





**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]*



## **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)

***This section must be completed for ALL academic***

1. *In ECO 1 we offered 1 face-to-face section and 2 short-semester DE sections and for ECO 5 we offered 1 face-to-face section and 1 full-semester DE section. For ECO 1 we offered short-semester courses, 1 in a 6-week format and 1 in a 9-week format. Ultimately, these short-semester DE courses yielded far lower retention and success rates as compared to full-semester DE equivalent. Moving forward, the recommendation from the discipline is to only offer DE courses in a full-semester format.*
2. *Fall 2012 was the first semester that 60% of the ECO courses were offered in the DE modality. This was determined to be too many DE sections. Since Fall 2012, we have offered no more than 50% of th5(is)30 0 Td ( )-2(y)2(,)-6-1(.)-6( 002 Tw -1.,r)5(e)6P-6( (e)6P -0.0n(*

## 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
Fall 10	0	0	0	0
Spring 11	0	0	0	0
Fall 11	0	0	1	0
Spring 12	2	0	1	0
Fall 12	3	0	1	0
Spring 13	2	0	1	0

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.

*There are differences in student retention and success in DE sections vs. face-to-face sections. The face-to-face sections have higher retention and success rates. This is trend that we see across the board with all DE courses. There are three issues that were facing the success rates for the ECO courses of the last few semesters.*

1. *The drop policy for online courses at Hartnell. Prior to Fall 2013, the policy did not allow for instructors to drop students for non-participation. This meant that there were students that were enrolled in the course for the entire semester, but did not do any of the work. Ultimately, these students would fail the course and negatively impact the success rate. I anticipate that we will see an improvement in success rates because of the new drop policy effective in Fall 2013 that requires active participation in the first 48 hours of the class.*
2. *As discussed in the course data and trends section above, we had some issues with the scheduling of the online courses the first couple of semesters that we offered DE courses (Spring 2012 and Fall 2012). Moving forward, the plan is to offer only 2 DE sections (1 section each of ECO 1 and ECO 5) both in the full-semester format. Early results from Fall 2013 show promise. We will continue to monitor this moving forward.*
  - a. *Spring 2012 was the first semester that we offered DE courses and we offered 2 DE sections of ECO 1; 1 full-semester and 1 as a 6-week short semester course. In this first semester there was some pent-up demand for the full semester course and so we got some dedicated students. For the short semester course, we had low overall enrollments so as a percentage, the success rate looked reasonable.*
  - b. *In Fall 2012, we offered too many DE sections (60% of total ECO course offerings) with 2 DE sections in short semester format. The short semester sections in particular had very low retention and success rates and pull down the average for DE sections overall.*
3. *DE courses in the ECO discipline are relatively new at Hartnell. Spring 2012 was the first time DE courses were offered and taught by an instructor new to the modality of DE. With more time and experience on both the side of the instructor and the students, we anticipate that retention and success will improve over time and we have already seen this begin to happen.*



**3. Describe the process to change and improve student success in DE courses/sections in your program, and any other relevant factors regarding**



## **D. OUTCOMES**

*Use your Program Outcome Maps*



*now that instructors are aware of the gaps in student learning, there will be more of a focus on these areas in the future.*

*The current SLOs were written several years ago and at a time when there was no full-time ECO faculty, we are not clear who wrote the SLOs and when we tried to use them for assessment, it was clear that the current SLOs needed to be re-written to better reflect the content of the course. This has been completed and will be in place for assessment of Fall 2014 SLOs.*

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

*At this time the biggest issue had been the revision of the current SLOs. Now that the SLO revision process is completed, we will have to wait and see what impact that has on the assessment results.*



***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

**\*\*\* 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

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**B.**

# **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 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.