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

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 C ollege 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 s ection 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-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 **a**y DE (online or hybrid) s ections?

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

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.

The degree requires 18units of courses in multiple disciplin esfor each emphasis. During the Elumen implementation in 2014 -2015, the required courses will be "grouped" so that course level assessment data can be aggregated for this degree. It's expected that the data may be available by the end of Spring 2015. It's possible that the data may be analyzed by faculty from these disciplines using course level assessment reports from 2013-14 and 2014-15.

3. Describe the process to change and improve student success in DE courses/sections in your program, and any other relevant factors regarding diverse teaching modalities and environments, such as specific locations.

This discussion can't take place until the Elumen project to group the courses is completed.

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 [illegible]

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:

- X NEW CURRICULUM
- X FURTHA79f0-(H)2VEL(t)O mUU

Faculty need to be trained and have time to get assessment data into Elumen.

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 costsbe considered through the College's integrated planning (governance, budget development, funding decision making, and resource allocation) processes. A resource is likely to be somethingneeded to support an activity that you have identifie d in IIIA. above, in which case you must link the resource with a specific activity number (first column below).). All r esource requests completed in the various columns of a specific row must be linked to t he new or continuing activity numbered on the first column of that same row . A resource could also be something necessary for your program/discipline to function properly to improve student learning, such as updated equipment in a classroom; in such case be sure to note that the resource is NOT tied to a specific activity.

* Personnel: Include a **C**, **F**, or **M** after the amount to indicate Classified Staff, Faculty, or Manager.

** **S** for Supplies, **E** for Equipment. If additional supplies , for example, are needed for ongoing activities, this should be requested through the budget rollover process.

*** **H** for Hardware, **S** for Software..

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 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, innova tive, and collaborative learning environment that addresses and meets the diverse learning needs of students.

Priority 3: Employee Diversity and andri](t)4(ivt 0.tty)6(3)2B:

CON’T OF GENERAL STUDIES WITH AN AREA OF EMPHASIS ASSOCIATE OF ARTS DEGREE

Area of Emphasis: Humanities

&RXUVHV LQ WKH KXPDQLWLHV DUH WKRVH WKDW VWXG\ WKH FXOWXUDO DFWLYLWLHV DQG DUWLVWLF H[S

6WXGHQWV ZLOO GHYHORS DQ DZDUHQHVV RI WKH GLIIHUHQW DSSURDFKHV XVHG LQ WKH KXPDQLWLHV DQG GHYHORS DHVWKHWLF XQGHUVWDQGLQJ DQG DQ DELOLW\ WR PDNH YDOXH MXGJPHQWV

For the 18 units required, select courses from at least two dis

CON’T OF GENERAL STUDIES WITH AN AREA OF EMPHASIS ASSOCIATE OF ARTS DEGREE

3	GENERAL EDUCATION COURSES	Course #	Course Title	Units
	Natural Sciences 6 HOHFW D PLQLPXP RI XQLWV IURP FD 5(48,5(0(176			
	Social & Behavioral Sciences 6 HOHFW D PLQLPXP RI XQLWV I ('8&$7,21 5(48,5(0(176			
	Humanities 6 HOHFW D PLQLPXP RI XQLWV IURP FDWE 5(48,5(0(176			
	Ethnic Groups in the United States 6 HOHFW D PLQLPXP RI XQLW ('8&$7,21 5(48,5(0(176			
	Language and Rationality (9 Units)			
	A. Written Composition	(1* $	&ROOHJH &RPSRVLWLR	