This section must be completed for ALL academic programs, including those scheduled for a comprehensive review in spring 2014.

A. COURSE DATA & TRENDS

1. **Please evaluate the 3-year trend of enrollment and success of courses in your program/discipline. Identify the courses you are choosing to examine this current year in the list below. You do NOT need to evaluate trends for each course every year.**

Course Number	Course Name	Does the course have any DE (online or hybrid) sections?
EDU 110	Foundations of Success	No
EDU 111	Team Self-Management	No
EDU 112	Community Survey Results (Social Justice)	No

Please use the data that have been provided. Analyze trends that you observe with respect to the data for the identified courses and answer the following questions.
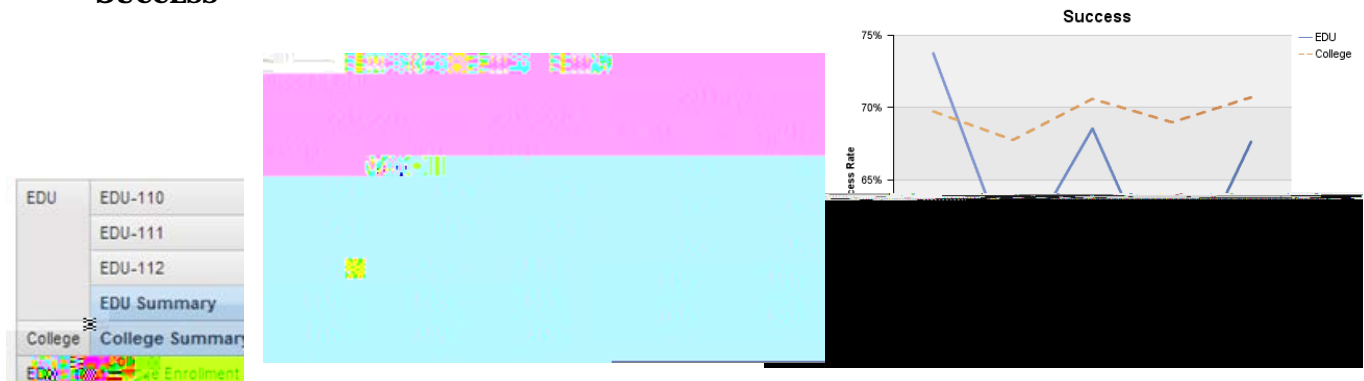
ENROLLMENT

2. **Review the enrollment data. Describe and analyze any patterns or anomalies that you notice. What do you make of these patterns or anomalies? What actions should be taken**

class. Finally, Fall 2011, Spring 2012, and Fall 2012 saw the highest amount of enrollments. The high enrollment in the three semesters mentioned was a combination of support in recruiting efforts and faculty involvement. Starting in Spring 2013 a change in staff, reduced number of student ambassadors, and longtime ACE faculty (part-time) retired or left for other reasons.

Actions: To improve current conditions, recruitment staff and support must increase in student ambassadors and hours. There is also the need for an efficient recruitment plan that involves permanent community contacts.

SUCCESS

3. **Review the success data. Describe and analyze any patterns or anomalies that you notice. What do you make of these patterns or anomalies? What actions should be taken to ensure continuous improvement?**

Patterns: Success stays high in EDU 110 where more than 60% of students complete the course. This is due to the high cooperative learning environment that the course offers and increase emotional and academic support from staff, faculty and within the students themselves. Another noticeable pattern is that the success rate in all courses is higher during the Fall semesters as compared to the Spring semesters. Fall semesters typically sees higher enrollments due to incoming freshmen from high school graduates, therefore, success tends to be higher as well.

Action: Weekly discussions among faculty and staff apart from faculty-student meetings to ensure that instructors are getting the support they need to instruct and handle any situations that a student/s may be experiencing. Focus on increasing enrollment in Spring through increased recruitment efforts mentioned in item II.2 under "Enrollment".

DEGREES AND CERTIFICATES

4. **Describe the demonstrated effectiveness of the program over the past several years with levels and trends of achievement data, such as degree and certificate completions/awards.**

Has not been discussed.

