aides for the computer labs.
- *Communications*: Literacy Center (instructional assistant), Writing Center (additional tutors)
- *Humanities and Fine Arts*: Art (Art Gallery), Architecture (Fabrication Lab), Music (instructional assistant and staff accompanist), Theater (stage attendant).
- *Nursing*: Simulation Laboratory Coordinator; an adjunct Instructor for HOC courses (TAACCCT grant)
- *Science/Family & Consumer Studies*: Chemistry (laboratory technician), Culinary Arts (instructional lab assistants), Life Science (laboratory technician), and Physics (stockroom technician).
- *Grants*: 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

*Business*: Additional relevant course software acquisition.

*Communications*:

- 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 skills.

*Humanities & Fine Arts*: In Digital Media Arts, in addition to maintaining the currency of software, the hardware in the two computer labs is 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 and a fee-for-print-photo quality printer would be assets to the lab and 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 five years old.

In Architecture, the needs include 1) 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. 2) Current upgrade subscription for Autodesk

products (AutoCAD, 3DS Max, Revit) expires in 2015. 3) Printing software that allows students to pay for their prints on regular and large format printers and laser cutter. 4) Acquire and replenish instructional supplies for drafting and model-making. 5) Acquire and replenish consumables for Fabrication Lab. 6) Installation of 2 pieces of equipment in Fabrication Lab remains incomplete by Facilities staff. 7) 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. 8) Assess computer hardware upgrade needs, which are likely in 2014-2015 academic year.

The Communications Studies Program is in the process of reestablishing a Communication Studies Lab. The Theater Department would like a small computer lab with the design program Vector available to students.

*Kinesiology:* A computer lab is needed in the Kinesiology building.

*Learning Recourses Center:* Filling the Instructional Assistant – Information Technology (IAIT) position is a very high priority because it will enhance the LRC's ability to provide services to students and enhance student satisfaction by limiting computer, printer, and system down time when technical issues arise affecting the 100 plus computer stations in the LRC. The IT Department cannot provide a daily on-site employee to assist in resolving technical issues related to individual computers, the student's use or misuse of same, or issues related to the server. (The recent transfer of a senior IT staff member to another college may further exacerbate the problem because there will be no IT person available on campus after 5 p.m.) The IAIT will lighten the IT Dept.'s day-to-day responsibilities in the LRC, will monitor computer use, troubleshoot technical problems, and assist students and staff in using equipment, software, printing, and data collection. Additionally, the IAIT will maintain the AccuTrack system for the LLRC and the rest of the campus. Training in software installation and its use will be necessary for both the IAIT and the IT staff. All LRC staff will continue to need training on using the tracking software program (AccuTrack) and print station machines. The IAIT should also be able to provide staff with the operation of specific instructional software packages (Kurzweil, Pearson, Reading Plus) and assist with the following:

- NetTutor Online 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
- Backup IT support for Computer Commons area in the LRC is IAIT position can be filled. If not, IT needs to be able to provide direct support.
- Renewal of current software for ReadingPlus, Accutrack, Kurzweil (Cambium Learning), and NetTutor (Link System)
- Renewal of Cambium Learning/Kurzweil (\$3000); renewal of LinkSystem NetTutor (\$4500)
- HP 20 Notebook Charging Station (\$1,444.25)
- Five ( 5 ) Tablet Computers for group and online tutoring (\$1500 – 5000)
- Purchase additional license for Netop Vision Pro (\$949)

*Library:* Maintenance of the new library building, including the library classroom, computer commons, networks, and student printing, is needed.

*Math and Technology:* The Math and Technology Division needs to incorporate computer technology in its classes to help students conceptualize abstract concepts and therefore needs its own computer lab to assist students with study and individual projects. The Technology Department requests turning

center equipment to prepare students for our vast design/manufacturing industry in southern California.

*Nursing:* Nursing needs include a classroom with computer capabilities; computer laboratory; and audio-visual equipment for viewing DVDs. The nursing computer laboratory has recently been replaced by 12 new computers utilizing Perkins funding and now is in need of a printer for student. Computers in two classrooms, which were years old, have been replaced with Perkins funds; however, computers in the three remaining classrooms need replacement.

