

## **PERSONAL DEVELOPMENT 2006-07**

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### **I. Program Description and Scope**

The Personal Development (PD) department encompasses 12 different courses aimed at supporting students' personal growth primarily through academic and career related classes. The PD courses are taught primarily by Ohlone College counseling faculty. In addition to teaching these courses, counseling faculty also counsel students and coordinate campus-wide programs such as the Student Success Center, Transfer Center, Placement Center, Tech. Prep. Program, and more. Several also serve as advisers to student organizations. The current topics include:

- Transition to College (1 unit)
- College Survival Techniques (.5 unit)
- Strategies for College Success (1 unit)
- Strategies for Succeeding in College (2 units)
- College Success (3 units)
- Introduction to Paraprofessional Counseling (3 units)
- Student Government Workshop (1 unit)
- Career Testing Workshop (.5 unit)
- Career Planning (2 units)
- Student Leadership in Higher Education (2 units)
- Welcome Day: The Freshman Connection (.5 unit)
- Supervised Tutoring (0 unit)

Some of these courses have sections that are offered to specific populations such as probationary/disqualified, EOPS/CARE, underrepresented students, athletes and re-entry students. In addition, many of our Personal Development courses are linked to other classes within college-wide learning communities. Several of the PD courses share the common theme of enabling students to become more proactive in advocating for themselves as students as well as assuming responsibility for their personal and professional lives. These goals are accomplished through an in-depth study of topics such as motivation, effective goal-setting, self-esteem, critical thinking, life skills, reading, memory, time management, wellness, etc. Several of these courses require students to demonstrate a detailed knowledge of the Ohlone College student services, evidence of utilization of faculty office hours, and extracurricular activities such as volunteer work or community service, attendance at Ohlone sporting or performing arts events or other student activities, and/or informational interviews with professionals from the local community.

All of the Personal Development courses for which credit is granted are applicable towards the Associate Degree. PD 100, 101, 105, 111, 113, 114, 120, 150, 160, and 170 are baccalaureate-level and transfer to the California State University. We have also recently gained approval for PD 105, 111 and 113 to transfer to the University of California. The program supports the other departments on campus by preparing students for success in these courses. Research indicates students with outstanding study and

life skills, as well as a clearly defined career path are more likely to perform well in subsequent courses. Most California community colleges surveyed offered similar courses.

To serve the needs of students and the community we have developed and currently offer a variety of fully on-line courses in our PD department. These courses are offered with the “anytime/anywhere” philosophy and have been very popular. Our on-line PD courses give students the opportunity to gain the knowledge of our Personal Development curriculum and establish relationships with our counselors without having to commute onto campus.

Our PD courses are open to everyone in the community. Some of our courses attract people in the community who would not otherwise be taking classes. For example, our Career Planning classes attract working adults, adults looking for a career change and people who are returning to the world of work. We use the curriculum and resources within these courses to assist students in establishing goals and possibly, returning to school to further their education.

***The latest figures available show that persistence rates for new students completing a PD course in Fall, 2006 is an impressive 88.4% compared to 49.4% persistence rate of all new students. In addition, the average g.p.a of new students who complete a PD course in their first semester is 2.461 compared to 2.093 for the all new students.***

## **II. Relationship to Ohlone College Mission and Goals**

Personal Development (PD) courses are taught by counselors with the aim of helping students adjust to college, develop academic and career goals, transfer to a university, improve study or test-taking skills, and increase self-awareness. Emphasis is placed on academic guidance, career development, motivation, self-esteem, personal assessment and the use of both on- and off-campus resources. Since the instructors are counselors, they can facilitate a student's use of the counseling department to continue, enhance or otherwise realize goals and objectives.

The Counseling Department makes a commitment to serve the diverse campus community by offering course sections directed toward special populations such as underrepresented students, re-entry students, and deaf and hard-of-hearing students. Students also have the option of taking Personal Development courses online. As such, Personal Development courses relate directly to the mission of the college, as stated below:

*"The mission of Ohlone College is to serve the community by offering instruction for basic skills, career entry, university transfer, economic development, and personal enrichment for all who can benefit from our instruction in an environment where student learning success is highly valued, supported, and continually assessed."*

In addition, Personal development courses directly support college goal #2:

*"Develop across the curriculum the Learning College Model, utilizing methods and technologies that hold the most promise for improving student course and program completion success rates."*

By teaching students the skills to become more successful, assisting students to achieve academic and career goals, and providing a forum for the development of self-awareness and personal responsibility, PD courses embody the mission of the college.

