

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 data and uses these data to plan for improvement. The results of these annual cycles provide data for a periodic (every five years) comprehensive review that shows evidence of improvement and outlines long-range goals.

The Program Planning and Assessment pro

III. Annual Action Plan a. New Activities and b. Resource Requests.

**INSTRUCTIONS**

- è For programs/disciplines scheduled for comprehensive review in spring 2014, please complete Sections I, II, and III.
- è For programs/disciplines scheduled for annual review, please complete Sections II and III.

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 strongly382.5( )-7.36466694(o)-7.50961( p)-8.6546Tm [0(66)1702(u

## 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?

## 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 not 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 .

NA

2. Describe the number of, activities of, and recommendations resulting from advisory committee meetings that have occurred over the past two years. What information and/or data were presented that required or currently require changes to be made to your program?

(Please attach copies of meeting minutes over the past two years and a list of committee members and their respective industries /areas. )

NA

3. Does labor market

## 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

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? |
|---------------|---|--|
| PHY 4A        | General Physics I/Mechanics               | No   |
| PHY 4B        | General Physics/Electricity and Magnetism | No   |
| PHY 2A        | College Physics                           | No   |
|               |   |  |
|               |   |  |

Please use the data that have been provided. Analyze trends that you observe with respect to

DEGREES AND CERTIFICATES

- 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.

[Begin response here]

**B. TEACHING MODALITY**

- 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/<br>Online<br>Sections | No of<br>Hybrid<br>Sections | Full-time<br>Faculty | Adjunct<br>Faculty |
|------|----------------------------------|-----------------------------|----------------------|--------------------|
|      |                                  |                             |                      |                    |
|      |                                  |                             |                      |                    |
|      |                                  |                             |                      |                    |
|      |                                  |                             |                      |                    |
|      |                                  |                             |                      |                    |
|      |                                  |                             |                      |                    |

- 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.

NA

- 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.

NA

## 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) |
|--|-------------------|
|--|-------------------|



|  |  |  |
|--|--|--|
| the physics program, a student should be able to:<br>Collect and analyze data effectively using basic laboratory equipment and present results in formally structured laboratory reports | assess student laboratory work using a rubric. |  |
|--|--|--|

|  |  |
|--|--|
| 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 1.<br>Demonstrate proficiency in problem solving, especially with regard to basic physics problems involving major concepts, theories, and principles including, but not limited to: conservation of momentum and energy | Yes.   |

- Describe how program level outcomes 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 certificate/degree programs or improvements in teaching and student learning?

PLO 3 was addressed by requiring students to write their lab reports in a lab notebook to be handed in at the end of the semester. The lab notebooks were checked using a rubric and checklist. There are plans to focus all laboratory teaching on identifying errors and reporting values using significant figures.

#### CORE COMPETENCIES

- 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 make changes to courses or improvements in teaching and student learning?

All of the SLOs and PLOs were in alignment with the core competency Critical Thinking/Problem solving. Data was gathered at the course level and there was discussion on how to incorporate more problem-solving activities in the labs.

COURSE LEVEL STUDENT LEARNING OUTCOMES

4.

|   | date on this activity?   |  |                 |                 |
|---|--|--|-----------------|-----------------|
| 1<br>Completing our course scheduling grid                      | This activity has allowed us to open up the schedule quite a bit in terms of making sections more available for students without overlap and time conflicts. | Availability of classrooms and facilities and poor scheduling decisions by students. | Yes, absolutely | Yes, absolutely |
| 2.<br>Creation of new degree Associates in Physics for Transfer | The activity is completed. It was approved by the Chancellors Office in December 2013.   | None   | No. Completed.  | No. Completed.  |

\* 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 measurable outcomes were achieved? Did the activities and subsequent dialogue lead to significant change in student learning or program success?

NA

This section must be completed for ALL academic programs, whether scheduled for annual or comprehensive review in spring 2014.

## A. NEW ACTIVITIES

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.

| Activity | Strategic<br>Plan<br>Goal(s)<br>No. &<br>Letter<br>(e.g.,<br>5A)* |
|----------|---|
|----------|---|

- Equipment (non -expendable, greater than \$5,000), supplies (expendable, valued at less than \$5,000),
- Software
- Hardware
- Outside services
- Training
- Travel
- Library materials
-

- 1) Core Competency
- 2) Program level Outcome
- 3) Course level Outcome
- 4) Program/Discipline Goal
- 5) Strategic Priority Goal

It would support the Physics Program goal of increasing student success rates to 90% by ensuring the proper entrance skill, and it would support Strategic Priority Goals 1A, 2A, 2B and 5A.

c) Does this activity span multiple academic years? NO

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Gathering data from the counselors of what programs would need PHY 10, what programs would need PHY 140, and evaluate the pros and cons of offering either one or the other of the courses, or both.

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

None.

## 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

| Activity No. | Personnel<br>Classified Staff/<br>Faculty (C/F/M)* | Supplies/<br>Equipment (S/E)** | Technology<br>Hardware/<br>Software (H/S)*** | Contract Services | Training | Travel | Library Materials | Science Labs | Projected Costs |
|--------------|--|--------------------------------|--|-------------------|----------|--------|-------------------|--------------|-----------------|
| 1.           |  | Thirty (30) photogates         |  |                   |          |        |                   |              | \$3500          |
| 2.           |  | Physics lab supplies           |  |                   |          |        |                   |              | \$1000          |
| 3.           |  | Ten (10) rotating sensors      |  |                   |          |        |                   |              | \$2,000         |
| 4.           |  | Six (6) power supplies         |  |                   |          |        |                   |              | \$3,000         |

\* 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 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:** Hartnell College is committed to having its physical plant, furnishings, and grounds maintained and replaced in a planned and scheduled way to support learning, safety, security, and access.

**Goal 4C:** Hartnell College will maintain a current, user-friendly technological infrastructure that serves the needs of students and employees.

**Goal 4D:** Hartnell College is committed to maximizing the use and value of capital assets, managing financial resources, minimizing costs, and engaging in fiscally sound planning for future maintenance, space, and technology needs.

## Priority 5 : Innovation and Relevance for Programs and Services



**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 .

Priority 6: **Partnership with Industry, Business Agencies and Education**

**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 that the college serves.