

# 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 each academic program reviews assessment d

Dean's Comments (required) :

\_\_\_\_\_  
Typed Name of Area Dean

\_\_\_\_\_  
Date

VPAA Comments (required for comprehensive reviews):

LLS&R AREA FTES				
ENG	251.13	217.97	248.20	287.21

Enrollment in English classes continues to be strong. There are concerns about retention/success, but there is hope that an academic learning center will improve these. English curriculum is up-to-date, and faculty (full -



ENG 1A	College Composition and Reading	yes
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Please use the data that have been provided. Analyze trends that you observe with respect to the data for the identified courses and answer the following questions.

ENROLLMENT

- Review the enrollment 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?

	2011-12		2012-13		2013-14	
	Fall	Spring	Fall	Spring	Fall	Spring

department or demand for its courses.

Request institutional research survey to conduct a comprehensive study entailing the reasons why students drop and fail classes.

#### DEGREES AND CERTIFICATES

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.

Among the students we serve, English is a requirement rather than an academic major; only two students have graduated in the last year with the A.A. degree in our discipline. However, the program serves an essential function in supporting all other transfer and certificate programs. {other m

From fall 2011-spring 2014, success in the face

In addition, with the hiring of a DE specialist, we hope that she will devise ways to increase student success.

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?

From fall 2011-spring 2014, retention in the face-to-face courses averaged at 80% in all three sections (ENG 1A, 1B, and 2.).

From fall 2011-spring 2014, retention in the fully online courses averaged at 67%.

There are differences. All schools with online offerings struggle with the same issue: keeping students enrolled. Low success and retention rates have similar reasons. See response to question 2 above.

One other factor that is now being explored in research is the lack of student preparation or motivation. Online distance education calls for greater self-motivation, commitment, and persistence from [the] online learner than traditional face-to-face education



retention and success rates in online learning (Hachey, Wadlis, and Conway). Students who have been successful in online environments are a great asset to a current online course as seen in opening discussions when offering advice to new online students.

Additionally, campus-wide usage of the colleges chosen course management system needs to be encouraged so students can be more familiar with the CMS. Getting other faculty to do this may prove problematic.

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

In society today, students need to be better prepared for the digital world we live in. Online learning gives students the opportunity to gain experience. With proper advice and guidance, learners can make informed choices about the learning environment that truly matches their needs. If the college could develop more of the best practices developed for distance education, success, retention, and persistence would not be an issue.

In the meantime, the English department will look at growing the hybrid offerings since student success and retention in these courses appear to far exceed state and national numbers.

#### Works Consulted

Gill, Wanda E. "The Ready To Teach Program: A Federal Initiative In Support Of Online Courses For Teachers." Online Submission (2011): ERIC. Web. 6 Feb. 2015.

Hachey, Alyse C., Claire W. Wladis, and Katherine M. Conway. "Is The Second Time The Charm? Investigating Trends In Online Re-Enrollment, Retention And Success." Journal Of Educators Online 9.1 (2012): ERIC. Web. 6 Feb. 2015.

Tung, Lai Cheng. Proactive Intervention Strategies for Improving Online Student Retention in a Malaysian Distance Education Institution. MERLOT Journal of Online Learning and Teaching. Merlot 8.4 (Dec. 2012). Web. 6 Feb. 2015.

Yukselturk, Erman, and Safure Bulut. "Predictors For Student Success In An Online Course." Educational Technology & Society 10.2 (2007): 71-83. ERIC. Web. 6 Feb. 2015.

## c. CURRICULUM

Complete the following tables pertaining to courses

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?
Fall 2014, PLO 3 (Course Level SLO / English 1B)	No Departmental changes have occurred since Academic P.P.A. Spring 2014	

in spring 2014, as it is no longer supported by the TMC.

The English Department also examined the SLO results from the core courses we offer that lead up to the transfer degree. These courses are English courses 1A, 2, and 1B. These are all required for the major.

**Assessment Results:**

ENG 1B: 96% of students achieved the standards set for SLOs #1 and #2 for the course. 86% met the standard set for SLO #3.

ENG 2: 88% of students achieved the standards set for SLO #1 84% met the standard set for SLO #2.

ENG 1A: 81% for SLO #1 81% for SLO #3.

ENG 41: 65% achieved the standard for SLOs #1 and #2.

ENG 46B: 94% met the standard for course SLOs

The overall pattern identifies student success in regards to defined outcomes. These outcomes overwhelmingly reflect success on comprehensive, researched, college level writing. The English Department is aware of the dual nature of its mission to not only serve English majors who participate in the English program, but also a much larger population of students fulfilling general education requirements and using English courses to succeed in other programs of study. The Program Learning Outcome on which the department focused this year reflects these parallel goals. English courses 1A and 2 focus on expository textual material; English courses 1B, 41, and 46B cover literature within any given genre.

An additional departmental discovery relates directly to process and collaboration. Identifying SLOs, measuring them, and considering the implications of assessment data occurs at the departmental level and involves serious discussion connecting the college's mission, a sense of the students' academic abilities, instructor academic backgrounds, and the unique demands of the English discipline. To define baselines for achievement is to necessarily engage in department level norming; to define measurement requires the consideration of collective purpose how the instructors of the department and the discipline curriculum serve(s) our students. Self-defined standards are being met by the department, as it continues to improve toward overall student success outcomes.

