## PPA Philosophy Statement (Senate approved 2008)

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 instructional program, student services department or administrative unit receives assessment data and uses it to plan for improvement. Program Planning and Assessment is a formative and cyclical process, by which faculty and staff analyze data, prepare annual plans, implement the plans, and reassess….The self-assessment process will...be the foundation upon which programs advocate for their needs in achieving educational excellence. It will result in recommendations that will be addressed in the college plans and budgets. Program Planning and Assessment will provide fundamental information for college-wide decision making and resource allocation. Finally, the Program Planning and Assessment process will improve the flow of information about student learning at Hartnell College. It will provide communication to the governance process and to decision makers. The end result will be to improve institutional effectiveness and student success.

## Lessons and Opportunities: Online Teaching and Learning

The last four semesters have given faculty and students an immersion experience in online teaching and learning. In order to capture the lessons, innovations, and future opportunities from the experience, we have designed some prompts for reflection and discussion within your department. Following the discussion and reflection, please answer as many of the questions as apply from each of the two categories below. Our goal is for the Academic Senate to compile the information from this PPA into a Senate report with both information and recommendations, so please **provide answers to any of the questions** that are meaningful to you and your colleagues.

1. Pandemic Faculty Learning
	1. What professional development has been completed or experienced by the faculty in your department? In your answer indicate types, general topics, estimated amount of time, and sources.
	2. Was there a standout, most useful type or source of professional development? If so, please share any recommended types or sources.
	3. Did your department experience changes in faculty-to-faculty interactions during the pandemic? If so, is there anything that you plan to continue?
	4. If you taught online previously, did your methods of teaching and/or interacting with students change? Since students did not have a choice as to the modality of their classes, did you notice differences in performance, expectations, abilities of your students?
2. Pandemic Student Learning
	1. What were some of the most effective strategies used in your department for student-to-student interactions? What are some of the strategies that you would like to further develop?
	2. What were some of the most effective strategies used in your department for faculty-to-student interactions? What are some of the strategies that you would like to further develop?
	3. Which course outcomes or objectives were the most challenging for the online environment? Why was this? Include the kind of online environment (synchronous/asynchronous/hybrid) in your answers if that makes a difference.

## Online Equity

Please **answer both** of the following questions

1. Data
	1. Look at your department’s course Success Rates for 2020-2021. ( **Enrollment & Success Data 2017-18AY - 2020-21AY** spreadsheet). This is a year in which almost all instruction was fully online. It was also a year where the pandemic had a disproportionate impact on many of our students. Considering that the 2020 - 2021 academic year was taught fully online for almost all disciplines, compare the overall success rates for this year to previous years F2F and DE (if applicable). Is there a noticeable difference?
2. Practices Shown to Reduce Equity Gaps
	1. There are research-based practices that improve equity gaps in online teaching and learning. The [Peralta Online Equity Rubric](https://web.peralta.edu/de/files/2020/10/Peralta-Online-Equity-Rubric-3.0-Oct-2020.pdf) is based on this research. Our [Hartnell College Equity Rubric](https://www.hartnell.edu/governance/committees/success/equity_rubric_final.pdf) was adapted from the Peralta’s research on online equity. Online course equity gaps have been shown to be reduced by these “high impact” online practices. Discuss your department’s use of these practices, including:
		* Are faculty in your department using any of these practices?
		* Which are currently being used?
		* What are some of the strategies that need to be further developed and more widely used?

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## Success in Major Required Courses Disaggregated (gender/ethnicity)

Please **answer all** of the following questions.

1. Look at the spreadsheet showing areas of concern in pink and areas of success in green. These cells represent values more than 2 percentage points above or below the college average.
	1. Are there any areas of concern or success among the Major Required Courses in your program(s), when disaggregated by race/ethnicity or gender, according to the SSEC Success Analysis Dashboard?
	2. What qualifies them as an area of concern and/or highlights their success? (e.g., Course success rates for female and Hispanic students in BIO-5, BIO-6 and BIO-6L have been higher than expected (green) since 2020 SP.)
	3. Please provide any practitioner, programmatic or institutional factors that you believe contributed to these equity concerns or success. (e.g., We launched an interactive online tool that allows students to practice … during the pandemic.)
	4. Based on your experience in the classroom, are there any equity gaps that are not indicated in the data?

## Intentional Planning

There is a fundamental difference between the "pandemic" teaching that we were forced into and online teaching that is intentionally designed for student success. We aspire to online teaching that is intentionally planned to meet students' needs. Based on all your reflections above, please **answer at least one** of the following questions.

1. Conclusions
	1. What are some examples of things that your department started during the pandemic that you think worked well and that your department (or individual members) plans to continue.
	2. List any other realizations or conclusions that have come out of the experiences of the last four semesters.
	3. Include anything else here that you would like to capture in the story of your pandemic semesters that would be helpful moving forward.
2. Planning
	1. What plans does your department have for improvement? List one or two departmental goals that come from the reflections above.
	2. Put any budget requests related to your plans to the budget request spreadsheet. Budget requests related to equity should be highlighted in yellow in the budget request spreadsheet.