



Annual Program Review 2010-2011

Instructional Programs

Division:

**Student Development
Courses**

Authorization

After the document is complete, it must be signed by the Division Chair and Dean before being submitted to the Program Review Committee.

Signature of Division Chair

Signature of Dean

Date Submitted to Program
Review Committee

Describe the relationship of your program to the college's [Mission Statement](#):

In support of the College's mission, Student Development classes are provided to students of diverse backgrounds, goals, ages, abilities and learning styles. Student Development classes are offered to support student learning and success, to develop critical thinking, and to promote an appreciation of lifelong learning. Student Development courses are often the first step in providing students with the opportunity and support to gain the knowledge and skills necessary to meet their educational, career, and personal goals. The faculty in Student Services teach a variety of Student Development classes each semester in the areas of orientation, career planning, study skills, student leadership, and tutor training. Additionally, a three unit transferable academic and career success class is taught each semester along with classes geared to provide academic assistance to college students with disabilities. The faculty teaching Student Development courses are from the following Student Services units: Center for Students with Disabilities, Extended Opportunity Programs and Services, and Student Services. The faculty member teaching Student Development 150 -tutor training - is the Learning Center Coordinator and is from the English Department. All full time and adjunct faculty who teach do so as part of their assignment, therefor is no additional cost to the college for these courses. It should be noted that Student Development courses are a cost effective way to provide matriculation services to large groups of students, however Census enrollments, FTEF, WSCH/FEEF cannot be measured since the faculty obligation time is not calculated. What can be measured is the increase in class enrollment over the past 4 years, the success rates in the courses, decrease in staff.

1.0. Trend Analysis

For each program within the division, use the data provided to indicate trends (e.g., steady, increasing, decreasing, etc.) for each of the following measures.

Program	FTEF Trend	FTEF Trend	WSCH / FTEF Trend	Full-Time % Trend	Fill Rate Trend	Success Rate Trend	Awards Trend
Student Development	26.4 % increase from 2006-7 to 2009-2010	0 Because all faculty teaching do so as part of assignment this information cannot be computed	0 Because all faculty teaching do so as part of assignment this information cannot be computed	0 Because all faculty teaching do so as part of assignment this information cannot be computed	95.5 % in 2009-10. This is up from 79.1 % in 2006-07	77% in 2009-10. This is up from 69.3 % in 2006-07	None, this is not awards program

1.1. Describe how these trends affect student achievement and student learning:

Matriculation Outcome studies conducted by Research and Planning have proven that students who receive matriculation services have greater retention, persistence and success than those students who do not receive these services. Student Development courses are a cost effective way of providing these services to large groups of students; thus increasing the number of students receiving counseling, assessment interpretation, college orientation, and the development of a Student Educational Plan.

1.2. Is there any other relevant quantitative/qualitative information that affects the evaluation of your program?

Annual counselor evaluations completed by students indicate that students value having a Student Educational Plan. The Plan gives the student direction and helps him/her understand exactly what is needed to achieve the desired goal. The numbers from the Student Services Program Review indicate an increase in student drop-in appointments and a decrease in counseling appointments. This could be as a result of the reduction in staff and hence the lack of counseling appointments available to students. This could also be a reason for the increase in enrollment in Student Development 100 and 101 classes.

2.0. Student Learning and Curriculum

For each program within the division, provide the following information.

Program	% of Courses with Identified SLOs	% of Courses with Ongoing SLO Assessment	% of Courses Reviewed for Outline Changes	% of Courses Whose Prerequisites Were Validated in 2009-2010	% of Courses Whose Textbooks Were Reviewed in 2009-2010	Degree/Certificate SLO* If your division has defined other program SLOs, please indicate below
Student Development Courses	100%		100%	All with prerequisites were reviewed in Fall 2010	All courses were reviewed in Fall 2010.	Each program in Student Services has identified Program SLO'S.

2.1. Would you like to comment on your percentages outlined above?

All Student Development courses have Student Learning Outcomes stated on the course outline. Most of the courses have completed an assessment cycle as of this date. In Fall 2010 Student Services faculty had two retreats to evaluate Student Development courses and revise them as necessary. It proved to be an excellent opportunity for the faculty to work together to update course outlines, reapprove/approve appropriate textbooks, and to begin the development of a rubric for the SLO's for each course. The faculty are now in the process of completing a rubric for each Student Development course.

