

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?
SPA 2	Elementary Spanish	No.
SPA 2S	Elementary Spanish for Spanish speakers	No.
SPA 2X	Elementary Spanish for Chicano Student	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 .

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 ?

For SPA 2, there was consistent enrollment from Fall 2010 to Spring 2012. There is a significant increase for Fall 2012 and Spring 2013. For these particular semesters, more sections were offered than in previous semesters.

courses is that students come with various levels of readiness that could reflect disparity in academic rigor and learning expectations.

SPA 2X has not been consistently offered. This makes it difficult to observe any trends.

The success rate for SPA 2S is good and quite consistent. As can be observed, SPA 2S has the highest success rate of the three strands.

To ensure greater success we need to increase dialog with adjunct faculty to ensure that course objectives are being met at all levels.

DEGREES AND CERTIFICATES

4. 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.

According to the Program Awards Summary Report, the Spanish program has awarded six degrees in the last three academic years. Since beginning in the year 2011 the number of students receiving the degree in Spanish has steadily increased. In Spring 2013, three students received the Spanish degree.

B. TEACHING MODALITY

1. Enter the number of Distance Education Courses, both fully online and hybrid sections

c. CURRICULUM

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?
Program level outcome 1	Initial communication has begun with adjunct faculty.	Yes.

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?
Program level outcome 2	Yes.

2. 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?

Yes, we collected writing assignments and they were reviewed. The writing assignments were collected from each instructor. We came together with adjunct faculty during the January FLEX day, when we were given time to work together. The weak areas in the writing assignments were discussed.

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

The challenge is the fact that over 50% of our courses are taught by adjunct faculty and it is difficult to ensure that there is academic rigor in each course being taught. This can be observed when students move from one course level to another and are not prepared for

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.	None.	Challenges continue to exist. Program continues to grow, yet we have one less full time faculty member than in the past.	Yes.	Yes.
2.	Pending submission to Curriculum Committee.		No.	No.
3.	More meetings have taken place and this has resulted in increased discussions.	With varying work schedules it is difficult to bring adjunct faculty together.	Yes.	Yes.

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

adjustment period of the new member. It would ensure the continuity, quality and academic rigor of a well-established program. This would benefit students, the college, and the community at large.

e)

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 5A: