

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

I. COMPREHENSIVE REVIEW

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.

- %i How are students/employees served by the program?
- %i What are the unique aspects of the program?
- %i How does the program relate to the needs of the community?

implemented by course revisions that coincide with the TMC models. In the fall of 2014 I will be putting geology AST through the curriculum review and approval process.

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
SP1.	6	1	2
FA1:	7	1	2

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 -

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 ?

Course	Fall 2010	Spring 2011	Fall 2011	Spring 2012	Fall 2012	Spring 2013
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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.

One geography course per term taught by adjunct faculty.

2. Compare student success in the DE teaching

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)
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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?

aspects of the theory. Different worksheets and additional reinforcement have been applied as intervention to improve teaching and student success. The major change planned is to change the Earth Science degree to a Geology degree to comply with the Transfer Model Curriculum (TMC) model adopted by the CSU system. One of the challenges in adapting the TMC model is that the closest CSU, Monterey Bay, does not offer a geology degree.

CORE COMPETENCIES

- 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?

Data was gathered from review of the SLOs that related to the core competencies for all sections and from all instructors (including adjuncts) teaching the course. Student learning outcomes were mapped to core competencies. It was found that the geology and oceanography class student learning outcomes map mostly to two major core competencies: Critical Thinking/Problem Solving and Communication Skills (mainly in the form of written communication). The faculty in the discipline met to review and analyze the data and found that students need to improve their critical thinking and problem solving skills. The interventions that will be conducted are discussed in detail in the course level assessment reports. Interventions were conducted at the SLO level to help the students understand the concepts and to better engage the students. The courses are being revamped to include more hands on learning including ETUDES and incorporation of other online materials including Google Earth Pro. Instructor websites will be updated, a Earth Science social media page on Facebook was created for increased student interaction.

COURSE LEVEL STUDENT LEARNING OUTCOMES

- 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?
Geology 1	Fall 2013	Yes
Geology 2	Fall 2013	Yes
Oceanography 1	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
Geology 2E	Barminski	fall 2014
Geology 6	Barminski	Spring 2015

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

Course level assessment results indicate that a large group of students are challenged in basic skill required for academic success. The geology and oceanography courses attract non-science majors seeking to complete transfer requirements. Students have a limited background in science and require strengthening in several key areas including analytical and communication skills. Moving forward one goal is to hire a Supplemental Instructor (SI) in the Fall 2014 to assist the students both with achieving success in geology and oceanography and also to help the students learn better study habits and provide additional reinforcement of course level learning objectives.

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

Course level assessment activities consist of midterm exams and quizzes. Interactive methods such as in class Jeopardy style quizzes and group quizzes will be implemented.

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

instructor meet regularly to review progress. The geology program will meet student needs better and be more successful with the revisions being currently implemented.

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

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.

Increased student success.

- 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

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

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

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

Degree program will comply with TMC .

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

None

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

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 wh(o)-5.50961(n wh)-5.04 .70t

