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 these annual cycles provide data for a periodic comprehensive Program Planning and Assessment process improves and increases the flow of information about student learning and student b al effectiveness.

Program/ Discipline	Date Completed (must be in final form by 3/27/15)*	Date Submitt

_____ _____

Typed Name of Area Dean Date

VPAA Comments

I. COMPREHENSIVE REVIEW

2. What staffing factors/challenges have influenced the effectiveness of the program?

[Begin response here]

C. CTE Programs – Labor Market & Achievement

Please complete this section if the program is Career Technical Education (CTE). Go to subsection D if the program is <u>not</u> CTE.

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 have occurred over the past two years. What information and/or data were presented that required or currently require changes to be made to your program? Please attach copies of meeting minutes over the past two years and a list of committee members and their respective industries/areas.

[Begin response here]

3. Does

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

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- The enrollment trend for face to face in SOC 1 was higher in the Fall 2011, Spring 2012, and Spring 2013. The lowest enrollment was in the Fall2012 (61 students). There has been a decrease in enrollments for the 2012-13 academic year.
- Introduction to sociology has the highest enrollment rates. SOC 1 is popular among students because it introduction to the field of

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?

Online

- The success rate for SOC 1 and SOC 5 are below in comparison to the college success rates for all six semesters (Fall 2011 – Spring 2014). Spring 2014 was the highest success rate (65%).
- The success rates are higher for SOC 5 than SOC 1. The success rates were high in the Fall 2012 (72%) and slightly decreased insignificantly to 71% and 90% in the Spring and Fall 2013. However, the highest success rate was in the spring 2014 to 80%.

Face to face

- When comparing all Fall and Spring semesters, the lowest retention rates were in the Fall 2011 (64%) and highest in Fall 2013 (88%).
- Although the retention rates for SOC 1 were high in Fall 2012, Spring 2013 and Fall 2013, the success rate was low. Fall 2013 had the highest retention rates but also the lowest in success rate (54%).
- In looking at SOC

The success rate for SOC 1 online and face to face averages just to 52% Over half of the students who enroll earn a C or better. For SOC 5 online success rate is approximately 68% and 56% face to face These were online course (Fall 2011, Fall 2012) with no face to face instruction. On possible reason for the difference in success rate might be that SOC 5 appears to be more challenging face to face.

Many students enroll in online courses with the impression that it will be easier than attending face to face instruction. Students may find online courses difficult give the lack of face to face interaction with their instructor and/or classmates. Students who are successful in completing DE courses are focused, dedicated, and complete their assignments, discussions and exams. Students taking DE courses need to have time management skills in organizing their time around assignments, work, and other responsibilities. Another aspect of student success with DE instruction is students reaching out to their instructors for help.

3. Describe the process to change and improve student success in

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List Program level outcome(s) scheduled f assessment as previously specified
PLO 1: Demonstrate a working knowledge core concepts of sociology including: social structure; culture, social stratification and inequality; race, ethnicity, and gender; and globalization

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 cours

etc.) to successfully complete the course requirements and apply sociology in everyday life.

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

SOC 5	Hortencia Jimenez, Marisol White, Eric Strayer	Spring/Fall 2015
SOC 41	Marisol White	
SOC 42	Hortencia Jimenez	

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

By working collaboratively on the Program Level Outcomes and Student Learning Outcomes, sociology instructors realized tha when more than one faculty member teaches the same course (i.e., SOC 1, SOC 2, SOC 5), they can create one common assessment tool for that semester. Another observation from this process is that we need to strengthen our teaching in the application of theoretical frameworks and concepts so that students can have a better grasp.

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

Sociology faculty will be integrating a variety of teaching modalities in the classroom and online . This ranges from group projects, presentations, quizzes, exams, film reviews to research papers. One challenge that we foresee is coordinating the busy schedules of the instructors. However, through e-mail and conference call, instructors can connect and check-in.

E. PREVIOUSLY SCHEDULED ACTIVITIES

* 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

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:

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****** 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.

a) Describe the new activity or follow-on activity that this resource will support.
Activity #2:

b) Describe how this activity supports all of the following that apply:

1) Core Competency (0.0/TT6 1 Tf 0 Tc 0 Tw ( )Tj /TT3 1e 0 T-sc

****** 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.

a) Describe the new activity or follow-on activity that this resource will support.

Activity #4: Job announcement for part-time Sociology Instructor

b) Describe how this activity supports all of the following that apply:

1) Core Competency (Communication Skills, Information Skills, Critical Thinking/Problem Solving, Global Awareness, 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)

With the creation of two additional courses and the desire to offer additional sections in Introduction to Sociology and Social Problems the sociology department upon the snert:5mm

****** 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.

a) Describe the new activity or follow-on activity that this resource will support.

Activity #5: Sociology Speaker Series

b) Describe how this activity supports all of the following that apply:

1) Core Competency (3 5 0 0 1 0 0 1 0 0 1

to host a speakɐr

e)

e) What are the barriers to achieving success in this activity?
Time conflict in coordinating mentor/mentee meetings and WELI staff meetings.

*** 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.

a) Describe the new activity or follow-on activity that this resource will support.
Activity #8: Professional Development

b) Describe how this activity supports all of the following that apply:

1) Core Competency (Communication Skills, Information Skills, Critical Thinking/Problem Solving, Global Awareness, Aesthetic Appreciation, Personal Growth and Responsibility)
2) Pn

draw upon in class.

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

beneficial relationships between the college and the community (outcome 6A.4 p.13)

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

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