Replacement items for technology (e.g., projector lightbulbs) have been a major issue in keeping the equipment functional. The state-of-the art Simulation Laboratory is also a major consideration for upkeep and maintenance. The Simulation Technician is excellent about repairing minor issues, but if there were a complicated problem, outside assistance would be needed. With grant funds, warranty protection can be purchased from the manufacturer.

The division utilizes Par-Score for measuring test validity and reliability. The contract was renewed for ongoing maintenance and upkeep.

*Science/Family & Consumer Studies:* Chemistry – Provide the students with updated technology. In addition to working with a standard laboratory set-up, computers with word processing, spreadsheets, graphing programs, and molecular modeling software are needed, along with instrumentation including pH meters, UV-vis spectrometers, GC, HPLC, FT-IR, NMR.

Child Development—Information technology will be needed to meet needs for use/update of computers, programs, email accounts, and voice mail.

Culinary Arts – The Culinary Arts Department needs IT support for continued computer usage. Plant Facilities is called upon frequently to maintain and repair the equipment essential to the operation of the Culinary Arts Program. Refrigerators, freezers, ovens, mixers, slicers, etc. receive heavy use, and preparation of work orders for Plant Facility representatives' assistance is a weekly occurrence.

Life Science—A limited number of new laptops and desktop computers are available in the new Science Complex. These new devices require consistent maintenance, service, and upgrades to keep pace with ever-changing technology. Additionally, there is a need for approximately 40 more laptops and appropriate software to effectively meet student needs. In addition, numerous supplies and equipment are needed.

Oceanography/Geology – Up-grades are essential to the use of the class set of laptops. Reinstatement of the wireless Internet is needed to present current material in the class with the use of the class set of laptops.

Maintenance of department copiers is an ongoing need of all faculty of the Science/Family & Consumer Studies Division.

*Social and Behavioral Sciences:* The division requests that all computers, both staff and classroom/computer labs, be properly maintained and current with all necessary software in the academic industry.

### **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.

*Communications:* A dedicated foreign language laboratory to properly assist students enrolled in Spanish 101; a classroom in LLRC to provide reading and writing workshops for students enrolled in Developmental Communications 37 and English 67.

*Humanities & Fine Arts:*

- Art: The roof in the Fine Arts building needs to be repaired. Wireless Internet in the Fine Arts building is also needed.
- Digital/Media Art: The existing tables and chairs in Tech 114 and 116 are not the initial furniture specified for use in those areas. They need to be replaced with computer “task” chairs and computer tables so that the students working long hours in the computer lab do not become inordinately fatigued. As mentioned in the technology section, the computers in both labs are more than 3 years old and are beginning to show signs of wear and tear—four machines’ hard drives have crashed. This unfortunately will only increase in occurrence as time passes.
- Architecture:
  - Architecture office space for faculty will be required when another full-time faculty is hired.
  - The Architecture facilities consist of three main rooms used for instruction. Typically, studio based courses use the studio and the classroom. Computer classes use the classroom and computer lab. Most of the day, there are 2-4 classes running simultaneously. In juggling all the need for appropriate learning environments, it would be very helpful to have the ability to use another classroom on a part-time basis, ideally near our existing facilities.
  - In lieu of splitting stacked courses (which seems unlikely due to budgetary constraints at this time), a dedicated computer lab would alleviate the lack of a permanent home for the more advanced class of the stack. Currently students are limited in the time allocated for dedicated use of the computer lab.
  - The Architecture dust collection system in the fabrication lab is insufficient. The ducts are under-sized and lengths of runs are too long. Because of this, we have recently transitioned to a localized system for most of the larger machines, but the bank of small tools needs a dedicated duct line to be installed and connected to the main dust vacuum. A recently installed fine particulate filter is working well.
- Communication Studies: The learning environment in Communication Studies classrooms is in a state of flux, with intermittent Internet access, so the instructional program is limited in the ways in which instructors can offer information and presentational techniques to their students and for student presentations.
- Music:
  - A high priority facilities requirement is the repair and/or replacement of ALL of the exterior doors to the building. Several recent burglary and vandalism incidents can be attributed to the weakened security caused by doors that don’t close or lock properly. This problem is currently being addressed through a district-wide bond program.
  - The Prop A/ AA/ J work has yet to be completed in the Music Building. Items that are still on hold include the installation of sound-dampening curtains around the interior perimeter walls of MU 107 to improve the acoustics of that room during loud orchestra and band rehearsals. The sound and lighting upgrades for MU 101 – The Music Recital Hall, are complete but some of the lights still need to be set and focused. There are still some issues with the audio equipment in the Recital Hall that need to be addressed.

