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 connection to the mission and goals of the college. The process is based on the premise that each academic program reviews assessment goals as outlines long

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

Program/Discipline	Date Completed (must be in final form by 3/27/15)*	Date Submitted to Dean
Agriculture	3/27/2015	3/27/2015

List of Contributors, including Title/Position

Name	Title/Position
Steven Triano	Instructor

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?*

- *How are students/employees served by the program?*
  - *Courses are being offered in a variety of formats*
    - *16 active lecture courses*
    - *19 active lecture/lab courses*
    - *Cooperative Work Experience and Internships (ABT-99)*
  - *Almost all courses offered in a hybrid format (face-to-face and online components)*
  - *Courses offered with a variety of scheduling options*
    - *To meet the needs of our student populations, courses are offered during traditional weekday times.*
    - *Selected courses are offered evenings and weekends.*
      - *Most Agriculture Business courses are offered in the evenings.*
      - *Ag Laws & Regulations has been offered days and evenings with online sections planned.*
      - *Food Safety courses are currently offered in the evenings*
      - *Our Small Organic Farmer Training Program is offered evenings and weekends*
    - *Courses being offered in short-course format*
      - *Food Safety offered in 9-week modules scheduled to meet the seasonal needs of industry workers*
      - *Our Organic Farmer Training Program is offered as sequential short courses*
  - *Selected courses are being offered at other locations*
    - *Courses are being offered at the King City Center*
    - *Our Small Organic Farmer Training Program is offered in partnership with the Agricultural Land Based Association (ALBA) in southeastern Salinas*

- *What are the unique aspects of the program?*
  - *We have the only Food Safety Certificate of its kind*
  - *New Food Safety degree options have been developed as a 2+2 and a complete 4-year BS program*

- *We offer a Small Organic Farmer Training Program in collaboration with ALBA*
- *AS-T degrees being finalized in Plant Science and Agriculture Business*
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- *Agriculture and Industrial Technology (AIT)*
  - *Shared elective courses*

- *The food safety program has a sequencing recommendation*
  - *Courses offered in 9-week modules to meet the needs of migrant workers in the industry*
  - *With increased enrollments, we are offering multiple sections and sections at the King City Center*

" *How is consistency maintained between/among multiple sections of a single course?*

- *Most courses have only one section per semester, so this is a minor issue within the ABT programs*
- *When there are multiple sections with different instructors:*
  - *Consistency across sections achieved through dialog among instructors and sharing of materials*
  - *Discussion among instructors to coordinate SLOs*

" *Has the program explored alternative scheduling approaches?*

- *Some courses offered with day and night sections*
- *Short courses (6 and 9 week modules, as appropriate)*
- *Sequencing of organic farming courses in 6-week modules*
- *Evening and weekend courses*
- *Courses offered in King City and at ALBA*
- *Courses being developed and considered for Distance Education (DE)*

" *Do prerequisites, co-requisites and strongly recommended skills continue to meet program needs? Are there special considerations regarding capabilities of incoming students?*

- *Prerequisites and corequisites are a current topic of discussion within the ABT programs*
- *Currently, prerequisites and corequisites are under utilized to prevent them from becoming barriers to students*
- *Some courses do have course advisories, but prerequisites and corequisites could improve student success*
  - *e.g. ENG-101 and/or MAT-121 may be highly beneficial before taking most courses*
  - *e.g. College level biology and/or chemistry may be highly beneficial before taking ABT science courses*
- *These discussions will continue as the existing programs and courses are being revised*

" *What professional activities have faculty recently (last three years) participated in?*

- *Advisory Committee Meetings*
- *Annual presentations by Dr. Steven Triano at the South County Environmental Health Bureau Safety Workshop*
- *Presentations by Dr. Steven Triano at Cal Poly, San Luis Obispo and UC Berkeley*
- *California Ag Teachers Association (CATA) Midwinter Conference (Community Colleges)*
  - *Annually attended by Ag Institute faculty at various ag colleges around California*
  - *Hosted by the Ag Institute faculty in December 2013*

- *California Ag Teachers Association (CATA) Summer Conference in Cal Poly*
  - *The summer conference focuses on high school ag teachers*
  - *College faculty attend to promote programs and matriculation*
- *Produce Marketing Association (PMA) Foodservice Conference in Monterey*
  - *Annually attended by Dr. Steven Triano*
  - *Four day event with special programs developed by The PMA Foundation for Student Success*
  - *Select Hartnell students (4 or 5) annually attend this event with Dr. Triano*
- *World Ag Expo, Tulare*
  - *Annual event attended by Dr. Triano and 20 to 30 Hartnell Students*

expanding course offerings and deliver on our promises of a hands-on educational experience, the Ag Program needs to add two new full -time faculty members and a production assistant .

