Personal Development is an Instructional Program. The Personal Development (PD) department encompasses 14 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. The current course topics include:

- PD 100 Transition to College (1 unit)
- PD 101 College Survival Techniques (.5 unit)
- PD 105 College Success (3 units)
- PD 111 Strategies for College Success (1 unit)
- PD 113 Strategies for Succeeding in College (2 units)
- PD 114 Introduction to Paraprofessional Counseling (3 units)
- PD 120 Student Government Workshop (1 unit)
- PD 149 Career Testing Workshop (.5 unit)
- PD 150 Career Planning (2 units)
- PD 160 Student Leadership in Higher Education (2 units)
- PD 170 Welcome Day: The Freshman Connection (.5 unit)
- PD 180 Peer Mentoring (2 units)
- PD 240 College Success for Pre-Health Science Majors (2 units)
- PD 241 College Success for Athletes (2 units)

Some courses have sections that are offered to specific student populations such as probationary, Nishati, Puente, 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 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.

Describe how the program addresses current needs and applies current technologies.
To better serve the needs of our students and the community we are teaching our Personal Development courses in a variety of ways. We offer on-line, hybrid, self-paced and of course, in-person courses.

Our on-line classes are very popular and are often the first classes to fill up. By offering our PD courses on-line students can benefit from our Personal Development curriculum and establish relationships with our counselors without having to commute to campus.

All Personal Development courses utilize current technologies such as power point and online videos in the classroom. We also have students use the Library resources to explore credible sources on the Internet.

10. Discuss the impact of the program on the college and/or other programs.

All Personal Development courses are applicable towards the Associate Degree. In addition, PD 100, 101, 105, 111, 113, 114, 120, 150, 160, 170, 180, 240, and 241 are baccalaureate-level and transfer to the California State University. PD 105, 111 and 113 are also accepted for credit within the University of California system.

Personal Development supports other departments on campus by preparing students for success in all courses. Research indicates students with outstanding study and life skills, as well as clearly defined career paths, are more likely to perform well.

11. Discuss the impact of the program on the community and the impact of the community on the program.

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 (unemployed adults). We use the curriculum and resources within these courses to assist students in establishing goals and possibly, returning to school to further their education.

Similarly, our College Success classes bring in many different types of people from the community. We get people who have aspirations to complete a degree they started long-ago or people who never attended college and didn't believe they could be successful in a college environment. Our Personal Development courses give people the confidence and know-how to be successful in higher education. Most California Community Colleges offer similar courses.

• College Mission

1. Core Values, Goals & Objectives:

College Core Values

• We provide life-long learning opportunities for students, college personnel and the community.
• We open access to higher education and actively reach out to under-served populations.
• We promote diversity and inclusiveness.
• We maintain high standards in our constant pursuit of excellence.
• We value trust, respect and integrity.
• We promote team work and open communication.
• We practice innovation and actively encourage risk-taking and entrepreneurship.
• We demonstrate stewardship for our human, financial, physical and environmental resources.
College Goals/Objectives
1. Through innovative programs and services, improve student learning and achievement.
   1. By 2013, complete an assessment of student learning outcomes for all courses and programs.
   2. By spring 2013, increase the college average course retention to a rate at or above the statewide average.
   3. By fall 2013, increase semester to semester persistence of ESL and basic skills students to a rate at or above the statewide average.
   4. By fall 2014, increase the success in basic skills courses to a rate at or above the statewide average.
   5. By fall 2014, increase the improvement in ESL courses to a rate at or above the statewide average.
   6. By spring 2013, increase to 600 the number of students transferring to UC and CSU.
   7. By spring 2013, increase to 500 the number of students receiving associate degrees.
   8. By spring 2013, increase to 300 the number of students receiving certificates of achievement and accomplishment.
   9. By 2015, increase the number of students taking 12.0 units or more per semester to a rate of 30% compared to headcount enrollment.
10. Provide instruction that will consistently allow Ohlone transfer students to perform in their junior year at the university at a level at or above that of students who started at the university as freshmen.
11. By 2015, expand the appropriate Student Services available to evening students, part time students, students on the Newark Campus, and students taking courses online.
13. By 2012, implement systems that enable all students to declare an academic goal and are provided with an electronic degree audit which informs progress towards that goal.
7. Increase access to higher education of under-served and under-represented demographic groups in the District and local communities.
   1. By 2013, increase the enrollment of under-represented groups to approximate the demographic percentages of the district population.
   2. Annually increase retention and success rates of under-served demographic groups.