- Within the next few years the department hopes to replace the pianos in the piano practice rooms and the concert grand piano in MU 101. Increasing the budget for piano tuning and maintenance would also be desirable to protect these valuable college assets.
- Theater: The facility is still under construction; most needs are being met through the construction contract. When construction is complete an evaluation of needs can be implemented.

*Learning Resource Center:* The new facilities are world class. As academic departments grow, they might consider supplementing tutoring activity in the LRC with support through their labs in the Learning Resource Center and the academic departments (Math, Communications, and Developmental Communications).

*Math and Technology:* More classrooms need to be assigned to math to facilitate growing student needs for math courses.

*Nursing:* Both courses require a classroom with computer and audio-visual capabilities. The courses also require a Skills laboratory with manikins and practice supplies. Supplies were recently updated with the RUPE grant from 2012-2013. The nursing building is more than adequate to deliver these courses. Furniture in the building is original and has never been replaced. Carpet was replaced seven years ago and is showing wear and stains. Window coverings have never been replaced. Student lockers have never been updated, repaired, or painted. These items will need to be addressed in the next 3-5 years as the college plans for maintenance and upkeep of buildings/facilities.

*Science/Family and Consumer Studies:* The Culinary Arts program is in great need of new facilities (classrooms, labs) in order to provide students with the space necessary to practice their cooking skills.

### **Implementation Plans**

Several divisions outlined specific implementation plans for the 2015-2016 academic year:

*Communications:* The Communications Division has instituted two plans within the last three years to address proposed activities:

- Each department has created its own goals (2007-2010 and 2010-2013). Each department has identified goals, its planned activities to fulfill such goal, a point person responsible for said goal, and a timeframe. The Foreign Language department, for example, has proposed cultural activities and held its first successful movie showing of *Macario* to more than 50 people in attendance. Most goals noted are at no cost; however, one of the Division's goals is produce the college newspaper, *Harbor Tides*, and the literary journal, *Harbor Lights*. The Foundation has agreed to temporarily fund the newspaper with the agreement that the Division seeks outside sponsorship for the future. The *Harbor Lights* has been developed online using Wordpress. The goal is to provide a published copy of student work.
- The Division created three specific ad hoc committees in 2012: the Technological committee (Tech Soup) to develop not only a comprehensive Division website but also develop ways to assist students through other social media like twitter and Facebook; the Cultural Activities committee to create and provide culturally diverse activities beyond our Poetry Slam; and the Literary Publications committee whose work is to develop the newspaper and literary journal.

