

Instructional Program Review Report

Sierra College, 2018-19

Department/Program Name: Personal Development (PDEV)

Date Submitted: February, 2019

Submitted By: Brook Oliver

Ideally, the writing of a Program Review Report should be a collaborative process of full-time and part time faculty as well as all other staff and stakeholders invested in the present and future success of the program at all sites throughout the district. The Program Review Committee needs as much information as possible to evaluate the past and current performance, assessment, and planning of your program.

Please attach your Department Statistics Report (DSR) and your planning report with your Program Review.

1) Relevancy: This section assesses the program's significance to its students, the college, and the community.

1a) To provide context for the information that follows, describe the basic functions of your program.

The Personal Development Department is the instructional component of the College's Counseling Program. Our courses are designed to promote student success by strengthening essential academic, career and life skills. Common themes across curriculum include self-assessment, planning and goal setting, decision-making, cultural competency, personal responsibility, critical thinking, emotional intelligence and effective communication.

1b) How does your program support the district mission, as quoted below?

"Sierra College provides an academic environment that is challenging and supportive for students of diverse backgrounds, needs, abilities, and goals with a focus on access, equity, student-centered learning, and achievement. The college is committed to practicing diversity and inclusion, and recognizes that a diverse and inclusive curriculum and workforce promotes its educational goals and values. Institutional learning outcomes guide the college's programs and services, encouraging students to identify and expand their potential by developing knowledge, skills, and values to be fully engaged and contributing members of the global community. Sierra prepares students by offering Associate's and transfer degrees, certificates, career and technical education, foundational skills, as well as lifelong learning and enrichment." [update]

Our department is well aligned with the mission statement above. Personal Development is in essence the process of identifying and **expanding one's potential**. Our curriculum provides a **supportive and challenging** learning environment in which students assess their abilities, interests and values, identify academic, career and lifetime goals, and develop short- and

long-term plans to achieve them. Our curriculum reflects our priority to develop student **appreciation for cultural differences in a global economy**. Through our Special Populations courses, we strive to meet the unique learning needs of a diverse student body. PDEV courses develop the students' ability to reach out to college and community resources that can help them succeed. Our curriculum offers specialized assessments, tools, and experiential learning to build knowledge and skill in areas such as self-awareness, goal setting, critical thinking, decision-making and self-efficacy—all vital in developing **engaged and contributing members of society**.

Please include an analysis of how your program supports ISLOs (Institutional Student Learning Outcomes): Communication, Technology and Information Competency, Critical and Creative Thinking, and Citizenship?

Each of our course level SLO's are aligned with Program level SLOs, which are then directly linked to Institutional Student Learning Outcomes and assessed regularly. Here is the grid/crosswalk between our PSLOs and ISLO's:

PERSONAL DEVELOPMENT PROGRAM OUTCOMES - PSLOs		Related ISLOs
PSLO A	Demonstrate ability to access college and/or community resources that can help students achieve their goals.	1A, 2A, 2C, 2D
PSLO B	Apply critical thinking and problem-solving strategies to make academic, career and/or personal decisions.	3A, 3B, 3C, 4D
PSLO C	Demonstrate appreciation and understanding of the importance and influence of social and cultural diversity in academic, career, and/or life planning.	4A, 4B
PSLO D	Enhance self-awareness through self-assessment, applying theories of learning, communication, psychology and/or career development that are relevant to college and life success.	2D, 4D
PSLO E	Formulate academic, career and/or personal goals and create an action plan to achieve them.	1C, 2C, 2D, 3A, 3B, 4A, 4D
INSTITUTIONAL STUDENT LEARNING OUTCOMES - ISLOs		
ISLO 1	COMMUNICATION	
1A	Read	
1B	Listen	
1C	Write	
1D	Dialogue	
ISLO 2	TECHNOLOGY AND INFORMATION COMPETENCY	
2A	Demonstrate Technical Literacy	
2B	Apply Technology	

2C	Access Information
2D	Evaluate and Examine Information
ISLO 3 CRITICAL AND CREATIVE THINKING	
3A	Inquire
3B	Analyze
3C	Problem Solve
3D	Express
ISLO 4 CITIZENSHIP	
4A	Ethics
4B	Diversity
4C	Sustainability/Global Awareness
4D	Personal Responsibility

Here is the TracDat screen shot:

Program - Personal Development > Home

Program Planning Summary

Outcomes	Assessment Methods	Results	Actions	Follow-Up
✓ PSLO A	1	2	6	1
✓ PSLO B	2	2	5	0
✓ PSLO C	1	1	1	0
✓ PSLO D	1	1	1	0
✓ PSLO E	1	1	1	0

Course/Degree Planning Summary - Owned

Courses/Degrees	Course Outcomes	Assessment Methods	Results	Actions	Follow-Up
▶ ✓ PDEV 0001 - College Success	9	14	15	12	1
▶ ✓ PDEV 0006 - Career Planning	10	15	12	9	0
▶ ✓ PDEV 0008 - Introduction to College	5	8	9	7	0
▶ ✓ PDEV 0009 - Assertiveness Training	3	5	4	3	0
▶ ✓ PDEV 0012 - Peer Mentor Training	1	0	0	0	0
▶ ✓ PDEV 0021 - Self Assessment and Career Exploration	4	4	2	1	0
▶ ✓ PDEV 0052 - Student Leadership Development	4	3	3	2	0
▶ ✓ PDEV 0070 - Stress and Well Being	2	3	3	2	0
▶ ✓ PDEV 0094 - Career Exploration Internship	3	4	3	2	1
▶ ✓ PDEV 0800 - Career Essentials - Looking Inside	1	0	0	0	0
▶ ✓ PDEV 0801 - Career Essentials - Exploring the World of Work	2	0	0	0	0
▶ ✓ PDEV 0802 - Career Essentials - Getting Hired	2	0	0	0	0

1c) Program offerings align with which of the following mission categories; check all that apply:

- Transfer
 Career Technical Education
 Basic Skills
 Personal Development/Enrichment
 Lifelong Learning

1d) Please analyze your department’s performance in supporting the mission categories marked in 1c above. Please provide evidence in support of this analysis, including data from the dashboard relevant to this evaluation; relevant data includes the equity and diversity goals of the department and College.

If any of the following apply to your program, please address them in your analysis.

- **Degrees, certificates, and/or licenses your department has generated:**
 - **The alignment of these awards with the district’s mission and/or strategic goals. (See the district “Awards Data File, available from Research and Planning, for your numbers).**
- **Job placement or labor market information for your program’s awards and licenses.**
- **The contribution your program makes to student transfer.**
- **Participation in basic skills programs.**

The Personal Development department is unique in its role within the District curriculum.

