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**UNIT PLAN “PART A”
Program/Pathway Update**

Program/Pathway: Humanities & Fine Arts

Date: February 2014

Our Mission: Los Angeles Harbor College fosters learning through comprehensive programs that meet the educational needs of the community as measured by student success, personal and institutional accountability, and integrity.

Assessment of Program Review:

Art:

After seemingly endless constructions delays, the Fine Arts building is complete although the roof continues to leak even in a light rain in classrooms and the Art Gallery. The inclusion of a digital classroom to assist with classroom support has also been completed. The audio and visual presentation tools such as a projector, screen, and podium, and DVD player are present. There is still no computer which is a critical piece of the renovation, as it provides the students access via the internet to a wider variety of contemporary and historical artistic references, sources of inspiration, and a variety examples of concepts and techniques. It is critical that full-time faculty and staff hires must be made in order to replace retired faculty and ensure the high standard of instruction, long established by the Art department. A full-time instructor in Drawing and Painting as well as a full-time instructor in design and photography are essential to the core teaching that takes places within the studio art classes and that lays the proper foundation for all art and design students as they continue to grow and evolve into their particular area of interest and expertise.

Digital Media Arts:

At its core, Digital Media Art is built upon a foundation of theory and skills that are fundamentally not digital, but rather studio-based. In preparation for new class offerings, full-time faculty passed certification standards in Adobe DreamWeaver, Illustrator and PhotoShop. An advanced Photoshop class offered in the spring semester of 2014 will allow faculty to integrate those same industry standards into the existing Skills certificate in Media Art, and will serve as a model for future course offerings. A pilot course will serve as a trial in “flipping” instruction. Online instruction and tutorials will provide students initial exposure to theories, concepts and techniques. This frees up more time in class for one-on-one assistance, group interaction, extension and elucidation of the subject matter etc.

Architecture:

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Architecture program has continued to show exceptional quality in student learning and success. Growth has been slow due to budget cuts and limited faculty time in taking on additional activities for networking and recruiting for the department. For the past three years we have requested for a new faculty position to help with growth and curriculum development; unfortunately we have been denied all three years. We also have a strong need for staff positions in the Fabrication Lab that must be addressed. The department needs additional support for its IT needs. Future growth of the Department will be severely limited without additional faculty to help. Current full-time faculty have continued to modify and update curriculum. New courses have been added to address changes in the industry and to continue to address green building. We hope to have new courses or updated curriculum for BIM, multimedia, construction documents, and 3d modeling completed by Fall 2014.

Speech: Communication Studies

Thus far, 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. There is a tremendous burden on the speaker to be ethical and factual, not simply charismatic. Also critical thinking, social ability, self-management and creative problem solving are major components of the Communication Studies course (Small Group Communication). Every Communication Studies 121 course (Interpersonal Communication) trains the students to listen effectively and to visualize, and promotes building self-esteem as well as many other useful tools such as conflict resolution and language adaptation needed to thrive in today's environment. Other Communication Studies courses such as Speech 111 (Voice and Articulations) assist the student in speaking with the correct diction and pronunciation while increasing their vocabulary. Communication Studies 104 (Argumentation and Debate) teaches the student the ability to reason and think critically. In the Spring of 2014 the Communication Studies department will be offering two new courses; Communication Studies 122 (Intercultural Communication) and Communication Studies 190 (Communication in New Media) These new course additions improve the department by helping 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. The Communication and New Media will teach students to examine how the internet has reshaped communication practices including relevant theories and critical issues. In addition, most courses in the Communication Studies discipline include at least one group experience/project. Here self-management, social ability, responsibility, teamwork, library resources (research) and many other skills are learned. All courses require that students cite credible/relevant sources both verbally and in writing.

Theater:

The Theatre Department has been without a completely functioning theatre for over 10 years and was scheduled to be open summer of 2013. Parts of the building have been completed and we are able to

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begin the learning process on all of the new equipment. The building should be at full operation by summer of 2014. The program has built great numbers in classes and is operating at full capacity. The department is continuing to expand out into the community. The children’s show tours are now in full operation and will be an annual project for the fall semester. The theatre department is continuing its relationship with LAUSD to perform *Are You Positive*, the AIDS awareness play in the high schools and colleges in our area as well as globally. The theatre department is actively developing curriculum to support an AA-T degree in theatre. The department has initiated a dialogue with CSU Dominguez Hills to build a matriculation bridge from our theatre department to their department. We hired a full time Technical theatre instructor.

