Program Planning and Assessment (PPA)

for Academic Programs

Comprehensive Review, Annual Review & Action Plan

Spring 2014

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 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 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 results of the process will also improve institutional effectiveness.

Program/ Discipline	**Date Completed (must be in final form by 3/31/14)***	**Date Submitted to Dean**
Business Administration	3/31/2014	4/1/2014

List of Contributors, including Title/Position, Alphabetical Order

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

I. **Comprehensive Review** – a. Overall Program Effectiveness, b. Instructional Staffing, c. CTE Programs – Labor Market & Achievement, and d. Program Goals.

II. **Annual Review** – a. Course Data & Trends, b. Teaching Modality, c. Curriculum, d. Outcomes, and e. Previously Scheduled Activities.

III. **Annual Action Plan** – a. New Activities and b. Resource Requests.

INSTRUCTIONS

For programs/disciplines scheduled for comprehensive review in spring 2014, please complete Sections I, II, and III.

For programs/disciplines scheduled for annual review, please complete Sections II and III.

Please complete this section for programs/disciplines scheduled for comprehensive review in spring 2014. Go to Section II for programs/disciplines scheduled for annual review in spring 2014.

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.

- How are students/employees served by the program?
- What are the unique aspects of the program?
- How does the program relate to the needs of the community?
- How does the program interface/collaborate with other programs on campus?)
- What is working well in the program/discipline?
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In sum, credentialed and experienced instructors deliver our content using state of the art pedagogy to ensure quality for all students. The program offers a transfer degree as well as classes for professional growth. Therefore, the business administration program supports the Hartnell College mission to provide leadership and resources to insure that all students shall have equal access to a quality education and the opportunity to pursue and achieve their goals. Hartnell's Business Administration program is effective in serving its constituents and addressing its Strategic Priorities.

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
2011/12	16	2	1
2012/13	14	2	1
2013/14	12	2	1

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

We are a two person team who are unable to cover all business offerings. Occasionally it is difficult to find qualified adjunct instructors who can teach needed courses. We will be receiving help from faculty in the Economics Department starting fall 2014.

Challenges also arise from incorrect calculations of the required FTEs for each semester. This creates load shortages (and later needs for NLC). It further creates a level of anxiety and frustration for faculty.

Overall, the cohesiveness of our two-person team – and it's inclusiveness of other faculty whose classes affect the program – has been quite positive. We have, for the most part, been proactive with program needs/changes. We work to head off potential problems or issues that would adversely affect our program.

II. ANNUAL REVIEW

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?
BUS 32	Introduction to Business	Yes
BUS 1A	Financial Accounting	No
BUS 1B	Managerial Accounting	No

Please add any additional courses you wish to analyze in the table below.

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 to ensure continuous improvement?**

Course Enrollment								
Course	Fall 2009	Spring 2010	Fall 2010	Spring 2011	Fall 2011	Spring 2012	Fall 2012	Spring 2013
BUS 32	164	164	165	154	160	211	129	165
BUS 1A	68	92	78	73	80	82	90	78
BUS 1B	39	33	34	37	38	46	42	49

BUS 32, Introduction to Business enrollments are steady and consistent over this 3-year period.

BUS 1A, Financial Accounting has a spike in spring 2010 which is an anomaly per the 3 year enrollment average. That said, the overall 3 year enrollment is steady, consistent and reasonable for a college our size.

BUS 1B, Managerial Accounting has lower enrollment figures due to the fact that it has a prerequisite, (BUS 1A). Not all accounting students pass the 1A prerequisite so the 1B enrollments are typically smaller. Also, some students opt out of accounting all together after failing BUS 1A, Financial Accounting.

Both accounting courses have had their enrollments increase from the base period of fall 2009.

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?**

Course Success								
Course	Fall 2009	Spring 2010	Fall 2010	Spring 2011	Fall 2011	Spring 2012	Fall 2012	Spring 2013
BUS 32	55%	48%	59%	60%	59%	47%	58%	54%
BUS 1A	46%	52%	59%	59%	72%	65%	60%	65%
BUS 1B	51%	67%	91%	84%	87%	80%	69%	84%

Regarding BUS 32, we would like to take a closer look at factors, such as drop policies of online courses versus F2F, participation, and other factors (e.g., course load, jobs and family obligations, classroom dynamics) when trying to analyze the reason for the success rates noted above. Furthermore, we would like to understand the procedures and parameters used for collecting success rates and calculating said

close to that of both the State and College where applicable rates are provided, however, lower than the face-to-face rates. It is the feeling of faculty that this can be attributed in part to the lack of student support related to distance education before Spring of 2014. Again, further investigation is warranted.

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.

Information provided for Business Administration Awards for a three year period reflect a simple average of 33 students per year in receipt of said award. This is consistent from year to year and is a positive trend given the reduction of course offerings over the years due to State budget crises and the restructuring of the Business Administration program.

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
2011/12	3	0	1	
2012/13	2	0	1	
2013/14	4	0	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? Discuss any other relevant factors regarding diverse teaching modalities and environments, such as specific locations.

With regard to the retention rates of the distance education courses, rates for all but two semesters are higher than of those in the face-to-face sections. The two semesters that have a lower retention rate are Spring 2010 and Spring 2013. However, the Spring of 2010 section is lower than the rate for the college and the state. Overall the program appears to be doing well in comparison. It is difficult to assign a drop in retention for those semesters to anything specific. The college has gone through shrinking and growing pains throughout the last few years, and this could have attributed to the lower rates. More data will need to be reviewed to make any discernible predictions.

Success rates, on the other hand, are not as high as those in the face-to-face classes. This is the case nationwide. However, in our case, all but one class (Fall 2011), are significantly below those of the face-to-face success rates. Also, success in the DE program compared to the college and state is lower.

D. OUTCOMES

Useyour Program Outcome Maps

The Business Administration program outcomes have been reviewed and analyzed for several years. The SLOs in the core classes for the Business Administration degree have bee

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

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

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

Measureable outcomes are knowledge of various pertinent subject matter, such as IFRS, pedagogy, and technology use in the classroom.

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

Time and cost.

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**, or **M** after the amount T 1 46 M 45 35 , A f 156.64535, A f 1774535, A f ( )TjBEMC ET /P <<9MCID 8 >(C)

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

Priority 5: Innovation and Relevance for Programs and Services