2. Briefly describe how the program supports the college mission, vision and one or more of the college values.

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 study body and local 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 on-line. As such, Personal Development courses relate directly to the mission, vision and values of the college.

3. Briefly describe how the program supports the selected college goals.

Personal development courses directly support college goal #1 and #7:

1. *Through innovative programs and services, improve student learning and achievement.*
7. *Increase access to higher education of under-served and under-represented demographic groups in the District and local communities.*

Personal Development courses address these goals by teaching students the skills needed 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 also support the five main learning concepts of the Student Services Curriculum. These include Responsibility, Respect, Integrity, Leadership, and Purpose.

Most PD course include lessons 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.

4. Briefly describe how the program supports the selected college objectives.

Our data indicates that Personal Development courses directly affect student retention rates. Students who take PD courses are more likely to stay in college and have higher GPAs than students who do not take our courses.

Many of our Personal Development courses are being taught with Basic Skills courses to help improve student success. By pairing PD courses with Basic Skills classes we are able to help students in these classes get the resources they need to be successful in higher education.

Educational planning is a vital component of every Personal Development course. We educate students on the various degree, certificate and transfer requirements needed to meet their goals. We work with each student individually to map out their courses and help them move toward completion.

- Program SLOs & Assessment
  1. Program SLO -

A. Apply techniques to achieve academic success
B. Demonstrate ability to research, identify and utilize resources
C. Establish career and life goals
D. Develop awareness of self and others

We expect students who complete Personal Development classes to have the confidence and know-how to be successful in college and life. Once students complete our courses they will illustrate:

Responsibility
- Apply the theories and techniques learned in class toward their academic, career and/or life success.
- Access the appropriate school and community resources

Integrity
- Develop self-awareness
- Demonstrate awareness of their role in the world and how their own personal beliefs, values and goals relate to others
Leadership
- Demonstrate the ability to work in/lead a team and understand the dynamics of personalities and how they relate to others

Respect
- Demonstrate respect of others and themselves
- Develop cultural competence

Purpose
- Establish goals for themselves
- Demonstrate the ability to plan for and accomplish goals

a. Indicate program assessment strategies used.
b. Describe the criteria and standards used to appraise student work.
c. Enter assessment results and analyze student success in achieving this program SLO.
d. Describe revisions in curriculum or teaching strategies implemented to promote student success.
e. Future Action (Improvements)

● SLO Matrix

<table>
<thead>
<tr>
<th>Course</th>
<th>SLO-1</th>
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<tr>
<td>PD 100</td>
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<td>PD 101</td>
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<td>PD 103</td>
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<td>PD 240</td>
<td>P</td>
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<td>PD 241</td>
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Key: I-Introduced, P-Practiced with Feedback, M-Demonstrated at the Mastery Level
SLO Matrix Comments
Course SLO & Assessment

PD 111 Strategies for College Success
1. Employ self management skills to attain academic, career and life goals.
2. Apply study skills and techniques needed to achieve academic success.
3. Demonstrate ability to research and identify educational, career and campus/community resources.
4. Develop awareness of self and relationship with others.

<table>
<thead>
<tr>
<th>Indicate planned course assessment strategies</th>
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<tr>
<td>Skills Assessment</td>
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</table>

Describe the criteria and/or performance standards used to appraise student work.

During the Fall 2010 semester we will survey students in our Personal Development college success courses to determine whether or not they have met the student learning outcomes listed above.

We have created a ten question survey that asks students to rank their skills, knowledge and experience before and after their Personal Development College Success course.

In Personal Development the criteria we are looking for in student work is growth. We strive to have each student grow as a person. Because of the personal nature of our courses each student is truly appraised on an individual level. We are looking for knowledge, understanding and application of our student outcomes. We have relationships with our students which allow us to ensure all students who participate in course are able to grow and meet our outcomes.

Enter assessment results and analyze student success in achieving course SLOs.

