Student Services Program Review Annual Update – Form
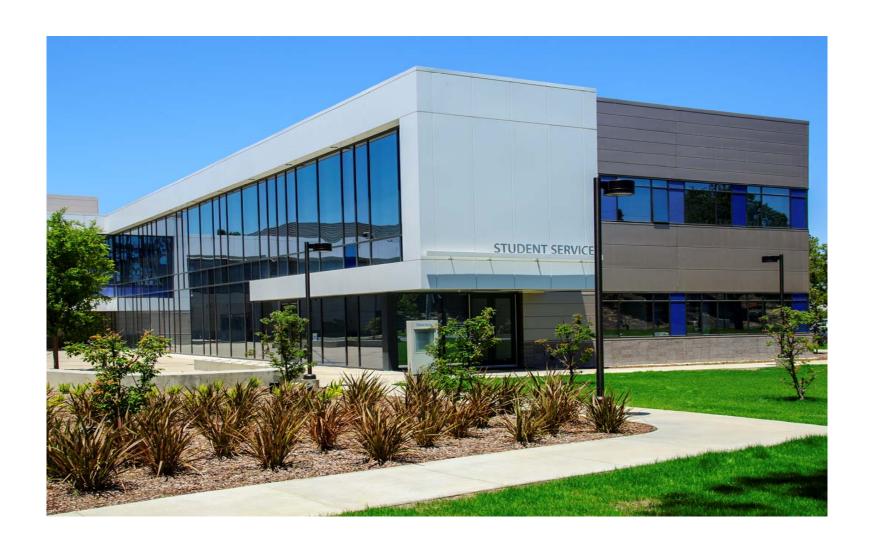
Allan Hancock College Program Review-Student Services Division
2017-2018 Annual Update

Date:	March 30, 2018
Program and Department:	Personal Development / Counseling
Additional programs included in this review:	
Date of last comprehensive review*:	2013-2014
Submitted By:	Lynn M. Becerra-Valencia, Assistant Professor, Personal Development Héctor Álvarez, Professor/Counselor, & Chair, Counseling Department
Attachments:	☐ Advisory Board Meeting Minutes/Recommendations ☐ 6-year assessment plan

*Copies of the Comprehensive program reviews can be found in the Program Review matrix. These will list the date when they were submitted.

I. Program Mission/Goal

Explain how the program mission aligns with the college mission.

The Personal Development Program (PD) consists of the following courses: Personal & Career Exploration, PD 100; Success in College, PD 101; Human Relationships, PD 102; College Success Seminar, PD 110; and, Career Planning, PD 115.

PD courses offered by the Counseling department are designed to meet the diverse needs of new and returning students within an inclusive, culturally relevant and supportive teaching and learning environment. Through its scope of teaching and learning, the PD Program is in alignment with Allan Hancock College's Mission "to provide quality educational opportunities that enhance student learning and the creative, intellectual, cultural, and economic vitality of our diverse community". The Personal Development Program's scope enables students to learn skills that are applicable not only in the educational setting, but also for life in general. It is the intent of the PD program to encourage and support students to understand, develop, and integrate their academic, goals, personal values, interests, skills, personality, and potential in order to enhance their overall student learning, ultimately supporting AHC's Mission to contribute to our diverse community.

The Personal Development Program's objective is to increase students' knowledge of self and others through study of the following outcomes: individual learning and development; recognizing the variety of student support services available throughout Allan Hancock College (AHC), improving effective study strategies; and developing skills to increase one's ability to become active and successful participants in academic life and our larger community. Additionally, our courses are designed for students to deeply consider career options while exploring personal values, interests, and abilities. Planning skills and self-assessment instruments are used to support the examination of career choice. Instruction includes self-paced materials, small group discussion, engaging lectures, and interview practice with peers.

All of the Personal Development courses are open to all students, with no prerequisites nor advisories attached to any course. All of our 100-level PD courses are transferable to the California State University (CSU), PD 100 and PD 101 also fulfill CSU's General Education, Area E: Lifelong Understanding & Self Development requirement. PD 100 and PD 101 are transferable to the University of California. PD 100, 101 and 102 meet the Allan Hancock College Associate Degree General Education requirement for Category 5: Living Skills.

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II. Program Accomplishments

Please summarize your program accomplishments, successes, and highlights for the year, and describe how it supports the college's [strategic goals](#).

