The purpose of Program Planning and Assessment at Hartnell College is to obtain an honest and authentic view of a program and to assess its strengths, opportunities, needs, and connection to the mission and goals of the college. The process is based on the premise that each academic program reviews assessment data and uses these data to plan for improvement. The results of these annual cycles provide data for a periodic (every five years) comprehensive review that shows evidence of improvement and outlines

C. CTE PROGRAMS   LABOR MARKET & ACHIEVEMENT

Please complete this section if the program is Career Technical Education (CTE). Go to subsection D if the program is   not CTE.

1. Describe the demonstrated effectiveness on the program over the past several years with   levels and trends of   achievement data   , including degree/   certificate completions   (awards)   and employment statistics   .

[Begin response here]

N/A

2. Describe the   number of, activities of, and recommendations resulting from advisory co mmittee meetings that have occurred over the past two years   . What information and/or d   ata were presented that required or currently require changes to be made to your program?

   (Please attach copies of meeting minutes over the past two years and a list of committee members and their respective industries /areas .)

[Begin response here]

N/A

3. Does labor market   data and/or the need for additional education indicate that changes should   be made to your program? Does the program   (continue to) meet a labor market demand   and/or fulfill an important step toward higher/additional education   ?

[Begin response here]

N/A

D. PROGRAM G

This s ection 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 tren   ds for each course every year.

Course Number	Course Name	Does the course have any DE (online or hybrid) s ections?
ANT 1	Physical Anthropology	Yes
ANT 2	Introduction to Cultural Anthropology	Yes
ANT 10	California Indians	Yes
ANT 20	Cultures of Mexico	Yes
ANT 15	North American Indians	No
ANT 3	Introduction to Archaeology	No

Please use the data thathave been provided. Analyze trends that you observe with respect to

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 .

Data on degree awards was not available.

C.

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?

Success Rate employing the rubric assessing student projects and essays.

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?
ANT 3	Spring 2014	No
ANT 15	Spring 2014	No

List courses scheduled for SLO assessment in AY 2014-15	Faculty member(s) responsible for coordinating	Target semester and year Fa 2014 or Sp 2015
ANT 1	Jorge Sanchez	Fall 2014
ANT 2	Jorge Sanchez	Fall 2014
ANT 3	Jorge Sanchez	Fall 2014
ANT 10	Jorge Sanchez	Fall 2014
ANT 15	Jorge Sanchez	Fall 2014
ANT 20	Jorge Sanchez	Fall 2014

5. Describe course level assessments results and how they will influence your plans moving forward.

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

This s ection 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 continuin g new activities into, AY 2015 -16. An activity can address many different aspects of your program/discipline , and ultimately is undertaken to improve, enhance, and or keep your program/discipline area current. A new activity may or may not require additional resources. Activities can include but are not limited to:

- NEW CURRICULUM
- FURTHER DEVELOPMENT OF THE PROGRAM OR SERVICE
- GRANT DEVELOPMENT AND PROPOSALS
- FACULTY AND STAFF TRAINING
- MARKETING / OUTREACH
- ENROLLMENT MANAGEMEN T
- STUDENT SERVICES
- ADMINISTRATIVE SERVI CES
- SUPPORT OPERATIONS
- FACILITIES

  1. List information concerning ne w projects or activiSEivT 10.0609 0 0 10.08 72 398.88 Tm .44 398.88 Tm ( ) Tj EF

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:

Priority 5 :