- We do not have a certificate or degree.
- We do not specifically prepare students for a job title or industry; we do provide work experience/internship opportunities through our PDEV 94 that cover all programs/disciplines at a career exploration level. PDEV 95 is an advanced internship options for students pursuing careers in Counseling/Human Services.
- We do offer coursework that contributes to AA/AS/ADT degrees and **transfer to the UC** (PDEV 1, 8, 70) and **CSU systems** (all for-credit courses) and our PDEV 1, 6, and 70 meet **Area E of CSU GE Breadth requirements**. PDEV 9-Assertiveness provides an option for **AA/AS Learning Skills area II-2** (Oral Communication).
- Our curriculum instead focuses specifically on helping students in all programs develop and implement their educational goals, navigate higher education, explore academic pathways, identify transfer strategies, explore careers and identify majors.
- Our courses also enhance job placement for all programs by building employment skills and providing valuable work experience through internships.
- Research shows (*Moore & Shulock, Institute for Higher Education Leadership and Policy, August 11*) that courses such as College Success and Career Planning provide key learning outcomes that help first-year students and “enhance their motivation, persistence and motivation”. Guided Pathways framework and practitioners call for this type of course as a key intervention in supporting students in achieving success in college and fulfilling their educational goals.
- We have partnered with Puente and Umoja to offer cohort classes linked with basic skills courses to these populations and offer a veteran-affiliated College and Life Success course as well. Our Stress and Well-being class has a significant number students who self-report having psychological issues including anxiety, depression, and PTSD among others.

- The overall student population of PDEV courses shows more equity and diversity, including students with disabilities, than the overall Sierra population (stats below in Section 3). Some of this difference is because of our cohort populations; another reason may be the referral by counselors to our classes based on counseling and other interactions helping to identify students with these specific needs (rather than self-referral) since counselors/Student Services run many programs designed to serve disproportionately affected students.

1e) Optional Additional Data: Describe any other relevant contributions of your program to the district mission, goals, outcomes, and values not incorporated in the answers above. Examples include but are not limited to contributions to student equity and success, diversity, campus climate, cultural enrichment, community ties, partnerships and service, etc. Include specific data and examples.

2) Currency: This category assesses the currency of program curricula as dictated by Title 5 and the currency of efforts in meeting accreditation standards as well as improving pedagogy and engaging in professional development.

2a) Curriculum: Comment on the currency of your program’s curricula, including discussion of any recent or projected changes. Please describe your process and the criteria, including state and/or professional mandates, for evaluating and revising curriculum, including the use of SLOs.

As of the writing of this report, PDEV curriculum is 100% current (Curriculum Review completed 2018-19)

For each course, the key instructor(s) were consulted and they provided input on updates to the curriculum. These recommendations/changes were presented to the PDEV faculty during department meetings and through email and phone conversations. SLOs were adjusted in late January 2019 to become more detailed per advice from our SLO Assistant (those changes are in progress and not yet visible in TracDat, etc.)

- We used assessment results to drive curriculum changes
 - development and sharing of assignments/activities around cultural awareness SLO (Pick Your Neighbor exercise),
 - Title IX--assigning the campus training module –College/Community resources SLO
 - academic terms/processes (Academic Jeopardy game)—College resources/forming academic/life plan SLOs
 - the incorporation of interest area selection and confirmation – Academic/career plan SLO
 - integration of Career Coach--college resources/career plan SLOs
 - updated job search practices including LinkedIn/social media and Indeed, and resume writing changes based on current practices by employers-- Job Search SLOs (PDEV 6)
- We ventured into the **non-credit** area through a project with the CA Conservation Corp to deliver career exploration, world of work awareness and job search strategies in a concise 30-hour format (PDEV 800, 801, 802).

- We are **re-introducing our PDEV 21**, Career Exploration through Self Assessment, Fall 2019 in response to the college's career-first approach to assist undecided students in a short term (8 week), 1 unit course to support an informed major choice.
- We had our **first enrollments in PDEV 95**—Internship in Counseling/Human Services and look forward to developing more mentor sites to accommodate students interested in pursuing careers in this area.
- Our **Peer Mentoring** (PDEV 12) course is being offered for the second time this Spring (2019). The role of this course is under discussion as the use of peer mentors/ambassadors has significantly increased but an additional need for customer service, resource referral and triage training for student assistants, particularly those within Student Services, has been identified. Discussions are starting about using this course as a delivery mechanism to meet all these needs.

As relevant, please address the impact of the development of MAPs, Interest Areas, and Guided pathways on curriculum and program planning and assessment

- As mentioned above, offering PDEV 21 as an intervention/referral for students who are **undecided** is in response to the R4S/Guided Pathways framework.
- The **integration of Interest Areas** and **expansion of career planning resources and activities** in all courses are also a direct result of R4S/Guided Pathways work at the college.
- Our biggest challenge stands in the growing call/discussion for an **Interest Area intro course** or **College Orientation course** for new students and the potential impact on our department and its offerings. We are trying to balance being acknowledged for our expertise in teaching success strategies and maintaining our curricular purview with supporting new approaches to best serve our students and teaming with other departments to deliver essential information. We are in the process of completing research about college success/first year orientation courses to bring forward to the Interest Area Team and have identified new approaches to this course that incorporate this information. *More info later in Relevancy section.*

2b) Student Learning Outcomes Assessment: Analyze your program's assessment of course outcomes, analysis of results, and improvements/changes made to the program as a result of this assessment. Please provide specific data and analysis in the space provided.

- As we said above, we used assessment results and resulting discussions to drive curriculum changes such as **development and sharing of assignments/activities** around cultural awareness (Pick Your Neighbor exercise), adding Title IX (assigning the campus training module), and a new approach to academic terms/processes (Academic Jeopardy game). These activities have been shared with all instructors.
- We are discussing the **integration of 21st Century Skills** into our curriculum. Our next flex meeting will be primarily around deciding which components most naturally fit into each of our courses. This framework will provide some consistency and emphasis on these important skills within our program.

- We have been generally pleased with our SLO assessment outcomes and have started to spend more time **sharing best practices/activities and resources** to make our assignments and outcomes even better. We did conduct the **Data Training/review**. Instructors have reported making other changes in their delivery, discussions and expectations based on their individual results and we have ventured into hybrid and more short-term options to better serve the students and explore the effectiveness of these modalities. After Fall 19, we will look at the retention/success rates of our short-term, hybrid PDEV 6 section after it has been offered four times (including one at NCC) which will give us a large enough sample size. Our hybrid PDEV 1 is offered by only one instructor but he has offered to compare his retention/success vs. his on-ground section and provide some feedback and support if we decide to expand the sections of that version.
- Other improvements include: our primary **classroom is finally modified** to fit our curricular needs (requests for this were noted in past DAA forms), we have **updated our MBTI** report (a standard assessment in Career Planning) and delivery system (exploring new assessments and delivery of them was also addressed in past DAA forms). Additionally, the District now pays for these assessments through lottery funds, instead of our students, which supports equity and lessens the financial impact on our students.