PD courses also support the five main learning concepts of the Student Services Curriculum. These include Responsibility, Respect, Integrity, Leadership, and Purpose.

Most PD course include sections on time management, goal setting, academic and career planning, and motivation, all of which emphasize the development of personal responsibility. Most PD courses also include sections on communication or cultural diversity, both of which emphasize respect for the individual. In addition, PD courses typically encourage teamwork and group projects, which emphasizes respect for others.

Courses in which students share personal information require that students understand and observe confidentiality. This understanding underscores the principle of integrity. Integrity is also supported by review of the code of conduct and academic dishonesty policy. Furthermore, special PD courses are offered to help students develop leadership skills. Finally, all PD courses provide learning opportunities for students to self-discover purpose.

### **III. Program Student Learning Outcomes**

Student learning (Outcomes):

1. Develop self-management skills
2. Apply study techniques to achieve academic success
3. Demonstrate ability to research & identify college resources
4. Establish career and life goals
5. Develop awareness of self and others
6. Demonstrate ability to research career and community resources
7. Evaluate and analyze personal interests, skills, values, and personality styles in relation to the world of work
8. Develop job search skills in preparation for future employment
9. Examine and apply a variety of student development and learning theories
10. Analyze issues facing new students.

Process used to determine SLO (refer to #'s above):

A team of personal development instructors met during the Spring semester 2006 to review previous course offerings and determine a future direction for the PD curriculum area.

1. Through self assessment, quizzes, exams, and instructor guidance
2. Through presentations of various study methods
3. As measured through quizzes, exams, and verbalizations of student
4. By use of long and short-term goals
5. Through use of examples, compare, contrasts, and discussions
6. Through quizzes, exams, and instructor guidance
7. Through use of standardized and non-standardized testing methods

8. Through practice and use of online and manual methods
9. Through instruction and use of standardized and non-standardized testing methods
10. Through large and small group discussions and analyses

Rationale:

In a rapidly evolving information society, today's students are faced with a variety of teaching and learning issues. Nevertheless, with the evolution of technology the importance of knowing and developing oneself while considering the needs of others has not diminished over time. Further, personal development courses are aligned with the college's mission statement, core values, and the college's goals.

Types of Assessments: Below are copies of the assessments used on various students in order to determine course effectiveness as assessed by students themselves.

Table 1. College Survival/Success  
(PD courses 100-113, 170, 180, & 241)

Dear student:

We are trying to measure your experience, knowledge, and/or skills before and after taking your PD class. Please review the following questions and rate them on a scale from 1-5 with "5" being the highest score. We thank you in advance for your cooperation.

Before my PD class:

My knowledge of how to apply study skill in the classroom 1 2 3 4 5.

After my PD class:

My knowledge of how to apply study skill in the classroom 1 2 3 4 5.

Before my PD class:

My knowledge and ability to identify various college resources 1 2 3 4 5.

After my PD class:

My knowledge and ability to identify various college resources 1 2 3 4 5.

Before my PD class:

My awareness of myself 1 2 3 4 5.

After my PD class:

My awareness of myself 1 2 3 4 5.

Before my PD class:

My awareness and ability to relate to others 1 2 3 4 5.

After my PD class:

My awareness and ability to relate to others 1 2 3 4 5

Before my PD class:

My understanding of the academic process for obtaining a degree or transferring  
1 2 3 4 5.

After my PD class:

My understanding of the academic process for obtaining a degree or transferring  
1 2 3 4 5.

### Table 2. Career (PD courses areas 149&150)

Dear student:

We are trying to measure your experience, knowledge, and/or skills before and after taking your PD class. Please review the following questions and rate them on a scale from 1-5 with "5" being the highest score. We thank you in advance for your cooperation.

Before my PD class:

Awareness of my personal interests, skills, values and personality style in relation to the world of work 1 2 3 4 5.

After my PD class:

Awareness of my personal interests, skills, values and personality style in relation to the world of work 1 2 3 4 5.

Before my PD class:

My ability to research and identify educational, career and community resources  
1 2 3 4 5.

After my PD class:

My ability to research and identify educational, career and community resources  
1 2 3 4 5.

Before my PD class:

The skills needed to establish academic and career goals 1 2 3 4 5.

After my PD class:

The skills needed to establish academic and career goals 1 2 3 4 5.

