

	ACADEMIC YR: 2013-2014	DIVISION/AREA: Humanities & Fine Arts	DIVISION CHAIR/DIRECTOR: Kate Campbell
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UNIT PLAN “PART A”
Program/Pathway Update

Program/Pathway: Humanities & Fine Arts

Date: January 16, 2013

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:

Art department continues to look forward to the completion of the renovation of the Fine Arts building despite repeated delays. In the face of continued elimination of course offerings, the inclusion of a digital classroom to assist with classroom support is more important than ever. Appropriate audio and visual presentation tools such as a projector, screen, and podium with computer and DVD player are critical pieces of the renovation, as they will provide 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.

Digital Media Arts:

Digital Media Arts will continue the development of CTE programs in Graphic Design, Display/Print Graphics/Web Design and Animation. These courses are advanced levels of previously submitted courses, as well as courses in Animation and publication/print design. A grant was recently awarded to the college to set up a pathway for middle and high-school students to train for and pass the Adobe Certified Associate exam. This curriculum will be through the adaptation of existing courses, with the intention of integrating course development into the mainstream curriculum of the department. The PNPR for occupational programs will be submitted by mid-year. The alignment of the skills certificates with preparation for industry standards-based certification is a model to be followed in future certificate offerings

Architecture:

Architecture program has enjoyed steady growth and great student success. With this success of transferring many of our students, we are now faced with a serious road block. Our students are limited by the number of transfer openings in accredited university Architecture programs. In a typical academic year, a University will accept only 15 to 19 students into their architecture program. As we continue to grow, we must look for additional pathways for our students beyond Architecture. Our current curriculum, especially the foundation in design and technology skills prepares students for fields beyond

	ACADEMIC YR: 2013-2014	DIVISION/AREA: Humanities & Fine Arts	DIVISION CHAIR/DIRECTOR: Kate Campbell
--	----------------------------------	---	--

that of traditional architects. Opening additional Pathways for Architecture students in the fields of interior design, 3D modeling/animation, 3D environments/virtual reality, industrial design and related fields must be a major priority for our program.

Continue to improve quality of instruction and curriculum. With the steady growth of enrollment, several stacked courses have sufficient enrollment to be taught as stand-alone courses. The large number of students in hands on digital lab courses is negatively impacting the quality of the course, especially in terms of access to the instructor and software.

Finalize the study of certificate and degree completion. Formal student completion numbers are peculiarly low compared to the actual numbers of students that complete the classes required for certificates. A study- to measure true completion of architecture course by our students was performed in Spring 2012 and results will be released before the end of Fall 2012.

Communication Studies (Speech):

Thus far, the Communication Studies (Speech) Department has been offering all the required courses toward an AA degree. The AA degree is in the process of becoming an AA-T degree. Each course prepares students to enter into a four-year university. Every Communication Studies (Speech) 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 and research. There is a tremendous burden on the speaker to be ethical and factual, not simply charismatic. Critical thinking, social ability, self-management and creative problem solving are major components of Speech 151 course (Small Group Communication). Every Communication Studies (Speech) 121 course (Interpersonal Communication) trains students to listen effectively, to use non verbal awareness both in self and others to promote the building of 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 Communication Studies (Speech) 111 (Voice and Articulations) assist the student in speaking with the correct diction and pronunciation while increasing their vocabulary. Communication Studies (Speech) 104 (Argumentation and Debate) teaches the student the ability to reason and think critically. In addition, most courses in the Communication Studies discipline include at least one group 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. The Communication Studies (Speech) Department is processing a new course (Communication and New Media) facilitating the AA degree in the process of becoming an AA-T degree.

Theater:

The Theatre Department has been without a completely functioning theatre for over 10 years and is scheduled to be open summer of 2013. 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

	ACADEMIC YR: 2013-2014	DIVISION/AREA: Humanities & Fine Arts	DIVISION CHAIR/DIRECTOR: Kate Campbell
--	----------------------------------	---	--

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 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.

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: the need to update the music theory/musicianship curriculum, the need to update the requirements for all of our commercial music certificate programs, and the need to institute an Associate in Arts Transfer degree, (AA-T) in music. Our successful completion rates were not as high as were expected. The Music Department believes there are several contributing factors that can be addressed with the re-institution of the Music Department “S.T.A.R.S.” program. Several equipment and supply issues were identified. While no application for a new faculty position was filed this year, the department remains committed to the idea of adding an additional faculty member with expertise in piano pedagogy and/or Jazz and commercial music.

