



Instructional Program Review Summary 2005 - 06

Instructional Area: **Transfer—Social and Behavioral Sciences**

Department: **Behavioral Sciences**

Discipline: **Human Development**

January 23, 2006

Instructional Program Review Summary

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NOTE: An external reviewer should not be required to refer to the documentation notebook to understand the Instructional Program Review

Summary. Rather, data should be clearly cited in the summary so that the reviewer can easily find the source documents if needed.

EXECUTIVE SUMMARY

Use the following guidelines to provide a concise overview/summary of the program review contained in this report.

Write a brief description of the goals and objectives of the discipline.

In support of the college mission, the Master Plan goals and objectives, and the president's goal of supporting student success, the Human Development Program offers developmental and elective college-credit classes to all interested students. The focus of these unique courses is on providing students with the knowledge, skills, and behaviors that will maximize their success in school, at work, and in life. While there is no certificate or degree granted in this area, two of the Human Development courses are a part of the General Studies in Liberal Arts degree program and can serve as electives in other programs. One HUDE course, Transition to College Success, is mandated for all entering freshmen who are deficient on two or more of their basic skills assessment tests. Student Services counselors and advisors often recommend our courses to entering or re-entering students and to current students who need to improve their learning skills, enhance their performance, or clarify their major or career directions.

PURPOSE OF PROGRAM

The purpose of ACC's Human Development Program is to:

Provide eligible entering developmental level students with a transition to college course that will facilitate their entry into and success at ACC;

Increase the retention and success of current "at risk" students who complete Human Development courses satisfactorily;

Provide students with the knowledge, skills, and experiences that will increase their success in areas such as (a) setting and pursuing relevant academic, career, and personal goals, (b) identifying and accessing resources, (c) understanding current learning theories and methods, (d) developing critical thinking skills, (e) adopting effective learning and study strategies, (f) increasing self-knowledge and self-regulation skills, and (g) making and pursuing appropriate educational and career choices;

Actively serve as a resource for advisors, Student Services counselors, developmental education faculty, and others who are concerned with identifying and addressing student needs in the cognitive, affective, and interpersonal realms;

Provide appropriate services and information to faculty and/or program areas wishing to improve or expand their efforts in supporting student success.

Overview of how the program review was conducted. During the Fall semester the Program Review Chair held discussions with a variety of faculty, students, and staff concerning the operation and effectiveness of the program. A team was assembled from stakeholders in the program and a SWOT analysis was held in October, 2005. Following the SWOT analysis, the Chair began the process of completing the Program Review documents. As portions of the review were drafted, they were sent out to members of the program review team for review and comment. Early in January, 2006 the team was sent materials for further review and comments on the draft documents and recommendations. A final draft of the documents was prepared and sent to faculty members in the program for their information.

Summary of findings:

Progress on previous program review recommendations. Previous program review recommendations had been completed during the expected time frames, though some of them, such as promotion of the courses to a wider audience and the development of an online career course module, warrant continued attention and development.

Program strengths. 1. The quality and relevance of the curriculum and materials presented to students is one of the greatest strengths of the department. 2. The opportunity for student interaction and personal growth is a second key strength. 3. A third strength of this program is the positive outcomes that students achieve as reflected in assessment results. 4. The quality, skill, and caring of the instructors was another key strength that is demonstrated in student feedback and comments. 5. Finally, the program directly supports the college mission, vision, and values of student retention and success, particularly for under-served and under-represented students, and is a positive force for meeting the goals of the Closing the Gaps initiative.

Areas for improvement. 1. The program needs to continue marketing and referral efforts for the Effective Learning course and the Career Exploration and planning course. Many students who could benefit from these courses are apparently not aware of them or are not referred into them when appropriate. 2. As enrollments increase, additional classroom spaces and times may need to be made available wherever possible. 3. Closer relationships should be formed with the developmental education areas, particularly in the math related areas to align curriculum efforts between HUDE and these other program areas. 4. Increased attention to discipline-related professional development opportunities is needed to prepare faculty to meet the wide range of skills and abilities demonstrated by students, particularly in the Transition to College Success course.

Key planning issues. The key planning issue that we face is the level of commitment towards student retention and success on the part of the institution as a whole. The program appears to be working well as it is, and the decision whether to expand its impact and reach is one that will require further increases in staffing and the number of sections available, particularly in the Transition to College Success course for entering students. This decision is one that needs to be made at a level above that of the department, and one that we will need to explore with higher levels of the administration.