Music:

All SLOs for all currently active Music classes have been assessed. The first round of the department’s program level SLO assessment, as well as a comprehensive departmental program review, have been completed. Several issues were raised as part of the program review and these led to significant changes and updates to our program which were instituted in the last two years: our music major theory/musicianship curriculum has been updated to better prepare our students for transfer and entry level commercial music employment. These changes also allowed our curriculum to better align with the C-ID model curriculum for CSU AA-T degrees. Our commercial music certificates were all reviewed and slight changes and adjustments were made with input from our commercial music advisory committee. The department was notified of final state approval for our AA-T degree this past year, and several students have applied for the degree retroactively. We expect to see several successful degree completions at the end of the Spring 2014 semester. In our continued effort to increase successful completions of our programs, the Music Department has continued our series of monthly “STARS seminars.” Topics covered in last years seminars included: “successful practice techniques,” strategies for success at auditions,” “The Commercial Music Entrepreneur: opening and running a successful private teaching studio,” “Navigating CTE, AA-T, and GE requirements for Music Majors,” and “The Commercial Music Entrepreneur: How to get the gig and get called back the next time.” The department faculty are planning additional topics for future workshops and will rotate some of those already presented in following semesters for new students. Several equipment and supply issues were identified and some have been addressed. An application for a new faculty position was filed this year, and the department’s proposal was ranked 3rd by the FHPC for the second time. The president chose not to fill this position last year, so the department is hopeful that we’ll be hiring an additional full-time faculty member for the Fall 2014 semester. The department has identified a need for two new faculty experts. We remain committed to the idea of adding an additional faculty member with expertise in piano pedagogy right away and another faculty member who is an expert in Jazz, instrumental (brass/woodwind/guitar) and commercial music in the future.

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Per recommendation of our commercial music advisory committee, additional equipment was procured and installed including a new mixing console in the Recording Studio and a new, updated piano lab that is scheduled to be installed in January for use beginning Spring 2014. (These items were purchased with CTE funding. CTE is federal vocational education funding.)

1. Activities to address program needs:

Digital Media Arts:

The digital media program is still restricted in growth due to the small lab classrooms designed. They are experiencing the aging of their software programs and are actively seeking funding to upgrade programs. In addition to the integration of 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. 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.

Art:

The art program is suffering from program cuts. They have experience staff and section reduction in studio art. Most critical is the hiring of a full-time faculty to teach drawing and painting. There have been two full-time faculty retire without a hiring replacement. It is critical that a full-time instructor in drawing and painting be hired, as well as a full-time instructor that would teach both design and photography. Additionally the reimplementation of a Life Drawing class is a critical component of an art students training. This class is required as a transfer for Art majors. The cost of models is approximately \$1,800. a year. The gallery is able to mount shows of the highest caliber for both the campus and larger community on the heroic effort of a part-time faculty member who is essentially not compensated for his work. The creation of a full-time classified staff position that would run the gallery and technical support for the art buildings other classes, could also supervise open studio time which, perhaps more than anything, would increase student success via access to feedback and critique and is the most pivotal component in anyone’s development.

Architecture:

1. We have been working hard on consolidating existing courses, reducing/compacting course offerings, and modifying courses to meet current industry needs. 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.

Progress: Development of advanced BIM and digital fabrication courses are in progress. We hope to have these courses in our course lineup by Fall 2014

2. Department has been reviewing and rewriting many existing courses. We have integrated sustainability into most of courses. Additional sustainability content will be reviewed and

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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.

Progress: Development of new BIM and construction document courses are in progress. There will be sustainability component's that will be added to course outlines. We hope to have these courses in our course lineup by Fall 2014.

3. Continue to incorporate and update with the profession to meet or exceed industry standards. Allow for a parallel experience to an office environment. Create additional internship opportunities for students.

Progress: Continue the annual Spring Open House. Invite local Architects to join on campus activity, attend student project presentations, and provide networking opportunities for our students. We have partnered with Long Beach American Institute of Architects and have hosted professional seminars on campus. The Department has recently built relationships with several local businesses in the areas of BIM modeling and manufacturing, who serve on the Advisory Committee and have hired our students.

4. Complete installation/repairs to the classrooms and fabrication lab (shop) to make it fully useable and safe. Power and cable protection, dust collection, power, drainage pits, spray-booth/exhaust fan, and other miscellaneous items were never fully installed and remain in a semi- or non-operational state. Two pieces of equipment remain un-installed.

Progress: Progress has been delayed.

5. Develop a safety/training and basic skills/techniques class to instruct students in proper procedures for utilizing our new fabrication lab (shop). Offer dedicated faculty and/or staff supervision during shop hours of operation.

Progress: We are looking into writing a new course outline for Arch 99 Architecture fabrication lab (shop). Course Outline, shop manual and safety standards have been planned but due to limited faculty and staff we have not been able to address this critical need which limits our students' access to existing facilities and limits their abilities to succeed in their projects.

6. Infuse "hand skills" into the learning curriculum. Offer a 'learn by doing' environment that involves materials, methods, and construction techniques. Increase students' sense of "pride in work" and "ownership." The industry shift toward BIM software requires a greater emphasis on building assemblies at an earlier point in a student's education.

