Ohlone College
Program Review Report

- **Program Description and Scope:**
  - *Program Review Title:* Personal Development Courses
  - *Academic year:* 2015/2016
  - *Review Type:* Instructional Disciplines
  - *Program/Departments:* Personal Development (49002)
  - *Authority Code:* 81-Dean Counseling and Special Programs
  - *External Regulations:* Yes_ No X
  - *Provide a brief narrative that describes the instructional program/discipline:*

    The Personal Development (PD) department encompasses 13 different courses aimed at supporting students' personal growth primarily through academic and career related classes.

    Some courses have sections that are offered to specific student populations such as probationary, Puente, underrepresented students, basic skills, athletes, re-entry students and several are linked to other classes within college-wide learning communities.

    Several Personal Development 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.

    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.

- **College Mission:**
  - *Mission Statement:*
    Ohlone College responds to the educational needs of our diverse community and economy by offering high quality instruction supporting basic skills, career development, university transfer, and personal enrichment and by awarding associate degrees and certificates to eligible students in an innovative, multicultural environment where successful learning and achievement are highly valued, supported, and continually assessed.
  - *Program Relation to College Mission:*
    - Basic Skill
    - Careeer Entry (CTE)
    - University Transfer

- ▪ Economic Development
- ▪ Personal Enrichment
- ▪ Support Services
- o *State Your Program Mission/Purpose:*

  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, understand and practice cultural diversity 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 students. Students also have the option of taking many of our Personal Development online or as a hybrid, which has enhanced student and community access to our courses.

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

- o *Briefly Describe Program Accomplishments:*

  Students who take Personal Development courses are more likely to stay in college and have higher GPAs than students who do not take our courses. Our most recent data shows students who took a college success course in Fall 2013 had an average GPA of 2.69 compared to 2.44 for continuing students not enrolled in PD and 2.06 for new students. Similarly, the retention rate of students in PD for Fall 2013 was 86.7% compared to 66.4% for students not in PD. New students in PD were retained at 91.5% (compared to 55% if not in PD). Clearly, students in PD classes outpace on success measures.

  Some Personal Development courses are being taught within learning communities and these communities are initiated by faculty as this cross-disciplined collaboration is integral to the success of these programs.

  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. Our assessment data indicates that students in our Personal Development classes are more successful in

understanding degree and transfer options as a result of our courses.

- **Achievement and Resource Data Analysis:**
  1. *Research Questions:*

     1. Success in PD courses among African Americans is below the college-set minimum. Are there strategies that can be employed to help these two target groups succeed at a higher rate?
     2. Success in all PD courses together is above the college benchmark, so that is an excellent metric; however, success in PD-105 is below the college-set minimum standard. How is it that success in every other course is so high, but in this one high-enrolled course success is low?
     3. The number of PD sections has increased by almost 30%, but faculty load has more than tripled. That also means W#SCH/FTES has declined from 1640 in 2011 to 555 in 2013. Why the dramatic changes?
- **Resource Assessment Summary:**

  1. *Academic Year:* 2013-14
  2. *Activity Center Fund 10 Budget Allocation:* $0
  3. *FTES:* Fall: 34 Spring: 25 Summer: 0
  4. *WSCH/FTEF:* Fall: 555 Spring: 618 Summer: 0
  5. *Course Sections Offered:* Fall: 18 Spring: 15 Summer: 0
  6. *Sections Taught FT Faculty:* Fall: 15 Spring: 12 Summer: 0
  7. *Sections Taught PT Faculty:* Fall: 3 Spring: 3 Summer: 0
- **Human Resources:**

  1. *# of FT Faculty:* 1
  2. *# of PT Faculty:*
  3. *# of Classified Staff:*
  4. *# of Administrators:*
  5. *% Faculty release/reassigned time:*
  6. *Technology:*
     - Laptops
     - Desktops
  7. *Physical Resources:*
     - General Classrooms
- **Program Analysis PSLOs - Student Learning:**
  (Key: I-Introduced, P-Practiced with Feedback, M-Demonstrated at the Mastery Level)

  1. *PSLO Matrix:*

     Course PSLO-1
     PD 100   I

PD 101   I

PD 102   I

PD 103   M

PD 105   M

PD 106   P

PD 111   P

PD 113   P

PD 120   I

PD 149   I

PD 150   P

PD 170   I

PD 180   M

PD 240   P

PD 241   P

2. *Please Indicate the PSLO(s) which you are reporting on:*
   -

     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

3. *Analyze and summarize your assessment findings â?? What in the data jumped out?*

Results from our Spring 2014 pre and post surveys of students show growth and improvement within each of the five assessed areas and therefore, all 4 PSLOs in the College Success Cluster (PD 105, PD 111 and PD 113).