In the space below, please describe or attach the cycle you have developed for outcomes assessment.

At each semester's P&A meeting, we confirm the SLOs to be assessed and review the process.

- Instructors are asked to identify at that time the specific assignment/assessment that relates to that outcome or in some semesters, we agree to a shared assessment instrument.
- SLAS forms are sent out early in the semester along with reminders throughout to ensure completion by the end of the term.
- Results are aggregated and provided at the following semester's flex meeting where patterns, suggestions and actions are discussed, collected and the DAA form is completed.
- Each SLO is mapped to at least one PSLO and ISLO and all SLOs are assessed at least once within the 3-year cycle, most about every fifth semester.
- A few of our courses (new or intermittent) are not offered often or consistently (12, 28, 52, 800, 801, 802) so we need to alter our SLO schedule to assess them whenever they are in order to collect significant information.

2c) Professional development: Please describe how your department's individual and group activities and professional development efforts serve to improve teaching, learning and scholarship.

Department meetings are scheduled at least once a semester:

- Each **PDEV flex meeting** incorporates a section where we pose needs and brainstorm best practices, new activities and assess resources to inform the DAA and ePAR process.
- PDEV information and issues are agendaized as needed at **Counseling Department in-service** meetings when we need that larger audience and its input (ex: new courses, modalities, other curricular changes).
- **Regular updates/reminders** are sent to the faculty, **usually bi-weekly**, by the Chair to provide consistent communication.

Training:

- We provided **training** to faculty on accessing and pulling their own **MBTI reports** now that we no longer have clerical support to do it. (Spring 2019)
- We have **additional faculty now trained to teach online** which provides more flexibility for scheduling and meeting student demand for this mode of learning. (now 70% are trained)
- **Special Populations faculty** (Puente, Umoja) attend **trainings and annual conferences** to stay abreast of programmatic changes and recommendations specific to their courses.
- **CTE Counselor Training:** All but 4 instructors have attended our annual Spring CTE Counselor Training over the past three years. This event profiles Sierra's CTE programs and their related industries and careers. The activities and interaction with the CTE faculty provide up-to-date information and connections regarding this important section of our programs and career options that they then present to students.
- As counselors, most of our faculty also participates in **Counseling Department trainings**, which allow those who teach to bring that information, when relevant, into the classroom. Title IX training is the most wide-spread, although trainings around supporting Native American and Latinx students, Drug Addiction, Crisis Counseling, Bias Awareness have all taken place and have direct connection to our curriculum. In flex meetings, we discuss how to bring this information into the classroom and share these activities with each other.
- **Career Toolkit:** With the Guided Pathways emphasis on career-first and the Interest Area student-facing reorganization of the college, our instructors have been trained in the Career Toolkit (Fall 2018)—a set of activities and discussions around helping students make informed career decisions. They are incorporating these concepts into activities, discussions and assignments. The most widely used currently is the Interest Area Card Sort, where students can identify/confirm their Interest Area, leading to a more focused approach to their class-based academic and career discussions.

Mentoring:

- Each new PDEV faculty is mentored by a more 'seasoned' instructor as well as the Chair who together provide insight and input around syllabus specifics, activities, textbooks, Canvas and other resources, and other faculty processes and requirements.

Please describe your staff development needs based on this analysis.

- We continue to need updated information about campus and local resources.
- We need to incorporate more career discussions into all our classes and some faculty will need some training about labor market information, career assessments, and other resources.
- If we re-write/re-work our PDEV 1 class as planned, we will need some training around more integration and application of skills, contextualization into Interest Areas or programs, and possible shared course materials/ assignments to provide consistency (per recommendations found in our research around improving College Success courses and outcomes—see later sections for more.).

2d) Optional Additional Information: Please describe and explain any additional information that supports your evaluation of your program's success.

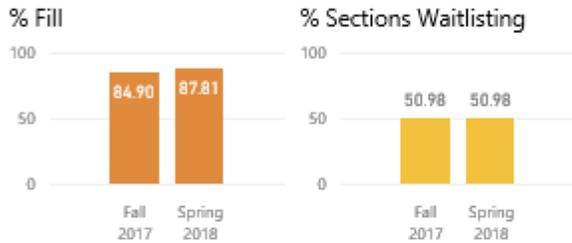
3) **Effectiveness:** This section assesses the effectiveness of the program in light of traditional measurements.

3a) **Retention and Success:** Assess and evaluate the three-year trends in your program's data contained in the DSR and analyze any relevant information found in the data dashboard related to retention and success. Please include the results of any relevant outcomes assessments, as appropriate. Address separately the data for on ground and online courses, as well as the data for the campus or centers at which you operate. Please describe any challenges experienced by your program; if you determine that you need to improve the program's performance, please describe how you plan to achieve this goal.

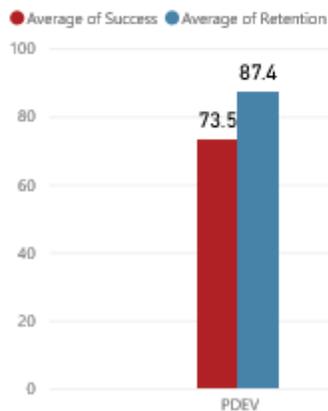
Department Statistic Report (DSR)

Program		
PDEV	2017-18	2018-19
Subject	Program Review	Curriculum Review
Fall 2017 Counts		
855	37	21
Enrollments	Sections	Instructors

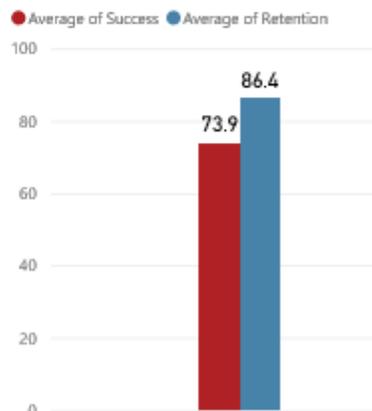
Medium EnrollmentSize
Medium FacultySize
Medium SectionSize



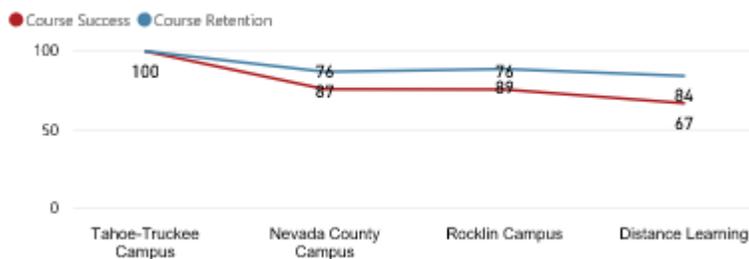
Success & Retention (3 Yr. Avg.)