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Progress: In addition to design skills, we have continued to emphasize taking the projects to a larger scale, sometimes full scale, where materials, details, and process of assembly and construction add a level of complexity and reality that cannot be achieved in small models. Engages the students critical thinking and problem solving skills that are parallel to the issues faced in a full size building design and construction. Furniture project was repeated with great success. In Fall 2013, our students participated on a “dog house” museum exhibit as a partnership with Palos Verdes Art Center. The event was a huge successes and all of our students work was exhibited at the museum.

7. Outreach with the community-
 - a. CAD and C.D. reading for contractors, offer skills to the construction technology industry
 - b. Continuing Education for architectural professionals (i.e. preparation for professionals taking architectural licensing exams and LEED professional accreditation).
 - c. Develop a sense of awareness for social sustainability opportunities where student projects can help the community.
 - d. One design studio shall focus on local projects to serve community needs or community programs.
 - e. End of the year Student Exhibition to demonstrate work and serve as a recruitment tool for both “in-college” and area high schools.

Progress: We have develop a relationship with Banning, and Palos Verdes high school. We would like to create stronger ties with Narbonne and Torrance High. Due to limited hours of faculty, it is not possible to focus on these partnership as much as desired. A display for STEM programs at Harbor including Architecture and Engineering is planned for the Tech Building existing Lobby wall.

Continue to offer BIM courses in the evening as a resource to professionals needing additional skills or a skills upgrade in the new software that is changing the Architectural profession. Plans to create and offer an advanced BIM course in the evening for Fall 2014. We have restored evening courses after budget cuts. Continue to plan effective evening course offerings to serve these working professionals and special population students.

8. Incorporate BIM into our existing Architecture curriculum.

Progress: Completed a workbook for students in ARC 164. Currently working on additional course in advanced BIM/Revit and Rhino. Introduce the terminology and approach used by BIM software in other courses such as ARC 172, 173. Utilize BIM software in the advanced building technology courses.

9. Enhance students’ exposure to “beyond the college’s walls.”
 - a. Global: Develop more “travel learning” experiences where students can participate in a short term study abroad (2-3 weeks) and receive course credit (ex. architectural history, freehand drawing, etc) during winter or summer sessions.
 - b. Local: Attend lectures and exhibitions at local museums

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- c. Local: Attend architecture design reviews at local Universities

Progress: Currently lecture schedules from museums and universities are posted on the Department's communication pin-up board. Instructors select 2-3 lectures per semester and recommend to students, offering extra credit for attendance. ENV 102 students will complete an individual visit to a local significant work of architecture and prepare a brief report. Faculty frequently attend lectures at USC, Cal Poly Pomona, Sci-ARC, and UCLA. Each Fall, the Department takes trips to local architectural landmarks such as LACMA, the Arch+Design Museum, and the Disney concert hall. In Fall 2014 the department took a trip to the Solar Decathlon in Irvine, a national exhibition featuring over 20 green homes from around the country and internationally. Each Spring the Department takes a regional field trip to places such as San Francisco or San Diego.

Communication Studies:

Communication Studies department has three areas it will address:

1. Hire one Communication Studies instructor within the next year to replace anticipated retiree and maintaining the current program continues to be a major proposed activity in the Division's unit plan. With new courses, it is vital to have committed, dedicated faculty who will oversee the curriculum and develop innovative techniques to be able to enhance the program.
2. Encourage students to receive their Associate in Arts Transfer degree in Communication Studies to provide students with advanced major courses equipping them with skills that develop their identities, establish connections, and hone their critical thinking and listening skills. These additional courses would serve students planning to transfer for a Bachelors or other advanced degree in a Communication Studies program. The classes would also attract new students to Harbor College and would serve to strengthen and increase enrollment in our existing Communication Studies courses. The Communication Studies classes that we currently offer are often hampered by having too many students enrolled. Enrollments often exceed the number of seats available in the classroom. The program would like to add more sections of Speech 122, 151 and 190 in the future.
3. Development of a Communication's lab (D/S103) for supplemental instruction and practicum is in process. This will allow students to work with the latest technologies, fostering team learning and additional skills needed to succeed with interdisciplinary courses, the workplace, and social/family environments outside the classroom. Currently D/S 103 is the temporary housing of the Division office until such time as it is returned to Technology 118.

*Due to budget limitations the Communication Studies and Theatre Departments are not currently able to support a Forensics Team on campus; however, it is part of our six-year Plan of Action to seek out interested students, faculty and administrators to support a Communication Studies Club on campus

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with intentions of having a formal Forensic Team that will compete in local and state tournaments. Harbor College has had a proud history of successful Forensic Teams 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.

Theater:

1) The Theatre Department is in the process of creating a transfer program in Theatre Arts. The program will be designed with a clear path to CSU Dominguez Hills. The department is also in the process of creating an AA-T degree in theatre. 2) Theatre Arts has established a community presence in our local elementary school with our annual fall children’s theatre tour to local elementary schools in the community. The department is actively seeking funding from the community to support these tours. 3) The theatre department has built a bridge with POLA high school in San Pedro and has collaborated on two theatre project thus far and we are in constant discussions about future projects. 4) The theatre department is working closely with LAUSD and their AIDs awareness campaign. 5) The theatre will continue preparation to receive new equipment and have a need for tutorials as equipment arrives. 6) A shop attendant is needed to support and manage the shop and all our new equipment.