Additional planning issues were providing appropriate support to students in a broader range of areas (such as math), increasing levels of enrollment in the courses offered, assuring course offerings in a balanced way across the college and at varying times of the day and evenings, promoting awareness of the program among students and other faculty, and providing sufficient contact between students and counselors by having enough of them teach in the program.

Conclusions: What are the major conclusions regarding the present state of the program?

The Human Development program meets key elements of our college mission by directly supporting student retention and success. As we continue to attract and enroll students who are traditionally under-represented in college and those who are re-entering after an extended absence, this program can become an even more important way to providing them with the knowledge, skills, and behaviors that enable them to complete their educational goals. There is room for improvement in promoting the courses in the program to reach additional students, addressing new areas of student need, and coordinating with other related departments. The program remains, however, a relevant, effective and efficient means to meeting the needs of our students, our institution, and our community as a whole.

Recommend future directions for the program based on this review:

- Expand services
- Maintain services
- Reduce services
- Close program

Recommendations: Summarize the self-study's recommended actions for improving the quality of the program.

1. Review Instructor Manuals for HUDE 0111 Transition to College Success and PSYC 1300 Effective Learning courses and revise/update as needed.

2. Create Instructor Manual for POFT 1310 Career Exploration/Planning course.

3. Publicize new HUDE 0111 "hold" to all counselors to increase the number of mandated students who complete the course. Integrate new HUDE 0111 "hold" requirements into TSI form and process.
4. Work with College Marketing office and Student Services to develop marketing, promotion, and referral strategies for the department and for the PSYC 1300 Effective Learning and POFT 1310 Career Exploration/Planning courses in particular to increase enrollment.
5. Continue to request additional evening sections of HUDE 0111 to serve students who cannot attend during regular working hours.
6. Continue to expand POFT 1310 Career Exploration/Planning course by offering sections at RGC, NRG, and RVS.
7. Explore development of online course modules for career development and determine whether to offer 1 credit hour versions of POFT 1310.
8. Explore the development of HUDE 0111 Transition to College Success course directed towards students in Basic Math course.
9. Develop and offer sections of HUDE 0111 Transition to College Success course that can address specific needs for deaf students and students taking English for Speakers of Other Languages courses.
10. Explore offering some sections of PSYC 1300 as learning communities with other departments such as Government, Psychology, Math, etc.
11. Work with Early College Start office to provide PSYC 1300 Effective Learning course at area high schools.
12. Develop closer working relationships with Developmental Studies areas of Reading, Writing, and Math to coordinate expectations for students at various levels of skill and knowledge in the HUDE 0111 Transition to College Success course.
13. Develop working relationship with new Education department and explore feasibility of offering EDUC1300 Effective Learning as part of 8-12 grade degree.
14. Continue to build relationship with Student Life office to ensure students are aware of extra-curricular opportunities for learning, leadership development and community service.
15. Develop more regular discipline specific professional development opportunities for program faculty.

16. Continue to explore methods for assessing and documenting the effectiveness of the program offerings in terms of student outcomes.

17. If the program expands to meet additional needs and levels of full-time to adjunct faculty change, there might be a need in the future for an additional full-time faculty member.

SELF-STUDY TEAM PARTICIPANTS

List the names of people who participated in the review and their association with your program.