District Average

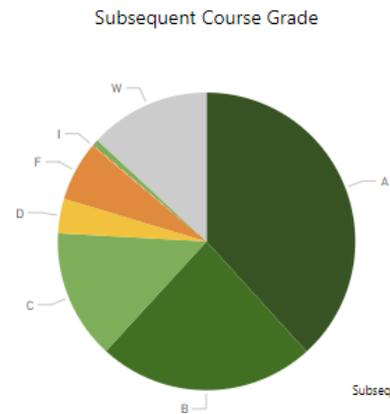
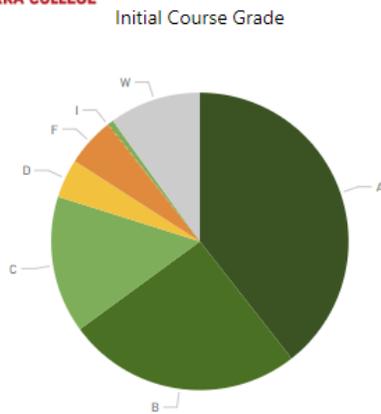


Course Success & Retention (3 year avg.)



PDEV retention and success averages are hovering around District averages; **distance learning** shows high retention (84.33) but success is below average (66.96). DL instructors have been trying new approaches with assignments and format as well as getting ready for accessibility changes after which we will compare and see if success has risen and then work with the instructional designer on other changes.

We were dismayed that subsequent success rates for our PDEV 1 (College and Life Success) students in following semesters does not increase their success (C or better) in the next semester.



Subsequent Success
76.53

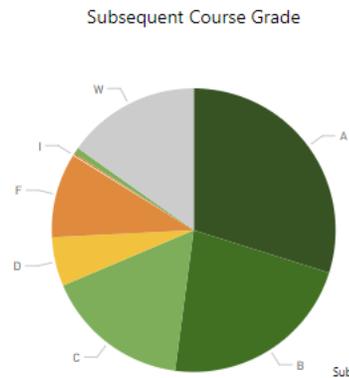
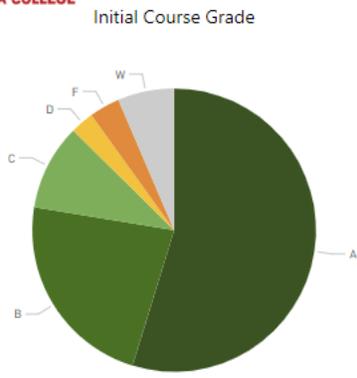
Initial Course All

- Select All
- AAD
- ADMJ
- AGRI
- ANTH
- ARHI
- ART
- ASTR
- ATUH

Subs. Course All

- Select All
- AAD
- ADMJ
- AGRI
- ALH
- ANTH
- ARHI

Initial Course Term



Subsequent Success
69.31

Initial Course PDEV -- + =

0001

- NUTF
- PDEV
- PDEV 0001
- PDEV 0006
- PDEV 0008
- PDEV 0009
- PDEV 0012
- PDEV 0020

Subs. Course All -- + =

- Select All
- AAD
- ADMJ
- AGRI
- ALH
- ANTH
- ARHI

The concept of these courses are a widely held practice: “College 101 courses are prevalent at both two- and four-year colleges. According to a 2009 survey of more than 1,000 institutions, 87 percent of participating colleges offered a first-year seminar (Padgett & Keup, 2011)”. However, “despite the popularity of College 101 courses, many questions about their implementation and outcomes have not been thoroughly addressed (Karp et al. CCRC Working Paper No. 49)). In our research we found that there are a number of positive outcomes outside of course success/GPA that cannot be easily measured, especially within our current dashboard and data collection. We are awaiting more research recommendations and parameters and plan to ask Research to help us collect this additional data.

We have also researched what current practices are being recommended to strengthen this curriculum and plan to offer these changes to the Interest Area Steering Committee as recommendations if/when this type of course becomes part of our District-wide success strategy.

If this intervention is not chosen by the District, then we will move forward on our own to implement/change this course in the following recommended ways: “Well-implemented student success courses orient students to college, teach them useful skills, and help them learn to apply those skills by using pedagogical approaches that promote learning-for-application, such as extended time on task, deliberate practice, or contextualized learning...College 101 courses, when optimized, can serve as a linchpin of the student support experience.” (Karp et al. CCRC Working Paper No. 49)) We already do some of these approaches but obviously need to re-train/re-think both the content and the delivery to

obtain the higher impact we want and students need. Essentially, we need to pare down the curriculum and provide immediate application of the core skills and information as well as contextualization within the students' programs of study to better impact student success, along with possible unit reduction and losing UC transferability because of these changes.

As relevant, please address your program's role in the development of MAPs, Interest Areas, and Guided pathways and the impact of these developments on program planning and assessment.

- We do not have a certificate or degree; therefore, no MAP.
- We are not included in Interest Areas (orphan).
- As the career-first and student success emphases of Guided Pathways get implemented, we are poised to not only adjust our curriculum in support but believe we may be able to add courses (including non-credit) as interventions or in support of these goals. We are awaiting direction from the IArea Task Force before we do much beyond research and brainstorming.

3b) Enrollment Trends: Assess and evaluate the three-year enrollment trends in your program's DSR data. In addition, analyze any relevant information found in the data dashboard related to these trends. Include an analysis of fill rates, wait lists, course cancellations, program completion, and classroom use. Address separately the data for on ground and online courses, as well as the data for the campus or centers at which you operate. Please describe any challenges experienced by the program; if you determine that you need to improve the program's performance in any way, please describe how you plan to achieve this goal.

PDEV enrollment has declined over the past 3 years for a number of reasons:

- NCC enrollment overall continues to drop—we have discontinued some courses and changed modality (hybrid for one PDEV 6), days and times to better meet student needs.
- We ceased offering PDEV at TT except for occasional PDEV 94-Internships. Our counselor there is delivering some content through workshops to meet student needs.
- The end of First Year Experience (FYE), in which cohorts were enrolled in PDEV as well as ENGL courses and the start of RISE, a program that created its own "college success" course, also led to a drop in PDEV 1 and 8 enrollments/sections.

We feel about 'right-sized' for student demand at this time—our fill rates are mid- to high 80%. We have added sections when waitlists get too long and of the other waitlists, most of these students get absorbed into our current sections.

Online offerings have stayed consistent but we did see a slower than average fill time and overall enrollment for them this last semester. We will keep an eye on these numbers and explore reasons if it becomes a pattern.

