ALLAN HANCOCK COLLEGE

Program Review

2013-2014

Program Name: Personal Development

Self Study Members: Clint Freeland, Cynthia Diaz, Yvonne Teniente-Cuello

Program Review

Personal Development

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VALIDATION

PROGRAM REVIEW
Status Summary – Plan of Action-Post Validation

During the academic year, 2013-2014, Personal Development completed program review. The self-study and validation teams developed a final plan of action-post validation based on information in the self-study and the recommendations of the validation team. For each plan, indicate the action taken, the result of that action, and the current status of the plan,, if it is incomplete.

(*If any plan was made and action not taken, please state the rationale for not pursuing that particular item.*)

<u>PLAN OF ACTION</u>   <u>ACTION TAKEN, RESULT AND STATUS</u>

Program review is intended to be a reflective process that builds on the extensive information gathered for the Annual Updates and lays out the program's major directions for the future. (Place your responses in the expandable text boxes below each question.)

I. Program Mission *(must align with college mission statement)*

Describe the need that is met by the program or the purpose of the program. For CTEA programs only, show that "the program does not represent an unnecessary duplication of other vocational or occupational training programs in the area." (Sample: *The Health, Physical Education, and Recreation Division is committed to providing excellent education opportunities to our students for their affective, cognitive and psychomotor development as they pursue sport, recreation, physical education, health education and wellness. We will encourage our students to further and sustain their individual endeavors toward the regular, lifelong pursuit of physical activity and a healthy lifestyle.)*

Allan Hancock College's Personal Development program is aligned with the college mission of providing "quality educational opportunities that enhance student learning and the creative, intellectual, cultural and economic vitality of our diverse community." The program goals also emphasize working with diverse people including those with different cultural and linguistic backgrounds and different physical activities (PD Program Student Learning Outcomes).

II. Progress Made Toward Past Program/Departmental Goals

In the fall of 2011, Personal Development Instructors met with Juanita Tuan, SLO liaison, and Rob Meyer, Geology instructor to discuss course SLO's and course mapping. All PD courses were linked to ILO's and SLO's. Instructors have been working with Jennie Robertson to enter data into elumen as needed.

b.) Through CTE funds ($74,500), the counseling department was able to hire 2 part-time counselors to provide Career Technical Education (CTE) counseling to our AHC students. These counselors produced additional support to our PD students. These two part-time counselors saw approximately 12,000 students over the academic year (11-12). The counselors saw students in the new Career Technical Education Center in K-11. At the end of Spring 2012, our CTE funding was cut by more than 50% and thus had to reduce 2 part time faculty to one part time faculty. With the move to the new Student Services building, the institution saw the need to staff the Career and Job Placement Center. The Department Department proposed a full time Career Counselor through the faculty prioritization process. As positions were vetted through our shared governance process, the Career Counselor position was institionalized and as of July 2014 we have a full time dedicated Career Counselor who is now working with our Personal Development students in providing career assessments and career counseling. Our lead PD instructor has also been housed in the Career Center to provide additional services to our PD students.

c) Our PD 100 and 115 classes are now offered as internet courses. We are in the process of working with AP and P to update our course outlines and modify our PD 101 courses to include internet options as well as placing an English 513 advisory to our PD 101.

We have hired additional part time Personal Development instructors to accommodate growth in the program. There has been departmental meetings regarding SLO's and assessments for our courses. We have hired staff who are sensitive to the broad perspectives of our community and sensitive to diversity. We offer courses at the Lompoc valley center, Santa Maria campus, the federal penitentiary and online.

With the passage of SB 1456, Student Success Act, there will be more emphasis on retention and degree attainment. According to the Chancellor's website, SB 1456 "would amend the current matriculation program to frame the Task force's vision of studentsuccess and support services." Recommendations that are made include requiring students to declare a program of study early in their academic years and requiring students showing a lack of college readiness to participate in support services. AHC's Personal Development Program provides the extra career counseling along with tools in becoming a successful student. These tools are critical in the achievement of a certificate, Associates Degree or transfer.

III. Analysis of Resource Use and Program Implementation

Describe the program's current allocation and use of human, physical, technology, and fiscal resources. Are resources sufficient and appropriate to meet program needs? Can program resources be reallocated to better meet student needs?

Current resources are inadequate to meet student needs, the program requires two full-time PD Instructors. Currently 15 courses are taught amongst four of our full-time counselors, as well as four part-time counselors. This can be a challenge because as counselors teach in the classroom, the department loses critical counseling hours to serve additional students. So we do have counselors who teach on overload to keep our counseling hours intact to our students. And with more students taking PD courses because of SB1456 we see the need for courses only increasing. As we are in the era of growth, we have been able to add additional PD courses in the summer and throughout the year. There is discussion of adding a winter intersession which means we will add additional courses there as well.

The Personal Development Budget is $400 for instructional supplies and office supplies, which is inadequate for innovations. There is no funding in the budget for Instructional Technology, current instructional videos being used are well over 20 years old. PD courses also lack designated classrooms so the department struggles each semester trying to find classrooms on campus for PD courses. Three designated PD classrooms are needed.

We need faculty reassigned time or compensation to develop a PD reader for all PD instructors to use. With CTEA no longer subsidizing the required career assessments used in many of the PD courses, the burden of the additional cost lies on the student. With PD often being a first semester course, frequently students do not have their financial aid in place when they begin with the PD courses, further straining the financial burden of our students. The program would like to develop a reader that will better cover course material and at the same time will lower the cost for our students.

IV. Program SLOs/Assessment

What are your program student learning outcomes? Have each of these been assessed since the last comprehensive program review? How are they measured? What did the assessment data indicated about the strengths and weaknesses of your program? What changes do you plan based on these data?

In reviewing the SLO data, all Personal Development courses have course SLOs and Program SLOs which are aligned to institutional SLOs. All courses have been assessed (see attached). The assessment data indicates that most students were able to identify a major or decide on an educational path such as AA/AS/Certificate or transfer after the PD 110 course which is our EOPS summer bridge course.
Assessments have been identified for the PD 100, 101, and 102 courses. There is continued exploration and review of career assessment tools and software.

V. Trend Analyses/Outlook

Using the information already gathered in the AUs (e.g., enrollment and achievement data; student learning outcomes assessment and analysis; input by advisory boards; existing articulation agreements; labor market trends) summarize the major trends, challenges, and opportunities that have emerged in the program since the last program review

Community Colleges are moving from an era of access to an era of student success. California community colleges will now be held accountable for the success of their students in completing a

degree or preparation for transfer. These new legislative mandates provide an excellent opportunity for growth in our Personal Development program. Our courses teach not only student success but also how to identify an academic, career and life goal.

It is highly encouraged in the PD 101 course to meet with a counselor and develop a Student Education Plan (SEP). The passage of SB1456 (Student Success Act of 2012) will require SEPs for all students. As more and more students come in underprepared and undecided on a goal, the Personal Development program will provided the necessary tools and resources to our students. The Student Success and Support Program (3SP) has created mandates for students to receive priority registration. Our Personal Development 101, 100, 110 meet the orientation and student education plan mandates. We see only growth in the program as new students are encouraged to connect to programs and services. Each year, AHC matriculates approximately 3500 new students. As Counselors conduct orientations and academic advising sessions, they actively promote personal development courses particularly with those students who are coming in undeclared or have not stated a program of study.

As applicable, please address the breadth, depth, currency, and cohesiveness of the curriculum in relation to evolving employer needs and/or transfer requirements, as well as other important pedagogical or technology-related developments.

Personal Development 100, 101 and 102 meet AHC general education requirements along with CSU Area E. Personal Development 100 and 101 are both UC transferable.

VI. Long-Term Program Goals and Action Plans (Aligned With the College Educational Master Plan)

Describe the long-term plans for changing or developing new courses and programs, other actions being taken to enhance student success, and the need for professional development activities and other resources to implement program goals. Be sure to show how these plans are related to assessment results. (Plan should cover five-year period and include target dates and resources needed.)

Hire Full Time Personal Development instructor	Fall 2016
Find a designated classroom for Personal Development	Fall 2016
Review testing assessments and online resources for PD 100 and 101	Fall 2015
Examine textbooks for PD 100 and 101	Fall 2015
Encourage PD instructors to research other college's PD offerings and their curriculum	Spring 2016
Attend Career Fairs and career symposiums throughout the state	Spring 2016
Attend Student Success and workshops and conferences	Fall 2016
Explore bilingual or transitional ESL courses	Fall 2017
Offer PD 110 at the local high schools	Fall 2015
Look at adding an advisory of English 513 to PD 101	Fall 2015

EXHIBIT 1

STUDENT DATA SUMMARY

STUDENT DATA SUMMARY

Data analysis is a critical component of program review. The three categories below should be used as guidelines in developing a summary of the student data.

State at least three positive factors about the discipline/program identified by students. Include the number (or percentage) of students responding and any implications for planning.

1. Quality of instruction within the program

2. Highly satisfied with how the growth contributes to their intellectual growth.

3. Students consistently agree and recommend taking courses in the Personal Development Program

State at least three negative factors about the discipline/program identified by students. Include the number (or percentage) of students responding and any implications for planning.

Although none of the student responses were scored below "highly satisfied," and no distinct negative factors were noted, three areas of improvement could be:

1. Greater need and development of online support mechanisms for Personal Development classes.

2. Increased technology opportunities in the classroom.

3. Greater collaboration amongst instructional faculty.

State any other information (use responsive numbers) that you obtained from student data (e.g. focus groups, questionnaires, or SGIDs) that may be of special interest to the self-study team. What planning implications will result from this information?

An increased focus on greater "intrusive" counseling with a distinct focus on students with "not certain" future academic goals (25.3%) of students responding.

Encouraging more new students at orientations and academic advising workshops to create clear academic goals early in their college and academic journey.

Implement mandatory orientation sessions for first time college students.

EXHIBIT 2

STUDENT DATA

Program Review
Program Review Paper Surveys ()
No. of responses = 213
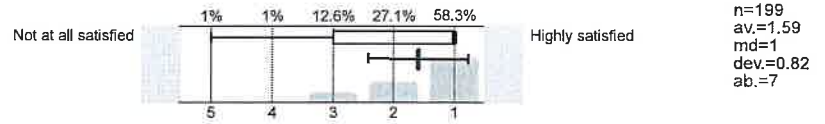### For the Period:
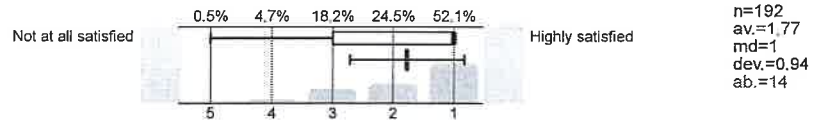
ALLAN HANCOCK COLLEGE

Survey Results

Part I. Please indicate how satisfied you are, in general, with the following aspects of the Personal Development Program.

Quality of instruction within the program
Not at all satisfied — Highly satisfied
0% | 1% | 7.3% | 15.1% | 76.6%
5 4 3 2 1
n=205
av.=1.33
md=1
dev.=0.65
ab.=1

The way textbooks and other materials used in courses within the program help me learn
Not at all satisfied — Highly satisfied
0.6% | 1.7% | 13.3% | 23.8% | 60.8%
5 4 3 2 1
n=181
av.=1.57
md=1
dev.=0.82
ab.=19

Advice about the program from counselors
Not at all satisfied — Highly satisfied
1.6% | 2.6% | 12.2% | 27.5% | 56.1%
5 4 3 2 1
n=189
av.=1.66
md=1
dev.=0.91
ab.=13

The way this program meets your educational goals
Not at all satisfied — Highly satisfied
0% | 0.5% | 14.4% | 28.7% | 56.4%
5 4 3 2 1
n=195
av.=1.59
md=1
dev.=0.75
ab.=1

Contribution towards your intellectual growth
Not at all satisfied — Highly satisfied
0% | 1.5% | 13.6% | 24.3% | 60.7%
5 4 3 2 1
n=206
av.=1.56
md=1
dev.=0.78
ab.=2

Clarity of course goals and learning objectives
Not at all satisfied — Highly satisfied
0.5% | 2.4% | 12.6% | 23.8% | 60.7%
5 4 3 2 1
n=206
av.=1.58
md=1
dev.=0.84
ab.=3

Feedback and assessment of progress towards learning objectives
Not at all satisfied — Highly satisfied
1% | 1.5% | 15.4% | 32.3% | 49.8%
5 4 3 2 1
n=201
av.=1.72
md=2
dev.=0.85
ab.=6

The availability of courses offered in the program
Not at all satisfied — Highly satisfied
0% | 0.5% | 14.6% | 30.7% | 54.2%
5 4 3 2 1
n=192
av.=1.61
md=1
dev.=0.75
ab.=13

The content of courses offered in the Personal Development Program
Not at all satisfied — Highly satisfied
0% | 1% | 10.8% | 27.6% | 60.6%
5 4 3 2 1
n=203
av.=1.52
md=1
dev.=0.73
ab.=6

