

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 data and uses these data to plan for improvement. The results of these annual cycles provide data for a periodic comprehensive review that shows evidence of improvement and outlines long-range goals.

The Program Planning and Assessment process improves and increases the flow of information about student learning, student success and student behavior at Hartnell College. The result of the process also improves institutional effectiveness.

Program/Discipline	Date Completed (must be in final form by 3/27/15)*	Date Submitted to Dean
Liberal Arts with Emphasis (Sociology and Social Sciences)	9/2015	9/2015

*Please note that you should work with your colleagues and dean to ensure that this report is co

Dean's Comments (required):

Dr. Mark Sanchez 10/1/2015

VPAA Comments (required for comprehensive reviews):

Typed Name of VPAA

Date

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

- 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.

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.

0

Term	No. of Active
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1. Describ

Liberal Arts- Sociology and Social Sciences emphasis fulfills the college mission of providing educational opportunities to reach academic goals in an environment committed to student learning, achievement and success. As of now it has provided a viable option for completing Associate Degree requirements that are transfer-oriented. The degree is sufficiently and appropriately derived from the college vision and mission. For this degree, we need:

- 1) To continue to offer liberal arts education that lead students through comprehensive learning experiences
- 2) To continue to offer basic principles, concepts and methodologies both unique to and shared by various disciplines that will give students the opportunity to be exposed to the immediate society and the world in which they live
- 3) To continue to consider the world is ever-changing and the curriculum and program needs timely revisions to reflect those changes.

II. ANNUAL REVIEW

This section must be completed for ALL academic programs, including those scheduled for a comprehensive review in spring 2015.

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.

DATA TABLE: Enrollments, Success Rates for Face-to-Face (FF) and Distance Education (DE)

	2011-12		2012-13		2013-14	
	Fall	Spring	Fall	Spring	Fall	Spring
ADJ 1 Enrollments	210	184	159	126	186	105
FF Success	58%	62%	57%	46%	59%	45%
DE Success	42%	34%	39%	33%	40%	23%
Total Success	55%	55%	53%	43%	59%	45%
ANT 1	184	253	87	255	245	250

ENROLs7

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?**

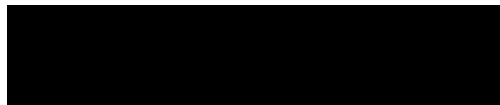
See **DATA TABLE: Enrollments, Success- Face-to-Face (FF) and Distance Education (DE)** Courses within this program are interdisciplinary and assessed and planned by each discipline; however, reviewing the data, students are showing completion rate success higher than average.

Art and Design	0	0	0	0	0
Communication	0	1	3	0	4
Culture and Society	4	3	7	6	20
History	1	1	4	1	7
Humanities	0	1	2	0	3
Languages and Literature	6	3	4	2	15
Performing Arts	0	0	0	0	0
Philosophy	0	1	1	0	2
Political Science	3	1	9	6	19
Psychology	36	53	64	66	183
<i>Sociology and Social Sciences</i>	<i>28</i>	<i>23</i>	<i>49</i>	<i>35</i>	<i>135</i>
					397

B. TEACHING MODALITY

1. Enter the number of Distance Education Courses, bot

Term	Course offered DE or DE/Hybrid
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Term	Course offered DE or DE/Hybrid
FA 2011	No
SP 2012	No
FA 2012	

2. Cutbacks in lab hours and other support programs have made it very difficult for at risk students to succeed.
3. The Hartnell College schedule of classes is confusing for students and many do not know they actually enrolled in an online course.
4. Many students who enroll in online courses have no understanding of how to navigate the Etudes learning platform.
5. Many students drop because of the confusing nature of the platform.
6. Many students do not possess basic internet skills including navigating the internet, downloading files and installing necessary programs such as Adobe Acrobat.
7. Fasttrack courses are a special problem for retention and success because many students are unaware they have enrolled in a 6-week long course. (Do summer offerings with the same 6 weeks have a lower success rate?)
8. The Hartnell email system is another problem for online students. Many don't have a Hartnell account or even know about Hartnell email so they miss crucial information at the beginning of the semester. This problem will be exacerbated by the new campus policy that forbids faculty from responding to non-campus email from students.

A recommendation to include as part of the conversation/research is written communication vs. verbal communication skills. Since often times in a FF class verbal discussion and group participation may be part of the grading and most DE offerings depend on more written communication. Could this make a difference in student's success?

Additionally, looking at research of individual students and comparing those that are new students vs. continuing students success rate. Often times new students do not understand the scope and rigor of college-level work and with the additional skills needed for DE courses and written communication may hinder the opportunity for success.

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?**
 With this degree having multi disciplines and understanding the research involved for each discipline is a huge undertaking, an analysis of each discipline's SLO's and PPAs may be helpful in identifying strategies to increase retention. (Recommend closer review of semester, location and the individual course section numbers to see if there are significant differences in retention and success.)

PROGRAM LEVEL OUTCOMES

The courses identified and offered in the Liberal Arts: Sociology and Social Sciences emphasis degree are interdisciplinary and are divided in the areas of transfer specificity with also the transferable mathematics course identified as most often required in the specific majors. To attain the degree, student must take 60 transferable units, with 18 units in the area of emphasis. For depth of study, 2 or more courses in one discipline is required. For breadth of study, courses must be taken from 2 or more disciplines within the area of emphasis. For the Liberal Arts: Sociology and Social Sciences emphasis degree, students must select at least 18 units from the following courses:

Course		Units
ADJ 1	Introduction to Administration of Justice	3
ADJ 2	Community Relations and the Justice System	3
ADJ 3	Concepts of Criminal Law	3

ADJ 51

POL 2

Contemporary

completed by Dean Stephanie Low the required courses were to be “grouped” so that course level assessment data could be aggregated for this degree. After meeting with Cheryl O’Donnell and learning this “grouping” had not happened because it has proven to be more difficult than anticipated and staffing issues.

Therefore as part of this PPA, an analysis of

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?
Recommend for the next PPA cycle a different emphasis be assessed.	Yes- all courses offered were assessed in 2013-14 and all courses were scheduled for continued assessment and analysis during Flex Day August 2015

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?

Review individual discipline's PPA

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 in teaching and student learning?

The PLO's for the Liberal Arts: Sociology and Social Sciences emphasis degree reflects the breadth of the degree and the core competencies

PSY 2	2013-14	Yes
PSY 6	2013-14	Yes
SOC 1	2013-14	Yes
SOC 5	2013-14	Yes
SOC 41	2013-14	Yes
SOC 42	2013-14	Yes

List courses scheduled for SLO assessment



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.

** **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.