PDEV

Campus Term	Distance Learning			Nevada County Campus			Rocklin Campus			Tahoe-Truckee Campus			Total		
	Enrollment	Sections	AvgSize	Enrollment	Sections	AvgSize	Enrollment	Sections	AvgSize	Enrollment	Sections	AvgSize	Enrollment	Sections	AvgSize
201580	196	6	32.67	118	7	16.86	726	30	24.20				1040	43	24.19
201640	169	6	28.17	95	8	11.88	457	22	20.77				721	36	20.03
201680	190	6	31.67	105	6	17.50	612	21	29.14				907	33	27.48
201740	190	6	31.67	82	6	13.67	492	18	27.33				764	30	25.47
201780	251	8	31.38	94	5	18.80	509	23	22.13	1	1	1.00	855	37	23.11
201840	207	6	34.50	39	4	9.75	426	26	16.38				672	36	18.67

PDEV

Subject
PDEV

Course
All

Campus
All

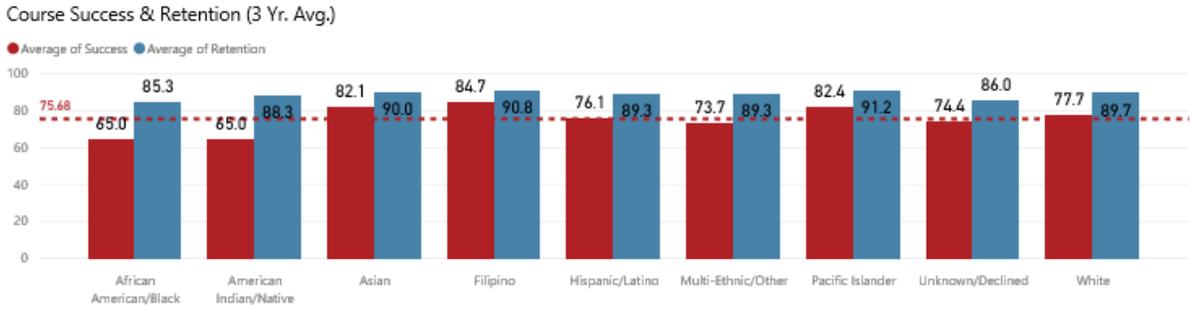
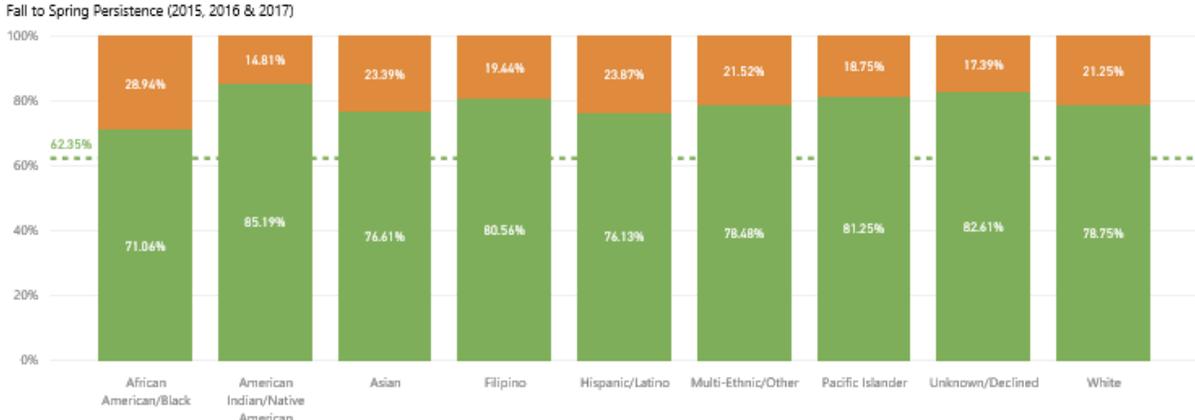
Term	201580		201640		201680		201740		201780		201840		Total	
SUBJ_CRSE_NO	Enrollment	Sections												
PDEV 0001	393	13	234	8	313	10	231	8	307	10	257	8	1735	25
PDEV 0006	396	13	317	12	378	12	390	12	379	12	295	10	2155	29
PDEV 0008	139	6	58	3	94	4	33	2	57	3	21	1	402	9
PDEV 0009	71	3	30	1	67	3	33	1	72	3	29	1	302	5
PDEV 0012							20	1					20	1
PDEV 0028			1	1					2	2			3	3
PDEV 0052	8	1	11	1			15	1					34	3
PDEV 0070	27	1	62	2	53	2	39	2	29	1	52	2	262	4
PDEV 0094	6	6	8	8	2	2	3	3	7	4	16	12	42	35
PDEV 0095									2	2	2	2	4	4

3c) Equity: Analyze and evaluate your program’s performance in promoting and/or achieving equity for at risk students and equity in general [or “promoting and/or achieving equity and diversity]. Based on this analysis, describe any plans you have to sustain or improve the program’s contribution to student equity as a central component of student success.

Looking specifically at our equity numbers:

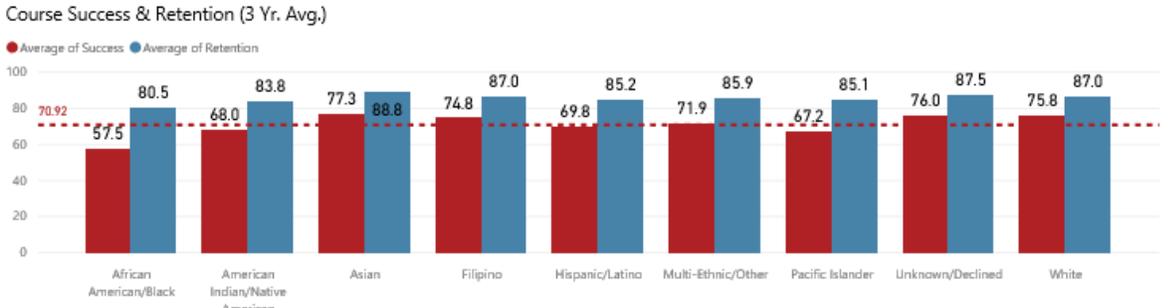
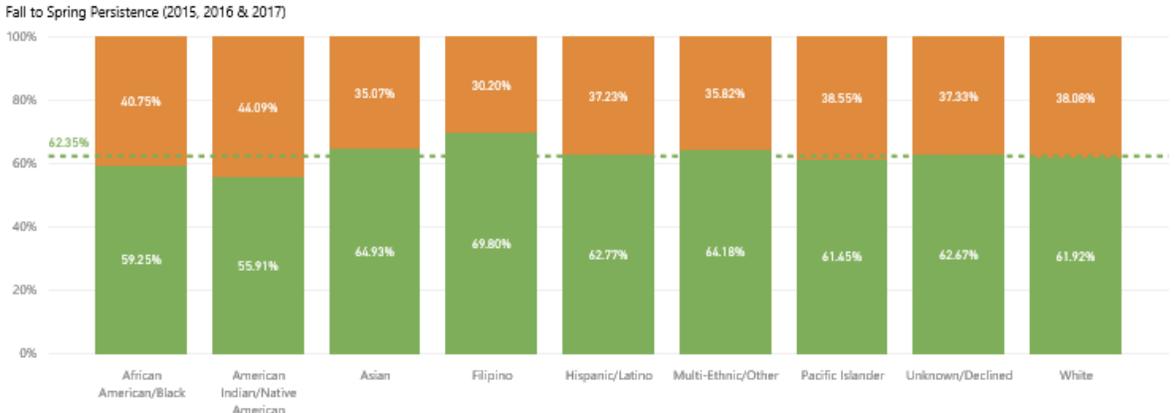
- **Fall-to-spring persistence** exceeds the District average, but least with African American students.
 - Of PDEV/Student Services* students, every group has a higher Fall to Spring persistence rate compared to the District as a whole.
- Our **retention** also is in the high 80% and above the District average, which we believe correlates with our relationship-building and supportive teaching approach.
- **Success rates:** We are below the District average for four groups, but when compared against the District overall (not the average), the PDEV department shows higher success rates for all but two groups (Native Americans and Unknown).
 - We do need to look at African-American and Native American success rates which are not close enough to the District average and drill down on those numbers to see what can be offered both in and out of class to improve their success.