Music:

CTE and FFE funds have been used to take care of several equipment needs: classroom whiteboards, computer lab hardware and software update and recording studio mixing board update. CTE funds have been used to hire student assistants to help with our labs and tutor and advise CTE students in proper use of recording and electronic music equipment. Staffing the office in the late afternoon and evening hours remains a high priority for the Music Department, to allow our students access to the practice rooms and labs. Applied Music students are required to practice in the building a minimum of 5 hours per week, and the late afternoon and evening hours are essential to provide the access they need.

The effort to increase our student success rates is being addressed with the re-institution of the Music Department “S.T.A.R.S.” program. The program offers networking, tutoring, career and academic guidance and counseling, to our Music Majors. The department plans to track our student’s progress more closely and advise each music major at the end of every semester. There has also been discussion in the CTE committee about implementing campus-wide tracking of student’s progress toward educational goals, like CTE certificates and AA degrees. Department faculty will encourage students to complete these goals in class, in private meetings, and in end-of – semester counseling/planning meetings. We’ve updated the STARS handouts that outline the requirements for the new AA-T degree and the updated commercial music certificates. We’ve decided to continue and perhaps expand our monthly “STARS Seminars” which cover topics ranging

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from successful practice techniques, to successful auditioning, to strategies for setting up a private music teaching studio. It is hoped that all of these activities will increase the number of successful degrees and certificates that the department awards in the coming years, and increases our students chance of succeeding in this very competitive field. New topics and presenters are being identified, and we're going to be adding department provided lunch to expand student participation.

To address supply and equipment needs, FFE purchases were made which included upgrades to the sound and lighting systems in the Music Recital Hall. Additional software licenses and upgrades were purchased for the computers in MU 135, using CTE funds. Commercial music faculty have requested software upgrades for MU 141 computer lab, MU 102 recording studio, and PR 9 MIDI sequencing studio. These upgrades are essential, as stated by our CTE advisory committee, to continue to offer students training on up-to-date software and equipment used in the recording and film/video post-production industries. Other equipment needs were identified and the priority list updated. Small items include music stand lights, video surveillance equipment for the MU 141 computer lab, microphone preamps for the MU 102 studio.

New faculty: The department remains committed to the idea of adding an additional faculty member with expertise in piano pedagogy and one with expertise in Jazz, instrumental, and commercial music.

2. How are your program improvements associated with your SLOs:

Art:

Assessment of the Art department SLO's indicates that not all department objectives were achieved. Students lack an awareness of both historical and contemporary contexts in which they are living and creating their own work. As art is in essence a "practice", students must develop a strong foundation of core skills based on an understanding of what art has preceded their own creations. Requiring all art students take Art Appreciation as well as basic 2-D design, and basic drawing and painting classes will give the students the strong conceptual foundation they will need going forward . In a field where the technology is constantly pushing and changing the software platforms and "digital techniques", a strong grasp of core art and design principles that are universal regardless of media, are the most critical skills to be able to adapt and achieve success

Digital Media Arts:

Review of the most recent SLO's continues to reveal that access to equipment and additional on-line training tools would increase the chances for student success in the classroom and lab. Additionally, requiring rather than recommending that students take core studio art classes in drawing , painting, sculpture, and design before enrolling in any digital media arts classes, will increase the students success

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as they will be able to focus more on the technical aspects having already learned core conceptual principles. It is for this reason that a switch in teaching formats to a more “flipped” classroom is being tested in a class for the spring semester of 2014 as a potential model for all Media Arts classes. Flipped essentially means the content normally presented in class such as design theory or technical demos are first provided in an on-line asynchronous format that students are assigned to watch outside of class as homework before attending class. This provides an enormous amount of time to spend integrating rather than introducing ideas and techniques.

Architecture:

100% of Student Learning Outcomes have been completed for Architecture. Reassessment is underway on a regular basis. All Program SLO's will be completed by January 2014. Retention rates are good. Enrollment levels have grown moderately over the past few years; additional growth is desired. The program and curriculum are always under review by faculty in a collaborative way as informed by SLO assessment results.

The results of SLO assessments relative to this year’s activities include the following:

- a. Department needs a print management software or other mechanism to fund/recover paper/print/service/repair costs. Numerous times instructors requested students reduce or eliminate draft and/or final prints of assignments to reduce paper and printing expenses for the Department. This does a disservice to student learning/troubleshooting and the program.
- b. Students are unable to print large format graphic presentations in color effectively. Department seeks funds for a large format plotter and supplies.
- c. Related to all digital courses, the Department will to continue to provide relevant and current industry standard software packages. The number of licenses needs to be increased to meet student demand.
- d. Several recommendations include raising the standards of evaluation for student assignments and exercises as well as instructor expectations, especially in digital courses. Recommendations include adjusting rubrics to lower scores for small mistakes or craftsmanship.
- e. Several recommendations note areas students had difficulty, multiple questions, or needed additional explanation to complete an assignment or topic.
- f. Need for additional quiz or exam questions on particular topics, primarily in lab classes.
- g. Require students to turn in preliminary or draft documents as a way to ensure greater development of the project. This includes printing, especially large format prints of assignments/projects.