Name Tobin Quereau <input type="checkbox"/> Student	<input checked="" type="checkbox"/> ACC Faculty	<input type="checkbox"/> ACC Staff/Community Rep
Name Amber Kelley <input type="checkbox"/> Student	<input checked="" type="checkbox"/> ACC Faculty	<input type="checkbox"/> ACC Staff/Community Rep
Name Diane Kramer <input type="checkbox"/> Student	<input checked="" type="checkbox"/> ACC Faculty	<input type="checkbox"/> ACC Staff/Community Rep
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Name Dolores Segura <input type="checkbox"/> Student	<input checked="" type="checkbox"/> ACC Faculty	<input type="checkbox"/> ACC Staff/Community Rep
Name Gloria Sutton <input type="checkbox"/> Student	<input checked="" type="checkbox"/> ACC Faculty	<input type="checkbox"/> ACC Staff/Community Rep
Name Vonnye Rice Gardner <input type="checkbox"/> Student	<input checked="" type="checkbox"/> ACC Faculty	<input type="checkbox"/> ACC Staff/Community Rep
Name Thomas Aguirre <input type="checkbox"/> Student	<input checked="" type="checkbox"/> ACC Faculty	<input type="checkbox"/> ACC Staff/Community Rep
Name Susan Dorman <input checked="" type="checkbox"/> Student	<input type="checkbox"/> ACC Faculty	<input type="checkbox"/> ACC Staff/Community Rep
Name Janie Mendoza <input type="checkbox"/> Student	<input type="checkbox"/> ACC Faculty	<input checked="" type="checkbox"/> Capital Idea/Community Rep
Name Sonia Okafor <input type="checkbox"/> Student	<input type="checkbox"/> ACC Faculty	<input checked="" type="checkbox"/> Capital Ideal/Community Rep
Name Cheryl Richard <input type="checkbox"/> Student	<input type="checkbox"/> ACC Faculty	<input checked="" type="checkbox"/> ACC Staff/Student Life
Name Raakhee Patel <input type="checkbox"/> Student	<input type="checkbox"/> ACC Faculty	<input checked="" type="checkbox"/> ACC Staff/Recruitment
Name Gaye Lynn Scott <input type="checkbox"/> Student	<input checked="" type="checkbox"/> Dean	<input type="checkbox"/> ACC Staff/Community Rep

PROGRAM DESCRIPTION

Provide a brief description of the overall history, major developments and current objectives for your program (limit to 500 words).

The Human Development program has been in operation at ACC since the 1970's when it was established to support the success and development of students across the college. Modeled on a similar program in the Dallas Community College System, it originally included several more courses, some of which were required elements in a variety of degree programs across the college. Over the years, as degree requirements were changed to make room for other requirements and enrollment levels consequently dropped, the number of courses offered was adjusted to the three current courses, two of which, Effective Learning and Career Exploration/Planning, remain in the General Studies in Liberal Arts degree program as restricted electives.

In recent years the program has developed a three-part focus as it provides coursework directed at incoming developmental level students in need of support as they make the transition into college, at college-level students who need support in strengthening their learning and study skills, and at students at any level who need support in identifying their educational and occupational directions. In pursuit of these goals, the program relies on one full-time faculty member who provides direction and leadership to the program as Assistant Department Chair, a group of full-time counselors and faculty members of other departments who teach one or two courses per semester, and a group of adjunct faculty members who teach one or more sections as assigned each semester. With the recent development of the Closing the Gaps initiative at the state-wide level, and the goals of ACC's Master Plan, it has become clear that we must expand our efforts to reach out to and support a much more inclusive community of students in the future. Our efforts must ensure not only access to college, but also retention and successful completion of coursework and degrees if we are to meet the educational goals for our community and state. Given that we will be serving a growing number of first-generation students, students in need of remedial work to increase their readiness for college, and students returning to college after extended absences, the need for the coursework that we can provide will continue to increase.

In addition to the focus on students, the program can also contribute to the success of ACC faculty through provision of continuing professional development activities directed at the teaching and learning process. And, finally, through committee work, facilitation services, and mediation support, the program can support the ongoing success of the college at the staff and organizational levels as well. In each of these ways, the Human Development program will continue to be a vital resource for the success of ACC students and of our college as well.

STRENGTHS, WEAKNESSES, OPPORTUNITIES, THREATS (SWOT)

List the names of people who participated in the SWOT and their association with your program.

- | | | |
|--|---|--|
| Name Tobin Quereau
<input type="checkbox"/> Student | <input checked="" type="checkbox"/> ACC Faculty | <input type="checkbox"/> ACC Staff/Community Rep |
| Name Gaye Lynn Scott
<input type="checkbox"/> Student | <input checked="" type="checkbox"/> Dean | <input type="checkbox"/> ACC Staff/Community Rep |
| Name Thomas Aguirre
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| Name Sonia Okafor
<input type="checkbox"/> Student | <input type="checkbox"/> ACC Faculty | <input checked="" type="checkbox"/> Capital Idea/Community Rep |
| Name Cheryl Richard
<input type="checkbox"/> Student | <input type="checkbox"/> ACC Faculty | <input checked="" type="checkbox"/> ACC Staff/Student Life |
| Name Gloria Sutton
<input type="checkbox"/> Student | <input checked="" type="checkbox"/> ACC Faculty | <input type="checkbox"/> ACC Staff/Community Rep |

Summarize the findings of the SWOT analysis. Focus on the top 5 or 6 issues and answer the following questions:

Strengths: In what does your program excel?

