

Program Planning and Assessment (PPA)
for Academic Programs

Comprehensive Review, Annual Review & Action Plan

Spring 2015

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 connect

INSTRUCTIONS

- è For programs/disciplines scheduled for comprehensive review in spring 2015, please complete Sections I, II, and III.
- è 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 2015. Go to Section II for programs/disciplines scheduled for annual review in spring 2015.

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 processor framework is used to ensure alignment?
- How is consistency maintained between/among multiple sections of a single course?
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B. INSTRUCTIONAL STAFFING

1. In the table below enter the number of sections

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

academic goals in an environment committed to student learning, achievement and success.

[List and describe program goals here]

1)

2)

3)

4)

5)

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 has steadily increased from a low of 448 in Fall of 2012 (low due to courses being cut during economic crisis years) to a high of 560 students in Spring of 2014. The Spanish enrollment ratio to the overall college enrollment ratio was highest in Spring 2014, reaching 2.24% from a 1.90% in Fall 2012.

According to the Program Awards Summary Report, the Spanish program has awarded nine degrees in the last three academic years. Since Fall 2011, the number of students receiving the degree in Spanish has steadily increased. In Spring 2014, four students received the Spanish degree, which is 44% of the degrees received in the last three years. Promotion of the major

4. Compare student retention in the DE teaching environment with retention in the face-to-face teaching environment in the same ~~case. At~~

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 t

CORE COMPETENCIES

3. Describe how Core Competencies (Communication Skills, Information Skills, Critical Thinking/Problem Solving, Global Awareness, Aesthetic Appreciation, Personal Growth and Responsibility) 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?

5. Describe course level assessments results and how they will influence your plans moving forward.

The results revealed that students have difficulty learning to communicate using the subjunctive mood. Per our discussion, we concluded that since English does not have the subjunctive mood, this is a problem area for students that needs to be addressed.

6. Describe assessment activities that need to be strengthened or improved. What are the challenges to achieving these improvements?

More practice with writing at the paragraph level will be provided. Writing prompts will focus on topics that require students to use the subjunctive mood appropriately.

E. PREVIOUSLY SCHEDULED ACTIVITIES

This s

This section must be completed for ALL academic programs, whether scheduled for annual or comprehensive review in spring 2015.

A.

1. List information concerning new projects or activities planned. The first activity listed should be the most important; the second activity listed the second most important, etc. Please keep in mind that resources needed, if funded, would not be approved until spring 2016 and provided until FY 2016-17. Ongoing activities involving resources that will no longer be available from grant funds starting FY 2016-17 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
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1. Hiring a replacement for 3 faculty members

Activity 1 and 2

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)

curriculum, developed and assessed SLOs, developed a major, received the approval for a transfer degree, and hired and mentored adjunct faculty. Based on the FTF (full-time faculty) data, the Spanish discipline is working at the equivalent of 6.15 full-time faculty members. However, with the continuing growth in enrollment, this equivalency is increasing.

c) Does this activity span TJ ET BT 11.061 0 0 11.04 222.02h.1 0 0 11.04 177.6 486.96 Tm (i) Tj ET B

Activity 3

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

Co

c) Does this

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 integrated p

APPENDIX A. Strategic Priorities & Goals (from Hartnell College Strategic Plan 2013-2018)

Priority 1: **Studenty**

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