PDEV/Student Services* (data organized by division/small number of Library and Skills Dev. Students included)



Overall District data for equity students

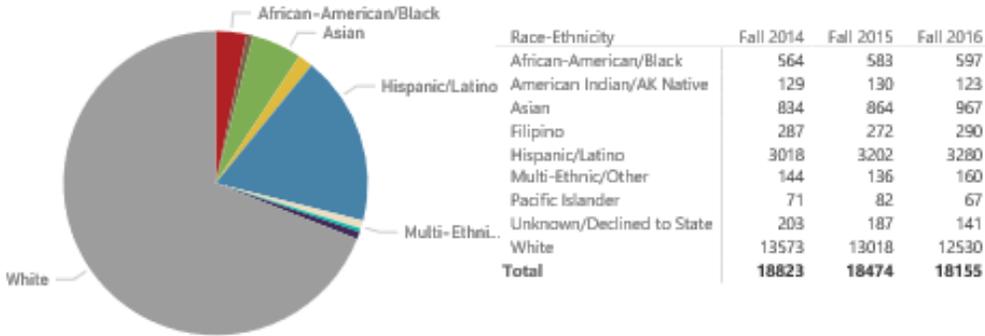
Please begin by selecting the appropriate division or interest area.



Overall, our department also tends to have a higher number of disproportionately-affected students, including those reporting disabilities---therefore, we believe, based on equity conversations, these students may be starting out at a lower level of preparation and college skills that is not accounted for by the current success data. We look forward to exploring ways to explore and quantify this hypothesis.

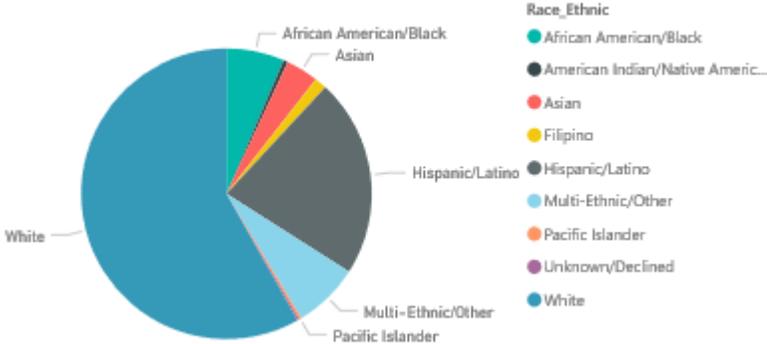
District:

Student Headcount by Race/Ethnicity - Fall 2016



PDEV: Serving more diverse/disproportionately affected students than Distict breakdown

Race/Ethnicity



Our department generally has higher retention and success rates from our students reporting a disability than the District numbers:

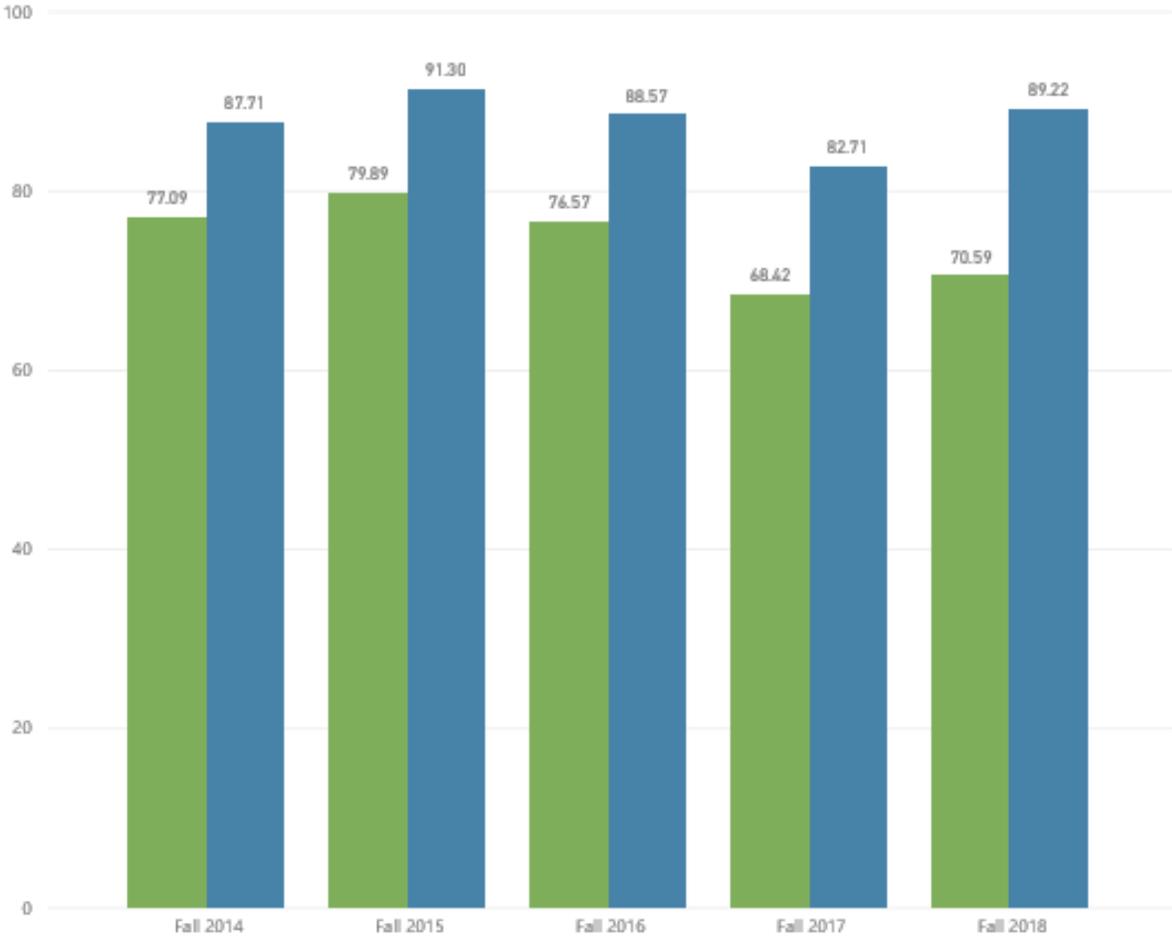
PDEV (Disabled Students):