A Commercial Music Advisory Committee meeting was held in October of this year, and the committee approved our certificate program changes. Dr. Keller completed the work on revising our music theory curriculum, and form CCC-501 has been submitted and is currently in the curriculum committee approval process. As of March 2012, the computer lab and classroom presentation equipment upgrades have been completed and as of summer, 2012, new dry-erase white boards have been installed in all of the classrooms. The department has applied for funding from CTE to replace the mixing board in our recording studio to upgrade that facility and replace the existing, failing equipment.

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. The submitted AA degree was turned down as there is no media arts transfer program at the CSU to link it to. So, students who want an AA in this field will have to settle for the Digital Media Arts pathway in the Art AA degree. In summer of 2013 a CTE AA will be developed and submitted.

Art:

The art program is suffering from program cuts. They have experience staff and section reduction in studio art. We would like to see a reimplementaion of Life Drawing. We have been looking for sources to pay for the modeling fees. They have been active in updating their course outlines in preparation for program review.

Architecture:

	ACADEMIC YR: 2013-2014	DIVISION/AREA: Humanities & Fine Arts	DIVISION CHAIR/DIRECTOR: Kate Campbell
--	----------------------------------	---	--

Architecture faculty will pursue Course Development to improve curriculum. Create low cost customized textbooks to increase student success and access to courses, [PSLO #1,2]. Create assembly/materials library to increase student success with BIM and other courses, [PSLO#1,2,4]. Redesign and update of Architecture website for communication and marketing, [PSLO#3]. Continue enhancement of Fabrication Laboratory, procure tools, and continue setup and revisions to dust collection system, [PSLO#1].

Communication Studies (Speech):

Communication Studies (Speech) department has three areas it will address:

1. Hire one Communication Studies (Speech) instructor within the next three years to replace anticipated retiree and fulfill needs in the department as course offerings increase. With impending 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 (Speech) providing 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 to Bachelors in our Communication Studies (Speech) program. The classes would also attract new students to Harbor College and would serve to strengthen and increase enrollment in our existing Communication Studies (Speech) courses. The Communication Studies (Speech) 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. Communication Studies (Speech) would like to add more sections of Communication Studies (Speech) 151 in the future. We plan to offer Communication Studies (Communication and New Media) in Fall 2013 or Spring 2014.
3. Develop a speech lab for supplemental instruction and for practicum so that students can work with the latest technologies that foster learning and additional skills outside the classroom.

*Due to budget limitations the Communication Studies (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 Communication Studies (Speech) Club on campus with intentions to have a formal Forensic Team that will compete in local and state tournaments (as in the past with honors). 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.

	ACADEMIC YR: 2013-2014	DIVISION/AREA: Humanities & Fine Arts	DIVISION CHAIR/DIRECTOR: Kate Campbell
--	----------------------------------	---	--

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 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 Theatrical Stage Attendant is needed to support and manage the shop and all our new equipment.

Music:

In the Music program 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. STARS is a program that was developed by retired faculty chair, Ken Miller, several years ago. 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. We’ve updated the STARS handouts that outline the requirements for the new AA-T degree and the updated commercial music certificates. We’ve instituted monthly “STARS Seminars” which cover topics ranging 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.

To address Music supply and equipment needs, FFE purchases were made which included new dry-erase white boards in all of the classrooms, instructor stools for each classroom and two new artist piano benches for the Music Recital Hall. The computer lab was updated last January, and the old computers from MU 141 have been repurposed to MU 135. RAM and software OS updates to those computers will allow them to run many of the same applications used in the lab, which will facilitate

	ACADEMIC YR: 2013-2014	DIVISION/AREA: Humanities & Fine Arts	DIVISION CHAIR/DIRECTOR: Kate Campbell
--	-----------------------------------	--	---

better training and incorporation of lab exercises into the classroom. Additional software licenses were purchased using supply funds (CTE.) Other equipment needs were identified and the priority list updated.

New Music faculty: While no application for a new faculty position was filed this year, the department remains committed to the idea of adding an additional faculty member with expertise in piano pedagogy and/or Jazz 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 reveals 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 as they will be able to focus more on the technical aspects having already learned core conceptual principles.

Architecture:

The Architecture Department has written and assessed 100% of SLO's. Ongoing reassessment of SLO's is underway. Program level SLO's have been written. A test-run for assessment of PSLO #1 was carried out during Spring 2012. Results of this test-run are under evaluation, most likely a different course and project will be selected for assessment of PSLO #1.