The coursework, curriculum, and materials in the program provide essential knowledge and skills that students at all levels and in all programs need in order to succeed in learning and in life.

The program provides opportunities for students to experience personal growth and interpersonal effectiveness whether they are just entering college or are ongoing students.

The program supports student retention as well as success and the assessment results are positive, especially for lower levels of withdrawals and higher levels of re-enrollment.

The faculty in the program are effective, experienced, caring, and committed instructors.

The program directly addresses our institutional mission and goals in very cost-effective and accessible ways by serving the students most in need of support and guidance as they make their way through college.

Weaknesses: What are the aspects of your program, which, if not addressed, will impede the area's future?

There are limitations to the number of sections/classrooms that are available, particularly in the evening time slots. This can limit the impact of the program to fewer students than is optimal.

The referral/tracking requirements have recently been changed and will need to be monitored for effectiveness. Currently, in the Effective Learning course we are reaching less than two percent of the students who are on Early Alert, probation, or suspension. This situation has led to cancellations of sections and fewer opportunities for students to complete that course.

The program needs to improve in marketing and promotion of the courses to reach a greater range of students, particularly for the Effective Learning and Career Exploration/Planning courses.

The current coursework in the Transition course does not directly address the needs of students in mathematics, the area of greatest need for entering students.

There is sometimes a lack of availability for counselors to teach due to the scheduling of their primary duties. This can reduce the impact that counselors can have on students in the classroom setting.

A closer, more coordinated connection to the developmental studies programs and faculty is needed.

Finally, more effective, course-related professional development is needed to ensure faculty are well trained in the range of skills needed for these unique courses.

Opportunities: What factors does your program need to take advantage of in order to enhance the quality of the area?

Support and guidance from the Marketing office would be helpful in better publicizing the courses we offer.

Working more closely with the Early College Start program could provide support to students while still in high school.

Offering paired courses or learning communities with other disciplines could stimulate more student enrollment and better transfer of skills.

Providing the Transition course to more specific, targeted populations such as math, ESOL, or deaf students would be worth exploration.

Building a closer connection to the developmental studies department areas can strengthen curriculum and improve teaching strategies.

Aligning more closely with other programs such as Student Life and the new Education department could bring broader benefits to students.

Expansion of the career exploration and planning course to a third campus would further support students in this key area. Also initiating some form of online modules for career exploration would be useful.

Exploration of ways to further expand access to these courses for more students is warranted.

Threats: What are the external factors that could negatively impact your program's future?

The general competition for classroom space and sections could be a limiting factor for reaching all students in need of these courses.

There has been a trend toward lower enrollment in the past few years, though the most recent changes in the referral and monitoring system seem to have shifted that trend in a positive direction for the Transition to College Success course.

Difficulties in rigorously documenting the outcomes of these courses mean that we cannot definitively demonstrate the effect these courses have on students. We are left with very rough generalities and descriptive implications rather than solid research to support what we are doing.

The fact that the program is not part of a standard "discipline" and has only one full-time faculty member leaves it somewhat vulnerable to changes in priorities that might occur in the future.

Discuss changes from the program's previous SWOT analysis. The previous SWOT analysis was remarkably similar in specifics and tone to this one. The Strengths were almost identical, the Weaknesses were similar in some areas, such as marketing and promotion, but in other ways were different since we had corrected some of those areas through recommended actions. The Opportunities were related to those we found in this analysis, with progress being made in some areas of the previous analysis over the intervening years. The potential Threats were much the same, though the college support for the program seems to be secure and none of the threats seem very severe.

ANALYSIS

[a] Relevance of the program to College mission and desired ends

Mission:

Review the program's purpose statement. Verify that the statement is current and accurate and reflects the mission of the college as a whole or update the purpose statement.