Student Equity Data Dashboard

Data suppressed when n<10

Course Success and Retention

Average of Success (Green) Average of Retention (Blue)



- SUBJECT
- HUM
- INT
- ITAL
- JPN
- JRNL
- KIN
- LGBT
- LIBS
- LRDS
- MATH
- MECH
- MUS
- NRSA
- NRSR
- NUTF
- PDEV
- PHED
- PHIL
- PHOT
- PHYS
- POLS
- PRCP
- PSYC
- PSTAT

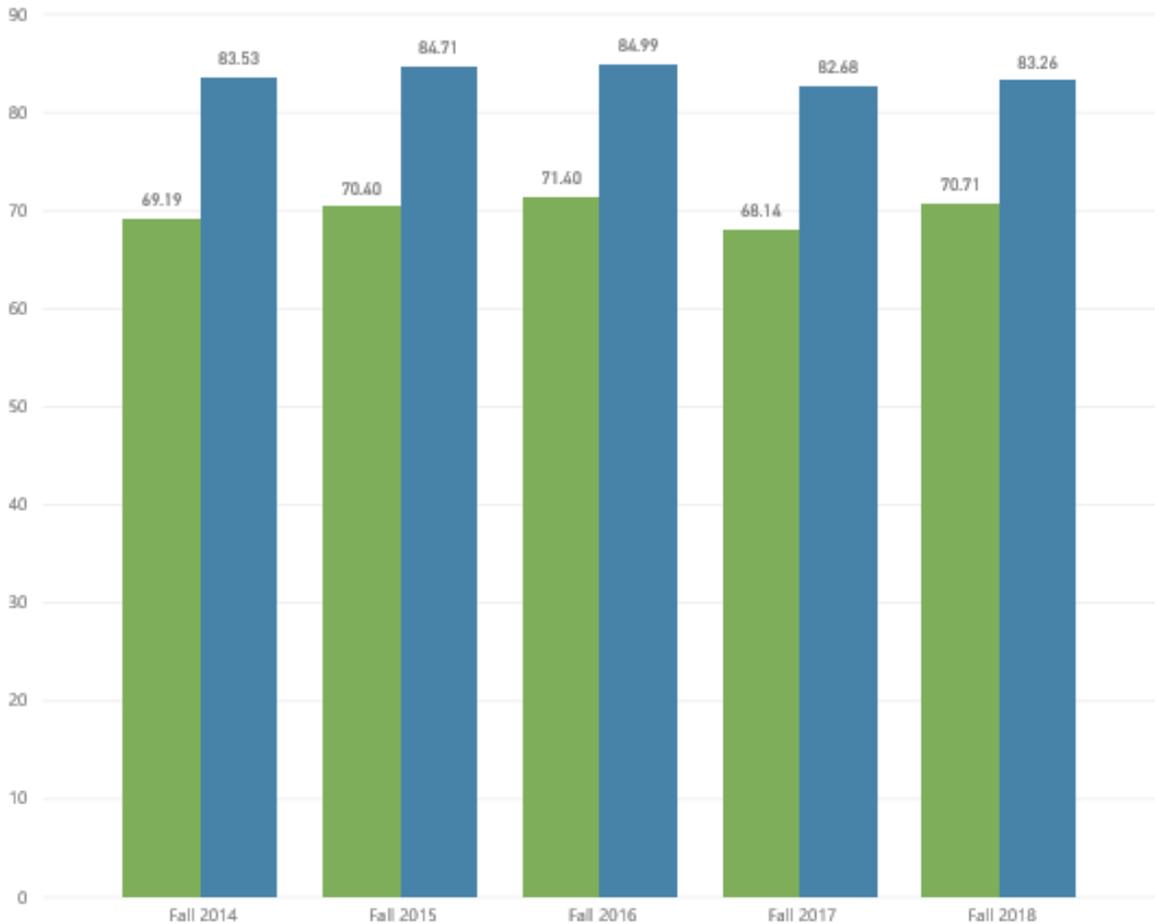
District (Disabled Students):

Student Equity Data Dashboard

Data suppressed when n<10

Course Success and Retention

● Average of Success ● Average of Retention



SUBJECT

- HUM
- INT
- ITAL
- JPN
- JRNL
- KIN
- LGBT
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- MUS
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- NRSR
- NUTF
- PDEV
- PHED
- PHIL
- PHOT
- PHYS
- POLS
- PRCP
- PSYC
- REAR

3d) Optional information: Please describe and evaluate any additional relevant information supporting the evaluation of your program's success.

3e) Analysis and Planning: Referring to the analysis in 3a-d, to your ongoing planning and assessment documents, and to any relevant information from section 2 above, please describe your program's plans to maintain or increase its effectiveness and analyze and evaluate your efforts to achieve these goals. As relevant, please address your program's role in the development of MAPs, Interest Areas, and Guided pathways and the impact of these developments on program planning and assessment.

- We plan to spend this semester and summer looking again at our equity data more closely and accessing expertise in identifying how and what we can do to support these students better.
- We will continue our research into revamping our College & Life Success course.
- We will explore alternative ways to offer and deliver career exploration/planning curriculum—in particular, short term, low unit and/or non-credit options.
- Our instructors will add accessibility design to their online/hybrid courses and be encouraged to do the same for on-ground Canvas shells.
 - Instructors will be encouraged to access the expertise of our Instructional Designer to ensure current and effective online teaching practices.
- We are in discussions around the role of our Peer Mentoring course to see what its role could be related to the plans for Interest Areas peer mentors as well as a need for extended training for many of our student workers throughout campus.

4) Resources: This category assesses the adequacy of current resources available to the program and describes and justifies the resources required to achieve planning goals by relating program needs to the assessments above.

