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 acade

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
Elementary Teacher Education		

*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
Jeanne Hori -Garcia	ECE Instructor
Laverne Cook	Counselor, Articulation Officer
Celine Pinet	Dean of Academic Affairs, Curriculum and Instruction, Social and Behavioral Sciences and Fine Arts

B. Instructional Staffing

2. Describe the numbe r of, acti vities of, and r comme ndations r esulting fr om adv isor y commi ttee m eeti ngs that have occurr ed over the past two years. W hat infor mation and/o r data were pr esented that r equi r ed or cur006 Tc 0.006 Tw 0

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

A. COURSE DATA &TATA T c 0 T w

Enrollments and Retention:

First censes	Last census	% retention
24	17	70.83%

find qualified teachers. Several school districts have hired teachers who are still working on their credentials at the local CSUs.

achievement data, such as degree and certificate completions / awards.

[Begin response here]

Major	Type	SP13	SU13	F13	SP14	SU14	F14	SP15	TOTAL
Elementary Teacher Prep - AA-T (new 1213)	AA	0	0	0	0	0	1	2	3

Major	Type	Sp 09	Su 09	F09	Sp10	SU10	Total	
Elementary Teacher Preparation	AA	3	0	0	1	0	4	

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 ad i (1265) 1.652 0 Td (i)TjTd (i)Tj y.327.24 Tm ( )Tja)Tj -0.006 Td (h)Tj 0 <</MCID 48 >>BD110 Tw 4 l

fall 2011 = 57% spring 2012 = 65%
fall 2012 = 72% spring 2013 = 63%
fall 2013 = 70% spring 2014 = 64%
fall 2014 = 70% spring 2015 = 62%

Instructors pointed that the need for more study that influence student success

a) Different levels of academic rigor
b) Different academic standards between face-to-face and distance education classes
c) Analysis of the grades earned students enrolled in the day sections, evening sections, and at King City Center.

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

[Begin response here]

The Teacher Elementary Education program is a multi-disciplinary degree with 12 different disciplines.
The process to change and improve student success in DE courses/sections are presently been done by individual disciplines.

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?

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

[Begin response here]

The Teacher Elementary Education program is a multi-disciplinary degree with 12 different disciplines.
The process to change and improve student success in DE courses/sections are presently been done by individual disciplines.

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

[Begin response here]

This discussion can't take place until the Elumen project to group the courses is completed and a multi-disciplinary faculty team meets to discuss the outcomes and concerns per each individual discipline.

Faculty will be able to identify needs and skills of students but may not know the individual students who are Elementary Teacher Education majors.
It seems that the success rate of the courses with high academic rigor is between 57% to 72% for DE and face-to-face coursework.

D. OUTCOMES

Use your Program Outcome Maps to assist you in this subsection. As you plan your course assessments, keep thro

E. PREVIOUSLY SCHEDULED ACTIVITIES

This subsection focuses on activities that were pre

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 ass

1. List information concerning new projects or activities planned. The first activity listed should be the most important; the

* 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.

Co

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

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APPENDIX A. S

Priority 5: Innovation and Ri