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- h. Students faced limitations to execute color renderings due to the high cost of markers and pens. Department continues to seek funds for coloring instruments.

Communication Studies

Student Learning Outcomes continue to be assessed and reevaluated at the course level. All courses have SLOs developed and assessment measures documented. Results from 2008-2013 SLOs have been assessed and are available on the Web. All active Communication Studies courses will continue assessment each semester. All full time and part time faculty members have been participating in assessment.

Communication Studies faculty continue working on developing and reassessing assessment measures for each SLO and PSLO. Faculty continue addressing how to incorporate SLO's and PSLO's into the curriculum insuring better student learning outcomes.

Theater:

I am actively participating in the updating of SLO measures and assessments. The SLO for all active theatre courses are complete for accreditation and it is now time to reevaluate and assess based on found data. We have archived many classes that have not been offered for multiple semesters. As new sections are developed for the theatre AA –T degree, those sections will be assessed. TA 100, TA 200, TA 270 and 275 have been reassessed this past semester. I will need to create new measures and assessments for classes being offered to address the reputability issue. TA 323 and TA 550 have been offered for the first time in 6 years and will be assessed at semesters end. TA 300 will be offered Spring 2014 for the first time in over a decade and will need to be assessed.

Music:

While our overall retention rate is fairly high, 82-87%, the successful completion rate has been low. The department has taken several steps designed to improve our student successful completion rate:

1. 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. Our advisory committee has also consistently stressed the importance of rigorous study of music theory and musicianship. Our 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 4-year degree programs.
2. Institute mentoring/tutoring/student networking program – the department recently re-instituted the “S.T.A.R.S.” program to help with music major retention and successful

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completion rates. The program provides students with a Music Department counselor for academic and career planning advice, a tutoring program, a networking program, job/scholarship/audition announcements, and monthly “STARS Seminars” which offer advice and strategies on how to become a better musician, information on entrepreneurial opportunities in music, and how to be successful in the commercial music industry.

3. The department has revised and updated the requirements of all or our commercial music certificates. Courses that were no longer deemed relevant have been removed from some of the certificates, while certificate programs were strengthened with additional courses to add the varied experience and rigor that our advisory committee suggested. As a result of the findings in the assessment of program SLO 3, and additional input from our advisory committee, the department decided to add a Music Technology course requirement to all Commercial Music certificate programs.

3. Staffing requirements:

Art: The Art department must hire a full-time instructor in drawing and painting, design and photography, as well as an Art history instructor. Additionally a full-time classified position that would supervise the gallery and support other studio and media arts classes would be an integral part of a thriving art department.

Architecture:

1. Add faculty and/or staff for the Fabrication Lab (Item #5 above).
2. Further training for faculty of forthcoming BIM Revit class (Item #8 above).
3. Hire additional full-time instructor.
4. Installation of 2 pieces of equipment in Fabrication Lab remains incomplete by Facilities staff.

Communication Studies:

Developing the Associate in Arts degree Transfer in Communication Studies requires curriculum development. Thus, the discipline will require additional full-time and part-time faculty to handle the course load, departmental duties, and provide community and integrity to the degree. In addition, we will need faculty to help build the Communication Studies Club and Forensics Team.

Theater:

The theatre needs a stage attendant to support the needs of our shop and production classes. Our new facility is close to reopening and the technical needs are the immediate needs. As an AA-T degree is developed a stage attendant can help support the technical classes. The theatre needs to find a way to support projects that can be staffed. On various projects there is a heavy need for a costumer and musical engineer. These projects help us to continue our strong connection with our neighboring communities. These are positions that can be contracted as needed, but are essential to the success of

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what we do. As the Theatre is on the verge of completing its construction, El Camino and Long Beach City College, both have a full time technical staff positions as well as Cal State Dominguez Hills and Long Beach State. Our department is the only theatre in our area without a stage attendant. The theatre department's WSCH, FTES, and FTEF continue to be among the top percentile on campus and in the district.

Music:

Fulltime staff levels are sufficient for the time being, with one fulltime Instructional Assistant and one Staff Accompanist currently employed. It would be desirable to find a more consistent funding source for our student worker coverage of the office, labs, and practice rooms in the late afternoon and evening hours. This is currently funded through CTE, but program 100 student worker funding might be preferred. The department reduced our CTE request for student worker funding this past year, and as a result there have been numerous staffing and scheduling problems. This is particularly true in the evening hours. The department will request increased funding from CTE for student workers in the next funding cycle. It is very important that the student workers for the Music Department be music majors, who understand the use of the valuable equipment owned by the school, and who understand and follow through with the procedures the department has in place to protect these valuable assets.

