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 improve ment and outline s 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
Drafting Design Technology		

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

<div align="center">List of Contributors , including Title/Position</div>

In the last few years we have been offering 2year plan with guarantee schedule. The course offering sequences intended for a smooth learning and transition from the introductory to the advance courses. Although our goals for enrollment increase has not been achieved, but we have seen improvement in course completion and retention rate.

- How is consistency maintained between/among multiple sections of a single course?

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

There has been no staffing challenges for our discipline.

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

Here is the list of the local industry representative s who agreed to serve:

Nathaniel Milam, PE Witson Engineers 9699 Blue Larkspur Lane #105 Monterey CA 93940 nmilam@whitsonengineers.com 831-649-5225	Paul Gallien PE Gallien Engineering Inc. 9699 Blue Larkspur Lane #102 Monterey CA 93940 paul@gallienengineering.com 831-372-7072	Al Saroyan Saroyan Masterbuilder 760 Redwood Ave. Sand City, CA 93955 831-393-1800

David Knight

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 .

Year	Certificate	Associate
2011	5	7
2012	3	1
2013	2	2

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
DRA 52	Parviz Entekhabi	In the process	5/2014
DRA 53	Parviz Entekhabi	In the process	5/2014

List Program level outcome(s) scheduled for assessment as previously specified PLO #6, PLO #1, PLO #3	What changes have occurred in the program/ discipline as a result of dialogue?	Was the Program Outcome Assessment Summary completed?
	We found that PLO #6 was eliminated from the Program Level Outcomes at an earlier date. We found that PLO #1 is met by DRA 50, DRA 52, DRA 53, DRA 54, and DRA 58. We found that PLO #3 is a good program outcome; however there are currently no SLOs that map to it. We corrected the course mapping for PLO #6. We revised SLOs in order to map to PLO #3.	

there any plans to make changes to courses or improvements in teaching and student learning?

Yes, each course SLO (student learning objective) mapped to CC (course competency) and carefully evaluated and revised if deemed necessary. All these data are saved in college designated location (currently R: drive)

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?
DRA 50	No changes were needed	yes
DRA 52	No changes were needed	yes
DRA 58	No changes were needed	yes
DRA 7	No changes were needed	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
DRA 53		
DRA 54		

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?*
Completing our two-year course planning.	Although the enrollment in advanced courses are not to a desirable level, we see some improvement in the introductory courses.	We need to prevent any class cancellation due to the low enrollment so there will not be any interruption in sequence of the course offering.	Yes	Updating our two-year course planning.

Renewing our exiting licenses subscriptions to AutoDesk & Soliworks engineering design application software for our program.

changes are impacting student learning. For this review, I referred to the compiled data in Etudes for several critical areas; data indicate that the program prepares them according to course objectives and expectation.

This s ection 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 continuin g 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 MANA8t

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

2. This item is u sed to describe how the new activity, or continuing new activity,   will support   the program/discipline   .

Consider:
.

B. RESOURCE   REQUESTS

If

APPENDIX A . Strategic Priorities & Goals
(from Hartnell College Strategic Plan 2013 -2018)

Priority 1: Student Access

Goal 1A:

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 i nstitutional 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.