B. TEACHING MODALITY (Not Applicable)

1. **Enter the number of Distance Education Courses, both fully online and hybrid sections, along with the number of full-time and adjunct faculty.**

2. **Compare student success in the DE teaching environment with success in the face-to-face teaching environment in the same course. Are there differences? To what do you ascribe the differences in your program? Discuss any other relevant factors regarding diverse teaching modalities and environments, such as specific locations.**

   [Begin response here]

3. **Describe the process to change and improve student success in DE courses/sections in your prog**

C. CURRICULUM

Complete the following tables pertaining to courses scheduled for review.

Courses scheduled for review during AY 2013-14 as previously specified	Faculty member(s) responsible for coordinating	(a) Was the course reviewed and (b) taken through the curriculum process?	Date of approval (or anticipated approval) by Curriculum Committee
EDU 110	Hermelinda Rocha-Tabera	Yes	3/27/14
EDU 111	Hermelinda Rocha-Tabera	Yes	3/27/14
EDU 112	Hermelinda Rocha-Tabera	Yes	3/27/14

Courses scheduled for

D. OUTCOMES

Use your Program Outcome Maps to assist you in this subsection. As you plan your course assessments, keep the higher level program outcome in mind. While course level assessment serves the purpose of examining the teaching and learning for that particular course, it also provides the data that will be viewed collectively for assessment of the associated program level outcomes.

PROGRAM LEVEL OUTCOMES

1. Please complete the following tables.

List Program level outcome(s) scheduled for assessment as previously specified	What changes have occurred in the program/discipline as a result of dialogue?	Was the Program Outcome Assessment Summary completed?
The successful completion of the 9 day Foundation Course (EDU 110).	None	Yes
Student identification of self-knowledge and self-discipline through demonstration of the behaviors of successful students as identified by ACE	Students seek assistance when confronted with a conflict. In addition, there is an increase in communication between faculty and staff and between faculty and students.	Yes

List Program level outcome(s) scheduled for assessment in AY 14-15	Have your course level SLOs needed for this program level outcome been assessed or scheduled for assessment?
NA	

dropping or failing the program. The intervention with students involves and plan for the semester to finish assignments on time and communicate with each instructor on a one-on-one basis as well as meet with the Supplemental Instructor for further assistance.

Plans to improve the program involve steps to having students meeting with an ACE counselor/advisor to develop an educational plan before the end of bridge semester. In addition, steps are in progress to develop a needs assessment for students who complete the bridge semester through funding from the California Endowment.

CORE COMPETENCIES

3. **Describe how Core Competencies were specifically addressed by the program/discipline during the past year. For example, were data gathered at the course level? Was there review and analysis of the data? How did the discipline faculty engage in discussion? Were any interventions conducted? Are there any plans to make changes to courses or improvements in teaching and student learning?**

    ACE courses are not mapped to Core Competencies.

COURSE LEVEL STUDENT LEARNING OUTCOMES

4. **Please complete the following tables.**

List courses scheduled for SLO assessment as previously specified	In what term was the course assessed?	Was the Course Assessment Summary Report completed?
EDU 110	Spring 2014	March 27, 2014
EDU 111	Spring 2014	March 27, 2014
EDU 112	Spring 2014	March 27, 2014

E. PREVIOUSLY SCHEDULED ACTIVITIES

This subsection focuses on activities that were previously scheduled. An activity can address many different aspects of your program/discipline, and ultimately is undertaken to improve or enhance your program/discipline, and keep it current.