The department has identified a long-tem need for two additional full-time faculty positions: one piano/ music history expert, and one jazz/instrumental and commercial music expert.

4. Technological requirements:

Digital Media Arts:

Things are becoming critical! In addition to the issue of maintaining software up-to-date, the hardware in the two computer labs are now 4years old. They 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.

Art:

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.

Architecture:

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1. The technology challenges in our department are very complex. IT support has been a liability for our department. 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.
2. Offer latest versions of software to remain current with industry. 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.

Communication Studies:

The Communication Studies Program is in the process of reestablishing a Drama/Communication Studies Lab in the Drama/Speech Building room DS103. Theatre/Communication Studies students will be able to research, rehearse and collaborate with other students and instructors via the use of Laptops, Computers, Cameras w/Mics, Video Mixer Kit, Record/Playback Deck, and DVD. In addition, this will add to the Communication Studies AA-T Program as it will allow full-time faculty space to incorporate Communication Studies 385 (Independent Study). Full-time faculty will be able tutor and mentor students interested in earning a Communication Studies AA-t degree.

Theater:

We now have a technical director on staff and with that will be technical classes. The technical classes will fill a need for many of the AA-T requirements. A small computer lab with the design program Vector would be helpful for our design students. The program is a universal program that is used in the industry. Some tutorials for the new equipment and occasional maintenance will be required. The theatre will be receiving new computers through FF&E and will require software to support the needs of our programs. As the new equipment arrives in our shop, proper training and maintenance must be obtained to ensure quality control as well as safety. We will also be obtaining all new state of the art lighting and sound equipment with our new renovations. The equipment will require some occasional upgrades/maintenance as well as training.

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Music:

Many of the needs in this area have been met in the last year. The next major project in terms of technology upgrades will be an upgrade of the piano lab – MU 127. The equipment has already been purchased and delivered to the campus. It will be installed during the Winter Break. The department has identified the need to retain maintenance and repair contracts to keep our classroom audio/visual equipment (Nomad systems) online and fully functioning. A maintenance contract for our department printer is also a priority.

The wireless internet network in our building experiences sporadic problems and needs to be repaired, or updated, or replaced with a more up-to-date system. Wired internet connection to the computers in MU 135 has been requested through the campus IT department. It is possible additional cabling, an additional router, and miscellaneous other equipment will need to be purchased. A video surveillance system for the computer lab in MU 141 has been suggested by Music Department faculty and staff. It is viewed as necessary to prevent theft and vandalism in this facility.

A networked “pay-to-print” system for the Music Computer lab is needed to allow students to print class assignments, exercises, and research materials. Build-LACCD representatives have informed us that this equipment and software has been purchased and will be installed using bond funding.

5. Facilities requirements:

Art:

The roof in the Fine Arts building continues to leak during even a light rain. This was a significant problem during the last exhibition. The Art Gallery is essential as a source of teaching and inspiration for the students, campus, and the surrounding community. There is no wireless internet in the Fine Arts building.

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 classes 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

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environments, we have found 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 apart our stacked courses (which seems unlikely due to budgetary constraints at this time), we believe that 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 has been completed, however there is still no 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.

Theater:

1) Because of our new shop and its capabilities we are in need of a permanent trash receptacle in our loading dock. 2) The facility is still under construction so most needs are being met through the construction contract. When construction is complete we can evaluate the needs from there.

Music:

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 nearly complete. The department has requested a secure, locking, roll-top desk to be installed at the back of the recital hall to securely house our new light and sound-mixing boards. A request has been submitted and is awaiting final approval and procurement using bond FF&E funds.

6. Implementation plan:

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.

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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. 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.

The Architecture Department applied for a Full-Time Instructor with the FHPC committee.

Speech:

The Drama/Speech building is in the midst of a huge Construction Project which includes: exterior and interior changes, modifications/improvements that directly affect student learning environment and

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instruction. This includes teacher-friendly technological improvements for classroom lecture and assignments.

Due to budget limitations the Speech and Theatre Department are not currently able to support a Forensics Team on campus; however, it is part of our six-year Plan of Action to seek out interested students, faculty and administrators to support a Speech Club on campus with intentions to have 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.

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.

Music:

Facilities requirements should be met with existing Prop A/AA/J funding.

Technology requirements could be met with additional FFE funding from Prop A/AA/J.

Staffing requirements:

Student workers: It is unlikely that the department will procure program 100 funding for student workers, so we plan to continue the CTE funding as long as possible. Other plans include identifying music majors who qualify for financial aid college work-study. We’ve significantly reduced the amount of student worker hours covered through CTE and hoped to fill the gap using financial aid students. This proved to be very problematic with student workers quitting in mid-semester and long delays in getting replacements. The department plans to request increased CTE funding for student workers in the the 2014 funding cycle.