The coordination of courses offered in the Personal Development Program and courses offered in other departments that may be required for your major
Not at all satisfied — Highly satisfied
1% | 2.6% | 16.7% | 30.2% | 49.5%
5 4 3 2 1
n=192
av.=1.76
md=2
dev.=0.9
ab.=17

| The physical facilities and space (e.g., classrooms, labs) | Not at all satisfied | 1% | 1% | 12.6% | 27.1% | 58.3% | Highly satisfied | n=199 av.=1.59 md=1 dev.=0.82 ab.=7 |

| Instructional equipment (e.g., computers, lab equipment) | Not at all satisfied | 0.5% | 4.7% | 18.2% | 24.5% | 52.1% | Highly satisfied | n=192 av.=1.77 md=1 dev.=0.94 ab.=14 |

| Presentation of classes via the college's Blackboard course management system | Not at all satisfied | 3% | 4.7% | 18.9% | 26.6% | 46.7% | Highly satisfied | n=169 av.=1.91 md=2 dev.=1.05 ab.=37 |

| Course assistance through tutorial services (e.g through the Tutorial Center, Math Lab, Writing Center) | Not at all satisfied | 0.6% | 3% | 15.5% | 22% | 58.9% | Highly satisfied | n=168 av.=1.64 md=1 dev.=0.89 ab.=39 |

| Availability of appropriate resources in the libraries | Not at all satisfied | 0% | 0.6% | 15% | 27.7% | 56.6% | Highly satisfied | n=173 av.=1.6 md=1 dev.=0.76 ab.=34 |
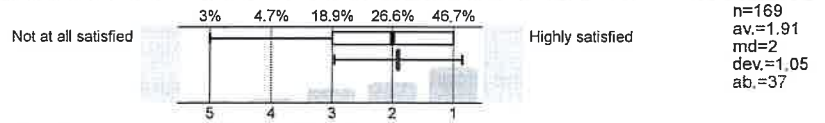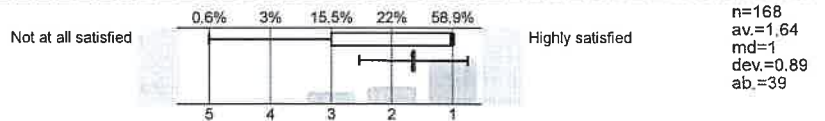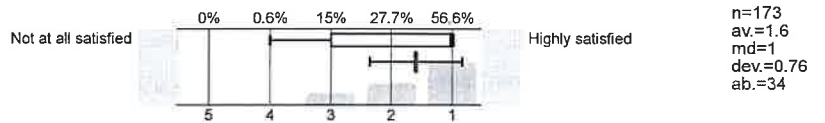
Part II. Please answer the following questions about the Personal Development Program.

Which of the following best describes your reason for taking this and other courses in the Personal Development Program?

n=189

Recommended by a counselor	43.4%
Recommended by a friend	14.8%
To meet general education requirements	23.8%
Offered at a convenient time	6.9%
Other	11.1%
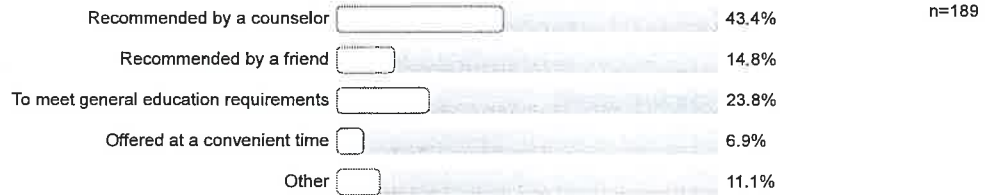
Compared to the beginning of the semester, your attitude about the Personal Development Program has
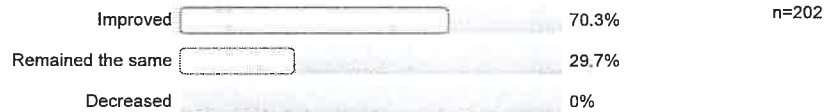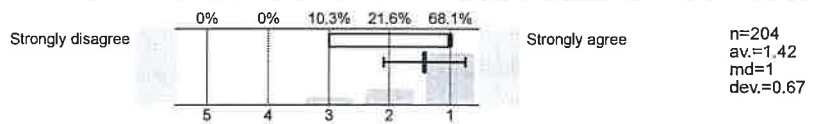
n=202

Improved	70.3%
Remained the same	29.7%
Decreased	0%

| I would recommend taking courses in the Personal Development Program. | Strongly disagree | 0% | 0% | 10.3% | 21.6% | 68.1% | Strongly agree | n=204 av.=1.42 md=1 dev.=0.67 |

| I plan on taking additional courses in the Personal Development Program. | Strongly disagree | 1.5% | 8.8% | 35.1% | 27.8% | 26.8% | Strongly agree | n=205 av.=2.3 md=2 dev.=1.01 |
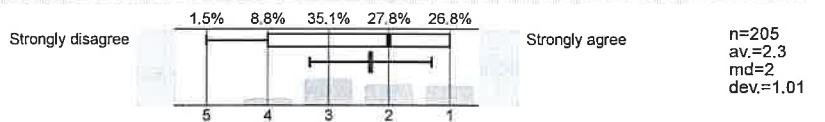
Which course are you taking this survey for?

n=213

PD 100	53.5%
PD 101	41.8%
PD 115	1.4%
PD 120	0.5%
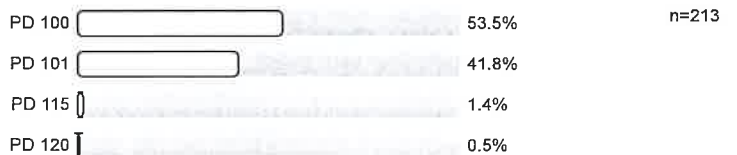
Part III. Background Questions

How many units have you completed prior to this semester?

0 - 15		77.2%
16 - 30		12.4%
31 - 45		5.4%
46 - 60		2%
61 or more		3%

n=202

In how many units are you currently enrolled?

less than 5		10.8%
5 - 8.5		23.5%
9 - 11.5		18.6%
12 or more		47.1%

n=204

What is your final academic goal?

Certificate		6.1%
AA/AS		26.3%
Bachelors		21.2%
Masters or higher		21.2%
Not certain		25.3%

n=198

Profile

- -

Subunit: IR General Surveys

Name of the instructor: Program Review

Name of the course: Program Review Paper Surveys
(Name of the survey)

Values used in the profile line: Mean

- -

Part I. Please indicate how satisfied you are, in general, with the following aspects of the Personal Development Program.

Question			Statistics
Quality of instruction within the program	Not at all satisfied	Highly satisfied	n=205 av.=1.33 md=1.00 dev.=0.65
The way textbooks and other materials used in courses within the program help me learn	Not at all satisfied	Highly satisfied	n=181 av.=1.57 md=1.00 dev.=0.82
Advice about the program from counselors	Not at all satisfied	Highly satisfied	n=189 av.=1.66 md=1.00 dev.=0.91
The way this program meets your educational goals	Not at all satisfied	Highly satisfied	n=195 av.=1.59 md=1.00 dev.=0.75
Contribution towards your intellectual growth	Not at all satisfied	Highly satisfied	n=206 av.=1.56 md=1.00 dev.=0.78
Clarity of course goals and learning objectives	Not at all satisfied	Highly satisfied	n=206 av.=1.58 md=1.00 dev.=0.84
Feedback and assessment of progress towards learning objectives	Not at all satisfied	Highly satisfied	n=201 av.=1.72 md=2.00 dev.=0.85
The availability of courses offered in the program	Not at all satisfied	Highly satisfied	n=192 av.=1.61 md=1.00 dev.=0.75
The content of courses offered in the Personal Development Program	Not at all satisfied	Highly satisfied	n=203 av.=1.52 md=1.00 dev.=0.73
The coordination of courses offered in the Personal Development Program and courses offered in other departments that may be required for your major	Not at all satisfied	Highly satisfied	n=192 av.=1.76 md=2.00 dev.=0.90
The physical facilities and space (e.g., classrooms, labs)	Not at all satisfied	Highly satisfied	n=199 av.=1.59 md=1.00 dev.=0.82
Instructional equipment (e.g., computers, lab equipment)	Not at all satisfied	Highly satisfied	n=192 av.=1.77 md=1.00 dev.=0.94
Presentation of classes via the college's Blackboard course management system	Not at all satisfied	Highly satisfied	n=169 av.=1.91 md=2.00 dev.=1.05
Course assistance through tutorial services (e.g through the Tutorial Center, Math Lab, Writing Center)	Not at all satisfied	Highly satisfied	n=168 av.=1.64 md=1.00 dev.=0.89
Availability of appropriate resources in the libraries	Not at all satisfied	Highly satisfied	n=173 av.=1.60 md=1.00 dev.=0.76

Part II. Please answer the following questions about the Personal Development Program.

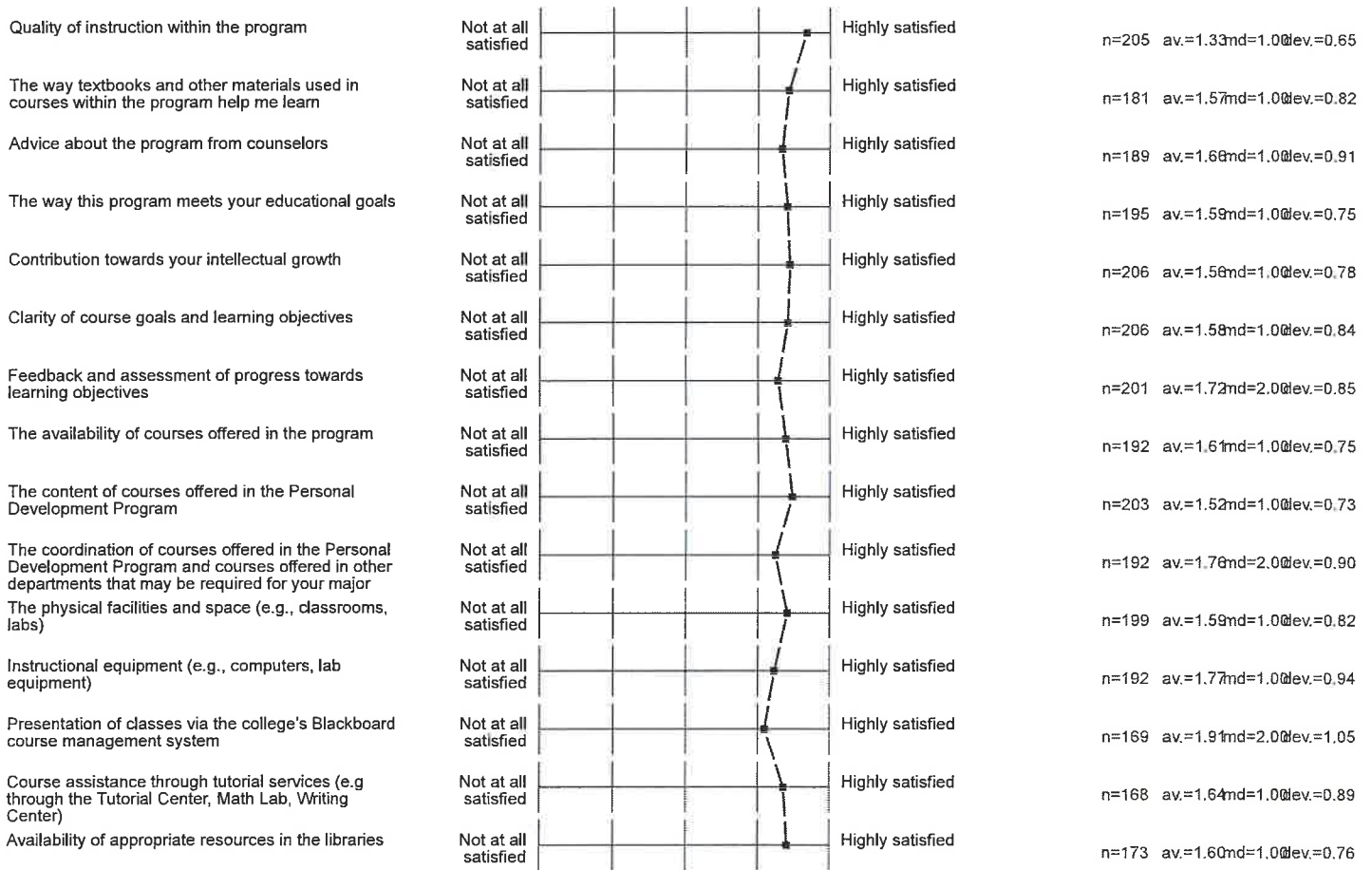| Question			Statistics
I would recommend taking courses in the Personal Development Program.	Strongly disagree	Strongly agree	n=204 av.=1.42 md=1.00 dev.=0.67
I plan on taking additional courses in the Personal Development Program.	Strongly disagree	Strongly agree	n=205 av.=2.30 md=2.00 dev.=1.01