> **A) Strategic Direction: Student Learning and Success (Goal SLS2): To support student access, achievement and success**
>
> 1) The Personal Development Program's 2013-14 "Program Review" cited a long-term program goal of finding a designated classroom for Personal Development instruction. In Fall 2013, the Student Services Building (Bldg. A) became home to the Counseling Department along with Admissions and Records, Financial Aid, and the District Cashier on the first floor. The second floor houses the University Transfer Center (UTC), The Extended Opportunity Programs and Services (EOPS), College Achievement Now Program (CAN), Career/Job Placement Center (CJPC), and the Testing Center and the Central Coast Cal-SOAP Consortium. Although not formalized, the use of classroom space in Building A-103 has been a primary location for PD 100, PD 101, and PD 110 instruction (7 of 13 sections during Fall semester 2018 are scheduled in A-103). This informal location has been able to meet the needs of some of the PD courses but the goal of finding a designated classroom for all for Personal Development instruction remains desirable within Bldg. A. Moreover, classrooms with access to or with designated computers and/or laptops are desired as personal and career assessment review and research pertaining to career related internet sites or resources would benefit instruction and learning in PD courses.
>
> 2) In Fall, 2017-18, a Full-time, tenure-track Personal Development Faculty member was hired. This hire was historic as it appointed the first ever, full-time, Personal Development Instructional Faculty to the Counseling Department. In addition to teaching a full course load (5 sections), this faculty member will also oversee the Personal Development program (i.e., its curriculum, courses, as well as course, program, and annual reviews, in addition to its expansion and related trainings to other PD instructors moving forward).
>
> 3) In Fall 2017, the PUENTE Program was implemented. The PUENTE Project is part of larger partnership between the California Community College System and the University of California. PUENTE is an academic, counseling and mentoring program that supports students toward building the skills necessary for success, in both academic and career goals while in community college with the specific goal of increasing transferring rates and attainment of Bachelor degrees. A section of PD 101 (Success in College) has been designated specifically for the PUENTE student cohort during Fall semesters, and a PD 115 (Career Planning) course is required in subsequent Spring semesters for program participants. The PUENTE Program affords unique opportunities for collaboration between the Counseling Department and the English Department as PUENTE students enroll in a PD 101 course that is linked to and ENGL 595 course during fall semester and in the subsequent spring semester, a PD 110 course is

linked to an ENGL 101 course. Collaboration on syllabi development, instruction, and strategies to best support student learning and success exists year-round between the two-PUENTE faculty who teach these linked courses (PD 101/110 is taught by one of our full-time, Counseling Faculty, and ENGL 595/101 is taught by a full-time, English faculty). We are also looking at developing a new PD course with a focus on transfer (to be offered in future spring semesters and will take the place of PD 110)--we will work with AP&P to move forward with curriculum development and review for this course. This new course will be part of PUENTE but has the opportunity to also be a course for all students, similar to PD 110 and PD 115.

4) In Fall 2017 (September 2017), the Full-time, tenure-track Personal Development Faculty member began the process to examine textbooks and to review testing assessments and online resources for PD 100 and PD 101 by participating in the Fall Open Educational Resources (OER) South Regional Meeting in Oceanside, CA. Through this participation, the Faculty member learned of OER resources available for students at no-or low-cost and will be implementing OER course material to PD 101 courses by Fall 2018. The piloting of OER resources will yield benefit as other PD instructors also have interest to incorporate such resources.

5) In Fall 2017 (October 2017), the Full-time, tenure-track Personal Development Faculty member attended the National Career Development Association (NCDA) in Long Beach, CA. Through this participation, career planning, best practices for individuals from foster-care backgrounds was considered.

B) **Strategic Direction: Student Learning and Success (Goal SLS5):**
To convey a sense of caring where students' success is important and expected. Understand that a broad definition of diversity supports students and values their experiences arising from race/ethnicity, socioeconomic background, age, religion, sexual orientation, gender, nationality, and veteran status

1) In Summer 2017, PD 110 was offered as a bilingual course with sections available to both the Santa Maria and Lompoc Valley locations. The Santa Maria location offered the course in the evening, 7:00pm – 9:05pm, and the Lompoc Valley Center course was offered during the day, 12:00pm – 2:05pm. Ultimately, the Santa Maria offering was able to maintain a bilingual course, as the bilingual dynamic required additional time to explain topics and offer clarification because of the dual language instruction. Students were receptive to instruction in two languages and expressed the need for continued bilingual course offerings. The scheduling of the class during later hours afforded opportunities for the students, many of whom worked late hours and could only benefit from such a course offered during this time.