Additional Fulltime Faculty: The music department intends to hire a full-time faculty member with expertise in piano pedagogy as soon as we receive approval from the college president. An additional request for a Jazz/Instrumental music expert will be made through FHPC in the coming years.



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UNIT PLAN "PART B"
Core Personnel/List of Permanent Staff

Unit: Humanities & Fine Arts

Date: November 7, 2012

Example

Assigned Time	Responsibility	Estimated Cost	Funding Source
.8	<i>Division Chair</i>	<i>\$80,206</i>	<i>H5090A-123100</i>
.2	<i>Div Chair Classroom</i>	<i>\$20,051</i>	<i>H5090A-113100</i>
2.0	<i>Architecture Classroom</i>	<i>\$168,030</i>	<i>H1490A-111100</i>
	<i>Architecture Dept Chair</i>	<i>\$1,265</i>	<i>H1490A-143500</i>
2.0	<i>Art Classroom</i>	<i>\$187,970</i>	<i>H1530A-111100</i>
1.0	<i>H & FA Secretary</i>	<i>\$44560</i>	<i>H5090A-213100</i>
	<i>Humanities Dept Chair</i>	<i>\$5,063</i>	<i>H5090A-143500</i>
3.0	<i>Music Classroom</i>	<i>\$258,850</i>	<i>H6610A-111100</i>
	<i>Music Dept Chair</i>	<i>\$1,582</i>	<i>H6610A-143500</i>
1.0	<i>Music Office Asst</i>		
1.0	<i>Music Aids</i>	<i>\$83,429</i>	<i>H6610A-221100</i>
1.0	<i>Speech Classroom</i>	<i>\$143,460</i>	<i>H8330A-111100</i>
	<i>Speech Dept Chair</i>	<i>\$949</i>	<i>H8330A-143500</i>
1.0	<i>Theater</i>	<i>\$55,730</i>	<i>H8970A-111100</i>
1.0	<i>Theater</i>	<i>\$55,730</i>	<i>H8970A-111100</i>

- 1. Total FTEF: 15**
- 2. Total Hours taught: 168 full time**
- 3. Total Hours of release time: 16**
- 4. Total Cost for Instructors: \$889,821**
- 5. Total Cost for Administrators: \$89,065**
- 6. Total Cost of Classified Staff: \$ 127,989**
- 7. Total cost FTEP = Full Time Equivalent Personnel: \$1,106,875**

Please attach copy of your current Op Plan.

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UNIT PLAN “PART C” Core Expenses

Unit: Humanities & Fine Arts

1. All legally required responsibilities: *Required for health and Safety*
2. *Required by board / State/ Federal/ Accreditation standards(list the minimum requirements here)*
3. *Required by licensing agreement*

Description of activity	Estimated Cost	Justification	Code
216 hours of Hourly Instructors	\$339, 120	6000 FTES	HCAA1e1

Narrative justification: List statutes which require this expenditure.

Total cost: \$339,120

UNIT PLAN “PART D” Essential Activities

Unit: Humanities & Fine Arts

Prioritized list of unit needs required for program continuance or improvement

Description	Est. Cost
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e.g.

1. *Databases for Library*
2. *Full time Faculty*
3. *Instructional Assistant*
4. *Supplies for classroom*
5. *Capital investment*

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Only place expendable request in this field.

Division Prioritization	Description of activity	Estimated Cost	Proposed Funding Source	Justification	Code
1	Full time instructor for Architecture	\$75,000	Program 100	Program viability	HCAA1e1 HCAA1d
2	2 full time instructors for Music	\$150,000	Program 100	Program viability	HCAA1e1 HCAA1d
3	Full time instructor for speech	\$75,000	Program 100	Program viability	HCAA1e1 HCAA1d
4	Full time instructor for Art	\$75,000	Program 100	Program viability & integrity	HCAA1e1 HCAA1d
5	Stage attendant for Theater	\$45,000	Program 100	Program viability	HCAA13a3
6	Student Workers for Music Labs		Currently CTE – move to program 100	Student access to labs & protection of equipment	HCAA12a1 HCAA12a3
7	Repair wireless internet in Music Building	\$2,000	Perkins	Increase student access	HCAA5 HCAA13a18
8	Music Dept Maintenance & repair contracts	\$4,000	Program 100	Offer state of the art instruction	HCAA13a2 HCAA13a18
9	Curriculum Development/Textbooks	\$4,400	Perkins	Increase student access	HCAA3c6
10	Speech Dept Maintenance & repair contracts	\$1,000	Program 100	Offer state of the art instruction	HCAA13a2 HCAA13a18
11	In Class tutors	\$9,000	Perkins	Student tutors	HCAA11a1 HCAA13a6
12	Theater Dept Maintenance & repair contracts	\$1,000	Program 100	Offer state of the art instruction	HCAA13a2 HCAA13a18
13	Pay to print system				HCAA13a18
14	Large format scanner for Art	\$1,000	Perkins	Offer state of the art instruction	HCAA12a2
15	Conference attendance	\$3,000	Perkins	Professional Development	HCAA7
16	Laser Cutter	\$40,000	Perkins	Keep current with industry/ latest	HCAA6a2

