Program Planning and Assessment (PPA)
for Academic Programs

Comprehensive Review, Annual Review & Action Plan

Spring 2015

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 comprehensive review that shows evidence of improvement and outlines long-range goals.

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

Program/Discipline	Date Completed (must be in final form by 3/27/15)*	Date Submitted to
Business Administration	March 24, 2015	

*Please note that you should work with your colleagues and dean to ensure that this report is completed, revised as needed, in its **final form** and submitted no later than the end of March.

Name	Title/Position
Carol Hobson	Business and Computer Science Instructor
Christina Esparza-Luna	Economics Instructor
Robert Maffei	Accounting and Business Instructor
Lisa Storm	Administration of Justice

needs? Are there special considerations regarding capabilities of incoming students? What professional activities have faculty recently (last three years) participated in?

[Begin response here]

B. INSTRUCTIONAL STAFFING

1. **In the table below enter the number of sections offered and the number of full time and adjunct faculty in your program/discipline by term over the past several years.**

Term	No. of Active Sections	Full-time Faculty	Adjunct Faculty

2. **What staffing factors/challenges have influenced the effectiveness of the program?**

[Begin response here]

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.

[Begin response here]

BUS 1A, Financial Accounting has an overall steady and consistent enrollment. This fall 2014 we offered BUS 1A online for the first time, and we are offering it again as an online and hybrid course this spring 2015. The fall 2014 online class filled, which suggests that there is a market for this delivery; however, success and retention rates illustrate that more work is needed

enhanced and that a tutor is often provided given there's a budget and talent available. Textbooks are also provided by most instructors at the library for those who often have to wait for funding to buy their books And lastly faculty meets with many students both within and outside of published offices.

There is an exception to the high success rates in BUS 1A, however, and that is this past fall 2014 when we offered BUS 1A online for the first time at Hartnell. Although we are all pleased to have reached this milestone, the online class suffed from very low success and retention rates. Upon combining these low rates with the F2F classes, the overall success rate is dragged down from the typical level of approximately 60% or so. Therefore, we know what has driven that semester's rate down. Further, adjustments are being made to the online section to address these issues.

The BUS 1B, Managerial Accounting success rate can be partially explained as being higher than BUS 1A due to students who pass the BUS 1B prerequisite tend to have a better command of accounting and therefore

administration remains one of the most popular degrees in the United States.

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 adjuncf** eTj-101.0Ed (u)Tj e.674 fw 0.90

than had been the case in the past. Faculty has adhered to this policy to the best of their ability. This does seem to have helped to drive numbers up.

5. Describe the process to change and improve student retention in DE courses/sections in your program.

All students who have not participated in the first three days are being dropped. This helps faculty when reporting at first census and helps to ensure that a student gets off on the correct footing in their DE course. Students who don't begin strong typically struggle or drop out later.

Courses are being built with all semester course materials available so that students can quickly assess the likelihood of being able to complete the course. Also, more online lectures are being created so that students feel that there is little difference between a F2F and a DE course.

6. Describe any other relevant factors regarding diverse teaching modalities and environments, such as specific locations.

Hybrid courses are being added so that students can benefit from both the online and F2F experience. This is particularly helpful to those students who are not skilled enough and/or not confident enough to take a solely online courses.

C. CURRICULUM

Complete the following tables pertaining to courses scheduled for review.   d   0.e1 T

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
Program Outcome 1: Interpret, analyze, and use quantitative and logical reasoning to evaluate and solve business programs.	BUS 43 was added to the Bus Admin Trans Degree, and BUS 50 is scheduled to be removed from the transfer degree.	Yes, BUS 1A, 1B, 18 & 32 in most cases no future action is required, and in some cases, instructional techniques are being researched and certain SLO's are being revised.

is designed to provide students with the common core of lower division courses required to transfer and pursue a baccalaureate degree in Business Administration. These courses were basically in alignment with Hartnell's current Business Administration degree; however, the Transfer degree is designed to provide a clear pathway to a CSU major and baccalaureate degree. California Community College students who are awarded an AA-T or AS-T degree are guaranteed admission with junior standing somewhere in the CSU system and given priority admission consideration to their local CSU campus or to a program that is deemed similar to their community college major.   Hartnell received approval of this new Transfer degree in the summer of 2013.   The Non-transfer degree was inactivated as of March 27, 2014.

CORE COMPETENCIES

3. Describe how Core Competencies (Communication Skills, Information Skills, Critical Thinking/Problem Solving, Global Awareness, Aesthetic Appreciation, Personal Growth and Responsibility) 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?

Core Competency: Critical Thinking
Students will use quantitative and logical reasoning to analyze information, evaluate ideas and solve problems: Analyze arguments and develop one's own hypotheses. Interpret, analyze, explain and infer concepts and ideas using tools such as tables, graphs, and statistics.

Critically analyze, evaluate and synthesize evidence in order to formulate logical arguments and make decisions

Hartnell's Business Administration Program Level Outcome, interpret, analyze, and use quantitative and logical reasoning to evaluate and solve business problems, is in direct alignment with Hartnell's core competency of Critical Thinking.

Results on course level assessments were read and discussed with department faculty and in some cases, instructors outside the discipline, as is the case with Economics. The Business Administration faculty agrees that required and assessed courses are effectively teaching identified SLOs, as well as the Core Competency of Critical Thinking. Faculty have also agreed to utilize a different SLO for the Spring 2015 and subsequent semesters.

COURSE LEVEL

List courses scheduled for SLO assessment in AY 2015-16	Faculty member(s) responsible for coordinating	Target semester and year—Fa 2015 or Sp 2016
BUS 1A, Financial Accounting	Maffei	Fall 2015
BUS 1B, Managerial Accounting	Maffei	Spring 2016
BUS 18, Legal Environment of Business	Storm	Fall 2015/Spring 2016
BUS 32, Intro to Business	Hobson/Maffei	Fall 2015/Spring 2016

BUS 43, BUS Info Sys &3a/Sprin.04 03a/

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

3.	**Curriculum Development**	1A, 2A, 2B, 4C, 4D, 5A	Business; All SLO, PLO and Core	Prepare modules for new course that provides consistency across all platforms and among all instructors to ensure student success.	$9500	C. Hobson	2016	Full and part-time faculty will work together to design a bank of assignments and to design modules.

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

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

Bob Maffei's Activity

2. This item is used to describe how the new activie0.000.685 0 Td   (e)Tj   0j   0925 0 Td   (i)T

upgrade to Office 2013).

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

Time to attend and cost of attendance.

Carol Hobson's Curriculum Development Activity

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)

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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 meets the diverse learning needs of students.

Priority 3: Employee Diversity and clusters.

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.