After analyzing results for this 10-question survey we can conclude that improvements were shown in every area related to college success. Odd numbered questions illustrate the students ranking “before” their Personal Development class and even numbered questions illustrate the students ranking “after” having taken PD. Results from these items showed the following comparisons: 58% - 87%, 50%-85%, 63%-88%, 66%-86%, and 51%-89%.

Questions #1 and 2 measured student’s knowledge of how to apply study skills in the classroom. 58% of students reported the ability to do this before taking their Personal Development class and students improved to 87% after taking PD. Students ranked their ability to identify college resources at 50% and this rose to 85% after their PD class experience. Students understanding of the academic process for obtaining a degree and/or transferring showed a low of 51% at the start of the semester and this improved to 89% after taking PD. Students also showed significant improvement in their abilities to become self-aware and relate to others.

Student significantly improved in all areas relating to college success: study skills, utilization of resources, future/college goals and self awareness. In addition to the percentages outlined above, averages of responses were also done ranking each item from 1-5. Here are the averages for questions 1-10 respectively: 2.9, 4.4, 2.5, 4.3, 3.2, 4.4, 3.3, 4.3, 2.6 and 4.4.

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.

Describe revisions in curriculum or teaching strategies implemented to promote student success.

Counselors continue to work collaboratively on activities, research and content proven to enhance student success.

Future Action (Improvements)
**Maintain current student learning plan**

**PD 113 Strategies for Succeeding in College**
1. Employ self management skills to attain academic, career and life goals.
2. Apply study skills and techniques needed to achieve academic success.
3. Demonstrate ability to research and identify educational, career and campus/community resources.
4. Develop awareness of self and relationship with others.

**Indicate planned course assessment strategies**

**Skills Assessment**

**Describe the criteria and/or performance standards used to appraise student work.**

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**Describe revisions in curriculum or teaching strategies implemented to promote student success.**

Counselors continue to work collaboratively on activities, research and content proven to enhance student success.

**Future Action (Improvements)**

**Maintain current student learning plan**

**PD 105 College Success**
1. Employ self management skills to attain academic, career and life goals.
2. Apply study skills and techniques needed to achieve academic success and continue the lifelong learning process.
3. Demonstrate ability to research and utilize educational, career and
Indicate planned course assessment strategies

Performance Assessment

Describe the criteria and/or performance standards used to appraise student work.

In Personal Development the criteria we are looking for in student work is growth. We strive to have each student grow as a person. Because of the personal nature of our courses each student is truly appraised on an individual level. We are looking for knowledge, understanding and application of our student outcomes. We have relationships with our students which allow us to ensure all students who participate in course are able to grow and meet our outcomes.

Enter assessment results and analyze student success in achieving course SLOs.

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Describe revisions in curriculum or teaching strategies implemented to promote student success.

Counselors continue to work collaboratively on activities, research and content proven to enhance student success.

Future Action (Improvements)

Maintain current student learning plan

Student Achievement: A series of measures including course completion, course retention, persistence, program completion, and others.

1. List expected student achievement outcomes:

   1. Personal Development classes should be accessible to all students.
   2. Personal Development classes should be offered in a variety of modalities.
   3. Personal Development classes should help students achieve academic success.
   4. Personal Development classes should help students complete their college goals.

2. Analyze changes in data, identify trends, and provide possible contextual explanations for each measure used. (Example measures include: course completion, course retention, persistence, program completion).
Personal Development/Counseling courses are offered throughout the California Community College System. The goal of these courses is to help facilitate student success and retention.

Our courses are offered in a variety of modalities: in-person, hybrid and on-line serving the needs of all students. Our data indicates students are more successful in college after taking our courses.

The only area we could change is the accessibility of courses. Due to budget constraints, we do not have the opportunity to offer as many courses as we have in past years (particularly in summer).

The latest figures available show that persistence rates for new students completing a Personal Development course in Fall 2010 is an impressive 94.1% compared to the 50.3% persistence rate for all new students not enrolled in PD. In addition, the average GPA of new students who complete a PD course in their first semester is 2.7 compared to 1.8 for the all new students.

So, in assessing #3 and #4 above, we can conclude that Personal Development courses do help students achieve their academic success and work toward completing their college goals. Students who take our PD courses do better in college and are more likely to continue toward completion of their academic goals.

