

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
Academy for College Excellence	Draft #1 2/27/15	

\*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.

List of Contributors, including Title/ Position

Name	Title/Position
Hermelinda Rocha Tabera	ACE Program Specialist
Andrea Curtis	ACE Program Assistant
Luis Chacon	Social Justice Instructor
Phillip Tabera	Social Justice Instructor

Dean's Comments (required):

LLS&R AREA FTES				
	3-Year Average	Fall 2012	Fall 2013	Fall 2014
ACE (EDU only)*	19.44	29.94	15.70	12.67

ACE enrollments have declined since Fall 2012; fewer cohorts of the program have been offered because of enrollment issues.



- What is working well in the program/discipline?
- If there is a sequence of courses in your program, what processor 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?

Hartnell College mission state

### Program goals and description

The Academy for College Excellence (ACE) supports underrepresented and underprepared students to complete their first semester of community college study. ACE, is a nationally recognized, award winning, program with proven results in equipping students to succeed in college. It is a highly collaborative enterprise that teaches teamwork and personal responsibility, the ACE approach also promotes individual self-exploration, self-improvement and persistence. The results are a transformational learning experience.

## 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
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- 3) Consider the scaling of ACE to 4 to 5 cohorts per semester(250 students/year) and investigate the integration of the ACE FC pedagogy into the college's orientation so that all students will benefit by ACE curriculum
  - To support the scaling, investigate the hiring of a full- time coordinator and director to help guide the scaling of ACE and integration of FC in college's orientation
- 4) Recommendations #1, #2 and #3 would be integrated with the college's Program Planning process. The SWOT analysis data will be included in the Hartnell College's Program Planning and Assessment documents.
- 5) Perform a rigorous evaluation of the Hartnell ACE cohorts following either the RTI International ACE study design or the Cabrillo College PRO analysis design.
  - Analyze the longitudinal academic success of ACE students in their transfer and CTE programs
- 6) Raise funds to implement the above recommendations (#1 & #5).
  - Formal evaluations of the Hartnell ACE Program
  - Develop and implement a vehicle to market the ACE Program to students, the community and faculty based on the evaluation study.
  - Develop and implement an internal and external communications plan based on focus groups with students, faculty and community members.

## C. CTE PROGRAMS – LABOR MARKET & ACHIEVEMENT

N/A

1. Describe the demonstrated effectiveness on the program over the past several years with levels and trends of

## 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 the Hartnell College 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



### Program Goals:

- 1) As the program is committed to providing education to underprepared students, the program believes it is compatible with the college's mission to provide learning opportunities and equal access for all students.
- 2) Another reason the program is compatible with the College's mission is that the Hartnell College mission states that it "strives to prepare students for productive participation in a changing world".
- 3) Many of our students are first-generation students. They come from diverse background. Although they have much life experience with a rich diversity, they are academically under-prepared for college and might not otherwise attend college if not for this program.
- 4) In addition, many of the ACE students overcome several social, financial and legal barriers to attend college.
- 5) The program is a perfect fit for these students to introduce them to the college environment and provide access to educational doors that were previously closed.
- 6) Most of our students would not be successful entering the college environment as they are poorly equipped academically to succeed as many of them are entering the college system for the first time.
- 7) Many of them are the first of their family members to attempt college.
- 8) The college mission is dedicated to responding to the learning needs of the community and preparing students to productively participate in a changing world.
- 9) Our students are more likely to succeed in college and further their education than comparison groups of under-prepared students who have not gone through the program. This in turn creates productive members of society.
- 10) Recent studies show that students going through the ACE curriculum at Hartnell College completed degree-applicable English at 48% vs. only 17% of the comparison group who had not gone through the ACE bridge semester (MPR associates, 2012)
- 11) In addition, 70% of ACE students continue on to the next semester compared to 59% of a comparable group that had not gone through the program (MPR Associates, 2012). These are only some of the many successful statistics the program is able to provide.

