Program Planning and Assessment (PPA) for Academic Programs

Comprehensive Review, Annual Review & Action Plan

Spring 2014

Program/ Discipline	Date Completed (must be in final form by 3/31/14) *	Date Submitted to Dean
Sociology	5/15/2014	N/A

*Please note that you should work with your colleagues anddean to ensure that this report is completed, revised as needed, in its final form and submitted no later than the end of March.

List of Contributors , including Title/Position

Stephanie Low, Dean of Academic Affairs
Marisol White, Sociology part-time faculty
Eric Strayer, Sociology part-time faculty
Dr. Hortencia Jimenez , Sociology part-time faculty

This PPA report is organized in 3 sections and 11 subsections as follows:

I. Comprehensive Review – a. Overall Program Effectiveness, b. Instructional Staffing, c. CTE Programs – Labor Market & Achievement, and d. Program Goals.

II. Annual Review – a. Course Data & Trends, b. Teaching Modality, c. Curriculum, d. Outcomes, and e. Previously Scheduled Activities.

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

INSTRUCTIONS

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

➔ For programs/disciplines scheduled for annual review, please complete Sections II and III.

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]

D. PROGRAM GOALS

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 tren ds for each course every year.

Course Number	Course Name	Does the course have a**n**y DE (online or hybrid) s ections?

4. Describe the demon strated effectiveness of the program over the past several years with levels and trends of achievement data , such as degree and certificate completions /awards .

Because the degree was available for the first time in Fall 2013, no degrees have yet been awarded.

B. TEACHING MODALITY

1. Enter the number of D istance 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 - - -C /TT2rogha3 TwTc

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

D. OUTCOMES

Use your Program Outcome Map s 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.

Are there any plans to make changes to certificate/degree programs or imp rovements in teaching and student learning?

Data was gathered in each course that was taught in Fall 2015 through exams and final term papers that were assigned during the Semester. All members of the part time Sociology faculty gathered together many times during the Semester to review, evaluate and analyze the data and findings that was collected. As a group, it was decided that implementing different effective assessment measuring tools and methodology for collecting data and assessing for the Spring term 2014 would be assessed and taught through lectures, participating firsthand in activities throughout the community, projects and group discussions, students will then have the tools to successfully completethe course to apply Sociology and its theories and methodology to every day experiences.

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 make changes to courses or improvements in teaching and student lea rning?

Not applicable.

COURSE LEVEL STUDENT LEARNING O

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. Hire a full-time faculty to teach Sociology and to manage the outcomes assessment for the new degree program	Recruitment is in progress.			
2. Discuss with part-time faculty retention and success data, and plan assessment	In progress	It's difficult for the Dean to meet regularly with part-time faculty.	Yes	Yes
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 measurable outcomes were achieved? Did the activities and subsequent dialogue lead to significant change in student learning or program success?

   Recruitment for the full-time faculty member in sociology is in progress. Part-time faculty have met together to discuss course level outcomes assessment data gathered from Fall 2013, and are planning to assess course and program level outcomes in Spring 2014.

   Please refer to responses in part II.D.5 and II.D.6.

III. ANNUAL ACTION PLAN

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.

Activity	Strategic Plan Goal(s) No. & Letter (e.g., 5A)*	Related Courses, SLOs, PLOs, or goals	Desired Outcome(s)	Resources Needed	Person Responsible	Estimated Date of Completion (can be more than one year in length)	Comments
1. Discuss with part-time faculty retention and success data, and plan assessment activities in 2014-2015.	1A,2A, 2B, 3A, 3B	PLO 1 SOC-1 SOC-5 SOC-41 SOC-42	Assessment data for one program outcome and four course outcomes	Compensation for part-time faculty to meet with full-time faculty at least once each semester.	To be determined	Ongoing	
2.							
3.							

* See Appendix A for a list of the 11 goals in the college's Strategic Plan.

*** Please complete this page for each new activity. ***

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.

Discuss with part-time faculty retention and success data, and plan assessment activities in 2014-2015.

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

Program level and course level outcomes will be assessed and discussed with part-time faculty.

c) Does this activity span multiple academic years? YES NO

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

Yes, it is expected that continuous broad-based discussion about student success in sociology will result in many completions of the Associate in Arts in Sociology for Transfer (AA-T).

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

The number of students awarded the AA-T in Sociology will increase.

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

The new full-time faculty member will require support of part-time faculty and the District as he or she proceeds through the tenure review process.

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: Hart