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

II.   <u>Annual Review</u>   a. Course Data & Trends, b. Teaching Modality, c. Curriculum, d. Outcomes, and e. Previously Scheduled Activities.

III.   <u>Annual Action Plan</u>   a. New Activities and b. ResourceRequests.

" 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?
" If there is a sequence of courses in your program, what process or framework is used to ensure alignment?
" How is consistency maintained between/among multiple sections of a single course?
" Has the program explored alternative scheduling approaches?
" Do prerequisites, co-requisites and strongly recommended skills continue to meet program needs? Are there special considerations regarding capabilities of incoming students?
" What professional activities have faculty recently (last three years) participated in?

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?

6

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 membe   rs and their respective industries/areas.

[Begin response here]

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 f   ulfill an important step toward higher/additional education?

[Begin response here]

D. P ROGRAM GOALS

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

In considering your program s future goals, please review Hartnells vision and mission statements.

VISION STATEMENT

Hartnell College will be nationally recognized for the success of our students by developing leaders who will contri bute 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 envi ronment committed to student learning, achievement and success.

[List and describe program goals here]

1)

2)

3)

4)

5)

This section must be completed for ALL academic programs, including those scheduled for a comprehensive

review in   spring 2015.

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?
DRA 53	Advanced AutoCAD	Yes (recently approved)
DRA 64	Print Reading for Industry	No

Please use the data that have beenprovided. Analyze trends that you observe with respect to the data for the identified courses and answer the followe zS(va)13.00 q9(A)-2435346(u)10.8538(e)-5.355st1(s)5712286(i)-6.77158(o)-5.448ns2(r.)] TJ ET /F39 1 Tf BT 11.061 0

ENROLLMENT						
Course	Fall 11	Spring 12	Fall 12	Spring 13	Fall 13	Spring 14
DRA 53	-	11	-	14	-	7
DRA 64	-	-	-	19	-	21

The total number of students enrolled in the program especially introductory courses (Ex. DRA 64) remains fairly constant. However, we see decline on numbers of students in advanced courses (Ex. DRA 53). Outreach and course articulation with local high schools, advertising, marketing, and implementing an effective enrollment management plan are some of the strategies that could improve enrollment and strengthen the program.   Starting 2015 AutoCAD software is available free of charge for students that opens a new opportunity to offer some of our CAD classes on line and we anticipate to see increase in enrollment.

SUCCESS

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?

Success Rate						
Course	Fall 11	Spring 12	Fall 12	Spring 13	Fall 13	Spring 14
DRA 53		92%	-	79%	-	86%
DRA 64	-	-	-	84%	-	76%

focuses more on both mechanical and architectural drafting and design concepts. The mission of the drafting program is to provide students with the knowledge and skills necessary to qualify for employment as a drafting technician primarily in the fields of mechanical and/or architectural drafting. Drafting Technology offers the AS degree and /or the certificate. Additionally, the drafting program   provides those drafters, who are already employed, an opportunity to improve and expand their skills. Drafting Technology classes provide opportunities for these individuals to update their CAD skill sets that fit their special needs.

B. TEACHING MODALITY

1. Enter the nu   mber of Distance Education Courses, both fully online and hybrid sections, along with the number of full   -time and adjunct faculty.

In Fall 2014, we updated three of our CAD courses (DRA52, DRA 53 & DRA 54) to include DE components and planing to offer them online in upcoming years. Currently we are using the online course management tool (Etudes) as support for all of the face to face course in discipline. It has been very effective in organizing the classes.

Most of the drafting classes will continue with traditional face -

also give both the student and instructor insight as to the level of learning. Quizzes and exams also help to assess comprehension. In general, most drafting majors are visual and hands on learners. And although drafting department faculty strive to utilize methods fro m all learning styles, we try to focus on our typical students strengths in this regard with multiple hands on examples and drawings for each concept. Drafting department faculty has an excellent working relationship. For this reason, we are continually sharing information on successf ul assignments and techniques in order to improve the program as a whole.

Term	No. of DE/Online Sections	No of Hybrid Sections	Full-time Faculty	Adjunct Faculty

.

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

[N/A]

4. Compare student retention in the DE teaching environment with retention in the face -to -face teaching environment in the same course. Are there differences? To what do you ascribe the differences in your program?

[N/A]

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

[N/A]

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

[Begin response here]

C. CURRICULUM

Complete the following tables pertaining to courses scheduled for review.

Courses scheduled for review during AY 2014-15 as previously specified	Faculty member(s) responsible for coordinating	(a) Was the course reviewed and (b) taken throu gh the curriculum process?	Date of approval (or anticipated approval) by Curriculum Committee

DRA 52	Parviz Entekhabi	yes	11/20/2014
DRA 53	Parviz Entekhabi	yes	11/20/2014
DRA 54	Parviz Entekhabi	yes	11/20/2014
DRA 55 (Formerly EGN 12)	Parviz Entekhabi	yes	2/6/2014
EGN 2	Parviz Entekhabi	yes	2/6/2014
DRA 58		No	5/2015
DRA 64		No	5/2015
DRA 70		No	5/2015

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

DRA 71	Parviz Entekhabi	Fall 2015

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?
1. Use modern technical engineering techniques, skills, and technology including computer-aided design applications and computing tools necessary for technical engineering/drafting practice. technical engineering/drafting practice.	The entire course SLOs maps with PLO and no changes made at this time.	Yes
2. Document the product/process model using appropriate methods, (multi-view drawings, pictorial, 3D sold models, charts/graphs, rendered and shaded image).		