### Table 3. Leadership (PD courses 120&160)

**Survey Questions for Leadership/Mentoring Courses.** Please answer the following questions, rating yourself on a scale from 1 - 5.

- 1 - not true at all
- 2 - rarely true
- 3 - sometimes true
- 4 - mostly true
- 5- always true

*BEFORE taking PD course:*

I understand and can explain the principles of student leadership. 1 2 3 4 5

*AFTER taking PD course:*

I understand and can explain the principles of student leadership. 1 2 3 4 5

*BEFORE taking PD course:*

I am able to interpret and apply basic parliamentary procedures, such as Roberts Rules of Order. 1 2 3  
4 5

*AFTER taking PD course:*

I am able to interpret and apply basic parliamentary procedures, such as Roberts Rules of Order. 1 2 3  
4 5

*BEFORE taking PD course:*

I understand and can demonstrate use of the shared governance process. 1 2 3 4 5

*AFTER taking PD course:*

I understand and can demonstrate use of the shared governance process. 1 2 3 4 5

*BEFORE taking PD course:*

I am able to demonstrate the application of leadership skills through practical experiences, such as organizing campus events. 1 2 3 4 5

*AFTER taking PD course:*

I am able to demonstrate the application of leadership skills through practical experiences, such as organizing campus events. 1 2 3 4 5

*BEFORE taking PD course:*

I am able to apply leadership skills to facilitate team-building. 1 2 3 4 5

*AFTER taking PD course:*

I am able to apply leadership skills to facilitate team-building. 1 2 3 4 5

#### **IV. Assessment of Student Success in Reaching Student Service Outcomes**

Department members recognize the value of their program when students consistently report on evaluations that "this course should be required for all students" and "why didn't they make me take this class when I started because I wouldn't be in this situation now". Latest research figures demonstrated a significant difference in retention rates and grade point average for new students who successfully complete a personal development course compared to new students who have not taken such a course. See graph below:

Term	Number of new students who completed at least one of PD-101, PD-111, PD-113	Average term GPA	Number who enrolled in the following term*	Persistence Rate	Number of new students who completed at least one class**	Average term GPA	Number who enrolled in the following term*	Persistence Rate
2004FA	51	2.413	46	90.2%	2307	2.396	1057	45.8%
2005SP	18	1.604	13	72.2%	2947	1.168	655	22.2%
2005FA	74	2.247	66	89.2%	2272	1.951	1092	48.1%
2006SP	15	1.567	11	73.3%	1985	1.663	530	26.7%
2006FA	95	2.461	84	88.4%	2450	2.093	1210	49.4%

Notes: \* For a Spring term, the "following term" is counted as combining the following Summer and Fall.

\*\* "Completed at least one class" includes students who failed (getting an F) or received no credit (getting an NC)

The increase in numbers of new students completing a PD course in Fall 2006 can be attributed in part to the growing number of Learning Communities at Ohlone College. Many of these Learning Communities include a PD course. It is expected that the number of Learning Communities will continue to grow, which should lead to an increasing number of students who take PD courses.

In light of the positive numbers above we also think it would be valuable to do a needs assessment of particular student groups (i.e. incoming students, ESL students, students on probation, etc.) to determine how we can further improve our PD curriculum to meet the needs of our students.

In a recent survey of students taking PD courses for academic and career reasons, the before and after improvements as stated by students is quite evident.

In the career analysis, Table 2, improvements were shown for each question. Questions #1 and 2 measured before and after personal interest skills of 42% and 92% respectively. This means that 42% of students saw their personal interest skills as being low, yet improved from 42 to 92 by semester's end, a difference of 50%. Ability to research and identify resources question, showed a low of 32% before and 86% improvement after completing the course. Lastly, questions 5 and 6 which measured and identified skills needed for assessing academic and career goals started at 76% before and rose to 88% after the class concluded. In each case a marked improvement was manifested.

In addition to resulting percentages averages of responses were also done raking each item from 1-5. Averages indicate the following results, beginning with question #1-6: 2.1, 4.6, 1.6, 4.3, 3.8, and 4.4.

The academic survey results were just as impressive, if not more. Referring to Table 1 and paring every question, the first representing "before" abilities and skills and the second "after" or improvements in these abilities, knowledge, and skills. Results from these items showed respectively the following

comparisons: 57% - 92%, 45%-89%, 64%-90, 68%-90, and 45%-91%. In all categories student assessed themselves as significantly improved. Averages of responses for the academic items ranging from 1-10 are recorded in the following manner: 2.9, 4.6, 2.3, 4.4, 3.2, 4.5, 3.4, 4.5, 2.2, and 4.6 respectively.