2) The Full-time, tenure-track Personal Development Faculty member has worked to support a collaboration with the Athletics Counselor to support PD students that are also student-athletes.

3) The Fall 2017 implementation of the PUENTE Program affords unique opportunities to offering curriculum with a focus on issues of diversity, access and equity with course content and readings inclusive of (but not limited to) the Latina/o experience. Each year, both faculty instructors (the Counselor and the English instructor) attend the annual Statewide PUENTE conference that focus on curriculum and program development, pedagogy and learning, and retention and success of students. As was mentioned previously, these faculty also meet regularly at AHC to discuss student learning and development of program participants.

4) Through full-time availability, the Personal Development Faculty member has been able to instruct and serve a greater number of students from diverse backgrounds, including formerly incarcerated, homeless, and students with foster care backgrounds. Currently serving 125 students (Spring 2018), the majority of the PD students are from first-generation, low-income and historically, underserved communities. Of the 125 students, some students have self-identified as the following: 3 as homeless, 5 formerly incarcerated and 1 with a foster care background. Additionally, the full-time PD instructor is able to provide support during established office hours, throughout the year.

5) Referencing enrollment data presented in section VII: The PD Program's enrollment numbers and average class size has not significantly changed since 2014-2015. It is highly anticipated that with the implementation of PROMISE and Counselor recommendations, student demand in PD courses will increase.

   Referring to the data made available by Institutional Effectiveness [http://research.hancockcollege.edu/student_learning_outcomes/matrix.html#Top]: It is significant to note that 75.3% of students (2016-2017) passed with a C or better and were above the set standard of 67.3%. In fact, the success percentage increased by 1.7 with face-to-face instruction at 77%.

   The below discussion is in reference to Allan Hancock College's "Tableau Workbook Data Table," citing 2017-2018 enrollment data compared to 2016-2017:

   The total enrollment was 1,072 (2017-2018) from 1,105 (2016-2017), with a slight decrease in 33 students. What is significant to note is the average class size (overall) increased by 1.5 [25.5 in 2017-2018 from 24 in 2016-2017] and the efficiency measure (FTES/FTEF) also increased by 3.7 [16.9 in 2017-2018 from 13.2 in 2016-2017].

   Pertaining to the FTES/FTEF efficiency measure: In 2016-2017, the FTES/FTEF was 13.2 compared to 2017-2018 of 16.9, an increase of 3.7.

III. Program Challenges

Please summarize your program challenges for the year.

1. In PD 100, a challenge connected to SLO2 "Examine one's abilities, values, and skills with an awareness of the academic and professional preparation requirements for a given career" is connected to the breadth and depth of the diversity and needs among PD students. To address this, intentional partnerships have been established between Counseling Faculty, other Counseling Department support staff, as well as Student Service Programs and staff; both on-campus and off-campus (e.g., LVC). Specifically, the distinct needs for our diverse students from foster-care backgrounds, homeless, and formerly incarcerated student (FIS) populations has been identified as a need. For example: Educational resources supporting employment and career options specifically for these populations is limited to a case-by-case basis. More professional development opportunities are needed to bridge this gap and respond to projected enrollment increase from students in the aforementioned populations.

2. In PD 101, supporting students to "Identify and apply study skills that build a successful learning foundation" (SLO2) are connected to their prior exposure to reading and writing at the college level. Students arrive to class with limited exposure to college level reading and writing skills and competencies. The need to look at adding an advisory of English 513 to PD 100 and 101 necessitates consideration.

3. Due to the interconnectedness of Personal Development Courses with Student Services, the ability of Counseling Faculty to continue teaching these courses is encouraged. Yet, there is a necessity to hire another, full-time, tenure-track Personal Development Faculty member to offer meaningful and rigorous instruction, along with reliable and consistent communication and relationship building with students enrolled in PD courses. The District has recently committed to implementing the PROMISE program, this will greatly impact the need of PD courses and instructors; particularly PD 110 courses offered during the summer as well as PD 100 and 101 during all semesters. This has direct impact on personnel scheduling and availability.