**CORE COMPETENCIES**

3. Describe how Core Competencies (Communication Skills, Information Skills, Critical Thinking/Problem Solving, Global Awareness, Aesthetic Appreciation, Personal Growth and Responsibility) 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?

The department has continuously focused on establishing baseline course assessments, curriculum and teaching methodologies which include curriculum choices and relative course materials in all classes, specifically English 1B in the fall semester of 2014 and English 2 in the spring semester of 2015. This is determine in accordance to PLOs and SLOs.

5.

## E. PREVIOUSLY SCHEDULED ACTIVITIES

This subsection focuses on activities that were previously s

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1. Hire 3 more  
full -

2. Visiting Writers	The following writers visited: J. Hope Stein, poet/workshop leader Dr. Christine Hamm, reading/poetry workshop Eleni Sikelianos, Poetic Voices Magnus Toren, Executive Director, Henry Miller Library	Funding	Yes	Yes
3. Homestead Review Publications	The Homestead Review will be published again this year.	The long running literary magazine The Homestead Review continues to be produced but is facing fiscal challenges. Funding for the Homestead Review comes in part from a grant from the Monterey Peninsula Youth Fund. The annual, regional poetry event, Poetic Voices, place for 15 years and draws poetry students from Hartnell and other regional colleges to participate in a poetry writing competition and public	Yes	Yes
4. Reading Apprenticeship (RA)	There were reading apprenticeship meetings at which faculty in the department attended.	Getting more faculty involved	Yes	YES

5. Young Rhetoricians Conference	None	The department plans to attend and present at the conference about <u>Fostering Habits of Mind in the Developmental Classroom</u> , a collaborative book that some of the department members co-authored that will be published by Stylus this Spring.	Yes	Yes

\* For each activity that will continue into AY 20 16-17 and that requires resources, submit a separate resource request in Section II I.

1. Evaluate the success of each activity scheduled,

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 20

1. Establish a Heidi C.

<p>2. Hire 2 full -time faculty whose backgrounds demonstrate successful engagement and outcomes of students of diverse ethnic and language backgrounds</p>	<p>Goal3A, Goal3B</p>	<p>ENG 253 SLO 2 ENG 101 SLO 1: SLO 2: ENG 1A SLO 1: SLO 2:</p>	<p>Bring faculty diversity to reflect the student body</p>	<p>\$120,000 yearly</p>	<p>Human Resources recruitment, ENG department representation on hiring committee, Dean of Academic Affairs, Languages, Learning Support, &amp; Resources</p>	<p>Fall 2016</p>
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and negatively impacted. As a Hispanic serving institution, we are failing the very students Hartnell is banking on for future funding through President Obama



establishment and operation of the proposed Institute will reflect the following mission and value statements:

#### 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.

#### Values Statements

##### Students First

We believe the first question that should be asked when making decisions is What impact will the decision have on student access, learning, development, achievement, and success?

##### Academic and Service Excellence

We commit to excellence in teaching and student services that develop the intellectual, personal, and social competence of every student.

##### Diversity and Equity

We embrace and celebrate differences and uniqueness among all students and employees. We welcome students and employees of all backgrounds.

##### Partnerships

We develop relationships within the college and community, locally and globally, that allow us to grow our knowledge, expand our reach, and strengthen our impact on those we serve.

##### Leadership and Empowerment

We commit to growing leaders through opportunity, engagement, and achievement.

##### Innovation

Through collaboration, we seek and create new tools, techniques, programs, and processes that contribute to continuous quality improvement.

Hiring two additional faculty of diverse ethnic and language background addresses the values of students first, academic and service excellence, and diversity and equity by providing faculty models that reflect Hartnell's student communities.

Realization of both activities particularly benefits Hispanic students by emphasizing the following:

- Hughes (2011) suggests that the issue be tackled at three points: (1) before college goal being to avoid the need for remediation; (2) upon enrollment - improve assessment and placement; and (3) during remediation - accelerate, improve and contextualize pedagogy.
- Better align high school requirements with college content expectations and providing early intervention and financial assistance to students (Bahr, 2010; Merisotis & Phipps, 2000).

- Engaging in consistent formative and summative evaluation of developmental activities has been shown to be related to success (Boylan, Bonham, & White 1999).
- More classes that may have integrated curricula, involve collaboration between faculty members, and/or embed advising and tutoring into the linked courses (Bailey & Cho, 2010).
- Having developmental instructors and professional occupational faculty co-teach college level occupational

ENG 253



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

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

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

Secure Resolutions supporting the establishment of the Institute from the Academic Senate, Classified and Faculty unions, and administrative units by Summer 2015.

Present the case for establishing a centralized instructional unit for the advancement of supplementary instruction, tutorial services, service learning opportunities, and professional development opportunities for writing instruction for Hartnell faculty and faculty from local school districts to the Hartnell Governing Board by Summer 2015.

Secure HGB commitment to fund the establishment and operation of the Institute and approve recruitment of a director and support staff for the Institute by Fall 2015

Commence recruitment and hiring of director and support staff by Spring 2016.

Allocation of physical facilities to house and operate offices, enhance and expand tutorial services across all three campuses by Summer 2016

Fully operational Institute by Fall 2016.

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

Hartnell Governing Board commitment to establishing, staffing and funding the Heidi C. Ramirez Institute for Academic and Writing Advancement

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

1 and 2- The lack of Hartnell Governing Acadtunist

## 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 Colleges integrated planning (governance, budget development, funding decision making, and resource allocation) processes. A resource is likely to be something