Activity scheduled	What success has been achieved to date on this activity?	What challenges existed or continue to exist?	Will activity continue into AY 14-15?	Will activity continue into AY 15-16?*
1. Hire program assistant	Program assistant hired January 1, 2013	Funding prevents position hours that result in lack of available time to complete all assigned task in an orderly fashion.	No	No
2. Hire supplemental instructor	Supplemental instructor hired in 2013	Lack in funds prevents or makes it difficult to plan to have SI for each semester.	Yes	Yes
3. Hire student ambassadors	Hired in 2013	Lack of funds prevents the amount of students and/or hours student workers are needed.	Yes	Yes
4. Outreach	Outreach resulted in 3 cohorts in the last semester	Limited resources and hours to support personnel required to perform outreach	Yes	Yes
5. Faculty Experiential Learning Institute (FELI)	The hire of additional instructors for the program	Promoting the training to Hartnell faculty/staff to increase interest	Yes	Yes
6. Monterey Peninsula Youth Grant Fund	Resulted in the funding of student ambassadors, books, and food for Foundation Course and Social Justice presentations.	Funds not guaranteed each year.	Application will be submitted by Sept 13th deadline.	Yes
7. EDU11 as a transferable course		Increase enrollment in ACE Program Provide students transferable course	Administrative support and knowledge on the process of transfer approval	Yes
8. EDU 112 as a transferable course		Increase enrollment in ACE Program Provide students transferable course	Administrative support and knowledge on the process of transfer approval	Yes
9. Include a MAT 201 section				

1. **Evaluate the success of each activity scheduled, including activities completed and those in progress. What measurable outcomes were achieved? Did the activities and subsequent dialogue lead to significant change in student learning or program success?**

    Program Assistant, Supplemental Instructor, and Student Ambassadors were hired. This increased the amount of services provided to students. In addition, the Program Assistant put in place helped operations of the office take place on a day to day basis with set hours each day. The outcome was students in the ACE program received information and resources needed to continue their studies, intervention was provided from students that were at risk of dropping due to supplemental instruction, and outreach continued as a result of ambassadors. These were significant changes towards a positive outcomes, however, limited hours for Program Assistant still affects the amount of recruiting that can be done outside the office.

    Monterey Peninsula Youth Grant provided for needed text books, food for the Foundation Course and Social Justice presentations. Therefore, students did not need to pay for reading material.

    Stipends for part-time faculty created initiative to take part in weekly meetings and compensates

This section must be completed for ALL academic programs, whether scheduled for annual or comprehensive review in spring 2014.

A. NEW ACTIVITIES

This subsection addresses new activities for, and continuing new activities into, **AY 2015**-**16**. An activity can address many different aspects of your programtyrt asvA 05 Tc 0.005 Tw 3.391 0 T

Activity	Strategic Plan Goal(s) No. & Letter (e.g., 5A)*	Related Courses, SLOs, PLOs, or goals	Desired Outcome(s)	Resources Needed	Person Responsible	Estimated Date of Completion (can be more than one year in length)	Comments
1. Providing Program Assistant with a 12 month position to increase support operations	1A, 3A, 4A, 5A, 6A	Provide extended services to students and staff. Increase hours spent on recruiting and daily operations	Increase in student enrollment. Increase in number of cohorts per semester. Meeting more of enrolled students' needs.	~$5,000 to increase position from 10 months to 12 months	To be determined	To be determined	This will need dean, HR, and CSEA approval.

2. Emp.241 >>BDC3t.84 437.52 88r.4 5nre   W n   BT re   f   197.76 540tC3t.84 437.524 re   W7D 325e   W n   BT   /T.76 540.24o2(l)   p.241 >>BD2(e)

* See Appendix A for a list of the 11 goals in the college's Strategic Plan.

*** *Please complete this page for each new activity.* ***
Activity 1: Increase Program Assistant's Contract from 10-12 Months

2. **This item is used to describe how the new activity, or continuing new activity, will support the program/discipline.**

Consider:
- Faculty
- Other staffing
- Facilities
- Equipment (non-expendable, greater than $5,000), supplies (expendable, valued at less than $5,000),
- Software
- Hardware
- Outside services
- Training
- Travel
- Library materials
- Science laboratory materials

a) **Describe the new activity or follow-on activity that this resource will support.**

Changing Program Assistant's employment from 10-month to 12 month will allow the office to

***Please complete this page for each new activity. ***

Activity 2:

2. **This item is used to describe how the new activity, or continuing new activity, will support the program/discipline.**