We have been monitoring this data since 2004 and each term students who complete a Personal Development class have higher GPAs and better persistence rates than those who do not take PD.

We have consistently offered in-person, hybrid and/or on-line courses every term, including summer, to address outcome #2.

3. **Analyze program budget trends and expenditures. Comment on how the program can best use budget resources.**

Due to budget constraints we have had to cut Personal Development course offerings. There is a demand for our courses and we could fill more section then we are currently offering. This directly relates to outcome #1 listed above. Our Personal Development classes could be more accessible if we had the funds to offer more sections.

We are slowly increasing sections of Personal Development in hopes of gaining back the course offerings we lost in Fall 2009. We need to offer more Personal Development courses to allow all students the opportunity to experience the benefits associated with these courses. Our courses are directly linked to higher GPAs and higher retention rates. So, Personal Development courses have the ability to increase student achievement college-wide.

4. **Analyze the program's current use of staff, equipment, technology, facilities, and/or other resources. Comment on how the program can best use these resources.**

As of the 2010-2011 year we are offering about 10 units less than we were offering in 2008-2009. This issue directly relates to outcome #1 above.
We need to be able to add Personal Development courses to fulfill the student demand. Personal Development should also be given funding to address this increase in course offerings. As our research indicates, everyone benefits from the increase in student enrollment within our PD classes.

5. Describe any additional notable program achievements (optional).

Please see the persistence data chart and explanation below.

6. Additional Program Table Data
   
   **Course Offerings**

   This spreadsheet illustrates the number of courses we have offered in PD since 2007. We had a major cut to our program in 2009 Fall and have not yet gained back the FTES from that cut. We have also eliminated our summer PD offerings and have not yet been allowed to add these courses back in.

7. Future Action

   Current levels of student achievement indicators maintained.

   The results from our program data are fantastic! This combined with the most frequently heard comment from students in our classes which is "this class should be required of all students at the start of their college careers" leaves us feeling very positive about our courses!

   Students are more able to apply study skills, identify resources, exhibit self awareness, relate to others and understand the degree and transfer processes after completing a PD college success course.

   These outcomes influence overall learning, success and retention for the college at-large.

   We will continue advocating for more sections of Personal Development to increase access for students.

   We also believe having a department head, or chair, would allow us to further enhance our Personal Development program. We would like to do a student needs assessment to see how we might better meet the ever-changing needs of our student population.

   On October 19, 2011 Instructors within the Personal Development area met to begin discussing our program, classes, goals and objectives. We used this meeting as a starting point to evaluate what we're already doing and decide how to proceed with the evaluation and assessment of our courses in the future. As the Fall 2011 semester progressed we came to some decisions with regard to how we will evaluate our program/courses in the future. We decided to pick a "set" of courses each year and evaluate the SLOs within that set of courses annually. We will begin this timeline Spring 2012 with an assessment of our "career" courses. The current plan is to assess this set of courses in Spring of 2012 and meet to evaluate our findings in Fall 2012.

   - test

   **Program Analysis**

   Based on your assessments in the previous sections, focusing on SLOs and student/program achievements analyze and summarize your findings. This information will be used to develop your Program Improvement Objectives
1. Describe program achievements and successes.

Our survey results validate the success students are having in our Personal Development classes. Students who take PD increase their ability to apply study skills, utilize resources and understand the process for obtaining a degree or transferring. PD students become more aware of themselves and others as a result of their PD course.

In addition to the student surveys, retention data illustrates that students who take PD have grade point averages significantly higher than students who do not take PD. The discrepancy in GPAs is particularly evident when we evaluate new students who take PD their first semester in college. The average GPAs for new students enrolled in PD are almost one whole grade point higher than new students not enrolled in a Personal Development course.

The student service curriculum concepts of responsibility, integrity, leadership, respect and purpose are embedded in all aspects of our Personal Development curriculum. Students who complete PD courses demonstrate these qualities.

2. Describe plans for improvements for student learning outcomes and/or student/program achievement.

We plan to continue gathering data associated with student success and retention. We would like to work with a researcher to develop a student needs assessment to figure out how we can further improve the success of our students in PD classes.