Allan Hancock College
Credit Student Characteristics

Ethnicity

Ethnicity	Fall 2008 #	Fall 2008 %	Spring 2009 #	Spring 2009 %	Fall 2009 #	Fall 2009 %	Spring 2010 #	Spring 2010 %	Fall 2010 #	Fall 2010 %	Spring 2011 #	Spring 2011 %	Fall 2011 #	Fall 2011 %	Spring 2012 #	Spring 2012 %	Fall 2012 #	Fall 2012 %	Spring 2013 #	Spring 2013 %
Asian	7	1%	10	2%	5	1%	10	2%	26	5%	21	4%	36	7%	28	6%	21	5%	18	4%
Black	22	4%	22	5%	20	4%	30	6%	18	3%	10	2%	11	2%	15	3%	14	3%	26	7%
Decline to State	19	3%	0	0%	3	0%	3	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Filipino	11	2%	12	2%	8	1%	4	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Hispanic	218	45%	185	43%	199	49%	199	41%	266	54%	247	57%	256	56%	219	54%	244	61%	219	59%
Native American	1	0%	3	0%	14	3%	12	2%	5	1%	8	1%	9	1%	8	1%	2	0%	5	1%
Other Non-White	9	1%	7	1%	5	1%	2	0%	1	0%	1	0%	0	0%	0	0%	0	0%	0	0%
Pacific Islander	4	0%	0	0%	6	1%	8	1%	2	0%	2	0%	3	0%	8	1%	3	0%	3	0%
Unknown	13	2%	44	10%	9	2%	19	4%	9	1%	4	0%	0	0%	0	0%	0	0%	0	0%
White	175	36%	147	34%	137	33%	187	39%	165	33%	139	32%	140	30%	126	31%	111	28%	97	26%
Total	**479**	**100%**	**430**	**100%**	**406**	**100%**	**474**	**100%**	**492**	**100%**	**432**	**100%**	**455**	**100%**	**404**	**100%**	**395**	**100%**	**368**	**100%**

Gender

Gender	Fall 2008 #	Fall 2008 %	Spring 2009 #	Spring 2009 %	Fall 2009 #	Fall 2009 %	Spring 2010 #	Spring 2010 %	Fall 2010 #	Fall 2010 %	Spring 2011 #	Spring 2011 %	Fall 2011 #	Fall 2011 %	Spring 2012 #	Spring 2012 %	Fall 2012 #	Fall 2012 %	Spring 2013 #	Spring 2013 %
Female	262	54%	247	57%	221	54%	220	46%	264	53%	245	56%	230	50%	214	52%	204	51%	189	51%
Male	214	44%	179	41%	184	45%	254	53%	227	46%	187	43%	225	49%	190	47%	191	48%	179	48%
Unknown	3	0%	4	0%	1	0%	0	0%	1	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Total	**479**	**100%**	**430**	**100%**	**406**	**100%**	**474**	**100%**	**492**	**100%**	**432**	**100%**	**455**	**100%**	**404**	**100%**	**395**	**100%**	**368**	**100%**

FT/PT

FT/PT	Fall 2008 #	Fall 2008 %	Spring 2009 #	Spring 2009 %	Fall 2009 #	Fall 2009 %	Spring 2010 #	Spring 2010 %	Fall 2010 #	Fall 2010 %	Spring 2011 #	Spring 2011 %	Fall 2011 #	Fall 2011 %	Spring 2012 #	Spring 2012 %	Fall 2012 #	Fall 2012 %	Spring 2013 #	Spring 2013 %
FT	263	54%	200	46%	221	54%	172	36%	260	52%	208	48%	253	55%	186	46%	207	52%	162	44%
PT	216	45%	230	53%	185	45%	302	63%	232	47%	224	51%	202	44%	218	53%	188	47%	206	55%
Total	**479**	**100%**	**430**	**100%**	**406**	**100%**	**474**	**100%**	**492**	**100%**	**432**	**100%**	**455**	**100%**	**404**	**100%**	**395**	**100%**	**368**	**100%**

Age

Age	Fall 2008 #	Fall 2008 %	Spring 2009 #	Spring 2009 %	Fall 2009 #	Fall 2009 %	Spring 2010 #	Spring 2010 %	Fall 2010 #	Fall 2010 %	Spring 2011 #	Spring 2011 %	Fall 2011 #	Fall 2011 %	Spring 2012 #	Spring 2012 %	Fall 2012 #	Fall 2012 %	Spring 2013 (Others) #	Spring 2013 (Others) %
Under 20	253	52%	167	38%	228	56%	140	29%	246	50%	158	36%	214	47%	223	56%	139	37%	146	36%
20 to 24	139	29%	160	37%	118	29%	175	36%	154	31%	171	39%	164	36%	107	27%	147	39%	158	39%
25 to 34	60	12%	71	16%	37	9%	86	18%	62	12%	67	15%	39	8%	42	10%	49	13%	60	14%
35 to 54	24	5%	31	7%	21	5%	66	13%	26	5%	35	8%	35	7%	18	4%	31	8%	36	8%
55 and Over	3	0%	1	0%	2	0%	7	1%	4	0%	1	0%	3	0%	5	1%	2	0%	4	0%
Total	**479**	**100%**	**430**	**100%**	**406**	**100%**	**474**	**100%**	**492**	**100%**	**432**	**100%**	**455**	**100%**	**404**	**100%**	**395**	**100%**	**404**	**100%**

* This report includes all credit students regardless of full-term reporting status.

Allan Hancock College
Credit Student Characteristics

Ethnicity	Fall 2008 #	Fall 2008 %	Spring 2009 #	Spring 2009 %	Fall 2009 #	Fall 2009 %	Spring 2010 #	Spring 2010 %	Fall 2010 #	Fall 2010 %	Spring 2011 #	Spring 2011 %	Fall 2011 #	Fall 2011 %	Spring 2012 #	Spring 2012 %	Fall 2012 #	Fall 2012 %	Spring 2013 #	Spring 2013 %
Asian	7	1%	10	2%	5	1%	10	2%	26	5%	21	4%	36	7%	28	6%	21	5%	18	4%
Black	22	4%	22	5%	20	4%	30	6%	18	3%	10	2%	11	2%	15	3%	14	3%	26	7%
Decline to State	19	3%	0	0%	3	0%	3	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Filipino	11	2%	12	2%	8	1%	4	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Hispanic	218	45%	185	43%	199	49%	199	41%	266	54%	247	57%	256	56%	219	54%	244	61%	219	59%
Native American	1	0%	3	0%	14	3%	12	2%	5	1%	8	1%	9	1%	8	1%	2	0%	5	1%
Other Non-White	9	1%	7	1%	5	1%	2	0%	1	0%	1	0%	0	0%	0	0%	0	0%	0	0%
Pacific Islander	4	0%	0	0%	6	1%	8	1%	2	0%	2	0%	3	0%	8	1%	3	0%	3	0%
Unknown	13	2%	44	10%	9	2%	19	4%	9	1%	4	0%	0	0%	0	0%	0	0%	0	0%
White	175	36%	147	34%	137	33%	187	39%	165	33%	139	32%	140	30%	126	31%	111	28%	97	26%
Total	479	100%	430	100%	406	100%	474	100%	492	100%	432	100%	455	100%	404	100%	395	100%	368	100%

Age	Fall 2008 #	Fall 2008 %	Spring 2009 #	Spring 2009 %	Fall 2009 #	Fall 2009 %	Spring 2010 #	Spring 2010 %	Fall 2010 #	Fall 2010 %	Spring 2011 #	Spring 2011 %	Fall 2011 #	Fall 2011 %	Fall 2012 #	Fall 2012 %	Spring 2013 #	Spring 2013 %	Others #	Others %
Under 20	253	52%	167	38%	228	56%	140	29%	246	50%	158	36%	214	47%	223	56%	139	37%	146	36%
20 to24	139	29%	160	37%	118	29%	175	36%	154	31%	171	39%	164	36%	107	27%	147	39%	158	39%
25 to 34	60	12%	71	16%	37	9%	86	18%	62	12%	67	15%	39	8%	42	10%	49	13%	60	14%
35 to 54	24	5%	31	7%	21	5%	66	13%	26	5%	35	8%	35	7%	18	4%	31	8%	36	8%
55 and Over	3	0%	1	0%	2	0%	7	1%	4	0%	1	0%	3	0%	5	1%	2	0%	4	0%
Total	479	100%	430	100%	406	100%	474	100%	492	100%	432	100%	455	100%	395	100%	368	100%	404	100%

* This report includes all credit students regardless of full-term reporting status.

Student Data PDF
Copy of survey

EXHIBIT 3

STATISTICS

Course Statistics and Evidence

Course Group: **Personal Development Dept Courses**

Outcomes Group: **Personal Development Program Outcomes**

Statistics		
# Catalog Courses:	6	PD100, PD101, PD102, PD110, PD115, PD120
# Catalog Courses with CSLOs:	6	PD100, PD101, PD102, PD110, PD115, PD120
# Catalog Courses without CSLOs:	0	
# Catalog Courses whose CSLOs are mapped to PSLOs:	6	PD100, PD101, PD102, PD110, PD115, PD120
# Catalog Courses whose CSLOs are NOT mapped to PSLOs:	0	
# Catalog Courses whose CSLOs are mapped to ISLOs:	6	PD100, PD101, PD102, PD110, PD115, PD120
# Catalog Courses whose CSLOs are NOT mapped to ISLOs:	0	
# Catalog Courses with Planned Assessments:(Term-specific)	6	PD100, PD101, PD102, PD110, PD115, PD120
# Catalog Courses without Planned Assessments(Term-specific)	0	
# Catalog Courses with Assessment Data:(Term-specific)	6	PD100, PD101, PD102, PD110, PD115, PD120
# Catalog Courses without Assessment Data:(Term-specific)	0	
# Catalog Courses with a Completed CIP:(Term-specific)	3	PD110, PD115, PD120
# Catalog Courses without a Completed CIP:(Term-specific)	3	PD100, PD101, PD102
Terms in which CSLOs were defined or modified:(Term-specific)		Fall 2011, Summer 2011

Active Courses

Course: 1.	PD100 Personal & Career Exploration
Owner:	Personal Development
Course Groups:	All Course Group - 100 Level Courses, COUNSELING DEPARTMENT, GE - Category 5, Living Skills, General Education Courses, Personal Development Dept Courses
CSLOs:	• PD100 SLO1 - Identify basic theoretical perspectives on adult development and human nature. • PD100 SLO2 - Examine one's abilities, values, and skills with an awareness of the academic and professional preparation requirements for a given career. • PD100 SLO3 - Identify steps used in a decision-making model. • PD100 SLO4 - Prepare supporting documents and practice job interviews.
PSLOs:	Outcomes Group: Personal Development Program Outcomes Personal Development Program Outcomes • PD PSLO1 - Understand themselves as physical, social, and psychological beings and include an emphasis on self-development throughout life's stages. • PD PSLO2 - Demonstrate the ability to exhibit habits of intellectual exploration, personal responsibility and well-being.
ISLOs:	Outcomes Group: Institutional Learning Outcomes (ILOs) ILO 7 - Personal Responsibility & Development • ILO 7 - Personal Responsibility & Development: Take the initiative and responsibility to assess your own actions with regard to physical wellness, learning opportunities, career planning, creative contribution to the community and ethical integrity in the home, workplace and community.

Planned Asmts:(Term-specific)	• Spring 2013 Sec A End_of_Course
	• Spring 2013 Sec B Job Search Portfolio
	• Spring 2013 Sec D resume and cover letter
	• Spring 2013 Sec E resume and cover letter
	• Fall 2012 Sec A resume and cover letter
	• Fall 2012 Sec B Resume
	• Fall 2012 Sec C resume and cover letter
	• Fall 2012 Sec D Resume/cover letter
	• Fall 2012 Sec E End_of_Course
	• Fall 2012 Sec F resume and cover letter
	• Spring 2012 Sec B resume & cover letter
Terms with Scores:(Term-specific)	• Spring 2012
	• Fall 2012
	• Spring 2013

Course: 2.	PD101 Success in College
Owner:	Personal Development
Course Groups:	All Course Group - 100 Level Courses, COUNSELING DEPARTMENT, GE - Category 5, Living Skills, General Education Courses, Personal Development Dept Courses

CSLOs:

- PD101 SLO1 -Identify and access various student services.
- PD101 SLO2 - Identify and apply study skills that build a successful learning foundation.
- PD101 SLO3 - Identify various kinds of active listening response and illustrate their use.
- PD101 SLO4 - Use college publication and website to successfully navigate the educational system.
- PD101 SLO5 - Establish and evaluate realistic career and life goals and integrate said goals into a specific plan.

PSLOs:

Outcomes Group: Personal Development Program Outcomes

Personal Development Program Outcomes

- PD PSLO1 - Understand themselves as physical, social, and psychological beings and include an emphasis on self-development throughout life's stages.
- PD PSLO2 - Demonstrate the ability to exhibit habits of intellectual exploration, personal responsibility and well-being.
- PD PSLO3 - Work with diverse people including those with different cultural and linguistic backgrounds and different physical abilities.
- PD PSLO4 - Interact with individuals and within groups with integrity and awareness of others' opinions, feelings and values.