The Self-Study team reviewed the program purpose statement and found (select one):

The purpose statement is current, accurate, and reflects the mission of the college. Enter the program's purpose statement:

The purpose of ACC's Human Development Program is to:

Provide eligible entering developmental level students with a transition to college course that will facilitate their entry into and success at ACC;

Increase the retention and success of current "at risk" students who complete Human Development courses satisfactorily;

Provide students with the knowledge, skills, and experiences that will increase their success in areas such as (a) setting and pursuing relevant academic, career, and personal goals, (b) identifying and accessing resources, (c) understanding current learning theories and methods, (d) developing critical thinking skills, (e) adopting effective learning and study strategies, (f) increasing self-knowledge and self-regulation skills, and (g) making and pursuing appropriate educational and career choices;

Actively serve as a resource for advisors, Student Services counselors, developmental education faculty, and others who are concerned with identifying

and addressing student needs in the cognitive, affective, and interpersonal realms;

Provide appropriate services and information to faculty and/or program areas wishing to improve or expand their efforts in supporting student success.

The purpose statement was revised as shown below (enter the revised purpose statement):

Intended Outcomes (Board Policy A-2. Intended Outcomes)

How well does the program support the intended outcomes of the college to “ensure a quality return on the public’s investment in its community college district?”

This program directly addresses this outcome by providing students with the knowledge, skills, and behaviors that increase their success in learning. It is a “front line” intervention that, according to assessment results, appears to increase retention during the semester, increase re-enrollment in subsequent semesters, and in the Effective Learning course, also contributes to a higher average GPA level for students who successfully complete the course compared to those who did not take it. Thus, the college as a whole is to some degree able to produce higher quality learning and more educated citizens as a result of this program.

In what ways does the program encourage students to become lifelong learners? The courses we offer provide specific strategies for increasing effectiveness in learning both in academic settings and in career and life settings as well. The courses support students in areas of self-awareness, goal setting, organization, time management, and interpersonal skills, in addition to the more traditional skills of reading, note taking, writing, test taking, etc. Lifelong learning skills are at the heart of what we teach.

In what ways does the program provide accessible and affordable services for all who qualify and have the ability to benefit?

These courses are available at all of our campuses (except for the Career Exploration/Planning course which currently has only two sections available) and at a variety of times during the day and evening. We also offer Saturday sections of the Transition and Effective Learning courses. These courses are also occasionally offered at other locations when requested and enrollment is sufficient. We work closely with student support services to address specific student needs as appropriate.

In what ways does the program achieve enrollments reflecting the diverse and traditionally underserved populations in numbers that mirror the local populations of our Service Area?

The range of ethnic diversity in our courses is significantly broader and reflects the population of our community more closely than that of ACC courses in

general. For example, in Fall 2004, the percentage of Black students in the HUDE program was 14%, almost double that of the community and ACC in general. Hispanic student participation was at 35% compared to 29% for the community and 22% for ACC. The Other category was at 6.6% for HUDE compared to 5.1% for the community and approximately 10% for ACC. White student participation was 44% for HUDE compared to 58% for the community and 60% for ACC. Thus we are clearly providing services to those students who have not traditionally been served.

In what ways does the program promote achievement of students' educational goals, student retention, and program completion?

Here again, this is precisely what our purpose and intention is. We teach courses and provide support to students specifically to assist them in establishing and reaching their personal, educational, and career goals. We teach them skills that make it more likely they will stay in their courses during the semester, earn grades that allow them to continue in school, and have the motivation to continue enrolling in college so that they achieve their intended outcomes.

In what ways does the program achieve student performance that meets or exceeds state and national benchmarks in transfer to universities, job placement into family-wage careers, retention and completions, basic skills acquisition, literacy level increases, and successful transition from developmental to college-level courses?

While we do not have available state or national benchmarks for student performance in specific courses like ours, our own assessment projects on two of our courses, Transition to College Success and Effective Learning, have compared the outcomes for ACC students who successfully complete those courses with a grade of "C" or better with outcomes for similar ACC students who have not taken those courses. We examined the average GPA of both groups, the rate of withdrawal from courses during the semester, and the rate of re-enrollment into the subsequent semester. Full results of these assessments are available in the Appendix, but in both cases, very positive outcomes were observed. For students mandated into the Transition course (an 8 week, one credit course) the GPA levels were comparable, the withdrawal rates during the semester were 1.16 hours lower for successful Transition students than for students not taking the course, and the re-enrollment rate for successful Transition students was 20% higher. For the Effective Learning students who were "at risk" and successfully completed the 16 week, 3 credit-hour course, there were very positive outcomes for average GPA levels, withdrawals during the semester, and re-enrollment into the subsequent semester. While these assessment results are only descriptive and not based on random, matched samples, the trends certainly are in the directions we would want to see.

