

# Program Planning and Assessment (PPA) for Academic Programs

## 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 data and uses these data to plan for improvement. The results of the Program Planning and Assessment process will be used to inform program development and student behavior at Hartnell College.*

**Program/Discipline**

**Date Completed (must be in final form by 3/27/15)\***

**Date Submitted**

---

**Dean's Comments (required):**



The enrollment is a function of classroom size. When the class is held in a small classroom (N22 in Fall 2010) enrollment is down. The classroom size in N8 is actually larger than that shown on the schedule so students are being turned away from the smaller classroom when there is actually more room available. The class enrollment is steady. Students who attend optional field trips have a better course completion rate.

## **SUCCESS**

- 3. Review the success 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?**

*The geology success rate is generally higher than the overall college success rate as illustrated on the graph. It is difficult to determine the reasons for the variation between 70 and 80 percent for different semesters.*

## **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.**

*The AS Earth Science degree is not awarded on a regular basis. The 2y degree is too rigorous to be completed by the transfer geology students within a reasonable amount of time and does not articulate with the Transfer Model Curriculum (TMC) model or the geology degree programs offered at UCSC or SJSU. Since the inception of the Earth Science degree has been offered very few students have completed the degree program. There are several reasons for this; the degree program does not match well with the (TMC) promulgated by the CSU system. The Hartnell program is a hybrid multidisciplinary degree spanning several broad natural science fields, focusing on geology but including astronomy and meteorology as well. The current degree requires meteorology which is a separate degree at most four year universities and is not a required course for university geology students. Additionally the meteorology class that is a degree requirement is offered sporadically. In order to complete the Hartnell degree students would be required to take classes that do not apply to their geology B.S. degree. Secondly, the Hartnell program is difficult to complete within the time frame that most students attend community college. The math and physics sequence requires several years for most students to complete. The best students simply move on to a four year university after they have completed*

*are offered. An online component Etudes is integrated into the geology and oceanography courses and students complete projects and communicate with instructor online.*

### **3. Describe**


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?
Demonstrate proficiency in the areas of graphical presentation, oral communication, and scientific writing.	Students are required to prepare numerous shorter papers, a research paper, and an oral report.	No

List Program level outcome(s) scheduled for assessment in AY 15-16	Have your course level SLOs needed for this program level outcome been assessed or scheduled for assessment?

**2. Des**





List courses scheduled for SLO assessment in AY 2015-16	Faculty member(s) responsible for coordinating	Target semester and year—Fa 2015 or Sp 2016

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

*Course level assessment results indicate that a large group of students are challenged in basic skills required for academic success. The geology and oceanography courses attract non-science majors seeking to complete transfer requirements. Students have a limited background in science and require strengthening in several key areas including analytical and communication skills. A Supplemental Instructor (SI) was hired in the Fall 2014 to assist the students both with achieving success in geology and oceanography and also to help the students learn better study habits and provide additional reinforcement of course level learning objectives. The SI has been successful in helping the students better prepare for the exams.*

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

*Course level assessment activities consist of midterm exams and quizzes. Quizzes and assignments are being offered online. Interactive methods such as in class Jeopardy style quizzes and group quizzes are being implemented. Grades are being posted*

2. update meteorology course	None, course was inactivated	No instructor, course out of date,	No	yes
3. New climate change course	none	American Meteorological Society offers course	yes	yes
4. Geology TMC	Course have been revised, CSU coordination is ongoing	TMC model does not conform to CSUMB, SJSU,	yes	yes

\* For each activity that will continue **into AY 2016-17** 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 stud**

### **III. ANNUAL ACTION PLAN**

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, etc. Please keep in mind that resources needed, if funded, would not be approved until spring 2016 and provided until FY**

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

Aesthetic Appreciation, Personal Growth and Responsibility)

- 2) **Program level Outcome (list applicable program outcome)**
- 3) **Course level Outcome (list applicable course level outcome)**
- 4) **Program/Discipline Goal (list applicable program/discipline goal)**
- 5) **Strategic Plan Goal (list applicable strategic plan goal)**

*[Begin response here]*

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

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

*[Begin response here]*

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

*[Begin response here]*

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

*[Begin response here]*





# **APPENDIX A.**

## 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.