ISLOs:

Outcomes Group: Institutional Learning Outcomes (ILOs)

ILO 1 - Communication

- ILO 1 - Communication: Communicate effectively using verbal, visual and written language with clarity and purpose in workplace, community and academic contexts.

ILO 2 - Critical Thinking & Problem Solving

- ILO 2 - Critical Thinking & Problem Solving: Explore issues through various information sources; evaluate the credibility and significance of both the information and the source to arrive at a reasoned conclusion.

ILO 4 - Information & Technology Literacy

- ILO 4 - Information & Technology Literacy: Define what information is needed to solve a real-life issue then use appropriate technologies to locate, access, select and manage the information.

ILO 7 - Personal Responsibility & Development

- ILO 7 - Personal Responsibility & Development: Take the initiative and responsibility to assess your own actions with regard to physical wellness, learning opportunities, career planning, creative contribution to the community and ethical integrity in the home, workplace and community.

Planned Asmts:(Term-specific)	• Fall 2012 Sec A HASLO1&4F2012
	• Fall 2012 Sec B Info Hunt Assignment
	• Fall 2012 Sec C Info Hunt Assignment
	• Fall 2012 Sec D Info Hunt Assignment
	• Fall 2012 Sec E AHC Student Services Research
	• Spring 2012 Sec B Library Student Service
	• Spring 2012 Sec D Library Student Service
	• Spring 2012 Sec E Info Hunt Assignment
	• Fall 2011 Sec D Info Hunt Assignment
Terms with Scores:(Term-specific)	• Fall 2011
	• Spring 2012
	• Fall 2012

Course: 3.	PD102 Human Relationships
Owner:	Personal Development
Course Groups:	All Course Group - 100 Level Courses, COUNSELING DEPARTMENT, GE - Category 5, Living Skills, General Education Courses, Personal Development Dept Courses
CSLOs:	• PD102 SLO1 - Identify personal relationship development.
	• PD102 SLO2 - Identify basic personality differences.
	• PD102 SLO3 - Examine how individual belief systems influence individual behaviors.
	• PD102 SLO4 - Examine the five levels of loss.
PSLOs:	Outcomes Group: Personal Development Program Outcomes
	Personal Development Program Outcomes
	• PD PSLO1 - Understand themselves as physical, social, and psychological beings and include an emphasis on self-development throughout life's stages.
	• PD PSLO2 - Demonstrate the ability to exhibit habits of intellectual exploration, personal responsibility and well-being.
ISLOs:	Outcomes Group: Institutional Learning Outcomes (ILOs)
	ILO 6 - Scientific Literacy
	• ILO 6 - Scientific Literacy: Use scientific knowledge and methodologies to assess potential solutions to real-life challenges.
Planned Asmts:(Term-specific)	• Spring 2013 Sec A 5 levels of loss
	• Spring 2012 Sec A 5 levels of loss
	• Fall 2010 Sec A Essay
Terms with Scores:(Term-specific)	• Spring 2013

Course: 4.	PD110 College Success Seminar
Owner:	Personal Development
Course Groups:	All Course Group - 100 Level Courses, COUNSELING DEPARTMENT, Personal Development Dept Courses
CSLOs:	• PD110 SLO1 - Identify academic and student support services.
	• PD110 SLO2 - Demonstrate awareness of academic and transfer requirements.
	• PD110 SLO3 - Identify and develop realistic short term/long term goals.
	• PD110 SLO4 - Identify and develop new relationships.
	• PD110 SLO5 - Use college publication and website to examine academic procedure and policy at AHC.
PSLOs:	Outcomes Group: Personal Development Program Outcomes
	Personal Development Program Outcomes
	• PD PSLO - Course doesn't map to a degree or certificate.

ISLOs:

Outcomes Group: Institutional Learning Outcomes (ILOs)

ILO 3 - Global Awareness & Cultural Competence

- ILO 3 - Global Awareness & Cultural Competence: Respectfully interact with individuals of diverse perspectives, beliefs and values being mindful of the limitation of your own cultural framework.

ILO 4 - Information & Technology Literacy

- ILO 4 - Information & Technology Literacy: Define what information is needed to solve a real-life issue then use appropriate technologies to locate, access, select and manage the information.

ILO 7 - Personal Responsibility & Development

- ILO 7 - Personal Responsibility & Development: Take the initiative and responsibility to assess your own actions with regard to physical wellness, learning opportunities, career planning, creative contribution to the community and ethical integrity in the home, workplace and community.

Planned Asmts:(Term-specific)

- Summer 2012 Sec C SEP
- Summer 2011 Sec C Project

Terms with Scores:(Term-specific)

- Summer 2012

Course Analysis:(Term-specific)

Summer 2012

- [What did the assessment data indicate about the strengths of your course?]Based on the data the strength supports the learning outcome that was assessed. Most students were able to identify a major or decide on a educational path such as AA/AS/Certificate or transfer.
- [What did the assessment data indicate about the weaknesses of your course?]The course is only two weeks short, it is difficult for students to schedule meet with the instructor/counselor to develop a long term plan. Also, some students are undecided and for those students more time is needed for exploration and development.
- [What changes have you made/do you plan to make based on the data? What resources would you need, if any, to make these changes?]Recommend PD 100 to students that are undecided on a major and PD 101 that may have not developed a comprehensive plan. We would like to require undecided students to meet with a counselor for a longer period of time to develop goals and plans, but additional counseling hours assigned to this population is needed.

Course: 5.	PD115 Career Planning
Owner:	Personal Development
Course Groups:	All Course Group - 100 Level Courses, COUNSELING DEPARTMENT, Personal Development Dept Courses

CSLOs:

- PD115 SLO1 - Use interest inventories, personality sorters, and work values and skills exercises to identify possible careers.
- PD115 SLO2 - Conduct research on potential careers.
- PD115 SLO3 - Develop educational goals leading towards career choice.

PSLOs:

Outcomes Group: Personal Development Program Outcomes

Personal Development Program Outcomes

- PD PSLO1 - Understand themselves as physical, social, and psychological beings and include an emphasis on self-development throughout life's stages.

ISLOs:

Outcomes Group: Institutional Learning Outcomes (ILOs)

ILO 7 - Personal Responsibility & Development

- ILO 7 - Personal Responsibility & Development: Take the initiative and responsibility to assess your own actions with regard to physical wellness, learning opportunities, career planning, creative contribution to the community and ethical integrity in the home, workplace and community.

Planned Asmts:(Term-specific)

- Spring 2013 Sec B career assessment
- Fall 2012 Sec A Use interest inventories, personality sorters, and work values and skills e
- Fall 2012 Sec A career assessment
- Fall 2012 Sec B career assessment

Terms with Scores:(Term-specific)

- Fall 2012
- Spring 2013

Course Analysis:(Term-specific)	**Spring 2013** • [What did the assessment data indicate about the strengths of your course?]It is not clear if student's are not understanding the information or they just do not do it. It is an internet class. Students who turn in the work are doing very well. • [What did the assessment data indicate about the weaknesses of your course?]Needs to be looked at when students drop out vs not doing the work. • [What changes have you made/do you plan to make based on the data? What resources would you need, if any, to make these changes?]Going to change the due dates to get a better understanding if the students are not understanding the requirements or not doing the work and should drop.

Course: 6.	PD120 Effective Tutoring
Owner:	Personal Development
Course Groups:	All Course Group - 100 Level Courses, COUNSELING DEPARTMENT, Personal Development Dept Courses
CSLOs:	• PD120 SLO1 - Explain the philosophy and ethics of effective tutoring. • PD120 SLO2 - Recognize and give examples of tutoring and study skill strategies that respond to the students' diverse abilities, learning situations, and cultural backgrounds.
PSLOs:	Outcomes Group: Personal Development Program Outcomes Personal Development Program Outcomes • PD PSLO1 - Understand themselves as physical, social, and psychological beings and include an emphasis on self-development throughout life's stages. • PD PSLO2 - Demonstrate the ability to exhibit habits of intellectual exploration, personal responsibility and well-being.
ISLOs:	Outcomes Group: Institutional Learning Outcomes (ILOs) ILO 1 - Communication • ILO 1 - Communication: Communicate effectively using verbal, visual and written language with clarity and purpose in workplace, community and academic contexts.
Planned Asmts:(Term-specific)	• Fall 2012 Sec B Final essay • Fall 2012 Sec B Final Essay • Spring 2012 Sec A Final Paper • Fall 2010 Sec B Final
Course Analysis:(Term-specific)	**Fall 2012** • [What did the assessment data indicate about the strengths of your course?]SLO 1 Data shows that students are understanding how to define an effective tutor including roles and responsibility as well as techniques that teach tutees how to learn. SLO 2 Students understand there are many tutoring strategies and they are beginning to understand how to select strategies based on factors such as tutees learning styles, learning differences, and cultural differences. • [What did the assessment data indicate about the weaknesses of your course?]SLO 1 None SLO 2 None • [What changes have you made/do you plan to make based on the data? What resources would you need, if any, to make these changes?]SLO 1 The question for the student is to explain the role and parameters of a tutor. I would like to add the actual word philosophy. SLO 2 I need to change the wording of the question to better reflect SLO 2..

SLO Achievement Report: ISLOs/PSLOs Overall for Courses

Outcomes for: **Personal Development Program Outcomes**

Academic Term: Summer 2012, Spring 2012, Fall 2011, Spring 2013, Fall 2012
                         [X] CSLOs   [ ] Assigned SLOs   [ ] Named SLOs

List of Performance Categories:

A   Institutional Exceeds Standards

B   Institutional Meets Standards

C   Institutional Below Standards

Competency Description	A	B	C	# Total Scores
Personal Development Program Outcomes				
PD PSLO - Course doesn't map to a degree or certificate.				
Summer 2012	1 (5%)	14 (74%)	4 (21%)	19
Personal Development Program Outcomes				
PD PSLO1 - Understand themselves as physical, social, and psychological beings and include an emphasis on self-development throughout life's stages.				
Spring 2013	52 (46%)	42 (37%)	19 (17%)	113
Fall 2012	131 (55%)	73 (30%)	36 (15%)	240
Spring 2012	13 (33%)	21 (54%)	5 (13%)	39
Totals:	196 (50%)	136 (35%)	60 (15%)	392
PD PSLO2 - Demonstrate the ability to exhibit habits of intellectual exploration, personal responsibility and well-being.				
Spring 2013	28 (58%)	18 (38%)	2 (4%)	48
Fall 2012	76 (62%)	41 (34%)	5 (4%)	122
Spring 2012	13 (76%)	4 (24%)		17
Totals:	117 (63%)	63 (34%)	7 (4%)	187
PD PSLO3 - Work with diverse people including those with different cultural and linguistic backgrounds and different physical abilities.				
Fall 2012	65 (61%)	35 (33%)	6 (6%)	106
Spring 2012	43 (78%)	10 (18%)	2 (4%)	55
Fall 2011	6 (60%)	2 (20%)	2 (20%)	10
Totals:	114 (67%)	47 (27%)	10 (6%)	171

Report Totals by Term

Spring 2013	80 (50%)	60 (37%)	21 (13%)	161
Fall 2012	272 (58%)	149 (32%)	47 (10%)	468
Summer 2012	1 (5%)	14 (74%)	4 (21%)	19
Spring 2012	69 (62%)	35 (32%)	7 (6%)	111
Fall 2011	6 (60%)	2 (20%)	2 (20%)	10

Grand Totals: 428 (56%) 260 (34%) 81 (11%) 769

ISLO/PSLO Summary Map by Course

Outcomes for: Personal Development Program Outcomes

Selected owner: Personal Development

List of ISLOs/PSLOs:

A. PD PSLO1 - Understand themselves as physical, social, and psychological beings and include an emphasis on self-development throughout life's stages.

B. PD PSLO2 - Demonstrate the ability to exhibit habits of intellectual exploration, personal responsibility and well-being.

C. PD PSLO3 - Work with diverse people including those with different cultural and linguistic backgrounds and different physical abilities.

D. PD PSLO4 - Interact with individuals and within groups with integrity and awareness of others' opinions, feelings and values.

E. PD PSLO5 - Participate effectively in teams to make decisions and seek consensus.

F. PD PSLO - Course doesn't map to a degree or certificate.

	Personal Development Program Outcomes					Personal Development Program Outcomes	
	A	B	C	D	E	F	Totals:
PD100	2	2					4
PD101	1	2	1	1			5
PD102	2	2					4
PD110						5	5
PD115	3						3
PD120	1	1					2
Totals:	9	7	1	1		5	

EXHIBIT 4

ARTICULATION STATUS OF COURSES

CATALOG DESCRIPTION

Provides in-depth career direction with an intensive exploration of one's own values, interests, abilities, and an intensive career information search. Instruction includes self-paced materials, lecture, small group discussion, interviews and input from various campus departments.

