The purpose of Program Planning and Assessment at Hartnell College is to obtain an honest and

department and part of a group of faculty that is working to establish Service Learning at Hartnell College. Sam has also worked with Hartnell College students to establish a History Club at Hartnell College. Due to the extra hire the history department was able to get 2 new courses (History of Colonial Latin America and Modern Latin America) through curriculum. The Chicano History course 49B was revised through curriculum. A course on Native American History is under development.

The adjunct faculty often have difficulty meeting all the demands of the program because they have full time employment and some live an hour or more away from the campus. One faculty can only teach one class per semester in the evening and another can only teach evenings or online, that has left only three adjunct faculty to meet the needs of

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
F/11 – S/14	17 approx.	1	4
SU 11-14	10 approx.	1	2

2. **What staffing factors/challenges have influenced the effectiveness of the program?**

The history program has been challenged by the absence of qualified adjunct instructors.

In the past History was taught by adjunct without Master's degrees in History or a credible equivalent. This diminished the quality and standards of the program. During 13/14 academic year the program continued to employ an adjunct whose pedagogy and compliance with department demands were questionable. The shortage of available adjunct led the Dean to hire him anyway.

Approximately 17 courses were regularly taught in the Fall/Spring Semester in the past three years (Fall/13 through Spring/14) and 10 courses were taught over the summer in the same period. With the addition of a new full time temporary position the History department offered 20 courses in Fall 2014, 8 in Summer 2014 and 25 in Spring 2015. With two full time faculty inthis means out of 55 sections offered each year, only 28 were taught by a full time faculty and 25 classes were taught by adjunct who often do not keep office hours or contribute to the program in a meaningful way. Some adjunct do not travel to the main campus and some have not completed the required Outcomes Assessments. Many begin teaching without a Course Outline to guide their course preparation. With so many different sections offered the program desperately needs an additional three full time faculty experienced in teaching a variety of courses. There are 15 different sections regularly offered of these 10 courses are A/B sequences which meet require consistency in scheduling and sequence alignment.

If the college does not hire another full time position before Fall 2015 the department will be in crisis with 28 courses in the Fall, 28 in the Spring and 9 over the Summer 2015. The department will be offering 64 courses and only 18 will be taught by full a time faculty. 80% of History courses will be taught by adjunct faculty. This is unacceptable for courses which are required for transfer by most programs and all Associate of Arts for Transfer degrees. If Hartnell does not hire at least two more full time faculty, for a total of three, the college will not be able to meet student demand.

If the program added two additional faculty the program could teach 30 sections under full time instruction with adjunct teaching the remaining 34 courses. This would allow the program to add a greater variety of courses and multiple sections. It would also better serve the college by providing access to courses required for degree programs and transfer. It would also enable the department to only hire qualified adjunct instead of our current practice of hiring whoever can be in the classroom.

History teaches the 4th largest number of FTES at Hartnell College. (Math, English and Psychology are 1, 2 and 3) Despite the challenges of multiple adjunct, some unqualified to be in the classroom, History has maintained high enrollments and is essential to the educational and financial success of the college. Most classes have classrooms of 53 students and the demands on one full time faculty with SLOs, PPAs, Outcomes Assessments, Scheduling, Department meetings, Faculty Development, regular overload (some semesters the full time faculty teach 8 sections overload) and committee participation, makes the task of managing the department

overwhelming.   If the campus decides to have faculty chairs these problems will be unmanageable. The increasing responsibilities for one full time faculty will not be reasonable.

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 <u>not</u> CTE.

1. **Describe the demonstrated effectiveness on the program over the past several years with levels and trends of achievement data, including degree/certificate completions (awards) and employment statistics.**

[Begin response here]

2. **Describe the number of, activities of, and recommendations resulting from advisory committee meetings that have occurred over the past two years. What inTc 0.5at84 0 T34 -26.t rem Tf 0ryea-26.rsngesinTc 0.3t049 Tc 3(t)-1(m [(i)**

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-year trend of enrollment and success of courses in your program/discipline. Identify the courses you are choosing to examine this

than previous semesters. This could be due to the elimination of textbooks and the transfer of all course

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
S12	4	0	1	1
F12	3	0	1	1
S13	3	0	1	1
F13	4	0	1	1
S14	6	0	1	1

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.**

Student success in online courses are lower than face to face courses. There are many reasons for this difference including:

1. The absence of support for online students. Statistically, the students most likely to succeed in online learning have access to a computer and the internet. Many Hartnell students come from poverty and do not have the internet or a computer at home. Some can only take the class using public computers or their smart phones. Cutbacks in lab hours and other support programs have made it very difficult for at risk students to succeed.
2. The Hartnell College schedule of classes can be confusing for students and many do not know they actually enrolled in an online course.
3. Many students who enroll in online courses have no understanding of how to navigate the Etudes learning platform. Many students drop because of the confusing nature of the platform.
4. Many students do not possess basic internet skills including navigating the internet, downloading files and installing necessary programs such as Adobe Acrobat.
5. The bookstore consistently fails to order enough textbooks to meet student needs. This is a common problem that the bookstore refuses to address.
6. FastTrack courses are a special problem for retention and success because many students are unaware they have enrolled in a 6 week long course.
7. The Hartnell email system is another problem for online students. Many don't have a Hartnell account or even know about Hartnell email so they miss crucial information at the beginning of the semester. This problem has been exacerbated by the new campus policy that forbids faculty from responding to non campus email from students.
8. The absence of full time history faculty makes it difficult to keep up the quality of online learning.

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.**

I have tried a variety of approaches to help students succeed in DE courses. In response to the Bookstore's failure to order enough books I have moved all my courses to fully online sources.   There is a down side to fully online sources if students have difficulty reading online and must print their sources. The cost of printing can be prohibitive.