#### **V. Assessment of Service Offering in Light of Data Analysis**

- Relevance, appropriateness, and currency of student learning outcomes was reviewed and discussed during the Spring 2006 semester by a team of part-time and full-time counselors.
- Overall success of service delivery (see # 4 Assessment of Student Success in Reaching Student Services Outcomes).
- Assessment of curriculum revisions revealed that all courses were reviewed and assessed to Student Learning Outcomes during the 2005-06 academic years. Courses were determined to be beneficial and necessary for student success. Students reactions to surveys affirm positive benefit and need (see survey Tables 1, 2, & 3 and narration under *IV Assessment of Student Success in reaching student services outcomes*).
- With all the positive benefit, there is one draw back. Not all counselors teach or want to teach these classes. A brief investigation revealed reasons for the lack of participations. Principle among the reasons is the fact that counselors are continually asked to more or help out in various areas including committees and projects, leaving them few hours to work one on one with students). To a person one on one work with students is highly valued and meaningful, both to students and counselors.
- Adequacy of resource utilization is determined by budget monies available to get the job done. Historically, counselors and support staff have found ways to get things done on existing budgets. Recently, however, counselors have determined that more funding is needed in order to more enlivened core curricula, increase opportunities for staff development and training, obtain relevant up-to-date videos, CD's, DVD's and computer software that will enhance student learning.

#### **VI. Assessment of Program Improvement Since Previous Program Review**

A review of the prior Program Review recommendations confirms we have made major strides toward improving our Personal Development program. Many of our previous goals have been achieved and those not achieved have recently been revived by the department as if they were new. The department expressed the need for leadership within this academic division and informally assigned a counselor to serve as the PD Department Reviewer to coordinate activities within this area (Spring 2006).

##### **Some Strengths of our Personal Development Program:**

- Courses are proven to be effective in supporting student success.
- Full-time faculty are extremely knowledgeable in subject area and outstanding learning facilitators.
- Students are responsive to the courses and instructors.
- Students have easy access to faculty for follow-up via counseling center.
- Students learn practical lifelong skills.
- Courses are interactive and promote critical thinking, public speaking, and interpersonal skill development.
- Students learn to assume responsibility for their college and life experiences.
- Retention figures increase for students who successfully complete PD courses.
- Grade point average of PD completers is higher than college average.

### **Accomplishments Since Our Prior Review:**

- A. *Gathered data from Fall 2004 through Fall 2006 illustrating the positive results related to GPAs and persistence rates of students who completed College Success Personal Development classes. We received this data during Spring 2006 and have continued analyze and evaluate it after each subsequent semester.*
- B. *Created and got approval for a new, 3-unit, Personal Development class that would transfer to CSU and UC and satisfy the Area E Lifelong Understanding requirement for the CSU General Education List. The department created and received approval for this course in Spring 2006 and taught this course for the first time in Fall 2006.*
- C. *Developed and got approval to offer four different Personal Development classes as on-line courses to better meet the needs of our current student population. This involved a significant amount of time and training of counseling faculty.*
- D. *Teamed up with faculty in other disciplines to offer Personal Development courses in combination with basic skills, general education and vocational classes within campus-wide learning communities. PD classes have played a major role in our college-wide learning communities since their inception Fall 2004.*
- E. *Established a PD Mentor/Training program for new and old counseling faculty members teaching PD. One of our counselors facilitated this training over the 2005-2006 school year to assist other counselors in teaching PD, align curriculum and enhance collaboration within the department.*
- F. *To address our marketing issues we sent out a mass-email to incoming students and first time probation students inviting them to take personal Development classes. We believe this effort helped us to fill our regular-length Personal Development classes in Fall 2006 and we plan to continue this effort.*