- 12) We have seen increased completion of transfer level English, Math and further enrollment in college are the results the ACE program provides to enhance the college's mission of providing access to a quality education and the opportunity to pursue and achieve student's goals.
- 13) As many of the faculty, staff, and administration are aware, the community in which we serve is highly populated with academically under-prepared students.
- 14) Finally, almost 83% of the students within the ACE program are of Hispanic descent. Hartnell College is a designated as a Hispanic serving institution, and as an already designated, " Hispanic serving institution ," it is the colleges' obligation to provide institutional access and campus based services to these students.

***This section must be completed for ALL acad***

## 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?

Patterns: Enrollment in EDU 110 remains high while that of EDU 111 and 112 declines throughout the semester. Typical pattern as some students leave program early due extenuating circumstances such as; transportation, securing stable housing, finding stable employment, financial and childcare.

Anomalies: Spring 12 and Fall 2013 shows more students enrolled in EDU 111 compared to EDU 110. Explanations for the difference is due to student paperwork coming in after college deadline, issues registering some students on time due to late enrollment or paper work delayed in getting processed. In addition, there is a difference in the amount of students enrolled in EDU 111 and 112 for all semesters. Explanation for the difference depends on attendance of students in each respective course and the instructor's decision to drop student if s/he is not attending class. Finally, Fall 2011, Spring 2012, and Fall 2012 saw the highest amount of enrollments. The high enrollment in the three semesters mentioned was due to a combination of support in recruiting efforts and faculty involvement. Starting in Spring 2014 a change in staff, reduced number of student ambassadors, and longtime ACE faculty (part-time) retired or left for other reasons. There was a decrease in enrollment from Spring 14 compared to Fall 13 due to the fact that only one cohort was offered in that semester.

Actions: To improve current conditions, recruitment staff and support must increase in student ambassadors and hours. There is also the need for an efficient recruitment plan that involves permanent community contacts.

## 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?

Patterns: Success stays high in EDU 110 where more than 60% of students complete the course. This is due to the high cooperative learning environment that the course offers and increase emotional and academic support from staff, faculty and within the students themselves. Another noticeable pattern is that the success rate in all courses is higher during the Fall semesters as compared to the Spring semesters. Fall semesters typically sees higher enrollments due to incoming freshmen from high school graduates, therefore, success tends to be higher as well.

Action: Weekly discussions among faculty and staff apart from faculty -student meetings to ensure that instructors are getting the support they need to instruct and handle any situations that a student/s may be experiencing. Focus on increasing enrollment in Spring through increased recruitment efforts mentioned in item II.2 under "Enrollment".

## DEGREES AND CERTIFICATES

4. De

Term	No. of DE/Online Sections	No of Hybrid Sections	Full-time Faculty	Adjunct Faculty
N/A				

2. Compare student success in the area of (a) DE/Online (b) Hybrid (c) Full-time (d) Adjunct

### 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 approval (or anticipated approval) by Curriculum Committee
EDU 110	H. Rocha	Yes	
EDU 111	H. Rocha	Y	

**List Program level outcome(s) scheduled for assessment in AY 15-16**

## CORE COMPETEN



6. Describe assessment activities that need to be str

***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

2. Increase in Program Assistant hours			Prospective and current students will be provided with better service, during normal and crucial hours.	Funding to facilitate increase from 10 to 12 months, and	H. Rocha	Fall 2015	
3. Continue with SI Instruction in English and other EDU courses			Increase enrollment and success rates for ENG 101	Funding to maintain supplemental instructor	H. Rocha	Fall 2015	
4. Continue MAT 201 section			Students who need support for MAT with receive it in an ACE environment	Funding for adjunct to attend FELI	H. Rocha	Fall 2015	
5. Pay Faculty Stipends for Weekly Meetings			Ensure faculty compensation to meet weekly in regard to students success	Funding for new and returning adjuncts	H. Rocha	Fall 2015	
6. Fund FELI Training for new ACE faculty			Ensure proper training for current and future faculty as required by ACE standards of success	Funding to facilitate FELI training	H. Rocha	Fall 2015	

\* See Appendix A for a list of the 11 goals in the college's Strategic Plan.

**\*\*\* 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:

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

a) Descr

## 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 sub 65 0 Td ( ) Tj 0.c***



## 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