GLENDALE COMMUNITY COLLEGE

Annual Program Review   2011-2012 – INSTRUCTIONAL

Division - Program

STUDENT DEVELOPMENT

Authorization

After the document is complete, it must be reviewed and submitted to the Program Review Committee by the Division Chair.

Author: Jeanette Stirdivant

Division Chair: Jeanette Stirdivant

Date Received by Program Review: November 8, 2011

Overview of the Program

All degrees and certificates are considered programs. In addition, divisions may further delineate and define programs based on their assessment needs (developmental sequences, career track, etc).

Statement of Purpose – briefly describe in 1-3 sentences.

Student Development classes are offered to support student learning and success, to develop critical thinking, and to promote an appreciation of lifelong learning and our purpose directly relates to the mission statement and our core values. Classes are taught in the areas of college orientation, career planning, study skills, student leadership and tutor training.

Please list the **most significant achievement** accomplished since your last program review.

- The development of a .25 unit Student Development 100 class taught in 4 hours serving 524 new students in summer 2011.
- Completion of Student Learning Outcome Assessment timeline.

List the current major strengths of your program
  1. Faculty: Seasoned tenure and tenure-track faculty, as well as well-trained adjunct counseling faculty

List the current weaknesses of your program
  1. We are down counseling faculty positions. This has been especially difficult for Academic Counseling which serves all students not seen by one of the special programs. (EOPS, CSD, International)

1.0. Trend Analysis

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

Program	Academic Years	FTES Trend	FTEF Trend	WSCH / FTEF Trend	Full-Time % Trend	Fill Rate Trend	Success Rate Trend	Awards Trend
Student Development	2007-2008	76	3.1	784	84.7%	85.9%	73.0%	0
	2008-2009	70	3.9	561	89.1%	84.6%	77.7%	0
	2009-2010	78	5.1	484	91.5%	95.6%	77.0%	0
	2010-2011	57	4.8	378	37.4%	84.2%	78.2%	0
	% Change	-25.3%	+55.1%	-51.8%	-55.9%	-1.9%	+7.0%	--
	4-Yr. Trend	decreasing	increasing	decreasing	decreasing	stable	stable	increasing

1.1. Describe how these trends have affected student achievement and student learning:

The information reported above does not accurately reflect the instruction of Student Development courses in the areas of FTE, FTEF or WSCH but the numbers with fill rate and success rates could be accurate. I do not think that the numbers for 2010-11 are accurate at all. Only two Student Development courses were taught by adjunct faculty in the past two years. SD100 – 1 unit, was taught by an adjunct counselor from the EOPS area and SD 101 was taught by an adjunct counselor as part of the Basic Skills Grant. The majority of SD classes are taught by full time/contract faculty teaching as part of load so there is no additional cost to the district for the FTE generated by Student Services.   Having full time/ contract faculty is not only cost effective but it allows the student to have more access to the instructor during office hours or other counseling time.

The major trend which is reflected in the data is the number of FTES generated. This is a direct correlation to the number of courses offered which is caused by the loss of full time faculty to retirement or death and the positions have not been replaced but rather replaced with hourly faculty.

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

Yes, Matriculation data from Glendale Community College and the Student Success Task Force report recognize the importance of all steps in the matriculation process. Students who have participated in some form of orientation have a greater chance of success than those who do not. Additionally, the Student Success Task Force has recognized that those who have a Student Educational Plan have even greater success.

2.0. Student Learning and Curriculum

Provide the following information on each department and program within the division.

List each Department within the Division as well each degree, certificate, or other program* within the Department	Active Courses with Identified SLOs		Active Courses Assessed		Course Sections Assessed		If this area has program outcomes have they been assessed?
	n/n	%	n/n	%	n/n	%	Yes or No
Student Development (11 active courses)	10/		10/		9/		Does not apply
Library (1 active course)	1	100%	1	100%	All	100%	Does not apply

2.1. Please comment on the percentages above.

Library 191 and all the Student Development courses have well established SLOAC's and the Student Services Division is using the SLOAC information to make changes in Course Outlines, provide workshops for faculty teaching the same courses, and in the delivery of general information to students as evidenced in the minutes of the Student Services Division meetings and the Student Learning outcomes workshops/retreats minutes .

2.2. a) Please provide a *link** to all program assessment timelines here. This link could be to your division /department website, eLumen, etc.
   b) Briefly summarize any pedagogical or curricular elements of courses/programs that have been changed or will be changed as a result of developing assessment timelines and course/program alignment matrixes.
   c) Based on the program assessment timelines you have developed and the evidence you have gathered, please comment briefly on how far along your division/program is in the assessment process.

   A.) Click on the link above..
   B.) Our division is on target with their SLO Assessment. All recent changes to the course outlines are a direct result to SLO assessment.
   C.) We are in the process of setting up a home-page for faculty on our Student Services Division page similar to the English Division. Our goal is to have this established by 2012.

2.3   a) Please provide a *link* to any program and/or relevant course assessment reports. Does the evidence from assessment reports show that students are achieving the desired learning outcomes?
   b) Please briefly summarize any pedagogical or curricular elements of courses and/or programs that have been changed or will be changed as a result of the assessments conducted.

All courses have been updated in the last two years as a result of SLO assessment. Our goal is to have all course and SLO information on our homepage by June 2012.

2.4   Please list all courses which have been reviewed in the last academic year.
   Note: Curriculum Review is required by the Chancellors Office every 6 years.

All courses have been reviewed and have updated course outlines in the last two years.

2.5   Please list all degree/certificate programs within the division that were reviewed in the last
        academic year.

We offer no degrees or certificates.

2.6   For each program that was reviewed, please list any changes that were made.

Not applicable

3.0. Reflection and Action Plans

3.1   What recent activities, dialogues, discussions, etc. have occurred to promote student learning
      or improved program/division processes?

1. SLO assessment timelines have been established by the division at the division meeting. Dialogues and discussions occur at Division meetings, Academic Information Meetings, and the individual unit meetings.   2. Establish Course Outline and SLO homepage on the Student Services Division page.

3.2   Using the weaknesses, trends and assessment outcomes listed on the previous pages as a basis for
your comments, please briefly describe your plans and/or modifications for program/division improvements

Plans or Modifications	Anticipated Improvements
Continue to submit faculty requests and classified requests through the individual units.	Increase in full time or adjunct faculty to increase services to students
Greater visibility of Student Services programs and services.	Help non-Student Services Faculty understand the role of Student Services
Faculty Home Page	Greater access to information for Student Services faculty

Format Rev. 8.31.11

APPROVALS

AGENCY	DECISION						
The Program Review Committee has reviewed the data, outcomes and plans in the report and finds this request to be:	Well supported						
	Adequately supported						
	Not supported						
	Reason:	Sect.1: Data		Sect.2: SLOs		Sect.3: Plans		Other:
Standing Committee Review of Resource Request **Committee: Academic Affairs**	Prioritization Score						