Question #1 measured students understanding of how to apply study skills in the classroom and directly relates to SLO "A". Students improved by 21% in this area with a final average of 84% at the end of the term. We feel this SLO is significant as it relates to students' ability to have academic success, across disciplines, and throughout their academic career.

There were significant improvements (~30%) for questions #2 and #5 which measure the students' ability to identify college resources and understand the process for obtaining a degree and transferring. These questions assessed Program SLOs "B" and "C" listed above.

In Spring 2013 our PD 103 Transfer Success survey results also showed growth and improvement within each of the assessed learning outcomes.

In Spring 2012 students in our Career and Life Planning, PD 150, courses were assessed and also showed significant growth (29-37%) in all areas assessed. Questions #1 measured student's awareness of their personal interests, skills, values and personality style in relation to their career path and this corresponds to our program SLOs "C" and "D". Students improved by 36.7% in this area.

4. *Give examples of assessments used for your PSLO analysis:*

   For the purposes of assessment, we have put our main courses into three different groups: college success, career planning and transfer. Each group of courses has individual learning outcomes that map into the overall Program Student Learning Outcomes (PSLOs). So, in assessing our courses, we're able to assess our program.

   In Spring 2014 a five question survey was developed for students to submit, via Survey Monkey, at two different points in the semester (pre and post). Through this survey, students were given the opportunity to self-assess their level of awareness, knowledge, understanding, and ability in five different areas of college success curriculum before and after completing one of three College Success course(s): PD 105, PD 111 and/or PD 113. The pre/post survey allowed students to rank their abilities from 1-5 with "1" being low and "5" being the highest. We had a total of 164 students complete the pre survey and 77 complete the post survey. A copy of the survey is included below.

   In Spring 2013 a similar four question (pre and post) survey was used to assess students in PD 103 (Transfer Success). In Spring 2012 a separate five question (pre and post) survey was used to assess students in our PD 150 (Career Planning) courses.

   Each course assessment is included at the end of this review.

5. *Describe input from Program Advisory Committee (if applicable):*

   In Fall 2010 all Personal Development instructors met and established an Advisory Committee. We evaluated the student learning outcomes from each of our main courses and decided to use our course assessments to evaluate our program learning outcomes as the learning outcomes were similar enough (if not the same) to warrant this approach. We also concluded the best way for us to assess learning outcomes within our discipline is by administering pre and post surveys to our students. We chose to formally assess students from one group of courses each year which would allow us the opportunity to assess all courses and outcomes within our 3-year program review cycle. The first group to be assessed was our college success cluster and we did this assessment during the Fall 2010 semester and again in Spring 2013. Career Planning was assessed in Spring 2011 and Transfer Success was assessed in Spring 2012.

   We continue to meet once a semester to analyze, discuss and confirm our approach. Our most recent meetings happened in Fall 2014 where we discussed our research findings, evaluated data provided by the researcher and analyzed current and future program improvement objectives.

6. *Comments:*

In addition to the student surveys, retention data illustrates that students who take Personal Development have grade point averages significantly higher than students who do not take Personal Development. The discrepancy in GPAs is particularly evident when we evaluate new students who take Personal Development their first semester in college. The average GPAs for new students enrolled in Personal Development for Fall 2013 was 2.65 compared to 2.06 for new students not enrolled in PD.

Given the national movement to increase degree completion rates, we feel our data confirms the impact Personal Development classes have on a student's ability to complete college.

- **Program Improvement Objectives**

  1. *Based on the program data analysis and PSLO analysis, identify your Program Improvement Objective(s): What are you going to do? Why are you going to do it?*

     Research and investigate ways to improve the success and retention of under-represented students and all students taught within distance education.