I have begun using the Statistics function in Etudes to assess assignment. This data has helped me identify assignments or assessments that need to be improved or changed. During History meetings other faculty were encouraged to evaluate their assessments using this function.

Sam Pacheco is the only other instructor at Hartnell College that teaches DE courses. I have collaborated closely with him, how we can improve our DE retention. Sam y2(nhwf)-2( )11(s2(nhnt)6(i)(t)8n(nhwf)-a)--2(to or)-5(

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
History 46A	Ann DeJesus Riley	Yes	5/15/2014
History 46B	Ann DeJesus Riley	Yes	5/15/2014
History 10	Ann DeJesus Riley	Yes	5/15/2014
History 8A	Sam Pacheco	Yes	182.52 605214

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?	Was the Program Outcome Assessment Summary completed?
• apply critical thinking skills in reading, comprehending, and interpreting historical scholarship.	Faculty discussed standardized assessments for all History courses.	Yes with the exception of an adjunct who did not submit data for a class that he alone taught.

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 certificate/degree programs or improvements in teaching and student learning?

[Begin response here]

Full time and some adjunct faculty have met to create a standardized assessment for outcomes. While most adjunct have cooperated with this effort this has not been adopted across the discipline. The reluctance of some adjunct to cooperate will be addressed over the summer. The program is exploring the creation of a MOOC which will be used by all history courses to facilitate the collection of data for assessments at the course and program level. The addition of two full time history faculty will make this more attainable.

The program has submitted an AA-Transfer in History to curriculum. The AA-Transfer in History should be approved at the next curriculum meeting on 5/15/2014. The AA-T in History is a dramatic improvement over the AA in History which did not transfer to the CSU system.

A new courseHna

CORE COMPETENCIES

3. **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 mak**
4. **e changes to courses or improvements in teaching and student learning?**

All course SLOs were assessed for classes taught in Fall 13 except for HIS 47 (lack of participation from adjunct). Each course assessed had an element of critical thinking as an SLO and is mapped to the core competency. This data was used to examine the program level SLO that speaks to critical thinking. Review and analysis occurred at the flex day in January 14. ADD BLAH BLAH FOR MOR FAC

COURSE LEVEL STUDENT LEARNING OUTCOMES

5. **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?
All courses that were taught in Fall 13 were assessed except for HIS 47.	Fall 13	Yes and placed on the R: drive.
HIS 49B	J. Oliverez	
HIS 5B	K. Holland	
HIS 47	S. Shore	
HIS 46B	DeJesus Riley	

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
HIS 10	Sam Pacheco	Sp 15
HIS 17A	DeJesus Riley	F 14
HIS 17B	DeJesus Riley	Sp 15

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?*
1. Creation of collaborative Mission project	iPad acquired Meisdi-1(n)ss h -0c 0.002 T41 TD [x M(ssi)tiuristh1 0 Tc 8 Tc 0.002 Tw3TID [xon			

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
- FACILITIES

   1. **List information concerning new projects or activities planned. Please keep in mind that resources needed, if funded, would not be approved until spring 2015 and provided until FY 2015-16. Ongoing activities involving resources that will no longer be available from grant funds starting FY 2015-16 must be planned for appropriately.**

Strategic
Plan
Goal(s)
No. &
Lettla ADMIN I

				on with experience teaching History of California, History of Mexico and Chicano History.			
2.	History Club	Recruit Hartnell Students to History Club	Students from all History sections and other disciplines	Students become more involved in their communities and the department can recruit students for the AA-T in History	Club will be responsible for own funds through the ICC	Sam Pacheco	Spring 2015	Club has been recognized by Hartnell ICC SP/15

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.**

In 2013 the History program proposed the creation of an interdisciplinary course on the History of the California Missions. This course would feature videos and images from the various missions and include video lectures on site. The course could also give students the opportunity to visit the two missions in the Hartnell College District.

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**

Goal 2A: Hartnell College will provide a supportive, innovative, and collaborative learning environment to help students pursue and achieve educational success.

The course will be an innovative course with video lectures and primary source images which will allow students to experience the missions. This digital tour of the missions will include history, anthropology, archeology and ethnic studies approaches. Dr. Ruben Mendoza at CSUMB will be asked to help with access to research and resources.

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.

Many local students have little awareness of local history, especially the contributions of the California missions to the political, social and economic development of the Salinas Valley. Exploring the missions will give students access to primary source research and help them understand historical and anthropological perspectives and approaches.

As this course expands we expect to look at more local histories including the history of the Salinas Valley, Salinas and Steinbeck, and the history of agriculture and agribusiness.

The course could be featured as a non credit Community Education class or, perhaps, a faculty development opportunity.

PROGRAM GOAL 4, 5 AND 6

c) Does this activity span multiple academic years?   YES

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

If funding and scheduling are available the course should be offered in the Spring of 2017. Curriculum approval may determine the year the course can be offered.

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

Students will demonstrate an understanding of the unique histories and cultures of the California Missions including their political, economic, and social contributions to the history of California.
Online discussions and essays.
Students will utilize primary and secondary sources for research and scholarship.
Research papers.
Students will utilize critical thinking in historical scholarship.
Online discussions, essays and comprehensive final.

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

Funding for travel, cameras and lens, and the ability for faculty teach face to face during the process of creating the course.

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, 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 whose respect for diversity is easily seen and is fully integrated throughout its policies, practices, facilities, signage, curricula, and other reflections of life at the college.

Goal 3B: To attract and retain highly qualified employees, Hartnell College is committed to providing and supporting relevant, substantial professional development opportunities.

Priority 4: Effective Utilization of Resources

Goal 4A: To support its mission, Hartnell College is committed to the effective utilization of its human resources.

Goal 4B: