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 improve ment and outline s long-range goals.

The Program Planning and Assessment process will improve and increase the flow of information about student learning , student success and student behavior at Hartnell College . The result of the process will also improve institutional effectiveness .

 Program/

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

Course	Fall 2010	Spring 201	Fall 201	Spring 201	Fall 201	Spring 201
AS-1	82%	65%	68%	71%	70%	74%
AS-1L	88%	85%	90%	85%	87%	86%
Total	84%	72%	75%	75%	74%	77%

B. TEACHING MODALITY

1. Enter the number of D   istance Educat   ion 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.

Course	Fall 2010	Spring 201	Fall 201	Spring 201	Fall 201	Spring 201
AS⁻-1	82%	65%	68%	71%	70%	74%
AS⁻-Online	N/A	N/A	68%	63%	57%	60%

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 appr

process?8s18(b)-6.28999(erppr)] TJ 9rr(a 99rcures) a 99r3769

D. OUTCOMES

Use your Program Outcome Map s 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 c omplete 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?
Explain and discuss the impact and history of scientific theories and their importance in the advancement of astronomy.	More group activities will be developed to help students understand the important theories that involve the formation of the solar system and Universe. Also, there will be more practice questions for students to review using assessment tools such as Top Hat Monocle. For the online section, more videos and discussion questions will be included. We will also reassess this outcome in Spring 2015 for all sections to determine if the interventions were successful in increasing	

2. Describe how program   level outcomes 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 certificate/degree programs or imp rovements in teaching and student learning?

Data was gathered from student learning outcomes that related to this program learning outcome for all sections and from all instructors (including adjuncts) teaching the course. This also included data from the online class. The faculty in the discipline met to review and analyze the data. In general, they found that students had a difficult time with this outcome. Students were able to name the theory, but were unable to identify the major concepts of the theory. They were able to descri se -1.5227(6i)9.85501(ff-3.48615(wand)14.4479( )-] TJ ET BT 11.0191 0 0 11.04 46241

4. Please complete the following table   s.

List courses scheduledfor SLO assessment as previously specified	In what

improving proper understanding of all material in the online class, which includes more video clips, more required assignments, a student online orientation video, and encouragement from the instructor for students to come on campus for office hours if possible.

6. Describe assessment activities that need to be strengthened or improved. What are the challenges to achieving these improvements?

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

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 activities planned. Please keep in mind that resources needed, if funded, would not be approved until spring 2015 and provided until FY 2015 -16. Ongoing activities involving resources that will no longer be available from grant funds starting FY 2015 -16 must be planned for appropriately.

Activity   Strategic

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

2. This item

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

Measurable outcome and indicator will be based on how many students who take the course will continue on to declare themselves as Astronomy majors. That is it will be measured by student retention and persistence in the majors. The success of this resource will be assessed two years from now when these declared majors are set to graduate (determined by whether they have remained in the program or not) and the number of new declared majors in Astronomy that have been inspired by this course.

e) What are the barriers to achieving success in this activity?
There are three barriers to achieving success in this activity:

One is that this activity relies on being able to acquire Mira Pro, an astronomical data reduction

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 Colleges 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 identifie d in IIIA. above, in which case you must link the resource with a specific activity number (first column below).). All r esource requests completed in the various columns of a specific row must be linked to th e 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,

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 environment to help students pursue and achieve educational success.

Goal 2B: Hartnell College will provide a supportive, innovative , and collaborative learning environment that addresses and mee

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.