     Notes (optional): Please include any notes related to your PIO. (2500 Character limit)

     Our retention data shows a disproportionate amount of African Americans, and other under-represented groups, not having success in our courses and we?d like to address this. Similarly, we want to intentionally evaluate the success rates of students taking our courses through distance education to ensure the success of these students.

     Program PIO will address the following:

     - Student Learning & Achievement
     - Course Retention
     - Course Completion
     - Persistence
     - Success Rates
     - Equity/Disproportionate Representation

     How will you assess the effectiveness of your PIO:

Our Personal Development Advisory Committee believes success rates of under-represented groups will improve with the implementation of mandated student services. We will use the researcher?s future success and retention data to evaluate this hypothesis. We will also request separate data, through the course review process, to evaluate success and retention in our distance education courses as this is might also be a contributing factor.

PIO Action Plan:
How will you accomplish this?

We will meet and evaluate our success and retention data again next fall after mandated orientation and student services have been implemented for two consecutive semesters.

What is your timeline?

If success rates do not improve, we will move forward with creating and utilizing an exit survey to gather information from students who are not succeeding in our courses for the 15-16 school year. This is similar to what is proposed in the College Equity Plan under activity C.1.1.

Who is going to do this?

Under the leadership of Jennifer Harper, the Personal Development Advisory Committee will be responsible for this PIO. It is critical to have a designated researcher, in our discipline, to help us with gathering the information related to this PIO and possibly, create an exit survey for students where related data can be gathered for future analysis. We believe the current SSSP and Equity plans have documented and stated the need for a full time researcher to help address this need.

PIO Status:

- In-Progress

Closing the loop - Describe the results of your PIO implementation or completion:

We are working with IT to create an Informer Report that will give us more detailed information about our students. However, our 2014-2015 student

success data indicates an improvement in student success rates for the following student groups: African American, Filipino, Hispanic and Pacific Islander. Also, we found there is no disparity between Success rates of in-person and online courses. We?re hopeful success rates for all student groups will continue to increase now that we have mandated orientation and counseling services. Preliminary research indicates English placement levels may be related to a student?s ability to pass PD 105 successfully, but more research is needed in this area. Lastly, instructors note that success rates are negatively impacted by students who choose to withdraw from our courses (even though a withdraw is warranted due to the individual student?s life).

Conclusion: Complete if PIO has been completed

Fiscal Resources Status:

PIO Resources:

- Resource: No Resources Identified

2. *Based on the program data analysis and PSLO analysis, identify your Program Improvement Objective(s): What are you going to do? Why are you going to do it?*

   Explore ways in which Personal Development courses may be expanded to serve students in basic skills, special populations, under-represented groups and those new to college in conjunction with the Student Success and Equity plans.

   Notes (optional): Please include any notes related to your PIO. (2500 Character limit)

   Our retention and success data shows students who take Personal Development classes are more successful in college than those who do not. Given this data, the department will investigate ways to expand our services to students in special populations.

   Program PIO will address the following:

   - Student Learning & Achievement
   - Course Retention

- Course Completion
- Persistence
- Success Rates
- Increase Degrees/Certifications
- Equity/Disproportionate Representation

How will you assess the effectiveness of your PIO:

We will use the researcher?s future success and retention data to evaluate any new programs or services developed.

PIO Action Plan:
How will you accomplish this?

In conjunction with the Dean of Counseling, the PD Advisory Committee will work on establishing a process for evaluating PD requests for cohorts and learning communities across campus.

What is your timeline?

This process will be established by the end of the 14-15 school year.

Who is going to do this?

Once approved, the counseling department and Dean will communicate this process to the campus at-large through committee meetings on Equity, Basic Skills and within other related groups. We will need additional Counseling Faculty members to teach and expand our Personal Development offerings. Our department is unique in that when counseling faculty members are teaching, they will not be able to provide counseling support services, hence less student appointments and related services are offered. We need funding to support hiring faculty to back-fill the reduction in support services that happens when counseling faculty members are in the classroom. Specifically, additional counseling time is needed to fulfill student demand for appointments and other support services, during high volume times like November, December, mid to late January, April, May and August. In addition, we are also in need of funding to provide overload contracts for full-time counseling faculty teaching outside of their loads for fall and spring, as well as in summer.

