The purpose of Program Planning and Assessment at Hartnell College is to obtain an honest and authentic view of (a)1( )]TJ (og)-7(r)1(a)4(mr)15(P)- TJ 0 Tc 0 Tw 8.576 0 Td ( )Tj -0.004 Tc 0.004 Tw

Program/ Discipline **D**

three day a week classes have been eliminated based on pedagogical research and the soon to be implemented institutional calendar changes.

All COM courses have an advisory for ENG 1A; however, this presents regular challenges for Communication Studies faculty and some students. All faculty members regularly report the students that have the most difficult time in courses are those students classified as English Second-Language (ESL). Further research and discussion should take place to determine if the current advisory is sufficient for student success in Communication Studies courses.

The full-time faculty member has participated in multiple professional activities, including chairing committees, participating in multiple Faculty Inquiry Groups (FIGs), actively engaging in shared governance committees and increasing exposure and activity with the California Community Colleges Forensics Association (speech and debate).

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.**

This data is not made available to the department.

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?**

   Non-applicable.

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?**

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) All adjunct faculty in the program will be systematically evaluated;
2) Enrollment for the new AA- T in Communication Studies wil l increase to 50 students;
3) The Hartnell Speech Team, affiliated with the Communication Studies program, will become a fully funded, supported academic team of the institution;
4) Student retention in all COM courses will increase.

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.**

This data is not made available to the department.

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.**

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 approval (or anticipated approval) by Curriculum Committee
COM5/BUS5	Jason Hough	Pending	Pending (late April 2014)

Courses scheduled for review during AY 2014-15	Faculty member(s) responsible for coordinating	Target semester and year

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?
Strong knowledge of communication principles and theory.		Yes.

List Program level outcome(s) scheduled for assessment in AY 14-15	Have your course level SLOs needed for this program level outcome been assessed or scheduled for assessment?
Strong knowledge of communication principles and theory.	Yes.

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?

Individual course data was analyzed focused specifically on program level assessment. In December 2013, all Communication Studies faculty met to discuss the program level outcome and how individual course assessment would determine if overall efficacy of the program. Faculty determined more coordination between the full -time faculty member (Jason Hough) and the adjunct facult

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 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?

[Begin response here]

COURSE LEVEL STUDENT LEARNING OUTCOMES

4. Please complete the following tables.

List courses scheduled for SLO assessment as previously specified	In what term was the course assessed?	Was the Course Assessment Summary Report completed?
COM 1, SLO1	Fall 2013	Yes.
COM 3, SLO3	Fall 2013	Yes.
COM 5, SLO2	Fall2013	Yes.
COM 20, SLO1	Fall 2013	Yes.

List courses scheduled for SLO assessment in AY 2014-15	Faculty member(s) responsible for coordinating	Target semester and year—Fa 2014 or Sp 2015
COM 20, SLO2 and SLO3	Jason Hough	Spring 2015/ Summer 2015

5. Describe course level assessments results and how they will influence your plans moving forward.

Success patterns have been trending downwards. However, a faculty discussion determined this trend could due to more rigor being encouraged by the full-time faculty member across all Communication Studies courses. There is also concern by the full-time faculty member that so many of the courses are taught by adjunct faculty in the Communication Studies Department and this could be leading to decreased student success.

6. Describe assessment activities that need to be strengthened or improved. What are th vitih72(d)5(o)11701 Tc7n -0

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

This section 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 continuing 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 MANAGEMENT
- STUDENT SERVICES
- ADMINISTRATIVE SERVICES
- SUPPORT OPERATIONS
- FACILITIES

1. **List information concerning new 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 Plan Goal(s) No. & Letter (e.g., 5A)*	Related Courses, SLOs, PLOs, or goals	Desired Outcome(s)	Resources Needed	Person Responsible	Estimated Date of Completion (can be more than one year in length)	Comments
1. The speech team will increase its competitive presence in the state.							

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),
- Software
- Hardware
- Outside services
- Training
- Travel
- Library materials
- Science laboratory materials

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

The Hartnell Speech Team demonstrated increased competitive success in Fall 2013/Spring 2014. This not only generated good public relations for the department and campus, but has also generated more interest in the Communication Studies major on campus. All participating students from the team can supply narrative support of the speech team's positive influence on learning objectives. Peers from California community colleges can also supply narrative support. All students were assessed during competition, supplying hard data of student attainment and opportunities for growth.

b) Describe how this activity supports any of the following:

1) **Core Competency**
2) **Program level Outcome**
3) **Course level Outcome**
4) **Program/Discipline Goal**
5) **Strategic Priority Goal**

Participation on the team increases oral and written communication competency, which is a key priority in all communication courses and the overall program.

c) Does this activity span multiple academic years? YES NO

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

Ideally, a consistent budget on a three-year cycle would allow the speech team to progress and grow.

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

Increased student involvement and satisfaction survey results, as well as competitive assessments.

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

Lack of funding for student competit ive teams.

*** Please complete this page for each new 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),
- Software
- Hardware
- Outside services
- Training
- Travel
- Library materials
- Science laboratory materials

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

The Communication Studies program is in need of another full-time faculty member. For Fall 2013, the current full-time faculty member had to teach two N.I.C. to meet student demand (seven section total). An emergency full-time appointment has to be granted to fulfill student demand, along with this individual teaching one N.I.C. (six sections). For Fall 2013, the number of sections not taught by a regular, full-time employee in regular contract requirements was 18, or 78% of total Communication Studies offerings (23 sections). For Spring 2014, the number of sections not taught by a regular, full-time employee in regular contract requirements was also 18, or 78% of total Communication Studies offerings (23).

b) Describe how this activity supports any of the following:

6) Core Competency
7) Program level Outcome
8) Course level Outcome
9) Program/Discipline Goal
10) Strategic Priority Goal

Institutional Strategic Priority 2, student success, is hampered without a greater full-time faculty presence leading the program. Institution Priority 4, Effective Utilization of Resources, is also violated with such a large percentage of the program contracted to adjunct faculty.

c) Does this activity span multiple academic years? <u>YES</u> NO

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

Yes. An addition of a new full-time faculty member would be a multi-year commitment.

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

e)

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 2/002 x [(t)-3()]TJ 6 Tm [(921)c

Goal 5A: Hartnell College will provide programs and services that are relevant to the real-