In Fall 2007, the ABT Program had two full-time faculty members and a total of 17 active course offerings *in Ag Business and Ag Production (ABT, formerly AGR). The Ag Program was being*

Alisal Campus is especially weak when it comes to student support services and tutoring for English, Math and program-

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D. PROGRAM GOALS

1. List and describe program/disciplinary goals for the next comprehensive review cycle. Be sure to highlight innovative, unique, or other especially noteworthy aspects.

In considering your program's future goals, please review Hartnell's vision and mission statements.

VISION S

c. Revision and expansion of the Food Safety Program
    i. Degree in Agriculture with an emphasis in Food Safety
    ii. AS Degree in Food Safety (more focus on microbiology)
    iii. 2+2 in Food Safety
    (Will attempt to resubmit our proposal for a BS in Food Safety if the

- *Many students “job out” into promising careers with good pay and advancement potential*

B. TEACHING MODALITY

1. 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/Online Sections	No of Hybrid Sections	Full-time Faculty	Adjunc
Spring 2015	0	17	1	
Fall 2014	0	14	1	
Spring 2014	0	12	1	
Fall 2013	0	12	1	
Spring 2013	0	13	1	
Fall 2012	0	12	1	

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?

Not applicable.

3. Describe the process to change and improve student success in DE courses/sections in your program.

Not applicable.

4. Compare student retention in the DE teaching environment with retention in the face -to -face teaching environment in the same course. Are there differences? To what do you ascribe the differences in your program?

Not applicable.

5. Describe the process to change and improve student retention in DE courses/sections in your program.

Not applicable.

6. Describe any other relevant factors regarding diverse teaching modalities and environments, such as specific locations.

Not applicable.

C. CURRICULUM

Complete the following tables pertaining to courses scheduled for review.

Courses scheduled for review during AY 2014-15 as previously specified	Faculty member(s) responsible for coordinating	(a) Was the course reviewed and (b) taken through the curriculum process?	Date of approv Comm
ABT-101	Steven Triano	No	Delayed

ABT-54	Steven Triano	No	Delayed
ABT-57	Steven Triano	No	Delayed
ABT-58	Steven Triano	In Process	Spring 20
ABT-81	Steven Triano	No	Delayed
ABT-82	Steven Triano	No	Delayed
ABT-83	Steven Triano	No	Delayed
ABT-90	Steven Triano	In Process	Spring 20
ABT-92	Steven Triano	In Process	Spring 20
ABT-93	Steven Triano	No	Delayed

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 I Assessme
1) Problem solving and critical thinking 2) Business documents and math skills	(See below.)	(Yes. See b

(more than just a grade). Some students never seem to get started, and I am at a loss how to reach this part of the student population.

- *Revise SLOs:*
  - *ABT-57 and ABT-92*
  - *Others as identified?*
- *Revise PLOs:*
  - *The wording of the PLOs is close, but there is room for improvement.*
  - *A draft of the proposed PLOs is in the file ABT_course_SLO_PLO_CC-01-29-2014.xls.*
- *Improve Student Services:*
  - *We should have a series of staffed open lab hours at the Alisal Campus for students to practice with the applications, do their homework and get their questions answered.*
  - *Consider 1-unit computer lab courses that are designed as supplemental to existing ABT, CSS and BUS offerings.*
  - *We need improved tutorial services for our classes that includes computer skills, math skills, writing skills and course-specific topics as appropriate.*
  - *Encourage and reward student-led study groups (incentives? wage? infrastructure?)*