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

	ACADEMIC YR: 2013-2014	DIVISION/AREA: Humanities & Fine Arts	DIVISION CHAIR/DIRECTOR: Kate Campbell
--	----------------------------------	---	--

- 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, [PSLO#1,2].
- b. Students are unable to print large format graphic presentations in color effectively. Department seeks funds for a large format plotter and supplies, [PSLO#1].
- 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, [PSLO#2].
- 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, [PSLO#1].
- 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, [PSLO#1,5,6].
- 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, [PSLO#1].

Communication Studies (Speech):

Student Learning Outcomes continue to be developed at the course level. All courses have SLOs developed and assessment measures documented. Results from 2008-2012 SLOs have been assessed. All active Communication Studies (Speech) courses will continue assessment each semester. All full time and part time faculty members have been participating in assessment.

Communication Studies (Speech) faculty have been working on developing and reassessing assessment measures for each SLO and addressing how to better incorporate them into the curriculum.

Theater:

The Theater Department is actively participating in the updating of SLO measures and assessments. The SLO for all theatre courses are complete and it is now time to reevaluate and assess based on found data. We have archived any classes that have not been offered for multiple semesters. As new sections are developed for the theatre AA degree, those sections will be assessed. TA 100, TA 200, TA 270 and 275

	ACADEMIC YR: 2013-2014	DIVISION/AREA: Humanities & Fine Arts	DIVISION CHAIR/DIRECTOR: Kate Campbell
--	-----------------------------------	--	---

are due to be reassessed. I will need to create new measures and assessments for classes being offered to address the reputability issue.

Music:

While our overall retention rate in Music 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 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 still needs an Art history instructor, drawing and painting (and oversee gallery) instructor.

Architecture:

The Architecture Department is seeking one Full-Time Instructor hire. Currently the Department offers 60-70 hours of instruction, of which 30 is full-time faculty. The addition of a full-time Instructor will add open hours for the studio, increasing student access to studio facilities, including drafting tables,

	ACADEMIC YR: 2013-2014	DIVISION/AREA: Humanities & Fine Arts	DIVISION CHAIR/DIRECTOR: Kate Campbell
--	----------------------------------	---	--

fabrication laboratory and especially computer labs which offer high-end hardware and software that are not available in any other lab on campus. The reporting requirements of the Department’s special projects and grants (in addition to the College’s regular reporting requirements) are a heavy load for two full-time faculty, [PSLO#1,2,3,4,5,6].

The Architecture Department is seeking funds for a part-time Fabrication Laboratory Supervisor. The lab does not have dedicated staffing and as a result, the hours of operation of the lab and equipment students are allowed to use is limited, [PSLO#1,5,6]. The Department of Architecture at ELAC recently hired a full-time supervisor.

Communication Studies (Speech):

Developing the Associate in Arts-Transfer degree in Communication Studies (Speech) 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 (Speech) 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 degree is developed a stage attendant can help support the technical classes. The Theatre needs a technical director. For the past decade the theatre department has been functioning without a technical director, which is limiting. Adding a technical director will once again allow the department to offer a full range of classes including lighting and stage craft. 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 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 director, as well as Cal State Dominguez Hills and Long Beach State. Our department is the only theatre in our area without a technical director or a stage attendant and therefore without technical classes. 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 in Music 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. It is very important that the student workers for the Music Department be music majors,

	ACADEMIC YR: 2013-2014	DIVISION/AREA: Humanities & Fine Arts	DIVISION CHAIR/DIRECTOR: Kate Campbell
--	----------------------------------	---	--

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

4. Technological requirements:

Digital Media Arts:

In addition to the issue of maintaining software up-to-date, the hardware in the two computer labs are now 3 years 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:

Architecture student success is negatively impacted due to an insufficient number of software licenses to enable all students (especially in stacked courses) to use the required software at the same time. The Department seeks funding to obtain 25 additional licenses for Autodesk software suite, [PSLO#1,2,4].

Podium computers need to be upgraded to run our software smoothly, especially during instructor demonstrations of advanced techniques. Current podium computers are less powerful than student lab workstations, [PSLO#1,2,4,5].

A new version of Rhino 3D software has been released. The lab needs to upgrade in order to keep current with latest industry standards, [PSLO#1,2].

High Definition camera and software for recording/projecting hands on demonstrations needs to be added to the classroom lecture podium, [PSLO#1,5].

The laser cutter in the Architecture Department is used by students on a daily basis. It is five years old and in need of replacement. New laser cutters offer additional features that enhance the kinds of projects students can utilize them with, especially in the area of graphics, [PSLO#2].

Additional hand tools and supplies are needed for the Fabrication laboratory, [PSLO#1].