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				technology/ used by many courses	
17	Digital Sketching Equipment	\$8,000	Perkins	Improve students skills, prepare students for transfer	HCAA6a2
18	New Mac Computer lab	\$100,000	Perkins	Offer state of the art instruction	HCAA13a2 HCAA13a1
19	Hardware, software, curriculum development	\$13,000	Eon Technology	Additional pathway to 3D Environments/Virtual Reality	HCAA7a2, HCAA13a13, HCAA3c6
20	Fabrication Laboratory Tools/Supplies	\$4,000	Perkins	Increase student success	HCAA6a2
21	New desks & chairs for Art Mac Labs	\$72,000	Perkins	Offer state of the art instruction	HCAA13a2
22	Plotter/printing supplies	\$2,000	Perkins	Improve students skills, increase quality of program	HCAA6a2
23	Software	\$5,000	Perkins and Eon Technology	Increase student success	HCAA13a13
24	Drafting Supplies	\$2,000	Perkins	Increase student access	HCAA5
25	Models for Life Drawing	\$2,500	Program 100	Offer state of the art instruction	HCAA1e1 HCAA6a2

Justification Narrative: How does your activity support the college Educational Master Plan?

Faculty professional development HCAA7 is a priority to ensure rigor and relevance of CTE programs to industry needs and to develop partnerships with industry in our community.

The need to review and update curriculum is essential to keep our courses relevant to the needs in the workplace today HCAA3c6. Our goal with the customized textbooks is to improve access to students who could not otherwise afford the course (textbooks for ARC 164 approach \$200). Alternatively some students are hindered because they take the course without the text, by sharing texts or by 'getting by' via other means.

Enhance performance of students seeking vocational training, especially re-training, in current software programs. It was noted that faculty have significant concern to improve and continue the success of the underachieving or at-risk students in digital software courses. This is particularly evident in students who

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are "non-native" to digital environment and/or computers. In class tutors, learning coaches and teaching assistants have been essential to provide this service to students, especially when faculty teach stacked courses (two courses simultaneously during the same time-slot). The vast majority of digital courses are stacked due to budget constraints, which limits the time an instructor spends with students in class.

One of the byproducts of the "BIM Revolution" is the emphasis on construction assemblies and construction materials and methods. In a BIM model, architects no longer draw "dumb" two-dimensional lines. Instead, they build intelligent three-dimensional models of buildings. In BIM, when a wall is created, the user determines the real-world construction elements used to create that wall. Next, that wall (and all its internal assemblies) is placed in relationship to a floor (which in turn has its own internal real-world construction elements.) First the student must understand the assembly of materials in each wall, floor, roof, etc. Next the student needs to understand how a floor and wall, for example, connect to each other. This knowledge is needed sooner than in the Department's current curriculum sequence, in greater detail, and grounded in a three-dimensional comprehension format.

An "Assembly and Materials Library" of material samples and real-life models of assemblies full scale or half-scale. Under faculty direction, students would create approximately 10 portions of assemblies using real materials and real techniques. The assemblies will be on display and available for all students to see, and available for instructors to use and refer to during a variety of courses, including ARC 161, 162, 164, 170, 172, 173, 201, 202. and 291. Requested funds would cover supplies, tools, and development for faculty to select, design, and document the desired assemblies to be constructed.

To make the students' progress as efficient as possible, the disciplines will review the curriculum in order to create new programs HCAA3c8 or to re-align requirements of old programs HCAA3c9.

UNIT PLAN "PART E" Non-cost Essential Activities

Unit: Humanities & Fine Arts

List Non-cost activities here

Priority	Description of activity	Justification	Code
	Maintain studio tools, tables and equipment	Functional, organized, safe working environment	HCAA13a2
	Annual Laser cutter maintenance	Functional, organized, safe working environment	HCAA13a2
	Setup Fabrication Laboratory	Functional, organized, safe working environment	HCAA13a2
	Redesign and update Architecture website	Outreach/marketing	HCAA15a1

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	Course development to improve curriculum in Architecture	Offer state of the art instruction	HCAA1e1
	Reinstating of the Music STARS program	Outreach/marketing	HCAA15a1
	Moving the Humanities Division office out of DS103 so it can be used as the Communication Studies/Theater lab	Benefit of students in Speech Dept Offer state of the art instruction	HCAS3
	Reinstatement of the Theater	Offer state of the art instruction Community outreach	HCAS3 HCAA15
	Creating a degree in Theater	Offer state of art instruction	HCAA14a HCAA7a2
	Website for speech dept	Outreach/marketing	HCAA15a1

Justification: How does your activity support the college Educational Master Plan?