AHC Special Notes	Articulation Institution	Prefix	Title
	Cal Poly Pomona		
	Cal Poly San Luis Obispo		
	CSU Bakersfield		
	CSU Channel Islands		
	CSU Chico		
	CSU Dominguez Hills		
	CSU East Bay		
	CSU Fresno		
	CSU Fullerton		
	CSU Long Beach	ED P	Career and Personal Exploration
	CSU Los Angeles		
	CSU Monterey Bay		
	CSU Northridge		
	CSU Sacramento		
	CSU San Bernardino	PSYC 120	Career Development
	CSU San Marcos		
	CSU Stanislaus		
	Humboldt State	PSYC 165	Career Decision Making and Life Planning
	San Diego State		
	San Francisco State		
	San Jose State		
	Sonoma State		
	UC Transferable	No	
	UC Berkeley		
	UC Davis		
	UC Irvine		
	UC Los Angeles		
	UC Merced		
	UC Riverside		
	UC San Diego		
	UC Santa Barbara		
	UC Santa Cruz		
	CAN		
	CSU GE		
	IGETC		

CATALOG DESCRIPTION

Considers individual development with the goal of increasing knowledge of self and others within the college. Topics include self-knowledge and assessment, learning to learn, and making the best use of college resources. This course is not open to students who are enrolled in or have received credit for Personal Development 105 or Special Instruction 101.

AHC Special Notes	Articulation Institution	Prefix	Title
	Cal Poly Pomona		
	Cal Poly San Luis Obispo		
	CSU Bakersfield		
	CSU Channel Islands		
	CSU Chico		
	CSU Dominguez Hills		
	CSU East Bay		
	CSU Fresno		
	CSU Fullerton		
	CSU Long Beach		
	CSU Los Angeles		
	CSU Monterey Bay		
	CSU Northridge		
	CSU Sacramento		
	CSU San Bernardino		
	CSU San Marcos		
	CSU Stanislaus		
	Humboldt State		
	San Diego State		
	San Francisco State		
	San Jose State		
	Sonoma State		
	UC Transferable	No	
	UC Berkeley		
	UC Davis		
	UC Irvine		
	UC Los Angeles		
	UC Merced		
	UC Riverside		
	UC San Diego		
	UC Santa Barbara		
	UC Santa Cruz		
	CAN		
	CSU GE		
	IGETC		

CATALOG DESCRIPTION

AHC Special Notes	Articulation Institution	Prefix	Title
	Cal Poly Pomona		
	Cal Poly San Luis Obispo		
	CSU Bakersfield		
	CSU Channel Islands		
	CSU Chico		
	CSU Dominguez Hills		
	CSU East Bay		
	CSU Fresno		
	CSU Fullerton		
	CSU Long Beach		
	CSU Los Angeles		
	CSU Monterey Bay		
	CSU Northridge		
	CSU Sacramento		
	CSU San Bernardino		
	CSU San Marcos		
	CSU Stanislaus		
	Humboldt State		
	San Diego State		
	San Francisco State		
	San Jose State		
	Sonoma State		
	UC Transferable	No	
	UC Berkeley		
	UC Davis		
	UC Irvine		
	UC Los Angeles		
	UC Merced		
	UC Riverside		
	UC San Diego		
	UC Santa Barbara		
	UC Santa Cruz		
	CAN		
	CSU GE		
	IGETC		

CATALOG DESCRIPTION
Designed specifically for first-year students to introduce them to information and resources available to facilitate their transfer from Allan Hancock College to four-year colleges and universities. Students will develop critical awareness of research tools and learn to explore transfer possibilities, focus on strategies for selecting schools that fit their academic and personal needs, and design a plan for achieving their transfer goals.

AHC Special Notes	Articulation Institution	Prefix	Title
	Cal Poly Pomona		
	Cal Poly San Luis Obispo		
	CSU Bakersfield		
	CSU Channel Islands		
	CSU Chico		
	CSU Dominguez Hills		
	CSU East Bay		
	CSU Fresno		
	CSU Fullerton		
	CSU Long Beach		
	CSU Los Angeles		
	CSU Monterey Bay		
	CSU Northridge		
	CSU Sacramento		
	CSU San Bernardino		
	CSU San Marcos		
	CSU Stanislaus		
	Humboldt State		
	San Diego State		
	San Francisco State		
	San Jose State		
	Sonoma State		
	UC Transferable	No	
	UC Berkeley		
	UC Davis		
	UC Irvine		
	UC Los Angeles		
	UC Merced		
	UC Riverside		
	UC San Diego		
	UC Santa Barbara		
	UC Santa Cruz		
	CAN		
	CSU GE		
	IGETC		

CATALOG DESCRIPTION

Required of all athletes participating in intercollegiate sports for the first time at Allan Hancock College. Provides the necessary skills for student athletes to achieve their educational and athletic goals. This course is not open to students who are enrolled in or have received credit for PD 101.

AHC Special Notes	Articulation Institution	Prefix	Title
	Cal Poly Pomona		
	Cal Poly San Luis Obispo		
	CSU Bakersfield		
	CSU Channel Islands		
	CSU Chico		
	CSU Dominguez Hills		
	CSU East Bay		
	CSU Fresno		
	CSU Fullerton		
	CSU Long Beach		
	CSU Los Angeles		
	CSU Monterey Bay		
	CSU Northridge		
	CSU Sacramento		
	CSU San Bernardino		
	CSU San Marcos		
	CSU Stanislaus		
	Humboldt State		
	San Diego State		
	San Francisco State		
	San Jose State		
	Sonoma State		
	UC Transferable	No	
	UC Berkeley		
	UC Davis		
	UC Irvine		
	UC Los Angeles		
	UC Merced		
	UC Riverside		
	UC San Diego		
	UC Santa Barbara		
	UC Santa Cruz		
	CAN		
	CSU GE		
	IGETC		

CATALOG DESCRIPTION

Designed specifically for first-time students to introduce them to the college and its resources. Develops critical awareness of the student's role in the college culture focusing on strategies for achieving academic success. Interactive learning and practical application in order to improve performance in other classes and the ability to deal effectively with the myriad of academic, personal, and professional choices are emphasized.

AHC Special Notes	Articulation Institution	Prefix	Title
	Cal Poly Pomona		
	Cal Poly San Luis Obispo		
	CSU Bakersfield		
	CSU Channel Islands		
	CSU Chico		
	CSU Dominguez Hills		
	CSU East Bay		
	CSU Fresno		
	CSU Fullerton		
	CSU Long Beach		
	CSU Los Angeles		
	CSU Monterey Bay		
	CSU Northridge		
	CSU Sacramento		
	CSU San Bernardino		
	CSU San Marcos		
	CSU Stanislaus		
	Humboldt State		
	San Diego State		
	San Francisco State		
	San Jose State		
	Sonoma State		
	UC Transferable	No	
	UC Berkeley		
	UC Davis		
	UC Irvine		
	UC Los Angeles		
	UC Merced		
	UC Riverside		
	UC San Diego		
	UC Santa Barbara		
	UC Santa Cruz		
	CAN		
	CSU GE		
	IGETC		

CATALOG DESCRIPTION
An Internet-based, career planning course designed to assist students in discovering their basic aptitudes, skills, interests, and values. Uses standardized vocational preference inventories, self-directed search, and career resource research to develop a career and educational plan.

AHC Special Notes	Articulation Institution	Prefix	Title
	Cal Poly Pomona		
	Cal Poly San Luis Obispo		
	CSU Bakersfield		
	CSU Channel Islands		
	CSU Chico		
	CSU Dominguez Hills		
	CSU East Bay		
	CSU Fresno		
	CSU Fullerton		
	CSU Long Beach		
	CSU Los Angeles		
	CSU Monterey Bay		
	CSU Northridge		
	CSU Sacramento		
	CSU San Bernardino		
	CSU San Marcos		
	CSU Stanislaus		
	Humboldt State		
	San Diego State		
	San Francisco State		
	San Jose State		
	Sonoma State		
	UC Transferable	No	
	UC Berkeley		
	UC Davis		
	UC Irvine		
	UC Los Angeles		
	UC Merced		
	UC Riverside		
	UC San Diego		
	UC Santa Barbara		
	UC Santa Cruz		
	CAN		
	CSU GE		
	IGETC		

CATALOG DESCRIPTION
Explores the theory and practice of peer tutoring. Emphasizes the development of communication techniques and tutoring strategies which address the needs of students with varying abilities, learning styles, and cultural backgrounds. This course meets the curriculum requirements for tutor certification by the College Reading and Learning Association.

AHC Special Notes	Articulation Institution	Prefix	Title
	Cal Poly Pomona		
	Cal Poly San Luis Obispo		
	CSU Bakersfield		
	CSU Channel Islands		
	CSU Chico		
	CSU Dominguez Hills		
	CSU East Bay		
	CSU Fresno		
	CSU Fullerton		
	CSU Long Beach		
	CSU Los Angeles		
	CSU Monterey Bay		
	CSU Northridge		
	CSU Sacramento		
	CSU San Bernardino		
	CSU San Marcos		
	CSU Stanislaus		
	Humboldt State		
	San Diego State		
	San Francisco State		
	San Jose State		
	Sonoma State		
	UC Transferable	No	
	UC Berkeley		
	UC Davis		
	UC Irvine		
	UC Los Angeles		
	UC Merced		
	UC Riverside		
	UC San Diego		
	UC Santa Barbara		
	UC Santa Cruz		
	CAN		
	CSU GE		
	IGETC		

EXHIBIT 5

Course Review Verification Sheet

COURSE REVIEW VERIFICATION

Discipline: Personal Development   Year: 2013-14

As part of the program evaluation process, the self-study team has reviewed the course outlines supporting the discipline/program curriculum. The review process has resulted in the following recommendations:

1. The following course outlines are satisfactory as written and do not require modification (list all such courses):

2. The following courses require minor modification to ensure currency. The self study team anticipates submitting such modifications to the AP&P, FALL 20__15__   SPRING 20____:

3. The following courses require major modification. The self study team anticipates submitting such modifications to the AP&P committee, FALL 20____   SPRING 20____:

GRADUATION REQUIREMENTS: General Education (GE), Multicultural/Gender Studies (MCGS) and Health & Safety (H&W) Courses.

The following courses were reviewed as meeting an **AHC GE** requirement. The AP&P GE Criteria and Category Definitions (GE Learning Outcomes) forms were submitted to the AP&P for review on:

_____

The following courses were reviewed as meeting the **MCGS** requirement. The AP&P MCGS Criteria and Category Definitions (MCGS Learning Outcomes – To Be Developed) forms were submitted to the AP&P for review on: _____

The following courses were reviewed as meeting the **H&W** requirement. The AP&P H&W Studies Criteria (To Be Developed) and Category Definitions (H&W Learning Outcomes – To Be Developed) forms were submitted to the AP&P chair for review on: _____

Course Review Team Members:

_____
                    Signature   Date

_____
                    Signature   Date

_____
                    Signature   Date

_____
                    Signature   Date

_____
Signature AP&P Chair   Date

_____
Signature Academic Dean   Date

09/02/11 DD

APPENDICES

APPROVED COURSE OUTLINES

ALLAN HANCOCK COLLEGE
COURSE OUTLINE

Prefix & No._ PD 100 ___Catalog Title__Personal and Career Exploration_____

Schedule Title__Personal & Career Exploration_____

Units_3___ Weekly lecture hours_3___ Weekly lab hours_____ Department__Counseling_____

Credit/No Credit Option

Prerequisite: None

CATALOG DESCRIPTION
Provides in-depth career direction with an intensive exploration of one's own values, interests, abilities, and an intensive career information search. Instruction includes self-paced materials, lecture, small group discussion, interviews and input from various campus departments.

COURSE GOALS To encourage and enable students to:
1. isolate and assess interests, skills, and abilities.
2. clarify personal values.
3. develop an understanding of the subjective and objective elements that influence career decisions.
4. develop an awareness of decision-making techniques and goal-setting strategies that may be applied to career selection as well as a variety of life choices.
5. recognize the dynamic nature of the world of work.

INSTRUCTIONAL OBJECTIVES At the end of the course, the student will demonstrate the ability to:
1. prepare an individual educational and career plan by integrating information about one's abilities, values, and skills with an awareness of the academic and professional preparation requirements.
2. identify the steps used in a decision-making model.
3. prepare supporting documents and role play a job interview.
4. identify basic theoretical perspectives on adult development and human nature.
5. use the various resources for career exploration at the Job Placement and Career Services Center to develop a list of career alternatives.
6. identify the problems, the physical demands, and the training required for various career opportunities.