Consider:
- Faculty
- Other staffing
- Facilities
- Equipment (non-expendable, greater than $5,000), supplies (expendable, valued at less than $5,000),
-

2. **This item is used to describe how the new activity, or continuing new activity, will support the program/discipline.**

Consider:
- Faculty
- Other staffing
- Facilities
- Equipment (non-expendable, greater than $5,000), supplies (expendable, valued at less than $5,000),
- Software
- Hardware
- Outside services
- Training
- Travel
- Library materials
- Science laboratory materials

a) **Describe the new activity or follow-on activity that this resource will support.**

- Post semester support will support the program by providing the College and ACE data on how many students enroll in the subsequent semester and are successful while also providing information for what students' need in order to increase effectiveness of services.

b) **Describe how this activity supports any of the following:**
    1) **Core Competency**
    2) **Program level Outcome**
    3) **Course level Outcome**
    4) **Program/Discipline Goal**
    5) **Strategic Priority Goal**

c) Post semester meets Strategic Priority Goal 1A, 2A, 3A, 4D, 5A, 6A and PLO 1a and 1b. *Students will develop an educational plan and meet Hartnell's goal of providing services, access to resources, and utilization of capital assets as well as strengthen community relationships.*

d) **Does this activity span multiple academic years?   YES   NO**

    If yes, describe the action plan for completion of this activity.

    To offer a second semester learning community for ACE students to include English, math, and either COU 1 or an ethnic studies class

e) **What measureable outcomes are expected from this activity? List indicators of sst m-31.794 -206(0   [(TC   1.109 0 Td   ( )Tj   1 Tf   0 Tc 6(f6(a)4(t)-5(ion)-10 -1.12)) ri))D**

Limited funding to pay for training.

B. RESOURCE REQUESTS

If new/additional resources are needed for your program/discipline, it is important that you identify them and project their cost, and that these resources and costs be considered through the College's integrated planning (governance, budget development, funding decision making, and resource allocation) processes. A resource is likely to be something needed to support an activity that you have identified in IIIA. above, in which case you must link the resource with a specific activity number (first column below).). **_All resource requests completed in the various columns of a specific row must be linked to the new or continuing activity numbered on the first column of that same row_**. A resource could also be something necessary for your program/discipline to function properly to improve student learning, such as updated equipment in a classroom; in such case be sure to note that the resource is NOT tied to a specific activity.

* Personnel: Include a **C**, **F**, or **M** after the amount to indicate Classified Staff, Faculty, or Manager.

** **S** for Supplies, **E** for Equipment. If additional supplies, for example, are needed for ongoing activities, this should be requested through the budget rollover process.

*** **H** for Hardware, **S** for Software.

Activity No.	Personnel Classified Staff/ Faculty (C/F/M)*	Supplies/ Equipment (S/E)**	Technology Hardware/ Software (H/S)***	Contract Services	Training	Travel	Projected Costs
6. Providing Program Assistant with a 12 month position to increase support operations	C						$5,000 in addition to current pay
7. Increase release time of ACE Coordinator	S/F						To be determined
8. Employment of Supplemental Instructors for English and tutor for BUS 151							

APPENDIX A. Strategic Priorities & Goals
(from Hartnell College Strategic Plan 2013-2018)

Priority 1: Student Access

Goal 1A: Hartnell College will provide higher education, workforce development, and lifelong learning opportunities—with seamless pathways—to all of the college's present and prospective constituent individuals and groups.

Priority 2: Student Success

Goal 2A: Hartnell College will provide a supportive, innovative, and collaborative learning (:) Td (—)2cw 0.859 0 Td 6(l)6(C)4(o)-13

Priority 5: Innovation and Relevance for Programs and Services

Goal 5A: Hartnell College will provide programs and services that are relevant to the real-world needs of its diverse student population, while also developing and employing a culture of innovation that will lead to improved institutional effectiveness and student learning.

Priority 6: Partnership with Industry, Business Agencies and Education

Goal 6A: Hartnell College is committed to strengthening and furthering its current partnerships, in order to secure lasting, mutually beneficial relationships between the college and the community that the college serves.