

Template for 2021-22AY PPA Questions: Year of Equity

The PPA Team (Dave, Cheryl, Guy & Matt) has developed the 2021-22AY PPA ‘Year of Equity’ questions for the Instructional & Non-Instructional programs/services. The instructional program data will come from the [SSEC Success Analysis Dashboard](#), which examines key metrics for course-level data, and [Enrollment & Success Data](#), which disaggregates data by Instructional Method (e.g., F2F, Online, Hybrid) comparing College, Subject & Course-level data.

We’d welcome any feedback you have to offer on this process.

Instructional PPA Questions (2021-22AY)

1. Are there any areas of success or concern (+/- 2%) among the Major Required Courses in your program(s), when disaggregated **by Instructional Method** (e.g., Distance Ed, Face-to-Face and Hybrid), according to the [Enrollment & Success Data 2017-18AY - 2020-21AY](#) spreadsheet (see Blue Folder)?

Note: Programs will often include courses from several disciplines. The PPA process and the SSEC Success Analysis Dashboard provides opportunities to review how these courses may impact individual programs, and facilitate inter-departmental discussions.

(Major Required Course List) Outlined in eLumen	In-Course Success for Distance Ed sections has been ... when compared with the college average(s).	Success in Face-to-Face sections has been ... when compared with the college average(s).	Success in Hybrid sections has been ... when compared with the college average(s)
BIO-5	higher (green)	lower (red)	N/A
BIO-6	higher (green)	lower (red)	N/A
BIO-6L	higher (green)	higher (green)	N/A
PETH-1	about the same (clear 1-2%)	about the same (clear 1-2%)	higher (green)
...			

- a. What qualifies them as an area of concern and/or highlights their success (e.g., success rates for Distance Ed Students in ABC-123 courses have been ~5% higher than the college success rates for the past two academic years)?

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2. Are there any areas of concern or success (+/- 2%) among the Major Required Courses in your program(s), when disaggregated by race/ethnicity or gender, according to the [SSEC Success Analysis Dashboard](#)?

Note: Filter by Subject and Course for each Major-Required course in the list below.

(Major Required Course List)	In-Course Success disaggregated by gender has been ... when compared with prior semesters.	In-Course Success disaggregated by race/ethnicity has been ... when compared with prior semesters.
BIO-5	higher (green)	higher (green)
BIO-6	higher (green)	higher (green) Hispanic
BIO-6L	higher (green)	higher (green) Hispanic
PEAC-55	about the same (clear)	about the same (clear)
...		

- a. What qualifies them as an area of concern and/or highlights their success (e.g., in-course success rates for female and Hispanic students in BIO-5, BIO-6 and BIO-6L have been higher than expected/green since 2020SP)?

- b. Please provide any practitioner, programmatic or institutional factors that have/may have contributed to these equity concerns or success (e.g., we launched an interactive online tool that allows students to practice ... during the pandemic) .

3. Based on your experience in the classroom, are there any equity gaps that are not indicated in the data? Please provide any practitioner, programmatic or institutional factors that have/may have contributed to these gaps.

4. Reflecting on the data and/or identified factors above that may contribute to disproportionate impact among equity groups, what information, training, or other resources would you need to improve on these outcomes?

Note: These should also be reported in your budget request spreadsheet and highlighted in yellow.

5. Is there any other data/information that would help you assess and improve your courses and/or programs in the future?

Non-Instructional PPA Questions

Student Success

1. How does your service/office/non-instructional program focus on students?
2. How does your service/office/non-instructional program interact with prospective students in the community and assist/support students in their enrollment process? Is there more that it can do?
3. How does your service/office/non-instructional program support students in selecting and/or pursuing their academic program? Is there more that it can do?
4. What does your service/office/non-instructional program do to impact and/or support students' learning/development in the classroom? Is there more that it can do?
5. How does your service/office/non-instructional program support students to
 - a. Complete their program?
 - b. Complete their program on time? Is there more that it can do?
6. What does your service/office/non-instructional program do to assist students in
 - a. Transferring to a four-year institution (find the right institution and determine a pathway to get there)?
 - b. Finding employment opportunities in their field (find the right employment opportunities and determine a pathway to get there)? Is there more that it can do?
7. How does your service/office/non-instructional program **improve equity** among the different student groups at Hartnell College?

SERVICE AREA OUTCOMES

1. Please describe any **meaningful outcomes** that have been achieved from the SAOs outlined in the prior academic year.
2. Did the activities from the prior academic year, and any subsequent dialog lead to significant change in the effectiveness and/or efficiency of this service/office/non-instructional program during the current academic year? Please describe any resources that may help/have helped you overcome these challenges.
3. What factors and/or challenges have influenced the effectiveness of your service/office/non-instructional program (e.g. staffing, equipment, facilities, etc.) over the last three academic years?