COURSE OUTLINE

	WEEKS
1. You and the College-College Orientation	4
A. college terminology	
B. Allan Hancock policies, program and requirements	
C. learning styles	
D. study management skills	
E. locus of control	
2. Personal Exploration	4
A. human nature	
1) psychoanalytical theory	
2) behaviorist theory	
3) existential-humanistic theory	
B. adult development	
1) Levinson Theory	
2) Havighurst Theory	
3) Erikson Theory	

C. personality
   1) Myers-Briggs
D. needs and values
   1) Maslows Hierarchy of Needs
   2) intrinsic values
   3) extrinsic values
   4) modal values
   5) end values

3. Career Exploration   5
A. work values
   1) motivational factors
B. interests
   1) Career Assessment Inventory
   2) California Occupational Preference Scale
   3) Holland's Self-Directed Search
C. Skills (EUREKA Skills Inventory)
   1) transferable
   2) functional
   3) adaptive

4. Job Search Techniques   4
A. decision making model
B. career information
   1) dictionary of occupational titles
   2) guide for occupational exploration
   3) occupational outlook handbook
   4) Eureka computer system
   5) Computer search (Internet)
C. resume and cover letter writing
D. interviewing techniques
E. goal setting and career planning

APPROPRIATE READINGS (Other than Textbook)
1. Sheehy, G. Passages: Predictable Crisis of Adult Life. E. P. Dutton, New York. 1974.
2. Maslow, A. H. The Further Reaches of Human Nature. Penguin Books, New York. 1976.
3. Michelozzi, B. N. Coming Alive from Nine to Five: The Career Search Handbook. Mayfield Publishing Co., California. 1980.
4. Sher, B. Wishcraft.
5. Bolles, R. What Color is Your Parachute.

ASSIGNMENTS
1. Complete an educational plan that meets the students individual two-year and, if appropriate, four-year objectives.
2. Discuss critically the psychoanalytic, behavioristic and extrinsic views of human nature.
3. Analyze and identify the adult development stages the student is currently experiencing in terms of Erikson's, Levinson's and Havighurst's theories of adult development.
4. Relate the results of various individual career assessments to the world of work.
5. Apply the steps of the decision-making model to a recently made decision and compare the results to the decision made.

EVALUATION
Evaluation is based on:
1. graded homework assignments.
2. class participation and attendance.
3. two essay exams which call for students to identify, define, and apply major facts, concepts and perspectives, or essay questions which require the student to relate various concepts presented to the career search process.

Sample Essay Questions:
1. Compare and contrast the behavioristic, existential and psychoanalytic perspectives of human nature and explain how each would influence at least two major life choices (i.e., marriage, education, career, etc.).
2. Distinguish between intrinsic, extrinsic and modal values. Using four occupations that interest you, describe how the requirements for each value system would be met.

TEXTS AND SUPPLIES

Adopted Text: Sukiennik, Diane etal., Career Fitness Program, Gorsuch Scorisbrick 1986 or other by arrangement with department chair.

Other Materials: Rotters locus of control assessment
Learning and Study Skills Inventory (LASSI)
Myers-Briggs Personality Inventory (MBTI)
Career Assessment Inventory (CAI)
Career Occupational Preference Survey (COPS)
Self-Directed Search Interest Assessment (SDS)
Eureka Skills Inventory

ACADEMIC POLICY AND PLANNNG COMMITTEE
DISTANCE LEARNING COURSE STATUS

Date Approved for Distance Learning   9/29/04   Initiator: Blake English

1. Method of instruction to be used (primary modality):   Internet and instructional tv/video

2. Instructor-student Contact

HoursPer Week

	No.			No.
e-mail communication			Chatroom	
Group			Discussion Board	1
Individual	3		Telelphone contacts	2
Other Office hour				

Hours Per Semester

Orientation sessions	1		(in person)
Group meetings			(in person)
Review sessions			(in person)
Labs			(in person)
Testing			(in person)
Other (Identify)			

3. Adjustments to assignments: 26 video lessons, additional book assignments, modified assignments, modified assessment package

4. Adjustments to evaluation: Quizzes will be online and a final paper will be assigned.

5. Accessible to students with disabilities: Yes

6. On-line services: During orientation

ALLAN HANCOCK COLLEGE
COURSE OUTLINE

DEPARTMENT: **COUNSELING**

PREFIX & NO.:   PD 101 (SP INS 101)

CATALOG TITLE: Success in College

SCHEDULE TITLE: Success in College

UNITS: 3

WEEKLY LECTURE HOURS: 3

WEEKLY LAB HOURS:

TOTAL NUMBER OF WEEKS: (if other than 16)

GRADING OPTION: Letter Grade or Pass/No Pass Option

PREREQUISITE(S):   None

CATALOG DESCRIPTION
Considers individual development with the goal of increasing knowledge of self and others within the college. Topics include self-knowledge and assessment, learning to learn, and making the best use of college resources. This course is not open to students who are enrolled in or have received credit for Personal Development 105 or Special Instruction 101.

SCHEDULE DESCRIPTION
Considers individual development with the goal of increasing knowledge of self and others within the college. Topics include self-knowledge and assessment, learning to learn, and making the best use of college resources. Not open to students who are enrolled in or have received credit for PD 105 or SP INS 101.

COURSE GOALS To encourage and enable students to
1. maximize their opportunity for a successful college experience.
2. recognize a variety of student support services throughout the college.
3. understand how the development of effective study techniques facilitates the mastery of course content.
4. develop interpersonal communication skills which will increase their ability to become active participants in academic life.

INSTRUCTIONAL OBJECTIVES At the end of the course, the student will demonstrate the ability to
1. identify and access various student services.
2. take notes, prepare a time management plan, prepare for exams, and participate in classroom discussions and activities.
3. access books, periodicals and articles from the Learning Resource Center.
4. use the college catalog, schedule and student handbook.
5. identify various kinds of active listening responses (i.e. reflecting meaning, paraphrasing, summarizing, open and closed questions) and illustrate the use of each.
6. use information about personal attitudes and values to establish realistic career and life goals.
7. evaluate their current and future academic/vocational goals and integrate such goals into a specific plan.

COURSE OUTLINE

1. Understanding the Purposes of Higher Education   2
   A. motivation for enrolling in college
   B. role of the educated person in society
   C. learning for learning's sake
   D. basic orientation to academic expectations
   E. world and career relationships
2. Knowledge of College Resources   2
   A. awareness of available programs, services and extracurricular activities and ability to use resources for maximum personal benefit
   B. student-faculty relationships
   C. faculty expectations
3. College Policies and Procedures   2
   A. scheduling procedures
   B. grading policy
   C. students' rights and responsibilities
4. Learning Skills
   A. learning styles
   B. study skills
   C. test anxiety
   D. time management
   E. decision-making skills
   F. introduction to the library
   G. classroom participation and behavior
5. Self-Awareness   4
   A. self-esteem and personal evaluation
   B. values of clarification
   C. essentials of good communication
   D. results of assertive behavior vs. aggressive behavior
   E. self-examination of attitudes toward cultural and gender differences
   F. interpersonal relationship skills
   G. active listening responses
6. Academic and Vocational Planning   3
   A. review of STAR test results
   B. understanding general education requirements (associate degree and four year transfer patterns)
   C. choosing a major
   D. curricular requirements of student's chosen major
   E. appointment with a counselor of student's choice to review academic plan and career choices

APPROPRIATE READINGS (Other than Textbook)
1. Alberti. Assertiveness.
2. Bolton, Robert. People Skills. Prentice-Hall, 1979.
3. Simon, Howe and Kirschenbaum. Values Clarification.

OUTSIDE ASSIGNMENTS
Sample Assignments:
1. After attending a library orientation session, locate materials on the following topic (topics vary): Where did you locate each source?
2. Maintain a weekly journal, chronicling your academic experiences and any personal reflections you wish to make.
3. "You have a friend who wants to be a registered nurse. Using the college catalog, identify which courses your friend would need to take to earn a certificate? For a degree? (Assume that your friend is just starting college and is eligible to enroll in English 300 and Math 511.)
4. Develop a personal/long-range academic plan.

5. Present an oral report on a study technique that works for you.

EVALUATION
Evaluation is based on the maintenance of a journal, class attendance, participation, the completion of an oral report and other assignments, including the development of an educational plan.

TEXTS AND SUPPLIES
Adopted Text: Ellis, David B. Becoming a Master Student. College Survival, Inc., 1984 or other arrangement with department chair.

Other Materials: 1. Allan Hancock College Catalog.
2. Theme book for journal.
3. Articles, handouts, and relevant videos.

COURSE OUTLINE INTEGRATION: METHODS OF INSTRUCTION AND TOTAL CONTACT HOURS
PD 101 [LS 101] – SUCCESS IN COLLEGE

Lecture Units	Lab Hours Per Week	Contact Hours per Week	Minimum Total Contact Hours	Maximum Total Contact Hours
3 units	No lab	3	48	54

COURSE OBJECTIVES	METHOD OF INSTRUCTION	ASSIGNMENT	METHOD OF EVALUATION
At the end of the course the student will be able to: 1. Identify and access various student services. 2. Take notes, prepare a time management plan, prepare for exams, and participate in classroom discussions and activities. 3. Access books, periodicals and articles from the Learning Resource Center. 4. Use the college catalog, schedule and student handbook. 5. Identify various kinds of active listening responses (i.e. reflecting meaning, paraphrasing,	**Students will master these objectives by the following METHODS OF INSTRUCTION:** 1. Lecture with guest speaker 2. Lecture 3. Lecture with library field trip	Sample Assignments: 1. After attending a library orientation session, locate materials on the following topic (topics vary): Where did you locate each source? 2. Maintain a weekly journal, chronicling your academic experiences and any personal reflections you wish to make. 3. "You have a friend who wants to be a registered nurse. Using the college catalog, identify which courses your friend would need to take to earn a certificate? For a degree? (Assume that your friend is just starting college and	**The types or examples of evaluation tools will be:** Evaluation is based on the maintenance of a 1. Journal 2. Class attendance 3. Class participation 4. Completion of an oral report and other assignments, including the development of an educational plan. 5. Quizzes 6. Reflective essays and writing assignments 7. Reading assignments

ALLAN HANCOCK COLLEGE
COURSE OUTLINE

DEPARTMENT: COUNSELING

PREFIX & NO.:   PD 102

CATALOG TITLE: Human Relationships

SCHEDULE TITLE: Human Relationships

UNITS   3

WEEKLY LECTURE HOURS: 3

WEEKLY LAB HOURS:

TOTAL NUMBER OF WEEKS: (if other than 16)

GRADING OPTION: Credit/No Credit Option

PREREQUISITE(S):   None

CATALOG DESCRIPTION
An exploration of the dynamics of human relationships with an emphasis on a positive view of human connections, and how individuals relate to one another. Counseling and psychology theories integrated with communication skills are combined to better understand oneself within relationships and how to create positive relationships.

SCHEDULE DESCRIPTION
An exploration of the dynamics of human relationships with an emphasis on a positive view of human connections, and how individuals relate to one another. Counseling and psychology theories integrated with communication skills are combined to better understand oneself within relationships and how to create positive relationships.

COURSE GOALS To encourage and enable students to:
1. develop a greater awareness of relationship development, conflicts, and stages of loss
2. appreciate and explore the differences between males and females, and personality types within relationships
3. develop an ability to communicate more effectively to contribute to positive relationships

INSTRUCTIONAL OBJECTIVES At the end of the course, the student will demonstrate the ability to:
1. list and discuss eight relationship dimensions
2. analyze and apply relational dimensions to personal development.
3. identify relationship development from childhood to present.
4. distinguish between personality types and how they interact within relationships.
5. identify and apply the phases of the cycle of change.
6. describe and give examples of the triangle of conflict
7. describe the stages of grieving and loss.
8. compare and summarize relational differences of males and females
9. maintain a personal portfolio.
10. describe communication skills that contribute to positive relationships

OUTLINE OF COURSE CONTENT AND SCOPE

		WEEKS
1.	Introduction	1
2.	Relationship mapping	1
3.	Perspectives on relationships	2
4.	Personalities and assessment	1
5.	Gender Differences	2
6.	Conflicts and self awareness	1
7.	Holding	1
8.	Attachment	1
9.	Loss	1
10.	Passionate Experience	1
11.	Validation	1
12.	Idealization and Identification	1
13.	Embeddedness	1
14.	Tending	1

APPROPRIATE READINGS (Other than Textbook)
1. Josselson, Ruthellen. The Space Between Us.
2. Daali Lama, Goleman, Daniel Goleman. Destructive Emotions.
3. Ross, Elisabeth Kubler. Death and Dying.
4. McWilliams, Bloomfield, Colgrove. How to Survive the Loss of Love.

Articles
The Brain in Love and Lust
Chemistry of Love
Oxytocin/The Hormone that Triggers Passion

OUTSIDE ASSIGNMENTS
1. Assigned readings.
2. Reaction papers.
3. Relationship mapping.
4. Personal journal.

Sample writing assignment: Write a 2-3 page paper applying the phases of the cycle of change to one's own life.

EVALUATION
1. Reaction papers.
2. Relationship mapping paper.
3. Mid term and final (multiple choice, short answer, essay).
4. Personality assessment and evaluation.
5. Classroom attendance and participation in discussions and classroom exercises.

Sample essay question: Compare and contrast the five stages of grief and loss.

TEXTS AND SUPPLIES
Adopted Text: Fritsen, Jan. The Art of Relationships. 2006

Other Materials: Personality Assessment

ALLAN HANCOCK COLLEGE
COURSE OUTLINE

Department: Counseling

PREFIX & NO.:   PD 110

CATALOG TITLE: College Success Seminar

SCHEDULE TITLE: College Success Seminar

UNITS: 1

WEEKLY LECTURE HOURS: 1

WEEKLY LAB HOURS: N/A

TOTAL NUMBER OF WEEKS: (if other than 16)

GRADING OPTION: Credit/No Credit Only

PREREQUISITE(S):   Students with 18 or fewer transferable units enrolled in First-Year Student Success Program.