	ACADEMIC YR: 2013-2014	DIVISION/AREA: Humanities & Fine Arts	DIVISION CHAIR/DIRECTOR: Kate Campbell
--	-----------------------------------	--	---

Series of digital sketching equipment is needed for the enhanced curriculum of ARC 221. These include the form of digital tablets and on-monitor sketching systems. One of the most common local transfer universities has transitioned to an all-digital sketching environment. This equipment is necessary to prepare students for changes in the transfer and vocation arenas, [PSLO#1,3].

The Architecture Department began a digital system to track and monitor completion of student certificates and degrees. This system will work retroactively to capture student completers but also as a planning tool for future course offerings and a counseling tool for working with students. The study needs to be summarized by faculty. Additionally the system needs to be upgraded to reflect the latest certificate and degree requirements, [PSLO#1,6].

Speech:

The Speech Program we will reestablish a Drama/Speech Lab in the Drama/Speech Building in room DS103. Theatre/Speech 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, DVD. In addition, this will add to the Speech AA Program as it will allow full-time faculty space to incorporate Speech 385 (Independent Study). Full-time faculty will be able tutor and mentor students interested in earning a Speech AA degree.

Theater:

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.

Music:

For the Music Department, many of the needs in this area have been met in the last year. The next major project in terms of technology upgrades would be an upgrade of the piano lab – MU 127. The equipment in that room is over twenty years old, and more and more of the pianos are failing. The headphone monitoring system is no longer operational. 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. 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

	ACADEMIC YR: 2013-2014	DIVISION/AREA: Humanities & Fine Arts	DIVISION CHAIR/DIRECTOR: Kate Campbell
--	-----------------------------------	--	---

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.

5. Facilities requirements:

Art:

The completion of the renovation of the Fine Art building is critical for the Art department to be able to achieve its full potential as a source of teaching and inspiration for the students, campus, and the surrounding community.

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 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 (Speech):

The learning environment in Communication Studies (Speech) has never been completed. There are non-operational, broken windows which have bullet holes in them, pipes coming out of the floor and

	ACADEMIC YR: 2013-2014	DIVISION/AREA: Humanities & Fine Arts	DIVISION CHAIR/DIRECTOR: Kate Campbell
--	-----------------------------------	--	---

the bulletin boards and chalk boards are in a state of disrepair which negatively affects the classroom. In addition, classroom technology is nonexistent. The instructional program is limited in the ways in which instructors can offer information and presentational techniques to their students. We need video monitors which were purchased for the classrooms (and sit in boxes in receiving) and interactive computerized instructional station.

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, have yet to be completed.

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.

Digital/Media Art:

A new skills certificate that prepares students to pass Adobe Systems Certified Associates exam is to be implemented in the fall of 2013 and will serve as a model for future certificates by aligning a significant portion of the Student Learning Outcomes with industry standards as identified by industry leaders.

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, [PSLO#1,2,3,5].

	ACADEMIC YR: 2013-2014	DIVISION/AREA: Humanities & Fine Arts	DIVISION CHAIR/DIRECTOR: Kate Campbell
--	----------------------------------	---	--

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, [PSLO #3,5,6].

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, [PSLO#2,4,6].

Seek funding for technological requirements from Eon Technology grant funds, [PSLO#2,4].

Seek funding for course development, professional development, textbook development, technological requirements, supplies, equipment and other needs from CTE/Perkins funds, [PSLO#1,2,3,4,5,6].

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, [PSLO#1,2,3,4,5,6].

The Architecture Department applied for a Full-Time Instructor with the FHPC committee, [PSLO#1,2,3,4,5,6].

Communication Studies (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 our student learning environment and instruction. This includes teacher-friendly technological improvements for classroom lecture and assignments.

Due to budget limitations the Communication Studies (Speech) 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 (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.

Theater:

After the development and approval of the AA 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

	ACADEMIC YR: 2013-2014	DIVISION/AREA: Humanities & Fine Arts	DIVISION CHAIR/DIRECTOR: Kate Campbell
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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:

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 Music 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.

Additional Fulltime Faculty: Currently, the music department intends to seek permission to hire one additional faculty member when the FHPC process begins again next Fall. The top priority at the moment is a piano/history expert with a jazz commercial hire requested in the coming years.