2.2. How has assessment of course-level student learning outcomes led to improvement in student learning?

The assessment of course-level outcomes has led to the revision of course outlines, increased sharing among faculty of course methods and activities to achieve the stated goals, increased discussion among faculty about which student learning outcomes are the most important and the development of rubrics for the courses.

2.3. How has assessment of program-level student learning outcomes led to certificate/degree program improvements?

Does not apply.

2.4. Does the student assessment data indicate overall program needs that may require support from the institution? Define these observed needs and support your answer using your assessment data.

YES. The increase in student demand for Student Development classes indicates that we should be offering additional courses. Also the studies done in Research and Planning indicate that students who have a Student Educational Plan have greater persistence and success rates than those students who do not.

3.0. Evaluation of Previous Goals

This section is an evaluation of program goals and activities from previous years.

3.1. List actions identified in your last program review or any other related plan(s).

Our last Program Review was in 2005. Since that time the college has seen a significant decline in the budget which accounts for some of the goals remaining incomplete.

Goals from 2005 Program Review

- **Establish ESL 141 paired with SD 101.** *This was tried for several semesters but did not have great success as many of the students were not ready to identify a major and/or goal. The Transition Project with Garfield Campus was written as a Basic Skills grant and pairs NonCredit ESL level IV and V with Student Development 101. This class has served as a bridge for students enrolled in NonCredit who would like to learn more about the credit program. This was a very successful program with over 40 students enrolled each*

semester for several years. Fall 2010 will be the last time this program is offered because of the lack of funding with the Basic Skills Grant.

- **Maintain English 120 paired with SD 101.** *This was very successful up until we launched PeopleSoft. The PeopleSoft system does not have an easy way to pair classes so Spring 2011 will be the first semester in at last 5 years that we will not be offering the paired SD 101 and English 120.*
- **Identify new ways to encourage students to take SD 101 during summer prior to school starting.** *This too was tried for several semesters but the enrollment was low. We can work with the administration to determine if this is a funding priority.*
- **Work with Research and Planning to determine if increasing the prerequisite level of English/ESL for SD 100 would be beneficial.** *This was accomplished and a recommended preparation of English 187 or ESL 123 was added to Student Development 100.*
- **Identify financial resources for staff development for faculty.** *This was accomplished. The faculty in Student Services have a monthly Academic Information meeting and most of the units have annual retreats. The Division Chair regularly sends out information updates on changes in curriculum or programs. The Transfer Center staff keep all faculty up-to-date on changes to processes for transfer.*
- **Develop and distribute counselor handbook.** *This was accomplished. The book is updated annually to ensure that all counselors have current information when working with students.*
- **Rewrite Student Development courses.** *All courses were initially revised and updated in 2000 and are again being updated in 2010. Courses which have not been taught in five years are being removed from the catalog.*
- **Replace faculty retirements.** *This has not been accomplished because of the budget constraints.*

3.2. What measurable outcomes were achieved due to the actions completed?

- Counselor Handbook increased knowledge and decreased mistakes by counselors.
- Recommended prep was added to Student Development 100.
- Counselors are receiving regular academic Information training
- All courses have SLO's on course outline and most have completed at least one assessment cycle.

3.3. Evaluate the success of the completed actions. Did the completed actions lead to improved student learning or improved program/division processes?

Each one of the above completed actions improved student learning and improved the division processes.

3.4. What modifications do you plan to make to your program/division in the future to improve student learning and/or program/division processes?

- Increase in curriculum retreats to discuss teaching methods, student learning outcome assessment, and classroom activities which promote learning. The information which counselors provide to students is **always** changing. It is important that counselors keep current with all new articulation agreements, changes in education code, and new processes for transfer etc.

4.0. Action Plans

Based on trends and student learning outcomes, describe your program plan for the next academic year. Include necessary resources.

Action	Related EMP Goals and SLOs	How action will improve student learning	Resource Needs
Student Development Curriculum Training	Strategic Goal 1 Students Awareness, Access, Persistence, and success	Well informed counselors will provide for greater student awareness and access, thus fostering persistence and success	<i>Resources will be requested by the managers of the individual programs: Student Services, EOPS, and DSPS</i>