In what ways does the program improve personal lives by advancing students toward further education or contributing to their ability to succeed in the workplace and be productive citizens?

When students successfully complete coursework in the Human Development program area, they have been exposed to specific knowledge and skills that make their success in school and work settings more likely. Course topics such as self-assessment, goal setting, accessing information, time management, reading, writing, and the like are all very relevant to the workplace and the responsibilities of citizenship. With the Career Exploration/Planning course, students are provided knowledge that directly impacts their ability to seek out and secure jobs and careers that make them more productive personally and enhance their contribution to the community in which they live.

In what ways does the program demonstrate efficient administration and services that avoid procedures that waste the money or time of students?

This program is administered with very low overhead and no significant administrative barriers. One full-time faculty member provides leadership for the program as Assistant Department Chair along with his teaching duties. He is responsible for scheduling courses, hiring and assigning faculty, mentoring, faculty evaluation, etc. Other faculty members who teach in the program include several Student Services counselors and a couple of faculty members assigned to other departments who teach a section or two per semester as overloads, and additional adjunct faculty hired semester by semester. There are no specific procedures that affect student access other than the required assessment tests that determine those students who are mandated into the Transition to College Success course. Those procedures are a part of registering at ACC in any case and are not specific only to this program area.

In what ways does the program contribute to creating an institution that is a good place to learn, work, and experience the higher education process?

By empowering students to succeed in their coursework, our program enhances the atmosphere in other classes that our students attend. Many faculty members have remarked about the positive achievements of students who have completed one of our courses and their wish that other students would take our courses. In addition to that, as part of his duties at the college, the Assistant Department Chair provides professional development opportunities on a regular basis for fellow faculty members through the Professional Development Office. He also provides mediation, facilitation and training to other departments at the college as requested to assist in various aspects of organizational development.

Does the program assess and review its effectiveness each year and report its findings in the Unit Level Effectiveness Assessment Database (ULEAD)?

Yes, each year the program does an extensive assessment of one of its courses, with results reported in the ULEAD system. Full copies of those assessments are included in the Appendix to this report. This year we will be conducting updates to those assessments and the most current outcomes will be added as they become available.

[b] Responsiveness to community needs and satisfaction of community demand

In what ways does the program address a verifiable need for the student, community, and society?

At all three of these levels (and the institutional one, as well), the program provides support for verifiable needs. At the student level, we teach specific knowledge, skills, and behaviors that students need to succeed in their coursework. At the institutional level we assist in meeting the mission, vision and values of the college by enhancing student achievement, particularly among under-served and under-represented populations. At the community level we provide entering and re-entering students a chance to increase their success, leading to better economic potential for our community. Finally, we are a means to improving the quality of learning, knowledge, and discourse in our society as a whole, since many students will not remain in this community but will leave to pursue other goals.

Describe the results of the program's most recent assessment of community need.

The Closing the Gaps initiative outlines our state-wide needs for higher education. We have not done a local community assessment for this program specifically, but we recognize the number of students who are entering college without being fully prepared and consider that as a relevant factor in the need for this program.

How do the program's five-year enrollment trends compare with those of the College overall?

The five year enrollment levels for the program have been trending lower since Fall of 2001, from a peak of 902 down to 780 in Fall 2004, compared to a steady rise in overall enrollment for ACC as a whole. However, due to some changes made for the mandated Transition course that became effective in the Fall of 2005, enrollment in the program made a significant increase this year, up 8.7 % from 780 in 2004 to 848 in 2005. We expect that upward trend to continue as we reach a greater percentage of mandated students than before.

[c] Accessibility to students and identification of unnecessary barriers

Analyze when and where courses are offered (by campus, time of day, mode of delivery).

We offer courses at all campuses in the Fall and Spring semesters and at the three major campuses during the summer. Our courses are offered throughout the day and evening, beginning as early as 7:45 AM and as late as 5:40 PM. On occasion we offer a section that begins at 7:05 PM, though that is rare. Over the past several years 72% of our courses have been taught during the morning and afternoon, with 22% taught during the evening hours. We also have offered about 4% of our courses on Saturday to accommodate weekend students. All of our courses are taught in a standard classroom setting.

List the number of sections taught (by location).