   Referring to the data made available by Institutional Effectiveness [http://research.hancockcollege.edu/student_learning_outcomes/matrix.html#Top], hiring another full-time, tenure-track Personal Development Faculty will continue to support the demand and rigor required with the burgeoning PD Program:
   - Success Percentage: When comparing face to face (F2F) instruction with distance learning (DL), it is noteworthy to comment that F2F success percentage increases by 12.1% over DL.
   - Retention Percentage: When comparing face to face (F2F) instruction with distance learning (DL), F2F is 5.7% greater than DL.

4. As referenced above (II.A.1), the anticipated enrollment increase due to PROMISE and the Counseling Department's focused outreach to incoming high school students, demands a consistent, stable, Personal Development classroom, as well as additional sections of PD courses to maintain the accessibility and rigor required of PD teaching and learning.

5. To achieve PD 101's SLO1, "Identify and access various student services," specifically with bilingual and working students, an evening course (which was piloted in Summer 2017) was offered. As referenced above (II.B.1), offering a bilingual, PD 110 section in the evening (7:00pm – 9:05pm) greatly met the scheduling needs of working students. Unfortunately, this time frame also presented an unintended challenge to meeting SLO1 since access to relevant and necessary Student Support programs and services was not possible due to being closed and/or not available during the time the evening class was offered. The need to offer faculty overload opportunities should be considered so Counseling Faculty can teach the class and provide flexing opportunities to Student Services staff from relevant areas to visit the class and provide students with relevant information after traditional hours.

6. Referring to II.B.2, the complex, educational needs of student athletes, particularly those from out of state, would be greatly served if PD 100 and PD 101 offered a section dedicated to this student population. Offering a specific section would accommodate an academic space dedicated to addressing student athlete demands, specific needs and scheduling accommodations. Specifically, PD 100's (SLO 2) "Examine one's abilities, values, and skills with an awareness of the academic and professional preparation requirements for a given career", and PD 101's SLO 1 "Identify and access various student services" and SLO 2 "Identify and apply study skills that build a successful learning foundation" can uniquely be addressed based on this student population.

7. Tangentially related to the above discussion pertaining to student athletes, it is also recommended to offer PD 101 sections dedicated to the distinct needs required to support students from foster-care backgrounds and Non-Credit students to ensure transition to credit courses and academic programs. Bilingual class offerings have proven beneficial and exploring the possibility of teaching other PD courses is encouraged.

8. Pertaining to PD 100 and students from foster care backgrounds, this target population may need additional support meeting PD 100's SLO 2 "Examine one's abilities, values, and skills with an awareness of the academic and professional preparation requirements for a given career" and SLO 4, "Prepare supporting documents and practice job interviews." More professional development opportunities are needed to prepare instructors for this competence to respond to expected growth as a result of target outreach and in-reach to this student demographic.

IV. Online Services & Service Locations:

List the services offered online and at other district locations.

PD 100 and PD 115 are offered online (DL). Lompoc Valley Center offers (F2F) PD 100, PD 101, & PD 110.

Compare the accessibility and effectiveness of these services and how they are equitable compared to the services offered at the primary campus.

Referencing the data below:

	2014-2015	2015-2016	2016-2017		Set Standard (95% of previous 5 year avg)	
Success %	67.3%	69.6%	75.3%		67.3%	
Success % - DL	45.6%	53.2%	64.9%	--		
Success % - F2F	74.4%	75.0%	77.0%	--		
Retention %	89.4%	86.2%	88.3%		84.4%	
Retention % - DL	76.4%	71.8%	83.4%	--		
Retention % - F2F	93.7%	91.0%	89.1%	--		

Certificates

Degrees

Total Awards

A) Effectiveness:

1. **Success %**

For 2016-2017, the success % for distance learning (DL) of **64.9%** is less than the success % for face to face (F2F) which is **77%.** Although DL is lower than F2F in 2016-2017, in 2015-2016, both DL & F2F increased, by 11.7% (DL) and 2% (F2F) respectively.

Pertaining to the success %, DL increased more than F2F when comparing 2016-2017 and 2015-2016 data sets.