- Agriculture —Production Emphasis
  - *Revise assessments:*
    - *For ABT-57, provide more assignments, lab walkthroughs, and group work to encourage collaboration and group learning.*
  - *Revise teaching methods:*
    - *Add more basic math assignments to ABT-90, 92 and other courses that require those fundamental skills.*
    - *Add content to distinguish between the writing methods for true research papers and scientific review papers for courses that have a term paper (scientific review) requirement (ABT-92).*
    - *For ABT-110, consult other faculty for ideas to improve student motivation. Students must see the value of the Portfolio Assignment (more than just a grade). Some students never seem to get started, and I am at a loss how to reach this part of the student population.*
  - *Revise SLOs:*
    - *ABT-57, ABT-92 and ABT-93*
    - *Others as identified?*
  - *Revise PLOs:*
    - *The wording of the PLOs is close, but there is room for improvement.*
    - *A draft of the proposed PLOs is in the file ABT_course_SLO_PLO_CC-01-29-2014.xls.*
  - *Improve Student Services:*
    - *We should have a series of staffed open lab hours at the Alisal Campus for students to practice with the applications, do their homework and get their questions answered.*
    - *Consider 1-unit computer lab courses that are designed as supplemental to existing ABT, CSS and BUS offerings.*
    - *We need improved tutorial services for our classes that includes computer skills, math skills, writing skills and course-specific topics as appropriate.*

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2. Describe how program level outcomes were specifically addressed by the program/discipline during the past year.

- *Based on the discussions of course and program alignment with Core Competencies, it was determined that the ABT programs do adequately address each of the Core Competencies for students completing a program.*

COURSE LEVEL STUDENT LEARNING OUTCOMES

4. Please complete the following tables.

List courses scheduled for SLO assessment as previously specified	In what term was the course assessed?	Was the Course Asse Summary Report co
ABT		

ABT-99	Fall 2014	Yes
ABT-52	Fall 2014	No
ABT-54	Fall 2014	No
ABT-57	Fall 2014	No
ABT-130	Fall 2014	No
ABT-131	Fall 2014	No

List courses scheduled for SLO assessment in AY 2015-16	Faculty member(s) responsible for coordinating	Target semest Fall 2015 or
ABT-41	Steven Triano	Spring 2016
ABT-49	Steven Triano	Fall 2015
ABT-52	Steven Triano	Spring 2016
ABT-53	Steven Triano	Fall 2015
ABT-54	Steven Triano	Spring 2016
ABT-57	Steven Triano	Fall 2015
ABT-58	Steven Triano	Spring 2016
ABT-80	Steven Triano	Spring 2016
ABT-82	Steven Triano	Fall 2015
ABT-83	Steven Triano	Spring 2016
ABT-90	Steven Triano	Fall 2015, Spring
ABT-91	Steven Triano	Spring 2016
ABT-92	Steven Triano	Fall 2015, Spring
ABT-93	Steven Triano	Fall 2015
ABT-96	Steven Triano	Spring 2016
ABT-98	Steven Triano	Spring 2016
ABT-99	Steven Triano	Fall 2015, Spring
ABT-101	Steven Triano	TBD
ABT-102	Steven Triano	TBD
ABT-103	Steven Triano	TBD
ABT-104	Steven Triano	TBD
ABT-105	Steven Triano	TBD

ABT-110	Steven Triano	Fall 2015, Spring
ABT-130	Steven Triano	Spring 2016
ABT-131	Steven Triano	Spring 2016
ABT-134	Steven Triano	Fall 2015
ABT-135	Steven Triano	Fall 2015
ABT-160	Steven Triano	Spring 2016
ABT-258	Steven Triano	Fall 2015

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 15-16?
1. Working with adjunct faculty on SLOs			

Activity scheduled	What success has been achieved to date on this activity?	What challenges existed or continue to exist?	Will activity continue into AY 15-16?
2. Curriculum Development NEW COURSES	1. ABT-66, Intro to GIS 2. ABT-67, Intermed GIS in Ag 3. ABT-80,6[illegible]		

Activity scheduled	What success has been achieved to date on this activity?	What challenges existed or continue to exist?	Will activity continue into AY 15-16?
5. Grant Development	Various grant opportunities, including the USDA-NIFA Grant Proposal	Lack of Full-time faculty support in ABT Lack of adequate lead time when developing grants. It is always an emergency rush job!	Yes
6.			

Activity scheduled	What success has been achieved to date on this activity?	What challenges existed or continue to exist?	Will activity continue into AY 15-16?
8. Support Operations	1. Laboratory support 2. Equipment maintenance and calibration	The current problem is a lack of operations to support—no field space, no greenhouses and no enterprise classes. We also lack basic skills or tutorial services and a career and internship center	Yes
9. Community Particktenoll Yes			

3)

ii. *Various FLEX activities*
    1. *Elumen*
    2. *Teaching methodologies*
    3. *ACE Community of Practice events*