PIO Status:

- In-Progress

Closing the loop - Describe the results of your PIO implementation or completion:

We are working with IT to create an Informer Report that will give us more detailed information about our students. However, our 2014-2015 student success data indicates an improvement in student success rates for the following student groups: African American, Filipino, Hispanic and Pacific Islander. Also, we found there is no disparity between Success rates of in-person and online courses. We?re hopeful success rates for all student groups will continue to increase now that we have mandated orientation and counseling services. Preliminary research indicates English placement levels may be related to a student?s ability to pass PD 105 successfully, but more research is needed in this area. Lastly, instructors note that success rates are negatively impacted by students who choose to withdraw from our courses (even though a withdraw is warranted due to the individual student?s life).

Conclusion: Complete if PIO has been completed

Fiscal Resources Status:

PIO Resources:

- Resource: No Resources Identified

3. *Based on the program data analysis and PSLO analysis, identify your Program Improvement Objective(s): What are you going to do? Why are you going to do it?*

   Create a Certificate of Accomplishment for students who complete 3 or more Personal Development courses and explore the possible career, transfer or educational outcomes of creating a Personal Development Associate?s Degree.

   Notes (optional): Please include any notes related to your PIO. (2500 Character limit)

   The interest in developing this degree stems from the fact that there is not a current degree in this area which focuses on personal and relational growth, multicultural awareness, and life skills that serve to provide a better-rounded

individual. While formal education is important for securing employment, soft skills are often lacking as necessary tools for thriving in a work environment once employed. It is our goal that students not only gain the knowledge needed in their field of study, but also that they begin to apply that knowledge during their educational journey, and beyond.

Program PIO will address the following:

- Course Completion
- Persistence
- Increase Program Enrollments
- Increase Degrees/Certifications

How will you assess the effectiveness of your PIO:

Once a certificate and/or degree are approved we will be able to track the students who complete these programs and analyze the possible impact of our program.

PIO Action Plan:
How will you accomplish this?

Nadia Dadgar and a committee of faculty members worked over the 13-14 school year to develop curriculum for this degree. Nadia has recently begun working on this again and plans to move forward with proposal.

What is your timeline?

The committee will present the proposal to the counseling department in Fall 2016.

Who is going to do this?

Nadia will put the approved program into Curricunet for approval. If approved, this degree/certificate would be implemented for the next catalog year.

PIO Status:

- In-Progress

Closing the loop - Describe the results of your PIO implementation or completion:

We are working with IT to create an Informer Report that will give us more detailed information about our students. However, our 2014-2015 student success data indicates an improvement in student success rates for the following student groups: African American, Filipino, Hispanic and Pacific Islander. Also, we found there is no disparity between Success rates of in-person and online courses. We?re hopeful success rates for all student groups will continue to increase now that we have mandated orientation and counseling services. Preliminary research indicates English placement levels may be related to a student?s ability to pass PD 105 successfully, but more research is needed in this area. Lastly, instructors note that success rates are negatively impacted by students who choose to withdraw from our courses (even though a withdraw is warranted due to the individual student?s life).

Conclusion: Complete if PIO has been completed

Fiscal Resources Status:

PIO Resources:

- Resource: No Resources Identified

4. *Based on the program data analysis and PSLO analysis, identify your Program Improvement Objective(s): What are you going to do? Why are you going to do it?*

   Purchase course materials, as applicable, to enhance student?s self-awareness and personal development, and to promote understanding of global issues.

   Notes (optional): Please include any notes related to your PIO. (2500 Character limit)

   Program PIO will address the following:

   - Student Learning & Achievement
   - Course Completion
   - Persistence
   - Success Rates

- Career Technical Education (CTE) Related
- Increase Program Enrollments
- Increase Degrees/Certifications

How will you assess the effectiveness of your PIO:

Using the research we have on retention and success in PD courses, we know that PD courses can directly improve a student?s success. Part of the success of our classes relates to our ability to teach to a variety of learning styles. Having the necessary resources helps instructors convey a variety of information to our diverse student population. We will continue to monitor the overall success of our PD courses as we move forward with the utilization of more materials.