- Program Improvement Objectives:
  1. Objective:

2010-2011 PIO - Develop a comprehensive Personal Development program to enhance student success and retention.

  a. Action Plan
   
   Year 1:

   Create a Personal Development Coordinator/Department Head position to monitor PD course offerings, market courses, gather research (institutional/outside) and work with researcher to develop a student needs assessment.

   Year 2:

   Double the amount of PD courses offered.

   PD Coordinator to finalize needs assessment with researcher based on the data collected.

   Year 3:

   Continue to increase the total amount of PD courses offered to fulfill demand.
PD coordinator to work with researcher on analyzing results of the needs assessment.

b. **Staffing**
   
   **Year 1:**
   
   Adjunct counselors to back up PD coordinator which would be at least 20% release time.

   Researcher or IT person to work with coordinator on data.

   **Year 2:**
   
   Adjunct counselors to back up PD coordinator and faculty teaching courses.

   Researcher or IT person to work with coordinator on data.

   **Year 3:**
   
   Adjunct counselors to back up PD coordinator and faculty teaching courses.

   Researcher or IT person to work with coordinator on data.

c. **Other** *(Include other resources needed)*
   
   **Year 1:**
   
   Resources needed to allow PD coordinator and/or other faculty members to attend conferences and training on student success strategies and methods.

   **Year 2:**
   
   Resources needed to allow PD coordinator and/or other faculty members to attend conferences and training on student success strategies and methods.

   **Year 3:**
   
   Resources needed to allow PD coordinator and/or other faculty members to attend conferences and training on student success strategies and methods.

d. **Assessment Plan: List Assessment Strategies**
   
   **Year 1:**
Work with researcher to develop a student survey to determine how students' skills, knowledge and experience changed as a result of their PD course.

**Year 2:**
Survey all students enrolled in PD to determine how their skills, knowledge and experience changed as a result of their PD course.

**Year 3:**
Continue to survey currently enrolled students.

e. *Which college goal(s) does this program improvement objective work to achieve? Clearly describe how your PIO will help achieve one or more of the college goals and objectives, has impact beyond the particular department, and contributes to student learning/success.*

1. Through innovative programs and services, improve student learning and achievement.
   Rationale:
   The goal of PD courses is to improve students success and retention. We aim to help students get the skills they need to be successful in college (and life).

6. Enhance college-wide interaction with, and acceptance of, diverse peoples, cultures, arts, and perspectives.
   Rationale:
   Diversity and cultural awareness training are part of each of our PD courses.

7. Increase access to higher education of under-served and under-represented demographic groups in the District and local communities.
   Rationale:
   Many of our PD courses are aimed at under-served and under-represented students through learning communities, outreach and information gained through student orientations.
2. PIO Assessment
   a. Enter assessment results with analysis.

   Due to budget restrictions, we have not been able to work on our PIO and therefore, have nothing to assess.

   b. Describe how PIO achieved one or more of the college goals and objectives, had an impact beyond the particular department, and contributed to student success/learning.

   Our survey results validate the success students are having in our Personal Development classes. Students who take PD increase their ability to apply study skills, utilize resources and understand the process for obtaining a degree or transferring. PD students become more aware of themselves and others as a result of their PD course.

   In addition to the student surveys, retention data illustrates that students who take PD have grade point averages significantly higher than students who do not take PD. The discrepancy in GPAs is particularly evident when we evaluate new students who take PD their first semester in college. The average GPAs for new students enrolled in PD are almost one whole grade point higher than new students not enrolled in a Personal Development course.

   c. Analyze the impact of reallocation or addition of resources. If money or resource was not used, give rationale.

   No resources were reallocated.

   d. Future Action

   Current level of focus maintained. Describe.

   Although we do not have the funds to implement our PIO, Jennifer Harper has taken the lead in heading up the Personal Development area. Jennifer is working with the dean to increase course offerings, assist with training, gather research/data and investigate best-practices within the area of college success.

1. Objective:

   2011-2012 PIO - Develop a comprehensive Personal Development program to enhance student success and retention.

   a. Action Plan

   Year 1:

   Provide the opportunity for at least 3 current Personal Development Instructors (including the Personal Development Coordinator) to attend at least one conference aimed at enhancing Student Success courses. This should be done annually.