ACADEMIC YR:
2013-2014

DIVISION/AREA:
Humanities & Fine Arts

DIVISION CHAIR/DIRECTOR:
Kate Campbell

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

- 1. Total FTEF: 14**
- 2. Total Hours taught: 153 full time**
- 3. Total Hours of release time: 16**
- 4. Total Cost for Instructors: \$834,091**
- 5. Total Cost for Administrators: \$89,065**
- 6. Total Cost of Classified Staff: \$ 127,989**
- 7. Total cost FTEP = Full Time Equivalent Personnel: \$1,051,145**

	ACADEMIC YR: 2013-2014	DIVISION/AREA: Humanities & Fine Arts	DIVISION CHAIR/DIRECTOR: Kate Campbell
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Please attach copy of your current Op Plan.

	ACADEMIC YR: 2013-2014	DIVISION/AREA: Humanities & Fine Arts	DIVISION CHAIR/DIRECTOR: Kate Campbell
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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*

	ACADEMIC YR: 2013-2014	DIVISION/AREA: Humanities & Fine Arts	DIVISION CHAIR/DIRECTOR: Kate Campbell
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Only place expendable request in this field.

Division Prioritization	Description of activity	Estimated Cost	Proposed Funding Source	Justification	Code
16	Conference attendance	\$3,000	Perkins	Professional Development	HCAA7
10	Curriculum Development/Textbooks	\$4,400	Perkins	Increase student access	HCAA3c6
12	In Class tutors	\$9,000	Perkins	Student tutors	HCAA11a1 HCAA13a6
17	Laser Cutter	\$40,000	Perkins	Keep current with industry/ latest technology/ used by many courses	HCAA6a2
22	Fabrication Laboratory Tools/Supplies	\$4,000	Perkins	Increase student success	HCAA6a2
25	Software	\$5,000	Perkins and Eon Technology	Increase student success	HCAA13a13
21	Hardware, software, curriculum development	\$13,000	Eon Technology	Additional pathway to 3D Environments/Virtual Reality	HCAA7a2, HCAA13a13, HCAA3c6
24	Plotter/printing supplies	\$2,000	Perkins	Improve students skills, increase quality of program	HCAA6a2
26	Drafting Supplies	\$2,000	Perkins	Increase student access	HCAA5
18	Digital Sketching Equipment	\$8,000	Perkins	Improve students skills, prepare students for transfer	HCAA6a2
1	Full time instructor for Architecture	\$75,000	Program 100	Program viability	HCAA1e1 HCAA1d
6	Student Workers for Music Labs		Currently CTE – move to program 100	Student access to labs & protection of equipment	HCAA12a1 HCAA12a3
2	2 full time instructors for Music	\$150,000	Program 100	Program viability	HCAA1e1 HCAA1d
20	New piano lab	\$80,000	Perkins	Offer state of the art instruction	HCAA13a2
8	Music Dept	\$4,000	Program 100	Offer state of the	HCAA13a2

	ACADEMIC YR: 2013-2014	DIVISION/AREA: Humanities & Fine Arts	DIVISION CHAIR/DIRECTOR: Kate Campbell
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	Maintenance & repair contracts			art instruction	HCAA13a18
7	Repair wireless internet in Music Building	\$2,000	Perkins	Increase student access	HCAA5 HCAA13a18
14	Pay to print system				HCAA13a18
3	Full time instructor for Communication Studies (Speech)	\$75,000	Program 100	Program viability	HCAA1e1 HCAA1d
5	Stage attendant for Theater	\$45,000	Program 100	Program viability	HCAA13a3
11	Communication Studies (Speech) Dept Maintenance & repair contracts	\$1,000	Program 100	Offer state of the art instruction	HCAA13a2 HCAA13a18
9	Technical director instructor	\$75,000	Program 100	Program viability & integrity	HCAA1e1 HCAA1d
13	Theater Dept Maintenance & repair contracts	\$1,000	Program 100	Offer state of the art instruction	HCAA13a2 HCAA13a18
4	Full time instructor for Art	\$75,000	Program 100	Program viability & integrity	HCAA1e1 HCAA1d
19	New Mac Computer lab	\$100,000	Perkins	Offer state of the art instruction	HCAA13a2 HCAA13a1
15	Large format scanner for Art	\$1,000	Perkins	Offer state of the art instruction	HCAA12a2
23	New desks & chairs for Art Mac Labs	\$72,000	Perkins	Offer state of the art instruction	HCAA13a2
27	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

	ACADEMIC YR: 2013-2014	DIVISION/AREA: Humanities & Fine Arts	DIVISION CHAIR/DIRECTOR: Kate Campbell
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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 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
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	ACADEMIC YR: 2013-2014	DIVISION/AREA: Humanities & Fine Arts	DIVISION CHAIR/DIRECTOR: Kate Campbell
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	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
	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 Speech 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?