PD 150 Spring 2012

Personal Development instructors met during the Fall 2011 semester to revisit our Personal Development assessment cycle and dialog about how to proceed with future assessments. The department agreed to continue the annual assessment cycle of each of our course groups which meant we needed to create an assessment survey for our career planning cluster to be distributed Spring 2012. The career planning instructors collaborated on this assessment tool through the Fall 2011 semester and administered the assessment to both section of PD 150, Career Planning, in the Spring 2012.

We developed a 4 question survey to be given out at two different points in the semester (pre and post). The results from these assessments will be compiled in the Fall 2012 and discussed within the department. This 4 question survey asks students to rank their skills, values, knowledge and abilities related to their career path before and after their Personal Development Career Planning course.

Criteria

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.

Assessment – Indirect Assessment – Survey PD 150 Spring 2012

The survey we created allows students to rank their abilities from 1-5 with “1” being low and “5” being the highest score. Results from our pre and post surveys should growth and improvement within each of the learning outcomes we assessed. Here are the comparisons between averages on the pre and post surveys for questions 1-4 respectively: 3.5 – 4.8, 3.3 - 4.4, 3.5 – 4.8, 3.9 - 5. Here are the same comparative results in percentages: 70% - 96%, 66%-88%, 70%-96%, 77%-100.

Questions #1 measured student’s awareness of their personal interests, skills, values and personality style in relation to their career path. Students
improved by 36.7% in this area. Question #2 measured students ability to research and identify educational, career and community resources. Students improved by 32.6% here. On question #3 students improved by 37.6% and this area focused on the skills students need to research and establish academic and career goals. We saw a slightly higher improvement in this area compared to the other three areas we assessed and we feel great about as this as this is the main goal of our career planning courses! Our final question assessed student’s ability to set achievable career goals and students improved by 29.7% in this area.

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.

Revisions to Curriculum/Teaching Strategies – PD 150

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

The two faculty members teaching career planning met many times between Fall 2011 and Fall 2012 to collaborate on curriculum, discuss our assessment tool, assess our learning objectives and finally, analyze our assessment results. The low response rate on the post-survey led us to discuss the negative effect of poor attendance in our classes and ways to motivate students and improve on this in future terms.

We also discussed expanding question #2 on our survey to include more examples of what we were asking for on this question (ie. OOH, One-Stop, Eureka, Assist.org).

Lastly, our discussions led us to the idea of grouping students within our classes into pairs or triads to gain a support system early on in the semester in hopes of helping with motivation and attendance. We will continue to process these ideas as we approach future terms.

Future Actions