NRG campus has the largest number of sections each year with 22 in FY 04, RVS was second with 20, RGC was third with 15. PIN and EVC campuses each had 10 sections and CYP campus had 5 sections in that academic year. The trend for the Fall of 2005 shows an slight increase in sections at every campus except EVC, however, so more students are being accommodated this year than in the past. We expect that trend to continue for the Spring since we are offering more sections than before and we will be offering sections at the new South Austin Campus as well starting in Fall 2006.

List the number of sections closed or canceled per course.

In the past few years we have averaged about three courses being cancelled in the Fall and Spring semesters and one or two in the summer semester.

How does each of the five-year demographic trends (gender, ethnicity, age group) for this program compare to the overall college trend? (List the source of your information.)

As mentioned above, according to data from the ACC computer system, our trends continue to better reflect (or exceed) the community levels for under-represented students. The percentage of White students in our program is significantly lower than at ACC or in the community as a whole (44% to 60.3% for ACC and 57.9% for the community) and the percentage of Black students is almost double that of ACC and the community (14% to 7.3% for ACC and 7.8% for the community). The percentage of Hispanic students in the program was at 35% for Fall 04 compared to 22.4% for ACC and 29.2% for the community and the percentage of Other students was at 6.6% for our program compared to 10% for ACC and 5.1% for the community as a whole. The gender difference between students in the program and those at ACC as a whole is slightly higher for female students (59% to 56.3% for ACC) and the age range seems to be comparable to that of ACC as a whole though we do not have specific data on that category for our department.

Identify any unnecessary barriers to students, especially those who are educationally disadvantaged and not well served by other colleges.

Our program attempts to directly support students who would otherwise experience barriers to completing their college work. We also work closely with Student Services counselors, many of whom teach in the program, and with counselors in the Office for Students with Disabilities as well. We encourage students to make use of the learning labs, libraries and Student Life offices during the semester and to interact with their instructors so that they not only know about, but also access the support services available to them.

[d] Student outcomes including participation and successful-completion rates

How do course completion rates (A-B-C-D rates) for courses within this program compare to College norms?

Students in our program tend to earn a higher percentage of "A's", a lower percentage of "B's" and "C's", and a slightly lower percentage of "D's". The percentage of "F's" is slightly higher than that for ACC as a whole. These trends can be explained in part because we operate on a "mastery" model rather than a "performance" model of instruction. Since we work mostly with "at risk" students with a wide range of abilities and skills, we allow for and encourage students to revise and resubmit work until it reaches a satisfactory or superior level of quality. We consider our task to be that of guiding and coaching students to better levels of performance and, thus, they earn a higher percentage of "A's" than might otherwise be the case. The fact that we have similar levels of "D" and "F" grades suggests that these courses are not ones where everyone passes, however.

What are the program completion or graduation rates (compared to intent as well as overall) for this program?

Since we do not offer degrees or certificates, this question is not applicable to our department.

How do withdrawal rates for courses compare to College norms?

The withdrawal rates for courses in our program are substantially lower than those of ACC as a whole, averaging 4.3% lower over the past 4 years. In addition, the assessment projects we have done suggest that for successful students in our program, the withdrawal rates in their other courses was lower as well. Students who do not earn a "C" or better, however, in the PSYC 1300 Effective Learning course do demonstrate higher levels of withdrawal than other students and some attention should be paid to retaining more of these students if possible.

List the expected learning outcomes for the program.

The students in our program are expected to increase their levels of self-awareness, effectiveness in learning, and ability to achieve their personal, educational, and career goals. The specific learning objectives for each course are stated in the syllabus and cover a range of outcomes from becoming more aware of their strengths and weaknesses as students and accessing support services and resources, to setting and achieving specific academic and career goals. We expect students to become more motivated and self-regulated learners and to begin exploring and applying more effective study strategies. Since most of our students will only take one course from the program, we must make every course cover these general outcomes to some degree.

What do the results of the program's student learning outcomes assessments (departmental final exams, exit tests, standardized tests, etc.) indicate about the program?

The assessment studies we have done suggest that our students compare very favorably to similar students who have not taken one of our courses. The specific assessment results are included in the Appendix to this report, but, as summarized above, they are in the directions we would like to see in terms of grade point averages, withdrawal rates during the semester, and re-enrollment rates into the subsequent semester. Updated assessment results will be added as they become available early in the Spring 2006 semester.

