Hartnell
EDU PPA 2018
Strategic Initiative Report

Education
Strategic Initiative Type: PPA Instructional

Date: 07/03/2018
Strategic Initiative Description:

Department Information

Overview - Directions

List of Contributors

Tammy Boates and Mayra Almodovar

<table>
<thead>
<tr>
<th>Name</th>
<th>Title/Position</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Signature of Area Dean/Director

Please type the name of the area Dean/Director and the date they reviewed the rest of the document. They may also use this space to provide optional comments.
Dr. Celine Pinet - 5/21/2018

Questions Regarding Degree and Certificate Programs

A.1 Core Outcome I - Completion
Observing the number of students who declared your program as their major and took required major courses (Program Award Tool data), what insights can you share? Consider both the number of students who received awards and the number of students who have declared your program as their major.

According to the census enrollment there has been an increase in student enrollment for the 2017-2018 school year. The number of students who have declared our program as their major has increased as well. Students have been successful in at least 30 core units, but less than 60 and the program awards for the AA-T have increased when looking at the last 4 years.

How do you inform potential students about your program? How do students know which courses they should take for your program and in what sequence?

Students are informed from a variety of entities throughout the community. Information regarding classes and programs is presented at the advisory committee, Hartnell fair days (Panther Prep), and we have established a Pathway, in conjunction with CSUMB, with school districts throughout Monterey County. Instructors also inform students of upcoming classes for the following semester and our students have been a great resource by recruiting friends and family members. Our students volunteer and participate in Panther Prep, this allows them to meet interested students and introduce them to our program. In South County, we have staff that visits schools recruiting students for our programs.

The department has a dedicated counselor that assists students with ECE transfer and graduation requirements. In addition, instructor and the program coordinator meet with students when they have questions and need guidance.

A.2 Core Outcome II - Time and Units to Completion

Observing the Time & Units data, what insights do you get from the data in general?
There was no data for my subject; however, for the college as a whole there has been an increase in the number of awards given for the A.A.-T degree.

Observing the Subject Analysis tool, and focusing on the percentage of capacity of your program, is the college offering enough sections or too many sections of the courses in your program?
There is no data in my subject for this area.
Does the way the courses in your degree and certificate program are scheduled enable students to take courses when they need them, plan their lives around their classes from one term to the next, and complete their program on time? If it does not, are there any obvious fixes?

During the spring 2018 semester, EDU 1 had a long wait list allowing another class section to open. EDU 1 is offered in the late afternoon and evening giving students an opportunity to take other core classes needed for transfer. We also offer day and night courses to support the needs of those students who work. In regards to South County we try to offer classes based on the specific needs of students, we have some classes during the day and at night and we rotate them depending on their needs.

How do you work with underprepared students? How do you share the educational resources that are available on campus with all your students? Please give examples of when these resources have worked well and when they have not.

We encourage the students to attend the Panther Learning Labs and computer labs to get the support they need for their courses. Last semester we got tutorial services in King City, with friendly staff and excellent learning environment. In addition, some classes visit the library to gain experience in research development, librarians have many resources that enrich our students learning experiences. Students are encouraged to come to the instructor’s office hours for additional support and to form study groups related to the learning objectives in class. The teacher Pathway Programs also provides enrichment and pre-professional workshops and mentorship.

An example of when the resources have worked is when the students' assignments reflect the support they have been received. Unfortunately, the library resources are limited for scholarly research journals in education.

**A.3 Core Outcome III - Transfer**
Observing the number of transfer students from the transfer volume data, what insights do you get from the data in general? For the college as a whole, there has been an increase in transfers since 2015. The transfer rate has decreased for in-state and out-of-state private schools, but has increased since 2015 in both UC and CSU systems. CSU systems have the greatest number of transfer students from Hartnell College in comparison to the UC and ISP/OOS systems.

What interactions do you have with students about transfer options? Please give examples. The department has a dedicated counselor that assists students with ECE transfer and graduation requirements.

