The purpose of Program Planning ang4 TJ 0.154 Tw 2.902 0 Td [(ic)-6(()-9(e)1(v)-9(e)1(r)1(y)2(f)-1(i

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.

- *How are students/employees served by the program?*
- *What are the unique aspects of the program?*
- *How does the program relate to the needs of the community?*
- *How does the program interface/collaborate with other programs on campus?)*
- *What is working well in the program/discipline?*
- *If there is a sequence of courses in your program, what process or framework is used to ensure alignment?*
- *How is consistency maintained between/among multiple sections of a single course?*
- *Has the program explored alternative scheduling approaches?*
- *Do prerequisites, co-requisites and strongly recommended skills continue to meet program needs? Are there special considerations regarding capabilities of incoming students?*
- *What professional activities have faculty recently (last three years) participated in?*

[Begin response here]

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 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 any DE (online or hybrid) sections?

awards from 2010 through 2013, and an increase of more than 40% in 2013-2014 to 140 graduates.

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.**

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 18 units of courses in multiple disciplines for 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**

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) Was the course reviewed and (b) taken through the curriculum process?	Date of approval (or anticipated approval) by Curriculum Committee

Courses scheduled for review during AY 20

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

CORE COMPETENCIES

3. **Describe how Core Competencies were specifically addressed by the program/discipline during the past year. For example, were data gathered at**

5. Describe course level

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:

- 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 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 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, innovative, 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:

LIBERAL ARTS WITH AN AREA OF EMPHASIS: ASSOCIATE OF ARTS DEGREE

PROGRAM DESCRIPTION

7KLV GHJUHH LV GHVLJQHG IRU WUDQVIHU VWXGHQWV ZLVKLQJ WR SXUVXH EDFKHORU¶V GHJUHH SURJUDPV DW &DOLIRUQLD 6WDWH 8QLYHUVLW\ &68 8QLYHUVLW\ RI &DOLIRUQLD 8&

7KLV GHJUHH UHSUHVHQWV RQO\ RI WKH JHQHUDO DUHDV RI VWXG\ LGHQWLILHG LQ µ´([SORULQJ 0DMR

CON'T OF LIBERAL ARTS WITH AN AREA OF EMPHASIS ASSOCIATE OF ARTS DEGREE

	Area of Emphasis: CULTURE AND SOCIETY
	7KH VWXG\ RI WKH GLYHUVH FXOWXUDO [illegible] RWKHU KXPDQLWLHV DQG VRFLDO VFLHQFHV
	For the 18 units required, select courses from at least two disciplines; from one of the disciplines select at least two courses.
3	REQUIRED DEGREE COURSE [illegible]

CONT OF LIBERAL ARTS WITH AN AREA OF EMPHASIS ASSOCIATE OF ARTS DEGREE

Area of Emphasis: POLITICAL SCIENCE

3ROLWLFDO 6FLHQFH LV D VRFLDO VFLHQFH FRQFHUQHG ZLWK WKH GHVFULSWLRQ DQG DQDO\VLV RI SROLW
JRYHUQPHQWV GHDO ZLWK VSHFLILF SROLF\ SUREOHPV VXFK DV WKH DQDO\VLV RI SROLWLFDO LQVWLWXWLRQV
SROLWLFDO VFLHQFH SURYLGHV RQH ZLWK WKH FRQFHSWV WKHRULHV DQG PHWKRGV QHFHVVDU\ WR DQDO

For the 18 units required, select courses from at least two disciplines; from one of the disciplines select at least two cour

3	REQUIRED DEGREE COURSES			
	Economics – (& 2			
	Geography – * (*			
	History – + , 6 $ $ % %$ %			
	Mathematics – 0 $ 7			
	Political Science – 3 2 /			
		Political Science Emphasis Units (18		

Area of Emphasis: PSYCHOLOGY

3V\FKRORJ\ LV WKH VWXG\ RI KXPDQ EHKDYLRU 3V\FKRORJLVWV VWXG\ WKH ELRORJLFDO SK\VLRORJLFDO

For the 18 units required, select courses from at least two disciplines; from one of the disciplines select at least two courses.

3	REQUIRED DEGREE COURSES			
	Anthropology – $ 1 7			
	Biology – % , 2			
	Mathematics – 0 $ 7			
	Psychology – 3 6 < $			
	Sociology – 6 2 &			
		Psychology Emphasis Units (18		

Area of Emphasis: SOCIOLOGY AND SOCIAL SCIENCES

6RFLDO 6FLHQFHV UHIHU WR DQ\ GLVFLSOLQH RU EUDQFK RI VFLHQFH WKDW GHDOV ZLWK WKH VRFLDO DQ
6RFLRORJ\ DQG +LVWRU\ DQG PD\ LQFOXGH &XOWXUDO $QWKURSRORJ\ *HRJUDSK\ 3V\FKRORJ\ DQG 6RF