7) *Marketing/Outreach*
    a. *Ag Ambassadors Club recruiting efforts*
    b. *Participation in FFA and Cal Ag Leaders activities and competitions*
    c. *Hands-On Fridays and other events that bring potential students to the Alisal Campus*
    d. *Alisal Campus Open House*
    e. *Development of new marketing materials planned for Spring 2015 to Fall 2015*

8) *Support Operations*
    a. *Current support operations have been limited to laboratory support by Meaghan Black, including lab prep, ordering, vendor relations, event and activity support, and equipment maintenance and calibration*
    b. *Arguably, the Ag Institute could be considered a support operation since it provides a great deal of support for ag-related activities for programs within the Ag Institute (ABT, AIT, ADT and WLD). Since this is actually an umbrella organization that is funded separately, the Ag Institute is not being detailed in*

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

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:

a. NEW CURRICULUM
b. FURTHER DEVELOPMENT OF THE PROGRAM OR SERVICE
c. GRANT DEVELOPMENT AND PROPOSALS
d. FACULTY AND STAFF TRAINING
e. MARKETING/OUTREACH
f. ENROLLMENT MANAGEMENT
g. STUDENT SERVICES
h. ADMINISTRATIVE SERVICES
i. SUPPORT OPERATIONS
j. FACILITIES

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,

4.	Annual maintenance and calibration for microscopes, balances, pipettes, pH meters	2A, 4C, 4D	This activity will support all SLOs, PLOs and program goals	Provide quality equipment for our students and save money by keeping all equipment in proper working order	$8,000 ANNUAL maintenance and calibration costs	Meaghan Black	Ongoing
5.	Complete development of two 2+2 pathways with CSUMB and finalize two AS-T programs	1A, 2A, 2B, 5A, 6A	There is a long list of courses included in these programs	The AS-T degrees are necessary for compliance with state mandates Provide improved pathway options for students seeking BS degrees	$10,000 for support and personnel and content development	Steven Triano	Fall 2015 fo AS-T degre Spring 201 2+2 pathwa
6.	Complete development of Food Safety degree and pathway options	1A, 2A, 2B, 5A, 6A	There is a long list of courses included in these programs	Provide 2-year degree options for (1) students interested in ag with an emphasis in Food Safety, (2) students interested in an AS in Food Safety, and (3) students interested in a BS pathway in Food Safety or related field	$10,000 in costs associated with new course development	Steven Triano and Susan Pheasant	Phase one i 2015 and P Spring 201
7.	Complete revisions of existing courses and programs	1A, 2A, 2B, 5A, 6A					

9. Outreach and

13.	Hire a Career Center and Internship Coordinator	1A, 2A, 2B	This activity will have an impact on all SLOs, PLOs and program goals	Student success, career success, industry partnerships, student tracking (DATA!)	$70,000/yr salary and benefits plus office space	Zahi Attalah	Fall 2016
14.							

*** 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:

- Â Faculty
- Â Other staffing
- Â Facilities
- Â Equipment (non-expendable, greater than $5,000), supplies (expendable, valued at less than $5,000)
- Â Software
- Â Hardware
- Â Outside services
- Â Training
- Â Travel
- Â Library materials
- Â Science laboratory materials

a) Describe the new e nact EMC /P <</MCID 18 >>BDC 3 Tw .00018 >>By05 To >>B fatex[(s)7(u)8(ppo)11(

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 College's integrated planning (governance, budget development, funding decision making, and resource allocation) processes. A resource is likely to be something needed to support an activity that you have identified in IIIA above, in which case you must link the resource with a specific activity number (first column below). All resource requests completed in the various columns of a specific row must be linked to the new or continuing activity numbered on the first column of that same row . The first activity listed should be the most important; the second activity listed the second most important, etc. A resource could also be something necessary for your program/discipline to function properly to improve student learning, such as updated equipment in a classroom; in such case be sure to note that the resource is NOT tied to a specific activity.

Activity No.	Personnel Classified Staff/ Faculty (C/F/M)*	Supplies/ Equipment (S/E)**	Technology Hardware/ Software (H/S)***	Contract Services	Training	Travel	Library Materials	Facilities /Space e.g., Science Labs
5.		New course support equipment		Curriculum services				
6.		New course support equipment		Curriculum services				
7.								
8.		Course content		Multimedia development				
9.	Outreach staff				Training materials	Travel to sites		
10.								
11.						Travel to sites		
12.	SIs							
13.	Career Center and Internship Coordinator		Computers					Career Center
14.	Lab supervision							Computer Lab
15.	(Combine with Career Center for efficiency)							

* 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.