PIO Action Plan:
How will you accomplish this?

Create a standing line item totaling approximately $5500 in the Counseling Department/Personal Development Budget to support annual material costs. Breakdown: MBTI Assessments $2000 per year Transfer workbooks $2000 per year (total cost $4000 shared with Transfer Center) Strong Interest Inventory $1000 Self Directed Search $500

What is your timeline?

This can go into the budget immediately.

Who is going to do this?

Diane Berkland will work with Stephanie Ramos, the Dean of Counseling and the PD Committee to monitor this PIO.

PIO Status:

- Completed

Closing the loop - Describe the results of your PIO implementation or completion:

We are working with IT to create an Informer Report that will give us more detailed information about our students. However, our 2014-2015 student

success data indicates an improvement in student success rates for the following student groups: African American, Filipino, Hispanic and Pacific Islander. Also, we found there is no disparity between Success rates of in-person and online courses. We?re hopeful success rates for all student groups will continue to increase now that we have mandated orientation and counseling services. Preliminary research indicates English placement levels may be related to a student?s ability to pass PD 105 successfully, but more research is needed in this area. Lastly, instructors note that success rates are negatively impacted by students who choose to withdraw from our courses (even though a withdraw is warranted due to the individual student?s life).

Conclusion: Complete if PIO has been completed

PIO achieved - worked

Fiscal Resources Status:

PIO Resources:

- Resource: No Resources Identified

5. *Based on the program data analysis and PSLO analysis, identify your Program Improvement Objective(s): What are you going to do? Why are you going to do it?*

Enhance student success and retention in Personal Development courses through improved learning spaces. Our department needs a dedicated space to teach Personal Development courses. Using the research we have on retention in PD courses, we know that offering PD courses can directly improve a student?s success.

Notes (optional): Please include any notes related to your PIO. (2500 Character limit)

We often struggle to find an appropriate space to teach these courses at ideal times convenient for students to enroll. This is problematic as we look toward expansion of our program. Our department is in need of a smart classroom on the main level of campus dedicated to instruction in Personal Development. This space should include a projector and PC unit, lap top cart for student access,

white boards for instruction and student group work/presentations, etc. This space should also have moveable tables/chairs to provide for various room configurations that go with the constantly changing curriculum and mode of teaching.

Program PIO will address the following:

- Course Retention
- Persistence
- Success Rates
- Increase Program Enrollments
- Student Learning & Achievement

How will you assess the effectiveness of your PIO:

We will continue to use the success and retention data provided by the college?s researcher to monitor the effectiveness of our classes.

PIO Action Plan:
How will you accomplish this?

The committee will rely on the Dean of Counseling to communicate the ongoing classroom needs across campus and within the larger conversation on facilities.

What is your timeline?

We hope to have dedicated space(s) for Personal Development courses once the college?s construction is complete on the core academic buildings.

Who is going to do this?

Ultimately, this will need to be prioritized and approved by the administration and facilities groups making decisions on construction and campus planning.

PIO Status:

- Completed

Closing the loop - Describe the results of your PIO implementation or completion:

We are working with IT to create an Informer Report that will give us more detailed information about our students. However, our 2014-2015 student success data indicates an improvement in student success rates for the following student groups: African American, Filipino, Hispanic and Pacific Islander. Also, we found there is no disparity between Success rates of in-person and online courses. We?re hopeful success rates for all student groups will continue to increase now that we have mandated orientation and counseling services. Preliminary research indicates English placement levels may be related to a student?s ability to pass PD 105 successfully, but more research is needed in this area. Lastly, instructors note that success rates are negatively impacted by students who choose to withdraw from our courses (even though a withdraw is warranted due to the individual student?s life).

Conclusion: Complete if PIO has been completed

PIO achieved - worked

Fiscal Resources Status:

PIO Resources:

Attached Files:

- StudentSurvey.career.sp121.doc
- 2014SP PD retention success.xls
- College Success PRE Spring 20141.pdf
- College Success PRE Spring 2014.pdf