ENTRANCE SKILLS

CATALOG DESCRIPTION

Designed specifically for first-time students to introduce them to the college and its resources. Develops critical awareness of the student's role in the college culture focusing on strategies for achieving academic success. Interactive learning and practical application in order to improve performance in other classes and the ability to deal effectively with the myriad of academic, personal, and professional choices are emphasized.

SCHEDULE DESCRIPTION

Designed specifically for first-time students to introduce them to the college and its resources. Develops critical awareness of the student's role in the college culture focusing on strategies for achieving academic success.

COURSE GOALS: To encourage and enable students to

1.   understand the key elements of a successful college experience.
2.   recognize and appreciate their role in the college culture.

INSTRUCTIONAL OBJECTIVES: At the end of the course, the student will demonstrate the ability to

1.   access the academic and student support services.
2.   prepare a comprehensive educational plan by integrating information about individual abilities and skills with an awareness of academic preparation requirements.

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3. meet the expectations of the college classroom.
4. manage various resources, personal, and academic.

OUTLINE OF COURSE CONTENT AND SCOPE (Indicate all major topics to be covered and approximate number of weeks for each, based on 16 weeks)

		WEEKS
1.	Introduction/Course Overview	1
2.	Instructor and Student: Partners in Learning	2
3.	Support Services/Campus Resources	2
4.	Transfer: Selecting a Major/Career (SEP)	2
5.	Notetaking/Examtaking	2
6.	Management: Time, Stress, Money	2
7.	Management Continued: Information	2
8.	Staying Healthy: Sex, Relationships, and Alcohol	2
9.	Portfolios/Evaluation	1

APPROPRIATE READINGS (Other than Textbook)

1. AHC Catalog
2. AHC Passport
3. On-line materials

ASSIGNMENTS

1. Reflective essays on specific topics (at least eight of one page each)
2. Internet project
3. Portfolio which includes reflective essays, Internet project, and a closure paper, reflecting on the college culture and the role that the student played in it.

Sample Assignments:
1. Describe how your interests, talents, and personality should affect your major selection decision and transfer choices.
2. Describe how your college instructors differ from your high school teachers.

EVALUATION

1. Class participation, reflective essays, project, and portfolio.

Sample Question: Some argue that information is power. Reflect on your personal, working, and academic life. How do your position and use of information in these three domains give you power?

TEXTS AND SUPPLIES

Adopted Text: TBA

Other Materials: None

ALLAN HANCOCK COLLEGE
COURSE OUTLINE

DEPARTMENT: **COUNSELING**

PREFIX & NO.:   PD 115

CATALOG TITLE: Career Planning

SCHEDULE TITLE: Career Planning

UNITS: 1

WEEKLY LECTURE HOURS: 2

WEEKLY LAB HOURS: N/A

TOTAL NUMBER OF WEEKS: (if other than 16)   8 weeks

GRADING OPTION: Credit/No Credit

PREREQUISITE: None

CATALOG DESCRIPTION
An Internet-based, career planning course designed to assist students in discovering their basic aptitudes, skills, interests, and values. Uses standardized vocational preference inventories, self-directed search, and career resource research to develop a career and educational plan.

SCHEDULE DESCRIPTION
Uses internet and campus resources to conduct self-evaluations and choose a career. Vocational inventories and career research will be used to create a career and educational plan.

COURSE GOALS To encourage and enable students to:
1. understand the importance of assessing personal skills, values, abilities, and interests.
2. understand their personality temperament.
3. learn about available career resources, opportunities, and training programs.
4. understand the use of career and personal assessments to formulate vocational goals and objectives.

INSTRUCTIONAL OBJECTIVES At the end of the course, the student will demonstrate the ability to:
1. use interest inventories, personality sorters, and work value and skills exercises to identify possible career paths to research.
2. conduct research on potential career paths.
3. identify and focus on a career path and research both local and non-local career training resources.
4. develop specific educational and vocational goals.
5. create a personal portfolio which summarizes the results of the career research and assessments above.

OUTLINE OF COURSE CONTENT AND SCOPE (Indicate all major topics to be covered and approximate number of weeks for each, based on 16 weeks)

	WEEKS

1. Orientation
    A. Internet use and distance learning; course requirements, goals and objectives
    B. strong interest survey
	1

2. Keirsey Bates Temperament Sorter or Myers Briggs	1

3. Career Readiness Survey; Work Values Exercise; Skill Exercise	1
4. Self-directed Search	1
5. Career Assessment Interpretation/Evaluation and begin Portfolio	1
6. Career Research	1
7. Educational Research to include Career Paths, Local Resources, Grants and Aid	1
8. Goal Setting, Portfolio and Final 2-5 page typed final due	1

APPROPRIATE READINGS (Other than Textbook)
1. Website materials
2. Occupational Outlook Handbook

ASSIGNMENTS
1. Create a personal portfolio which summarizes the results of all assessments, surveys, and exercises; of your career research; and the relationship between all the assessments and your career path choice.
2. Create a career/educational plan which includes career/educational training goals with timelines for specific tasks necessary for achievement.

EVALUATION
1. Final 2-5 paged typed report
   Sample question: What is the employment outlook for this career?
2. Personal portfolio completeness
3. All personal evaluations will be assigned CR or NC
4. Educational and training plan thoroughness

TEXTS AND SUPPLIES
Adopted Text: TBA

Other Materials: Access to the Internet
                     Self-directed search

ACADEMIC POLICY AND PLANNNG COMMITTEE
DISTANCE LEARNING COURSE STATUS

Date Approved for Distance Learning   3/20/03   Initiator   Blake English

1. Method of instruction to be used (primary modality): Internet
2. Instructor-student Contact
Per Week

	No.			No.
e-mail communication			Chatroom	
Group	.5-3 hr		Discussion Board	
Individual	.5-3 hr		Telephone contacts	As needed
Other:				

Per Semester

Orientation sessions	1		(in person)
Group meetings			(in person)
Review sessions			(in person)
Testing	4		(in person)
Other (Identify)	Mailings and Appointments as needed		

3. Adjustments to assignments: This course was originally conceived as an Internet course in conjunction with Santa Barbara City College. It has never been delivered in any other fashion.

4. Adjustments to evaluation: N/A

5. Accessible to students with disabilities: Yes

6. On-line services: Information on services will be included in the course syllabus.

ALLAN HANCOCK COLLEGE
COURSE OUTLINE

Prefix & No.__PD 120____Catalog Title____Effective Communication in Tutoring_____

Units__1__ Weekly lecture hours__1__ Weekly lab hours_____ Department__Counseling_____

Credit/No Credit Only

Prerequisite: None

CATALOG DESCRIPTION
Explores the theory and practice of peer tutoring. Emphasizes the development of communication techniques and tutoring strategies which address the needs of students with varying abilities, learning styles, and cultural backgrounds. This course meets the curriculum requirements for tutor certification by the College Reading and Learning Association.

COURSE GOALS To encourage and enable students to:
1. use effective communication skills in tutoring.
2. understand the needs of students from a diverse population and communicate effectively with them.
3. understand the philosophy and ethics of good tutoring.
4. understand his or her role, rights, and responsibilities as a tutor.

INSTRUCTIONAL OBJECTIVES At the end of the course, the student will demonstrate the ability to:
1. explain the philosophy and ethics of good tutoring.
2. develop a lesson plan for both a one-on-one and group tutoring session.
3. explain the importance of maintaining communication among instructor, tutor, and tutee.
4. explain the dynamics and goals of the tutor/tutee session.
5. enumerate tutor rights.
6. define, explain, and use Allan Hancock College's tutorial resources.
7. recognize and give examples of tutoring strategies that respond to students' diverse abilities, learning situations, and cultural backgrounds.
8. describe how the incorporation of study skill strategies can be used for improving memory, taking notes, reducing test anxiety, and planning study schedules.

COURSE OUTLINE

	WEEKS
1. Orientation to the Tutorial Center	2
A. philosophy and ethics	
B. policies and procedures	
C. record keeping and documentation	
D. scope of tutor's role and responsibilities	
2. Principles of Communication in the Tutoring Process	3
A. identification of tutoring cycle	
B. interpersonal communication strategies	
C. facilitating small group tutorials	
3. Principles of Communication	3
A. active listening	
B. probing questions	
C. recognizing patterns of communication	
D. facilitate independent learning through choice of appropriate communication patterns	
E. meeting with the instructor or learning assistance counselor	
F. identification of campus resources and referral to those services	

4. Principles of Learning and Study   3
   A. learning styles
   B. time management
   C. organization
   D. note taking
   E. reducing test anxiety
   F. critical thinking skills in the tutoring process
5. Tutoring Students from Diverse Cultural Backgrounds   2
   A. characteristics of communication and culture
   B. awareness and sensitivity to cultural differences
   C. cross-cultural communications in the tutoring process with
      1) same language
      2) different language
6. Tutoring Students with Diverse Learning Styles and Abilities   3
   A. identification of learning styles
   B. strategies for tutoring the learning disabled student
   C. tutoring resources for the physically disabled student

APPROPRIATE READINGS (Other than Textbook)

1. Gier, Tom and Hancock, Karan. Helping Others Learn, A Guide to Peer Tutoring. Anchorage, Alaska: A University of Alaska Anchorage Publication, 1985.
2. Myers, Lynda B. Becoming an Effective Tutor. Los Altos, California: Crisp Publications, Inc., 1990.
3. Tice, Terrence N. "Peer Tutoring." Education Digest, 59 (April 1994): p 52
4. Tice, Terrence N. "Tutoring." Education Digest, 60 (April 1995): p 38

ASSIGNMENTS

1. Read textbook and complete exercises.
2. Prepare a lesson plan for a one-on-one tutoring session for the student described in case study #____.
3. A written evaluation of the course.

Sample:
Compare the strategies used in tutoring Spanish when one tutee is a visual learner and the other tutee is an auditory learner. What technologies might you employ to supplement the tutoring process?

EVALUATION

1. Regular participation in the 16 hours of lecture classes.
2. Written assignments such as a case study or mini research project.
3. Mid-term and final exam.

Sample:
Identify the steps of the tutoring cycle and analyze the function and significance of each one.

TEXTS AND SUPPLIES

Adopted Text: MacDonald, Ross B., The Master Tutor, A Guidebook For More Effective Tutoring. Williamsville, New York: Cambridge Stratford, Limited., 1994.

Other Materials: Tutor training video tapes, UCLA, will be used during lectures, and will also be available for student use during the semester. Other materials may include books, Internet, computer programs, video tapes, etc. Materials will be obtained in the Tutorial Center, the Learning Resources Center and/or from the instructor of the course being tutored. Tutors for disabled students will use special equipment.

ACADEMIC POLICY AND PLANNNG COMMITTEE
DISTANCE LEARNING COURSE STATUS

Date Approved for Distance Learning   4/10/03   Initiator   Donna Bishop

1.   Method of instruction to be used (primary modality): Videoconferencing

2.   Instructor-student Contact

<p align="center">Per Week</p>

	No.			No.
e-mail communication			Chatroom	
Group			Discussion Board	
Individual	As needed		Telephone contacts	As needed
Other: I hr lecture				

<p align="center">Per Semester</p>

Orientation sessions			(in person)
Group meetings	16		(in person)
Review sessions			(in person)
Labs			(in person)
Testing			(in person)
Other (Identify)			

3.   Adjustments to assignments: Adjustments are not needed for this delivery.

4.   Adjustments to evaluation: N/A

5.   Accessible to students with disabilities: Yes

6.   On-line services: Information on services will be included in the course syllabus.

VALIDATION 1

EXECUTIVE SUMMARY

PROGRAM REVIEW -- VALIDATION TEAM MEMBERS

TO: Will Bruce, EOPS/CARE/CAFYES & CalWORKs Director   Date: _1-21-16_____

From: Yvonne Teniente, Counseling

We recommend the following persons for consideration for the validation team:

DEPARTMENT___Counseling_____PROGRAM___Personal Development

Board Policy <u>requires</u> that the validation team be comprised of the dean of the area, one faculty/staff member from a related discipline/program, and two faculty/staff members from unrelated disciplines.

Will Bruce	EOPS/CARE/CAFYES & CalWORKs Director (Chair)
(Name)	(Related Discipline/Program)
Blake English	Counselor/Instructor
(Name)	(Unrelated Discipline/Program)
David Hernandez	Career Counselor
(Name)	(Unrelated Discipline/Program)
Juanita Tuan	EOPS/CARE/CAFYES & CalWORKS Counselor

At the option of the self-study team, the validation team <u>may</u> also include one or more of the following: a. someone from a four-year institution in the same discipline; someone from another community college in the same discipline; a high school instructor in the same discipline; a member of an advisory committee for the program. Please complete the following as relevant to your program review.