3. Function effectively on diverse, multi

4. Access and evaluate information from a variety of sources including the Internet.		
5. Apply appropriate theory, knowledge, and design standards of conventional practice to the preparation of documentation drawings.		

List Program level outcome(s) scheduled for assessment in AY 1-

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 facult y 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?

Faculty members in drafting, construction and engineering discussed the issues related to program outcomes. No changes are made to

4. Please complete the following tables.

List courses scheduled for SLO assessment a previously specified	In what term was the course assessed?	Was the Course Assessmen Summary Report completed?
DRA 52	Spring 2015	Yes, all data entered inElumen
DRA 58		
DRA 52		
EGN 2		

List courses scheduled for SLO assessment i AY 2015-16	Faculty member(s) responsible for coordinating	Target semester and yea Fa 2015 or Sp 2016
DRA 53(Advanced AutoCAD)	Parviz Entekhabi	Fall 2015
DRA 54 (AutoCAD 3D)	Parviz Entekhabi	Fall 2015
DRA 55 (Introduction to Solidworks)	Parviz Entekhabi	Fall 2015
DRA 72 (Architectural Design)	Robert Ward	Fall 2015

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

In looking at the SLO data from the assessments completed for 2014, 80% or more of the students who took the assessment test met or

Activity scheduled	What success has been achieved to date on this activity?	What challenges existed or continue to exist?	Will activity continue into AY 15-16?	Will activity continue into AY 16-17?*
1. Completing our two-Year course planning	This helped students to plan their course study in advance to reach their goal in completing			

3. To purchase a new 3 Printer.

Our students wilgreatly benefit and excited from this technology where their design instantly built and created.

We do not anticipate any nee for this year but will need to have available budget to cover

%Ï Identification of design problem Problem -solving concepts and ideas
%Ï Analogize and design solutions Model design(s) for prototypes
%Ï Analyze and test models Production and working drawings
 By incorporating working models in 3 -Dimensions, students are more engaged in the process and have a better understanding of real world techniques. A transfer degree has not been established as this major directs itself to job employment at the completion of the program. However, since drafting skills are a necessary for many professions, students can pursue further higher level education in fields that include engineering, aerospace technology, industrial design, architectural design, and civil planning.

In addition, more students from other disciplines (Sustainable Construction, Welding, Ag Mechanics, Fabrication and Engineeri ng) are taking drafting classes because of the close relationship between programs.

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

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 are a current. A new activity may or may not require additional resources. Activities can include but are not limited to:

a. NEW CURRICULUM
b. FURTHER DEVELOPMENT OF THE PROGRAM OR SERVICE

c.

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. Update CAD lab Hardware & Software upgrade	4C	Use modern technical engineering techniques, skills, and technology including computer-aided design applications and computing tools necessary for technical engineering/drafting practice.	To provide the latest technology for up to date instruction		Parviz Entekhabi Jorge Isais	One year	

2. Curriculum update and program revision	1A & 5A	All SLOs & PLOs	Keep the course content up to date and relevant.		Parviz Entekhabi	Ongoing	
3. Outreach, marketing and course articulation with high local schools	1A, 2A	-	Increase enrolment		Parviz Entekhabi Robert Ward	ongoing	
4. Course offering and scheduling-on-line course offering	1A		Increase enrolment Provide better student access		Parviz Entekhabi	ongoing	

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

*** 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

     5) Strategic Plan Goal (list applicable strategic plan goal)

[Begin response here]

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

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

[Begin response here]

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

[Begin response here]

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

[Begin response here]

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 be low). 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

2.			SolidWorks Annual License fee						$2500
3.					AutoDesk Conference/ Workshops				$2500

4.

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 colleges 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 Development

Goal 3A: Hartnell College is committed to 1) increasing diversity among its employees; 2) providing an environment that is safe for and inviting to diverse persons, groups, and communities; and 3) becoming a model institution of higher education whose respect for

diversity is easily seen and is fully integrated throughout its policies, practices, facilities, signage, curricula, and other reflections of life at the college.

Goal 3B: To attract and retain highly qualified employees, Hartnell College is commi tted to providing and supporting relevant, substantial professional development opportunities.

Priority 4: Effective Utilization of Resources

Goal 4A: To support its mission, Hartnell College is committed to the effective utilization of its human resources.

Goal 4B: Hartnell College is committed to having its physical plant, furnishings, and grounds maintained and replaced in a

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 effectivenes s 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.