### **Areas Identified For Improvement:**

- G. *Assign a faculty member to be the PD department coordinator/chair. With the implementation of Curricunet and the college-wide move toward establishing learning outcomes for all courses we had to identify one of our faculty members as our Personal Development Department Reviewer. However, we have not formally addressed the need to establish leadership within our department.*
- H. *Provide a venue for faculty in the personal development department to meet and develop mission and goals for the next five years. We believe there is a desire among PD instructors to address this issue and hope to address this by assigning a counseling faculty member to the role of PD Department Coordinator/Chair and lead us forward on this issue.*
- I. *Conduct a needs assessment and develop new curriculum in response to the outcomes of this study. This recommendation has not been implemented for the reasons noted above.*
- J. *Evaluate current course offerings and consider cost/benefits of additional "Careers in" sections, as well as short-term PD classes for probationary students. The Personal Development department offers late-start PD courses each semester, but we struggle to fill and run these courses. We believe improved marketing and communication to students about these courses could remedy this issue. Anecdotal evidence suggests that while initially reluctant, many students later indicated that these courses are very helpful. More importantly, at-risk students are able to establish rapport with a counselor through this course and continue seeking assistance after the conclusion of the course.*
- K. *Promote professional growth of faculty by either encouraging or requiring attendance at relevant conferences, seminars or classes. Minimal funding has been available in the past, but many of the conferences and seminars faculty desire to attend will require a larger monetary commitment from the*

department. The division dean encourages professional growth activities and we hope to have funding to attend more trainings in the future.

### **Recommendation Implementation Summary:**

While some of the recommendations were implemented successfully, it is clear that the personal development department needs leadership in order to assess current needs, promote professional growth of faculty and coordinate follow-up efforts.

Counseling faculty should assume more ownership of Personal Development courses and establish a minimum number of units to be taught by full-time faculty each academic year. The Personal Development department needs to work more closely with the orientation coordinator to promote these critical classes to all new students. In addition, marketing efforts should continue.

Regular Personal Development faculty in-service training and occasional meetings should be conducted to ensure currency of materials and provide support to instructors. In order to lighten the workload of busy instructors, who also counsel students and coordinate numerous campus-wide programs, effort should be made to create a common curriculum with appropriate multi-media support that faculty could utilize if desired. Faculty should establish clearly defined goals and follow through with their research regarding the development of new course(s) applicable to CSU General Education as well as ways to require new students to complete one of the study skills courses.

### **Program Needs:**

- A. *Staffing:* In order to fulfill the goals and complete the recommendations outlined above, the counseling department needs to identify one individual as the lead person for this department in order to coordinate faculty training efforts, textbook orders, curriculum review, class staffing, program marketing, interact with other departments that teach PD courses, and facilitate departmental meetings. We also need more faculty members to continue and expand our participation in college-wide learning communities. In addition, since follow-up is a critical component of Personal Development courses, the department needs to encourage more full-time faculty to teach PD classes and reduce the number of adjunct faculty teaching such courses.
- B. *Facilities:* Room availability continues to be a challenge. Because of the interactive nature of the Personal Development courses, locating classrooms with moveable chairs and/or tables continues to present a challenge. This is an extremely large barrier for late-start classes and more needs-based Personal Development instruction.
- C. *Materials:* Personal Development course instructors have begun to meet and identified specific material needs. These needs consist of equipment, library holdings, educational materials, etc. needed to make instructional improvements. Note: the counseling department invited a representative from the nation's leading college success publisher to a team meeting to demonstrate recent development in related curriculum in Spring 2006.

## **X. Recommendations/Implementation Plan**

Also see attached.

- Identify a lead person for Personal Development.
- Identify classrooms with movable chairs and/or tables for these classes.
- Reassess equipment and material needs.

## Recommendations/Implementation Plan

Recommendation	Timeline		Cost
	Begin	Complete	
Conduct student needs assessment (using researcher or buying an assessment) and develop new curriculum in response (i.e. incoming students, probationary students, Int'l students, ESL, vocational areas, transfer prep, etc.)	9/07	9/08	\$1000 (plus researcher time)
Create and maintain resource library	9/07	ongoing	\$1000/yr
Develop and participate in learning communities, National Science Foundation Grant Program, etc.	ongoing		\$ annual salary needed to hire more counselors to meet the increased demand for PD classes and counselor participation in communities and other programs
Hire and utilize guest speakers for Personal Development classes	9/07	ongoing	\$1000/yr
Market PD courses to new students and students with special needs (based on needs assessment: probation, returning students, etc.)	9/07	ongoing	\$1000/yr
Conduct bi-monthly PD dept. meetings	10/08	ongoing	\$0
Provide in-service training for PD faculty Target: Every PD instructor will be permitted to attend at least one training event (on or off campus) every year	9/08	ongoing	\$15,000/yr
Assign PD department coordinator	9/08	annual review	\$0 (not counting release time of 20%)
Continue research retention and GPA rates for PD 101, 111, 113, 150 students annually.	Fall & Spring	ongoing	\$0 (not counting researcher time)