> ### 2. Retention %
>
> For 2016-2017, the retention % for distance learning (DL) of **83.4%** is less than the retention % for face to face (F2F) which is **89.1%.**
>
> In 2015-2016, DL was 71.8% and F2F was 91%.
>
> *Pertaining to the retention %, DL increased by 11.6% and F2F decreased by 1.9% when comparing 2016-2017 and 2015-2016 data sets.*
>
> Taking success % and retention % into account, although DL has improved from 2015-2016 to 2016-2017 data sets, it must be accounted for that of the 41-43 PD sections offered respectively, less than 25% are DL courses.

V. Learning Outcomes

A. Program Outcomes

☐Check here if any Program Learning Outcomes (PSLO) changes were approved by your department in 2017.

Please list any new or revised program outcomes (PSLO). Describe what changes were made by listing the new/modified program outcomes and the old program outcomes.

N/A

B. Student/Service Learning Outcomes

☐Check here if any Student Learning Outcome (SLO) changes were approved by your department in 2017.

Please list any new or revised student learning outcomes (SLO). Describe what SLO changes were made by listing the new/modified SLO and the old SLO.

N/A

C. Mapping

Review current mapping and list any changes made on your SLO or PSLO. You may attach an elumen summary map report with marked changes or if mapping changes were already made please indicate when and how the changes were made. N/A if no changes are needed.

N/A

VI. Assessment Data

A. eLumen Report Analysis

Summarize the student learning outcomes that has been assessed this past year (what were they, how were they assessed, and what were the notable results).

In Spring 2017, PD 100-SLOs #1-4 were assessed. There was no course improvement plan submitted.

- PD 100-SLO 1: Identify basic theoretical perspectives on adult development and human nature
- PD 100-SLO 2: Examine one's abilities, values, and skills with an awareness of the academic and professional preparation requirements for a given career
- PD 100-SLO 3: Identify steps used in decision making model
- PD 100-SLO 4: Prepare supporting documents and practice job interviews

Both SLO 1 and SLO 2 were both assessed at 4.35% Below Institutional Level. SLO 1 met institutional requirement at 65.22% and exceeded the standard by 30.43%. SLO 2 met institutional requirement at 78.26% and exceeded the standard by 17.39%.

A notable outcome – Both SLO 3 & SLO 4 did not have any percentage below the institutional standard.
- SLO 3 - met institutional requirement at 78.26% and exceeded the standard by 21.74%
- SLO 4 - met institutional requirement at 85% and exceeded the standard by 15%

On a course related note: PD 120 (Effective Tutoring) was sunsetted in Fall 2017. There were no SLOs assessed for this course.

Provide examples about how the faculty/staff use or have used data to change or improve services and delivery method.

With the hire of a Full-time, tenure-track Personal Development Faculty member, this affords the opportunity for a person to support the PD program's full and part-time faculty who teach to reflect on pedagogy and modify existing courses or create new ones to meet the needs of our students.

Work that must be done within the PD program includes, reviewing curriculum, courses, course and program review, its expansion and related trainings.

B. Service Quality and Institutional Effectiveness

Dissemination Plan (the process for sharing these assessment results):

When assessments and/or other improvement plans arise, these will be shared within our department meetings.

Assessments, review of curriculum, courses, course and program review are forthcoming.

Service Quality Plan (describe your program use of assessment data to improve services & student learning):

Six-Year Plan (brief update of your current 6 year plan progress):

Hire another, full-time, tenure-track Personal Development Faculty member.

Designate a Personal Development classroom (as has been mentioned, Bldg A-103, but consider other rooms within Bldg. A (e.g. A402/3).

Increase Professional Development opportunities for full and part-time faculty to increase cultural competence and strengthen pedagogies in regard to serving formerly incarcerated students, homeless and students from foster care backgrounds, as well as English Language Learning students and students transitioning from Non-Credit.

> Offer Counseling Faculty continued overload opportunities to teach Personal Development Courses and to support evening instruction of PD courses.
>
> Establish PD 101 and PD 110 courses for Student Athletes and to support non-credit students transition to credit courses.

VII. Internal/External Conditions

Quantitative and Qualitative Data

Summarize major trends and opportunities that have emerged in the program.

