

# 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 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 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/ Discipline	Date Completed (must be in final form by 3/31/14)*	Date Submitted to Dean
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## 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.

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]

2. Describe the number of, activities of, and recommendations resulting from advisory committee meetings that have occurred over the past two years. What information and/or data 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

## D. PROGRAM GOALS

1. List and describe program/disciplinary goals for the next comprehensive review cycle Fall 2014 through Fall 2018. Be sure to highlight innovative, unique, or other especially noteworthy aspects.

A new mission and vision is currently before the board for approval in February. In considering your program's future goals, please review the proposed new mission and vision statements.

### VISION STATEMENT

Hartnell College will be nationally recognized for the success of our students by developing leaders who will contribute to the social, cultural, and economic vitality of our region and the global community.

### MISSION STATEMENT

Focusing on the needs of the Salinas Valley, Hartnell College provides educational opportunities for students to reach academic goals in an environment committed to student learning, achievement and success.

[List and describe program goals here]

- 1)
- 2)
- 3)
- 4)
- 5)

## 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.









5.

## 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

The Chemistry Program does not offer any chemistry course in a Distance Education modality.

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.






## 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 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?
Apply appropriate chemical theories, concepts, principles, methods, and laboratory skills to relevant science and engineering settings.	Chemistry faculty developed and designed a one week Chemistry Acadee 0 0 11.04 27m	


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 improvements in teaching and student learning?

[Begin response here]

We gathered course level SLO data ~~soon~~ to assess the Program Outcome described above during the upcoming academic year. These data from lecture and lab courses were reviewed by chemistry faculty. Faculty participated in discussions at discipline meetings and at the flex day in January 2013. These discussions are ongoing.

We have identified skills in which chemistry students need improvement and developed and designed a one week Chemistry Academy for incoming CHM 22 students in Summer 2012. A second Chemistry Academy was offered in Winter 2013. This one week workshop was expanded in Summer 2013 to include biology students in a Science Academy. The Science Academy was offered in January 2014.

We do not plan to make any changes to our degree program but continue to assess SLO data to improve teaching and student learning.

## CORE COMPETENCIES

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





## 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 to exist?	Will activity continue into AY 14-15?	Will activity continue into AY 15-16?*
1. course scheduling grid	Enrollment increase in CHM 22, CHM 1A, and CHM 1B in 2011-12			

	Chemistry Academy. 52 students completed the Summer 2013 Science Academy.			
4. new Science Building planning	Chemistry faculty and staff participated in designing chemistry teaching labs, instrument room, stockroom, and storage areas.	The Hartnell Foundation is seeking donors to make contributions to purchase science equipment. Identifying donors is a challenge.	yes	yes

\* For each activity that will continue into AY 2015 -16 and that requires resources, submit a separate



lab

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

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

Consider:

- %i Faculty
- %i Other staffing
- %i Facilities
- %i Equipment (non -

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

## B. RESOURCE REQUESTS





**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.