How are program learning outcomes aligned with the skills and knowledge students will need to succeed in transferring to baccalaureate degree programs? The learning outcomes are aligned so that students are prepared to complete their undergraduate courses and then continue with upper division requirements for the baccalaureate degree. In EDU students are obtaining the foundations of education in which they will be able to discuss the Common Core and California Standards for the Teaching Profession relative to the California Teacher Performance Assessment and Performance Expectations as part of their exploration of teaching as a career.

A.4 Core Outcome IV - Employment

Observing the Employment data, what insights do you get from the data in general? There was no data for my subject. In order to be employed as a credentialed K-12 teacher, students need to obtain a teaching credential which equates to one full-time year after their baccalaureate degree. The data provided is limited to the fourth fiscal quarter after exit, therefore does not give enough time for students to complete their teaching credential and obtain employment.
How and when do you inform students about prospective employment opportunities?
Students will need to obtain a four-year degrees and a California Teaching Credential in order to be employed in this field. Announcements are made in class when related employment opportunities arise. We also get information from our Advisory Board and we pass it on to our students. Having the Teacher Pathway Program also motivates our students to transfer and aim for better employment opportunities in the future. Every semester we offer enrichment and pre-professional workshops and mentorship that guide our students and gives them an idea of future employment opportunities.

As part of the course EDU 1 students get to do 45 service learning hours in public schools, they become familiar with the teaching profession, they get mentorships from teachers and school directors.

How are program learning outcomes aligned with the skills and knowledge students will need to succeed in their future employment?
When looking at the learning outcomes we can see how they are aligned. Students become familiar with the California Standards, teacher's assessment and expectations. Students get to do 45 hours of Service Learning in public schools getting an opportunity to work with students and teachers. They realize the value of teaching and working with students from diverse cultural and linguistic backgrounds while becoming familiar with the different components of schools (teachers, school staff, families and community). In class we discuss theory, research, and current issues that are affecting education every day all issues and skills valuable for their future employment.

**A.5 - Recommendations**

Reflecting on your observations and analysis from A.1 through A.4, what recommendations do you have for your program?
Some future recommendations will be:
- Additional staffing- Adjunct faculty members are needed, they would add to the number of course offerings to possibly retain more of our students in the program.
- Facilities - Main classroom facilities offered little to share the early childhood classroom.
- Equipment (non-expendable, greater than $5,000), supplies (expendable, valued at less than $5,000) and seed money for small expenditures for courses and the club.

EDU1 is a CSU certified course for general education under area D – Social Sciences. Therefore, a recommendation would be to work with Hartnell College councilors on recommending this course to non-major students who need to complete area D for their general education requirement.

Reflecting on your observations and analysis from A.1 through A.4, what commendations do you have for your program?

The service learning component for the EDU class has been an outstanding experience for the students to bring theory into practice and to explore the elementary school classroom.

Questions About Previous Activities

B - Questions About Previous Activities

Evaluate the success of each completed activity in Section D.1 (Previously Scheduled Activities) from your Spring 2017 PPA. What measurable outcomes were achieved? Did the activities and subsequent dialog lead to significant change in student learning or program success?

During the semesters, but particularly in Spring, we maintained an informal dialogue with students, taking their suggestions into consideration. We conducted two Saturday meetings where we got to share program information, got students feedback, discuss their concerns about the program and courses. At the same time students had the opportunity to meet guest speakers (teachers, directors, etc.) helping them enrich their learning experiences. Getting their feedback was helpful, we got a better sense of their needs. Based on these experiences we have implemented changes that were put into action with our 2nd cohort. Currently we are getting ready to begin a 3rd cohort but this time in conjunction with Salinas School District.

As a result of these discussions a Panther Lab was established in King City, this has proved to be a great resource for our students. They have the support of tutors not only in the areas of English and Math but also in more specialized areas such as Physics and Chemistry.

The EDU faculty will participate in Panther Prep now in the spring; we will continue to attend and
participate in college outreach activities. Last year we conducted a program meetings during the spring semester, it was our plan to have two during this school year where we could invite students to hear updates about our program and to support their career goals or transfer goals but sadly with the staff changes we had during this school year we were unable to conduct them. We still want to organize the ECE/EDU club and that will be something we will be doing in the near future.