### *Humanities & Fine Arts:*

- Art: The uncompleted renovation has put a significant burden on the faculty, staff and students in the Art department who have had to make do with poor facilities for years. The ongoing challenge to meet the needs of the students has required grace and improvisation on behalf of the faculty and staff who will no doubt continue to do so after the construction in the Art building is successfully completed.
- Digital/Media Art: Introduction of a trial “flipped” class in the Spring semester of 2014, will give students increased access to teaching materials and exposure both in and out of the classroom. It will also increase the quality and quantity of contact and interaction between instructor and students. Additionally, access to learning materials asynchronously will allow students to review and study materials as often and whenever they are able or desire, as well as provides students with different learning styles modalities of instruction that are varied in form to suit their needs.
- Architecture:
  - One solution for Architecture is to alternate class offerings to an every other semester schedule to alleviate overuse of technology and facilities. Inevitable result will be limiting access to courses, resulting in increased times for completion/graduation. The preferred solution is to increase teaching hours to ‘un-stack’ several classes.
  - Open additional pathway for students in Industrial Design. Pathway relies on strong design and technology foundation courses currently offered and taken by vast majority of Architecture students. Specialization will occur with two senior level Industrial Design courses, which are currently approved. Need funding to offer courses. Need to identify an instructor with crossover skills in foundation design area and specialization in Industrial Design.
  - Open additional pathway for students in 3D Environments/Virtual Reality. This pathway relies on the strong design and technology foundation courses currently offered, such as ARC 261 and ARC 262. New pathway will integrate into existing courses and new opportunities with the partnership with Eon Technology.
  - Seek funding for technological requirements from Eon Technology grant funds.
    - Seek funding for course development, professional development, textbook development, technological requirements, supplies, equipment and other needs from CTE/Perkins funds.
    - In the future seek funding for course development, technological requirements and other needs from STEM grant funding. Architecture has extensive involvement with this grant in 2014-16.
- Communication Studies:
  - The Drama/Speech building is in the midst of a huge Construction Project that includes: exterior and interior changes, modifications/improvements that directly affect student learning environment and instruction. This includes teacher-friendly technological improvements for classroom lecture and assignments.
  - Due to budget limitations the Communications Department is not currently able to support a Forensics Team on campus; however, it is part of our six-year Plan of Action to recruit interested students, faculty and administrators to support a Speech Club on campus with intentions of having a formal Forensic Team that will compete in local and state tournaments (as in the past). Forensics is the oldest academic subject still taught in our colleges and universities today. The Ancient Greeks defined forensics as “speaking for judgment.” Future Harbor College Forensics Team Members will have a number of different events that students can choose to compete in. There are usually three divisions: novice, junior and open (also known as Senior). Students are matched to their

level of proficiency; at the State and National tournaments everyone is in the same division.

- Music:
  - Most Facilities requirements should be met with existing Prop A/AA/J funding. The project to secure new pianos will involve seeking grants, donations, and public/private partnerships.
  - Technology requirements could be met with additional FFE funding from Prop A/AA/J, or with CTE funding or block grants.
- Theater: After the development and approval of the AA-T degree in Theatre it will be important to establish a rotation of classes to ensure each student can and will fulfill their degree in a timely fashion. New curriculum and existing archived classes will be folded into the department schedule. Having a shop attendant will allow us to implement a few technical classes, which adjunct instructors can teach while the degree is in its early development. Upon completion of construction both theatres will be scheduled for performances accordingly with the tutorials and learning of the new equipment.

*Learning Resources Center:* The move to the new Learning Resource Center was completed in April 2014 and the first few months new work flow procedures were established. The challenges facing the LRC relate to an increase in activity overall, which puts pressure on personnel and equipment. In particular, tutoring activity has increased with the move to the new building and the College needs to consider increasing funding for tutoring, especially through the College's unrestricted budget, as well as other funding sources. The Help Desk student workers' hours have also been extended to conform to Library and Computer Commons hours. As mentioned above, the 58 hours that the Computer Commons is available per week and the high use of the computers make it clear that an IAIT needs to be approved. Funding for upgrades and maintenance of on-line tutoring services and tracking software need to be secured (and expanded) on an annual basis. A pilot program, as mentioned above, to enhance online tutoring is in the works. In addition, on campus tutors need to be prepared to respond to on-line/Distant Education student needs in real time. College collaboration in planning for Winter and Summer sessions requires coordination of supervision and opening of the entire building. That is, whenever the building is open, a librarian and learning center instructor or supervisor must be on duty for "line of sight" activities that require supervision.

*Library:* Purchase of books and electronic databases must be from the general fund, except in cases where these materials support a specific SFP or CTE area, such as is the case with materials purchased with Perkins money. Therefore, the bulk of our materials funding should be from the general fund, in order to remain in compliance. This is a concern that has resulted in accreditation recommendations at other district libraries.

*Math and Technology:*

- Basic skills Workshops will be offered each semester on a trial basis.
- SIs will be provided each semester as funding allows.
- Funding for tutorial support of the Math Lab will be sought from the college's general budget.
- Funding for a computer lab, software, and turning center will be sought from the college's general budget.