> The Personal Development Program (PD) works in tandem with many other Student Support Services and Programs, particularly Counseling. The Personal Development Program (PD) consists of courses which are highly recommended by Counselors to students with the highest academic and socioeconomic and cultural needs. In particular, students who have been identified as "Early Alert" students are often recommended to take a PD course to support their re-entry and continued success in college. As such, it is anticipated that the demand for PD courses will only increase, especially with the inception of the PROMISE program and the anticipated enrollment growth and recommendation of PD courses.
>
> In particular, the data below reflects enrollment numbers and average class size numbers which have not significantly changed since 2014-2015. With the projected impact on PD courses with PROMISE, the faculty would like to offer students more favorable learning opportunities by incorporating ELMO projectors and screen, and the hope to hire another full-time, faculty member to teach PD courses.

TOP Code	Subject..		2014-2015	2015-2016	2016-2017
493010	PD	Enrollment	1,051	1,015	1,065
		Sections_	42	41	43
		Avg Class Size_	25.0	24.8	24.8
		Day 1 Waitlist	26	15	20
		FTES	89.7	89.6	97.6
		FTEF - FT	0.756	1.298	1.014
		FTEF - PT	2.827	2.886	3.116
		FTEF - Overload	2.736	2.735	3.202
		FTEF Total	6.319	6.919	7.332
		FTES / FTEF	14.2	12.9	13.3

VIII. Status of Final Plan of Action

Summarize the progress made on the recommendations from your last 6-year program review plan of action.

EXISTING Recommendations	STATUS
Last Program Review submitted (2013- 2014)	
Review testing assessments and online resources for PD 100 and 101	Ongoing – Fall 2017 (Program Accomplishments A.3)
Examine textbooks and OER resources or PD 100 and PD 101	Ongoing – Fall 2017 (Program Accomplishments A.3)
Offer PD 110 at the local high schools	N/A
Look at adding an advisory of English 513 to PD	N/A
Encourage PD Instructors to research other college's PD offerings and their curriculum for continuous program improvement	Ongoing
Attend Career Fairs and career symposiums throughout the state to support PD courses	Ongoing – Fall 2017 (Program Accomplishments A.4)
Hire another Full Time Personal Development Instructor	Completed – Fall 2017 (Program Accomplishments A.2)
Find a designated classroom for Personal Development	Ongoing - Fall 2013 (Program Accomplishments A.1)
Attend Student Success and workshops and conferences	Ongoing
Explore bilingual or transitional ESL courses	Ongoing – Summer 2017 (Program Accomplishments B.1)

List any new or modified recommendations below, including rationale for these in the table below.

ADDITIONAL Recommendations to Plan of Action	Rationale
N/A	

MODIFIED Recommendations to Plan of Action	Rationale
N/A	

IX. Request for Resources

Type	Item and Need	Justification	**Strategic Goal** and **Educational Master** Plan Alignment	Est. Cost	Requested Previously
Facility Needs	Designated classroom for PD courses	Will support consistent and flexible scheduling of PD courses; especially with projected increase of sections from PROMISE enrollment. Allowing greater access for students that need courses in late-afternoon and early evening	Goal SLS2		☒Yes No ☐
Technology Needs	Laptops (30 count) to support PD 100 (Personal Exploration and Career Planning) assessments	PD 100 Students use individual computers in order to conduct assessments which provide a meaningful exploration of personality, interests, etc. in order to more clearly understand their career paths	Goal SLS3	$15,000	☐Yes No ☒

	ELMO visual projector and screen	ELMO visual projector and screen ensures students can learn by visual and aural means as well	Goal SLS6	$4,000	
Staffing Needs	Full-time, tenure-track Personal Development Faculty	An additional full-time, instructional faculty will help meet the needs of the Santa Maria, and LVC campuses course offerings.	Goal SLS1, Goal SLS2, & Goal SLS7	$90,000	☐Yes No ☒
	Overtime opportunities for Counseling Faculty	Counseling Faculty need overtime when supporting evening PD courses			
Equipment (non-technology)	PD 100 & PD 101 textbooks for Prison PD courses (10 for each course)	To support PD 100 and PD 101 offered at Lompoc Prison.	Goal SLS2	$1,000	☐Yes No ☒
Other Resources	Professional development opportunities for Faculty to address educational gaps connected to respective student populations: Formerly Incarcerated Students, Foster Care, Homeless, and ESL/NC		SLS Goals #1 - #8		☐Yes No ☒

	students				