_____   _____
(Name)   (Title)

Affiliation:_____Telephone Contact Number:_____

Address_____
(Mailing)   City/State/Zip   email address

_____   _____
(Name)   (Title)

Affiliation:_____Telephone Contact Number:_____

Address_____
(Mailing)   City/State/Zip   email address

_____   _____
(Name)   (Title)

Affiliation:_____Telephone Contact Number:_____

Address_____
(Mailing)   City/State/Zip   email address 6/30/16

APPROVED:_____
Dean, Student Services   Date

1

PERSONAL DEVELOPMENT PROGRAM REVIEW
VALIDATION TEAM NOTES

Validation Review Team
Will Bruce, EOPS/CARE/CAFYES & CalWORKs Director
Blake English, Counselor/Instructor
David Hernandez, Career Counselor
Juanita Tuan, EOPS/CalWORKs Counselor

April 27, 2016

A. Structural Review:

Data provided in this study was sufficient. The observations were well drawn and accurate.

B. Observations:

- Personal Development(PD) Instructors met with the SLO liaisons to discuss course SLO's and course mapping. All PD courses were linked to ILO's and SLO's

- Through CTE funds ($74,500), the counseling department was able to hire 2 part-time counselors. These counselors produced additional support to our PD students. These two part-time counselors saw approximately 12,000 students over the academic year (11-12)

- The lead PD instructor has also been housed in the Career/Transfer Center to provide additional services to our PD students.

- The PD 100 and 115 classes are now offered as internet courses. Department is in the process of working with AP&P to update our course outlines and modify the PD 101 courses to include internet options as well as placing an English 513 advisory to the PD 101.

- Students are strongly encouraged by the PD 101 instructors to meet with a counselor to develop a Student Education Plan.

- Personal Development 100, 101 and 102 meet the AHC general education requirements. Personal Development 100 and 101 meet the CSU area E requirement and are UC transferable.

- The Personal Development courses 101, 100 and 110 meet the requirements of the Student Success Act of 2012 mandates for orientation and student education plans.

- All courses have been assessed. The assessment data indicates that most students were able to identify a major or decide on an educational path such as AA/AS/Certificate or transfer after the PD 110 course. Assessments have been identified for the PD 100, 101, and 102 courses. There is continued exploration and review of career assessment tools and software

C. Commendations:

- It is recognized that the quality of instruction within the program is strong.

- Students consistently agree and recommend to other students to take Personal Development courses.

- Students report satisfaction with knowledge gained from participating in the PD classes.

- The Personal Development courses continue to fill each semester many with wait lists.
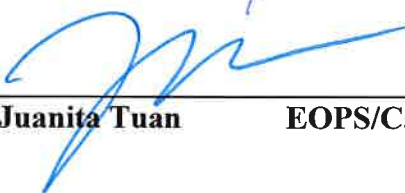
D. Findings/Action Plan:

- Recommend hiring a full time Personal Development instructor.

- Designated classroom for Personal Development

- Resources are inadequate to meet student needs; the program requires two full-time PD Instructors.

- Recommend the development of online support for Personal Development students.

- Recommend to increase technology usage in the classroom.

- Recommend to increase the availability of online PD offerings.

- Recommend to increase the availability of PD course offerings such as PD 104, 105, and 120.

- Encourage PD instructors to research other college's PD offerings and their curriculum.

- Recommend the continuing strong working relationship between the instructional faculty to support the Personal Development courses.

- Validation team recommends surveying evening students in PD courses.

- Continue to attend career and Student Success workshops and conferences.

- Explore bilingual PD or transitional ESL courses.

- Offer PD 110 at the local high school.

- Recommend updating the master course outlines to reflect current changes.

- It is recommended to explore the development of a Personal Development website.

- The college should provide adequate funding to support the operations of the Personal Development courses.

Validation Team Signature Page

_____   _____
Will Bruce   Director, EOPS/CARE/CAFYES & CalWORKs   Date

_____   5/10/16
Blake English   Counselor/Instructor   Date

_____   5/9/16
David Hernandez   Career Counselor   Date

_____   7/5/16
Juanita Tuan   EOPS/CalWORKs Counselor   Date

VALIDATION 2

PLAN OF ACTION
POST VALIDATION

PLAN OF ACTION – POST-VALIDATION
(Sixth-Year Evaluation)

DEPARTMENT_____PROGRAM_____

In preparing this document, refer to the Plan of Action developed by the discipline/program during the self-study, and the recommendations of the Validation Team. Note that while the team should strongly consider the recommendations of the validation team, these are recommendations only. However, the team should provide a rationale when choosing to disregard or modify a validation team recommendation.

Identify the actions the discipline/program plans to take during the next six years. Be as specific as possible and indicate target dates. Additionally, indicate by the number each institutional goal and objective which is addressed by each action plan. (See Institutional Goals and Objectives)   The completed final plan should be reviewed by the department as a whole.

Please be sure the signature page is attached.

RECOMMENDATIONS TO IMPROVE DESIRED **STUDENT OUTCOMES** A IMPROVE STUDENT PERFORMANCE	Theme/ Objective Strategy Number from Strategic Plan	TARGET AHC DATE
Increase deversification of computer-based technology, assessments and matriculation	**Goal IR3**	**ongoing**

RECOMMENDATIONS TO ACCOMMODATE CHANGES IN **STUDENT CHARACTERISTICS**	Theme/Objectiv Strategy Numbe AHC from Strate Plan	TARGET DATE
Enrollment Changes : 15 year demographic projections show an increasing number of college aged Latino students in Northern Santa Barbara County	**SLS 4**	**F2030**
Demographic Changes : Increased diversification and growth of under-represented, first-generation and historically marginalized students. Our PD instructors will be looking at Student Equity plan and make recommendations for activities for our students	**SLS 7**	**ongoing**

RECOMMENDATIONS TO IMPROVE THE **EDUCATIONAL ENVIRONMEN** Theme/Objectiv TARGET

Curricular Changes:	AHC Strategic Plan number	DATE
Dropping old career paper based assessment and going to new assessment called career cruising. Santa Maria Joint Union High School District is adopting the same assessment	IR3 SLS6 SLS4	6/2015
Co-Curricular Changes: We have linked our PD 110 with our Math Academy. We are looking into putting an advisory or prerequisite of English 513 to our PD/LS 101. PD instructors are always reviewing new textbooks that will be culturally relevant to our student	SLS 3 SLS 4 SLS 5, 6 and 7	ongoing
Neighboring College and University Plans : Our AA-T and AS-T contintues to grow which means more and more students will be looking at articulation agreements with AHC.	SLS 4	ongoing
Related Community Plans : SMHS currently uses Career Cruising assessment and student portfolios can be accessed and integrated into educational plans and college career planning. As AHC looks into dual and concurrent enrollment, our PD instructors may be asked to either teach at the high schools or we will need to expand our course offerings.	SLS 6 SLS 7 SLS 3 SLS 4	6/15

RECOMMENDATIONS THAT REQUIRE ADDITIONAL RESOURCES	Theme/Objectiv Strategy Numbe from Plan	AHC Strate	TARGET DATE
Facilities **We need 2 designated rooms for our Personal Development courses.** **We also need 3 offices designated for our p/t instructors**	**SLS 2**		**12/2015**
Equipment			
Staffing **2 Personal Development Instructors**	**SLS 2** **SLS 6** **SLS 7**		**07/2016**

VALIDATION TEAM RECOMMENDTIONS

Disregarded or modified (if appropriate)

REASON   ACTION/CHANGE

Recommendation		
Recommendation		
Recommendation		

PLAN OF ACTION – Post-Validation

Review and Approval

Plan Prepared By

_____ Date:_____

_____ Date:_____

_____ Date:_____

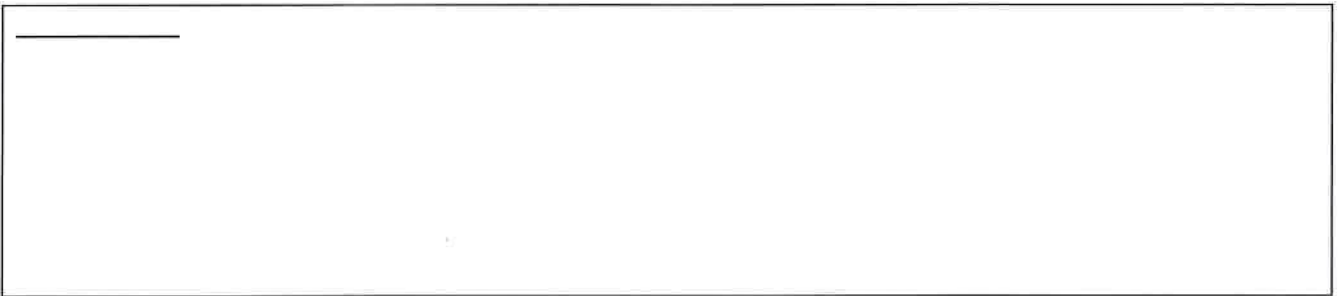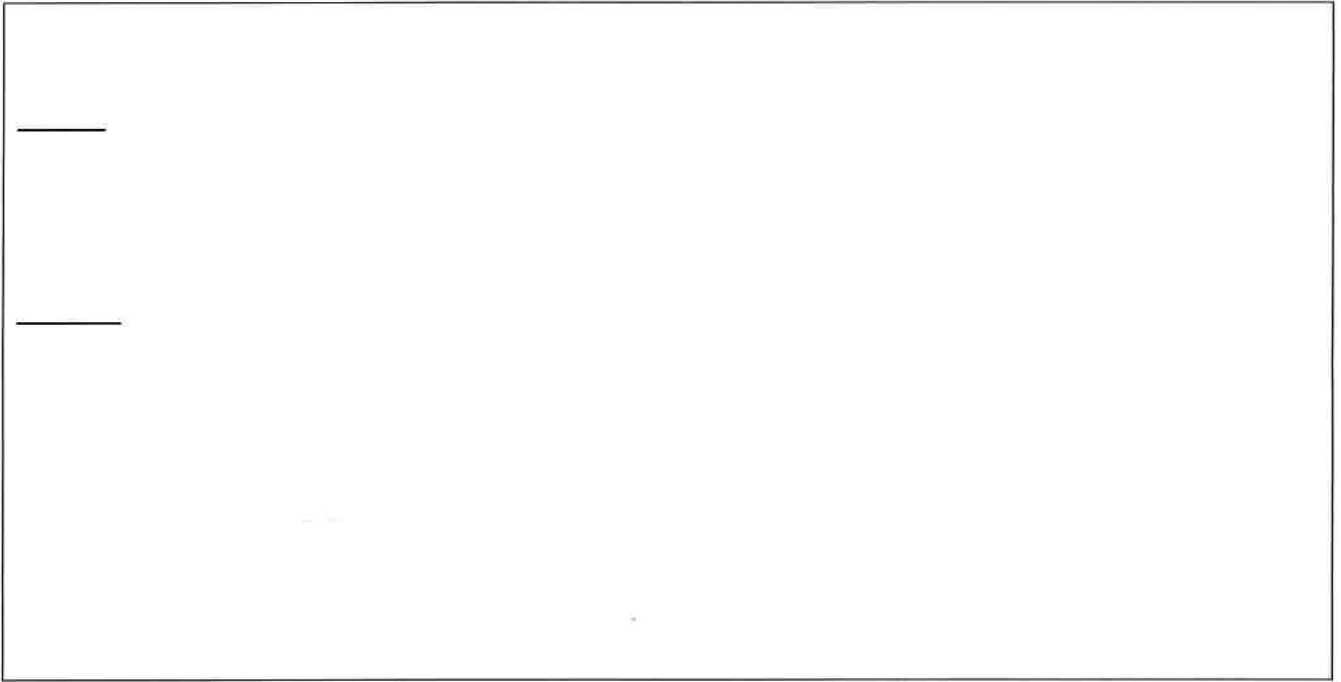_____ Date:_____

_____ Date:_____

Reviewed:

_____Date:_____

Department Chair   *Signature of Department Chair indicates approval by department of Plan of Action.

_____ Date:_____

Dean of Academic Affairs

_____ Date:_____

Vice President, Academic Affairs

2013-2014 Program Review
VIb. Revised- Plan of Action (Annual Update)

The last comprehensive program review was completed __2007-08__ <date>. The self-study and validation teams developed a final plan of action - post validation based on information in the self-study and the recommendations of the validation team.

(If any plan was made and action not taken, please state the rationale for not pursuing that particular item. If action was delayed or postponed, provide an explanation and a new target date.)

CHANGES AND MODIFICATIONS

RECOMMENDATIONS FROM PLAN OF ACTION	ACTION TAKEN, RESULT AND STATUS
Hire full time instructor	No action taken/Career Counselor funded by 3SP/did go through faculty prioritization process in Fall 13
Increase the size and staff of Career Center	Hired a full time technician

ADDITIONS

PLAN OF ACTION	TARGET DATE

RESOURCES NEEDED (Be sure there is sufficient justification and data contained in the narrative to support each of the items on your list).

TYPE OF RESOURCE	LINE NO./RESOURCE	APPROXIMATE COST
Facility Needs	Designated classroom	
Technology Needs	Career Assessments	$2000
	Tablets for instructors	$5000
Staffing Needs	2 PD instructors	$180,000
Equipment (non-technology)		
Other Resources	Professional Development	$5000