Program Planning and Assessment (PPA)
for Academic Programs

Comprehensive Review, Annual Review & Action Plan

Spring 2015

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Dean's Comments (required): We have hired a new adjunct which is currently allowing us to offer more classes than we previously did. The anthropology program is popular and the classes fill up fast. Extensive and much needed curriculum review took place this Spring to support the program and keep it up to date.

Celine Pinet   5-12-2015

_____   _____
Typed Name of Area Dean   Date

VPAA Comments (required for comprehensive reviews):

_____   _____
Typed Name of VPAA   Date

This PPA report is organized in 3 sections and 11 subsections as follows:

    I.   **Comprehensive Review** – a. Overall Progr

I.   COMPREHENSIVE REVIEW

Please complete this section for programs/disciplines scheduled for comprehensive review in spring 2015. Go to Section II for programs/disciplines scheduled for annual review in spring 2015.

A. OVERALL PROGRAM EFFECTIVENESS

1. **Describe your program in terms of its overall effectiveness over the past several years**.

Please consider the questions below in describing your program/discipline/area.

x *How are students/employees served by the program?*
x *What are the unique aspects of the program?*
x *How does the program relate to the needs of the community?*
x *How does the program interface/collaborate with other programs on campus?*
x *What is working well in the program/discipline?*
x *If there is a sequence of courses in your program, what process or framework is used to ensure alignment?*
x *How is consistency maintained between/among multiple sections of a single course?*
x *Has the program explored alternative scheduling approaches?*
x *Do prerequisites, co-requisites and strongly recommended skills continue to meet program needs? Are there special considerations regarding capabilities of incoming students?*
x *What professional activities have faculty recently (last three years) participated in?*

[Begin response here]

The program serves the larger student community in several ways. First, it is probably one of the most multi-faceted

Term   No. of Acti

desire them more. The DEC has a repository of meeting minutes, however, the document that we generated over the past two years have made several disciplines (including anthropology) acceptable and popular modes of instruction. So much so, that we have incrementally made courses distance ed. The committee has also recommended that all faculty have the flexibility to teach fully online if so desired, since the more we teach online, the better for the school.

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?**

5) *Social Actors—The requirement in our courses to create multidisciplinary projects engages our students in the community and forces them to become social actors.*

This section must be completed for ALL academic programs, including those scheduled for a comprehensive review in spring 2015.

A. COURSE DATA & TRENDS

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?**

Over the past several years, the success rate in course with a distance and hybrid modality have closed the gap with the face-to-face sections. This is partially attributed to the consistency in assessing all modalities the same and offering more distance education course.

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.**

We have worked with other programs like nursing and administration of justice to ensure that anthropology course are a required. We make sure the Physical and Cultural Anthropology courses students need to complete their requirements are available every semester, with those selective (California Indians and Cultures of Mexico) are offered at lease every other semester.

B. TEACHING MODALITY

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

Term	No. of DE/Online Sections	No of Hybrid Sections	Full-time Faculty	Adjunct Faculty
Spring 2015	6	2	1	1
Fall 2014	7	2	1	1

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?**

Complete the following tables pertaining to courses scheduled for review.

Courses scheduled for review during AY 2014-15 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
ANT-1	Jorge Sanchez	Spring 2015	Spring 2015
ANT-2	Jorge Sanchez	Spring 2015	Spring 2015
ANT-3	Jorge Sanchez	Spring 2015	Spring 2015
ANT10	Jorge Sanchez	Spring 2015	Spring 2015
ANT-15	Jorge Sanchez	Spring 2015	Spring 2015
ANT-20	Jorge Sanchez	Spring 2015	Spring 2015

Courses scheduled for review during AY 2014-15	Faculty member(s) responsible for coordinating	Target semester and year—Fa 2015 or Sp 2016

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 le

List courses scheduled for SLO assessment in AY 2015-16   Faculty member(s) responsible

3.Ethnographies	Unable to get it off the ground	Need camcorders, technical video production expertise	Yes	Yes

* **For each activity that will c**   **cd8s**

This section must be completed for ALL academic programs, whether scheduled for annual or comprehensive review in spring 2015.

A. NEW ACTIVITIES

a   an

This subsection addresses new activities for, and continuing ne

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

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

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

All the anthropology classes will benefit from a video production center/lab as the student projects are an integral part of them.

b) **Describe how this activity supports all of the following that apply:**

1) **Core Competency (**Communication Skills, Information Skills, Critical Thinking/Problem Solving, Global Awareness, Aesthetic Appreciation, Personal Growth and Responsibility)

2) **Program level Outcome (list applicable program outcome)**
3) **Course level Outcome (list applicable course level outcome)**
4) **Program/Discipline Goal (list applicable program/discipline goal)**
5) **Strategic Plan Goal (list applicable strategic plan goal)**

All of the core competencies will be addressed by the completion of the students' projects. The anthropology program will be on the cutting edge of pedagogy and other institutions will also benefit with learning how to engage the students by completing a video ethnography.

c) **Does this activity span multiple academic years?   XYES   NO**

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

Spring 2015--Learn basic video production; incorporate ethnographic analysis to course content; curriculum acceptance
Fall 2015—Learn how to stream video; begin implementing video into student projects
Spring 2016—Incorporate video to student projects

d) **What measureable outcomes are expected from this activity? List indicators of success.**

All students are able to produce a small video addressing the main objectives of their project

e) **What are the barriers to achieving success in this activity?**

Not enough technical support and know-how to implement it to the courses

** **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.

APPENDIX A.

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.