   Maintain the number of PD courses offered to meet student demand.

   Year 2:

   Create a Personal Development Coordinator/Department Head position to monitor PD course offerings,
market courses, gather research (institutional/outside) and work with researcher to develop a student needs assessment.

Provide the opportunity for at least 3 current Personal Development Instructors (including the Personal Development Coordinator) to attend at least one conference aimed at enhancing Student Success courses. This should be done annually.

Maintain the amount of PD courses offered to meet student demand.

**Year 3:**
Continue to monitor the amount of PD courses offered to fulfill demand.
PD coordinator to work with researcher on analyzing results of the needs assessment.

**b. Staffing**

**Year 1:**
Part-time Counselors to back fill Counseling Faculty when teaching.

Researcher or IT person to work with coordinator on data.

**Year 2:**
Part-time Counselors to back up PD coordinator (20%) and Counseling Faculty teaching courses.
Researcher or IT person to work with coordinator on data analysis.

**Year 3:**
Part-time Counselors to back fill PD Coordinator (20%) and Counseling Faculty teaching courses.
Researcher or IT person to work with coordinator on data analysis.

**c. Technology (Include items that fit under IT budget codes)**

**Year 1:**
Need a smart room on the main level of campus devoted to PD courses which has access to computers (i.e. laptop cart) and flexible seating to accommodate group work, etc.

**Year 2:**
Need a smart room on the main level of campus devoted to PD courses which has access to computers (i.e. laptop cart) and flexible seating to accommodate group work, etc.
Year 3:

Need a smart room on the main level of campus devoted to PD courses which has access to computers (i.e. laptop cart) and flexible seating to accommodate group work, etc.

d. Facilities (Include items that fit under the Facilities budget codes)
   
   Year 1:
   
   Need a smart room on the main level of campus devoted to PD courses which has access to computers (i.e. laptop cart) and flexible seating to accommodate group work, etc.

   Year 2:
   
   Need a smart room on the main level of campus devoted to PD courses which has access to computers (i.e. laptop cart) and flexible seating to accommodate group work, etc.

   Year 3:
   
   Need a smart room on the main level of campus devoted to PD courses which has access to computers (i.e. laptop cart) and flexible seating to accommodate group work, etc.

e. Other (Include other resources needed)

   Year 1:
   
   Resources needed to allow at least 3 Personal Development Instructors to attend essential conferences and training related to the best practices in student success curriculum.  Cost = approximately $1500

   Year 2:
   
   Resources needed to allow at least 3 Personal Development Instructors to attend essential conferences and training related to the best practices in student success curriculum.

   Year 3:
   
   Resources needed to allow at least 3 Personal Development Instructors to attend essential conferences and training related to the best practices in student success curriculum.

f. Assessment Plan: List Assessment Strategies

   Year 1:
   
   Begin revising student surveys given in PD classes.
Also, begin a dialog with campus researcher to discuss creating a survey to better assess how students' skills, knowledge and experience changed as a result of their PD course.

**Year 2:**

Survey students in Career Planning classes using the tool created by the Counseling Department.

Form a group within the department to assess the results of this survey.

**Year 3:**

Continue to survey students currently enrolled in Personal Development classes.

g. *Which college goal(s) does this program improvement objective work to achieve? Clearly describe how your PIO will help achieve one or more of the college goals and objectives, has impact beyond the particular department, and contributes to student learning/success.*

1. Through innovative programs and services, improve student learning and achievement.
   **Rationale:**
   The goal of PD courses is to improve student success and retention. We aim to help students get the skills they need to be successful in college (and life).

6. Enhance college-wide interaction with, and acceptance of, diverse peoples, cultures, arts, and perspectives.
   **Rationale:**
   Diversity and cultural awareness training are part of each of our PD courses.

7. Increase access to higher education of under-served and under-represented demographic groups in the District and local communities.
   **Rationale:**

2. **PIO Assessment**
   a. *Future Action*

● **Outside Review Results**
   1. List each team members name and title.
We are not aware of an outside review panel.

2. Discuss key feedback provided by team and how it was incorporated into the report.

There has not been an outside review.

- **Attached Files**
  1. StudentSurvey.doc