4a) Please describe the future direction and goals of your program for the next three years in terms of sustaining or improving program effectiveness, relevance, and currency. Include any relevant analysis of equity goals and the development of MAPs, interest areas, and guided pathways. Please incorporate analysis of any relevant outcome or other data in this description, including any data from the dashboard.

Direction/goals for next three years:

- Assert and maintain our role in providing psycho-social instruction/expertise relating to supporting student success and retention through college success/orientation/career decisions, particularly with in-coming students and those who are experiencing difficulties.
- Restructuring/rewriting of College and Life Success and Career Planning, depending on direction of college and identified needs of students.
- Explore variety of delivery methods, including short-term, non-credit and hybrid, to optimize student learning and meet their needs.
- Address and support equity work by provide training, information and discussions for faculty around equity, particularly using data and direct relevance to our curriculum and students.

- Continue research into effective curriculum and practices throughout the nation and incorporate more changes into our courses.

Our program at this point is in a holding pattern, waiting to see the outcome of Interest Areas/Guided Pathways changes, which to this point have had a disproportionate impact on Student Services. It is very hard to anticipate how our role as an instructional department may change, especially with the adjusted roles and schedules impacting full-time counselors and the reorganization of many activities into Interest Areas. We are working to improve the courses we do offer through regular assessment, professional development and curriculum research and awaiting further information on how else we can support students with our expertise, whether it is through additional courses/interventions around career decisions or a revamped College Success course possibly offered with an Interest Area or other emphasis.

Part of this discussion will have to entail the content and role of such a student success course. New research has recommended changes that would likely move our course out of the UC transferability role by tightening the scope of the content and adding much more application and practice of skills and information instead of theory. Past practice has honored and held value in courses with UC transferable units—we would need to know that the College would support these changes and not penalize us in future enrollment discussions for not having it. We believe these curricular adjustments would result in higher short- and long-term positive impacts on student success but do not want to move forward without having campus support for them.

4b) Please describe and justify any projected requests for additional staff, new or augmented technology/equipment, and additional or remodeled facilities necessary to support these goals. Please incorporate any relevant data related to SLOs, student success, and equity.

Equipment/Technology:

As more of our resources, in career particularly as well as Canvas, are online, access to them during class time may soon become essential.

- We have polled students who are trying to do assignments and research using their phones.
- They report that it takes them considerably more time to complete these portions of class—often leading to incomplete or missing assignments.
- Acknowledging the importance of online access, we **may soon need a set of tablets** that students can check out for in-class work so that they can fully participate in and complete their work.
- As a District, we also need to look at the impact of the digital divide as access to consistent, high-speed connectivity becomes even more expected and required for college work.

Facilities:

- We have not included any ePAR requests for a few years after the remodeling of our MT-9 classroom.

- We finally have a Rocklin classroom that meets our curricular needs. With the coming master scheduling, we are uncertain of the impact on our department.
 - We fill our current room (MT-9) from 8:00 am to 9:35 pm. Monday-Thursday, with very few holes. We have been running classes on Fridays but now, because our faculty are also counselors, we have to stop offering Friday sections because of training requirements on Fridays and other scheduling concerns.
 - Our space is highly productive and the room is set-up specific to our curriculum.
 - It has individual desks that can be moved around for small group discussions or into a circle for reporting out. It has four white boards and additional wall space to support group work and recording.
 - Since we share instructional materials between sections and courses, there is also storage space both for individual instructors as well as department supplies and materials. We do not have a department office or storage and moving materials around campus to a variety of classrooms would be a significant hurdle to manage and incur additional costs, as we would have to buy extra sets/materials etc. rather than use the sets we share.
 - None of these concerns are insurmountable, but either need to be planned for or could go into the assignment of rooms to try to keep us in a shared space.
- NCC: In Fall 2019, our courses are being offered consecutively and in the same room, which is very convenient for our faculty. Hopefully, this arrangement can continue so that materials do not need to be moved to various classrooms.

Staff:

- We are a part-time department—we have the attention of our Dean only part-time, a tiny portion of an AA, a 20% reassigned Chair, and faculty that all either counsel full-time already or are part-timers who fly between colleges and there is no other infrastructure or support.
- We previously had the support of the Career & Transfer Connections staff for some departmental support, which has now transitioned out of that center and back to a Counseling AA. We are still working on what support is needed and how it will be provided.
- There has been some department talk about a full-time PDEV faculty member—it has been a District interest that all departments have at least one full-timer but since we sit in Student Services and are staffed primarily by full-time counselors, this need has not been asserted by us nor acknowledged by the District.
- As counselor schedules become more rigid and roles changing per R4S/Interest Areas, etc., we may need to reassess this approach of ‘just figuring it out’ and making do. Our faculty, including the Chair, get pulled in many directions to work their primary jobs so that PDEV meetings and departmental tasks fall to the bottom of their long list of to-do’s. At this point, we are waiting to see the overall impact of Guided Pathways/R4S on our faculty before we propose any staffing/organizational changes but the general sense is that our current model may not support our program as effectively as needed.

4e) Please check the appropriate boxes in the chart below indicating the general reasons for the resource requests described above (please check all that apply):

Function/Role	Maintenance	Development	Growth	Safety	Outcomes	Other success measures	No Requests
							XX

5) Summary/Closing

5a) Based on the analysis above, briefly summarize your program’s strengths, weaknesses, opportunities, and challenges.

Strengths:

- A dedicated faculty that truly loves to teach as evidenced by their overload/part-time status, who have expertise in a number of areas, and who truly care about our students, both inside and outside the classroom.
- A varied curriculum that address psycho-social and executive skill building specific to student interests and needs as well as a support for District priorities of equity, career-first emphasis, relationship-building and student engagement.
- Strong connection to student services in terms of student referrals to needed resources; an excellent step toward the case management model of Interest Areas/Guided Pathways.

Weaknesses:

- A program run by part-time admin, support and faculty which undermines the consistency and potential growth of the program.
- A College Success course that needs revamping but that hinges on decisions outside of the department.

Opportunities:

- Continued calls for some type of student success course as we move to Interest Areas.
- We are uniquely qualified to offer/support this type of student intervention and others in partnership with other instructional faculty to support student success.

Challenges:

- Again, we are a successful department that delivers quality instruction in our curricular domain but the call and potential for growth and change, especially around a different student success course, will require us to have even more flexibility, optimism and energy.

5b) How has the author of this report integrated the views and perspectives of stakeholders in the program?

- Program Review was discussed in Department meetings to provide the writers with input, ideas and different perspectives.
- The report was read and edited by a team of PDEV instructors and shared with the entire department, dean and interested Counseling faculty.
- NCC and TT deans, staff and faculty are consistently consulted on department offerings, staffing and planning and their input incorporated into this review as well.