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(iv)-9(e)1

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)

II. ANNUAL REVIEW

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?
Photo 1	Introduction to Photography	no
Photo 2	Beg. Black and White Photography	no
Photo 3	Advanced Photography	no
Photo 4	Portfolio Photography	no

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.

Photo 1:
The enrollment data of Photo 1 peaked to 402 in the Fall of 2011. Consistent with the overall college enrollment data, enrollment dropped to 290 in Fall of 2012. Photo 1 enrollment was still higher than the overall college enrollment data at it's lowest in Fall of 2012. Photo 1 enrollment has increased to 315 in Spring 2013.

The success rate of Photo 1 has varied from 59% to a current 68%.

Photo 2:
It has considerably larger enrollment than the darkroom facility. The darkroom (J210) has only 24 enlarger workstations, however the course is regularly enrolled beyond this number, creating congestion in the class and a shortage of resources. It is only the skill of the teacher Mr. Bosler that has made this class so successful.

The success rate of Photo 2 has varied from 55% to a current 67%.

Photo 3:
It has larger enrollment than darkroom facility. The darkroom (J210) has only 24 enlarger workstations, however the course is regularly enrolled beyond this number, creating congestion in the class and a shortage of resources. It is only the skill of the teacher Mr. Bosler that has made this class so successful.

The success rate of Photo 3 has varied from 46% to a current 82%.

Photo 4:
It has larger enrollment than darkroom facility. The darkroom (J210) has only 24 enlarger workstations, however the course is regularly enrolled beyond this number, creating congestion in the class and a shortage of resources. It is only the skill of the teacher Mr. Bosler that has made this class so successful.

The success rate of Photo 4 has varied from 88% to a current 100%.

ENROLLMENT

2. 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?

Enrollment data of Photography shows the following:
Photo 1: Fall 2010: 397, Spring 2011: 388, Fall 2011: 402, Spring 2012: 356, Fall 2012: 290, Spring 2013: 315
Photo 2: Fall 2010: 24, Spring 2011: 36, Fall 2011: 32, Spring 2012: 30, Fall 2012: 33, Spring 2013: 29
Photo 3: Fall 2010: 7, Spring 2011: 10, Fall 2011: 8, Spring 2012: 13, Fall 2012: 8, Spring 2013: 11
Photo 4: Fall 2010: 6, Spring 2011: 4, Fall 2011: 2, Spring 2012: 8, Fall 2012: 4, Spring 2013: 5
Photo 46: Fall 2010: 8, Spring 2011: 11, Fall 2011: 12, Spring 2012: 8

Over the three-year period of 2010-11, 2011-12 and 2012-13, Photo enrollment data peaked in the Fall of 2011. Consistent with the overall college enrolment data, it dropped in the Fall of 2012, but it is now on the rise since Spring 2013.

SUCCESS

3. Review the success 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?

Success data of Photography shows the following:
Photo 1: Fall 2010: 66%, Spring 2011: 66%,, Fall 2011: 61%, Spring 2012: 59%,, Fall 2012: 68%, Spring 2013: 63%
Photo 2: Fall 2010: 58%, Spring 2011: 56%, Fall 2011: 62%, Spring 2012: 67%, Fall 2012: 58%, Spring 2013: 55%
Photo 3: Fall 2010: 71%, Spring 2011: 40%, Fall 2011: 75%, Spring 2012: 46% Fall 2012: 62%, Spring 2013: 82%
Photo 4: Fall 2010: 100%, Spring 2011: 100%, Fall 2011: 100%, Spring 2012: 88%, Fall 2012: 100%, Spring 2013: 100%
Photo 46: Fall 2010: 62%, Spring 2011: 45%, Fall 2011: 83%, Spring 2012: 100%

Over the three-year period of 2010-11, 2011-12 and 2012-13, the average overall college success rate varied from a low of 67% and a high of 73%.

Over the three-year period of 2010-11, 2011-12 and 2012-10

Complete the following tables pertaining to courses scheduled for review.

Courses scheduled for review during AY 2013-14 as previously specified	Faculty member(s) responsibl4.88274.8 714.72 Tm ( )T 0.002 T.04 270.6 710 0.(ed)Tj E25sTw 11.04 0 0 1

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?
PLO 1		Yes_ 1/31/2014
PLO 2		Yes_ 1/31/2014
PLO 3		Yes_ 1/31/2014

List Program level outcome(s) scheduled for assessment in AY 14-15	Have your course level SLOs needed for this program level outcome been assessed or scheduled for assessment?
PLO 4	Yes
PLO 5	Yes

Photography PLO #2:

Structure visual information to produce images of intermediate level aesthetic quality

In order to assess this program outcome, we focused on the ability of the students in the Photo 3 course.

Photography 3:

Review, discussion and analysis captured this assessment:
Yes, the results were higher than the estimated target of80% of students achieving 80% - 100%. The result was 100% of the students achieved 80100%.
Because the results were higher than the target, it was determined that the off-campus website: photo1salinas.org will be used to supplement the course.

6. Describe assessment activities that need to be strengthened or improved . What are the

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.				
2.				
3.				

* For each activity that will continue into AY 2015-16 and that requires resources, submit a separate resource request in Section III.

1. Evaluate the success of each activity scheduled, including activities completed and those in progress. What measurabl

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

2. This item is used to describe how the new activity, or continuing new activity, will support the program/discipline.

Activity #2
Consider:

This activity: Photo 2,3,4.

Faculty: Eric Bosler

a) Describe the new activity or follow -on activity that this resource will support.

Photography, at its base,is a technology, without equipment or supplies, there is no photography. F T1(al)7-rinc

Strategic Priority Goal :

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) proev3(v152 0 71(r)-12(e)-4(a1(re)8(a)7(si)3(n)7(g)-5( )-1(D) (r)-(i)3(ve)octH1>8 Tw 0.228 0 Td-2576tit)-8(y)

Goal 5A: Hartnell College will provide programs and services that are relevant to the real-