[e] Measures of program quality and educational value added

- **Academic Standards**

What are the processes and procedures that the department uses to maintain academic standards and achieve consistency within the department?

We have master syllabi for each of our three courses and share session outlines and materials with each new instructor. All incoming instructors are assigned mentors and receive assistance from the Assistant Department Chair as well. We have developed Instructor Resource Manuals for the Transition to College Success course and the Effective Learning course and will be preparing one for the Career Exploration/Planning course this next year. We offer some professional development activities during the year, though we would like to increase this aspect of the program for the future. We also plan to coordinate more effectively with the developmental studies areas so that our instructors benefit from the experience of those who work most closely with "at risk" students in reading, writing, and math on a regular basis.

- **Curriculum**

What procedures are used to assure that the curriculum is current and adequately meets the needs of students?

The curriculum for these courses has been developed based on research in the fields of educational psychology, cognitive psychology, career development, and counseling. We have done benchmarking for the Effective Learning course with similar courses offered at Texas State University-San Marcos and at UT, Austin. We have sent a number of instructors to Summer Institutes offered by faculty at Texas State University-San Marcos, and have arranged for training workshops at ACC by a leading researcher in the field from UT, Austin. We have incorporated materials from programs at both of these campuses to increase the quality and depth of the courses we offer. In the past academic year, the Assistant Department Chair took two graduate courses from TSU-San Marcos to learn the most up-to-date concepts and information regarding coursework that we offer. He has also provided training and materials to other institutions implementing similar courses.

Are learning outcomes defined for courses and the program? Yes No
Are course texts up-to-date?. Yes No
Are course and program listings in the ACC Catalog up-to-date? Yes No
Do all courses have up-to-date syllabi on file? Yes No

Evaluate the use of instructional resources (including those in the library).
Since the focus of our courses are on learning, our instructors make extensive use of instructional resources in their teaching and assign activities for students involving a number of resources outside of the classroom. The results of a survey of faculty conducted in the Fall of 2005 demonstrates that the great majority of instructors use resources such as overhead transparencies (90%), videos (65%), Internet projects (75%), library visits and activities--both onsite and online (90%), guest lecturers (85%) and PowerPoint presentations (40%). The Learning Labs and Computer Labs are highly recommended for student use as well as other student services such as advising, counseling, and the Career Centers. Details of the survey are available in the Appendix to this report.

Evaluate the extent to which technology impacts the mode of instruction, including the number of courses and sections taught via distance learning.
While all of our classes are conducted in a standard classroom setting, our instructors do take students to the library where they are introduced to the onsite and online resources available there. Students generally have some aspect of the course that they do online so that they become aware of the resources and the challenges of informational literacy. Students are also introduced to the Computer Labs and the Learning Labs where many of them begin to use computer technology for the first time to prepare their papers or complete an assignment. Due to the nature of the students we serve and the learning outcomes we want to achieve, we have not chosen to develop online or distance learning modes of delivery. We are considering, however, developing a module or two on career planning that could be done online. That delivery system may be used to develop a one credit course in Career Exploration/Planning in the future.

Evaluate the extent to which instruction is focused on problem solving, active learning, and work-based elements.
All of our coursework involves active learning, some aspects of problem identification and solution (in particular the goal setting process), and practical applications of strategies that are relevant to work settings as well. We strive not only to create active learning settings, but to show students how they are responsible for initiating their own active learning strategies in all of their coursework, even in straight lecture classes that they will encounter. In a survey of faculty regarding active learning strategies, virtually all of them used assessments (100%), small group work (95%), skill practice (85%), class presentations (85%), and some form of online research (85%). Most of them also used journaling or portfolios (75%), cooperative learning activities (60%), and

classroom assessment techniques (35%). The Career Exploration/Planning course probably has the most directly work-related focus, but aspects of each course will carry over to vocational settings as well. The survey results are included in the Appendix to this report.

List below the current discipline-specific courses within the program and the date of the latest review.

Course HUDE 0111 Transition To College Success Last Review FY 05
 Course PSYC/EDUC 1300 Effective Learning Last Review FY 04
 Course POFT 1310 Career Exploration/Planning Last Review In progress

- **Faculty**

Do all faculty teaching in the program meet SACS requirements?

Yes No (if no, please explain)

Follow the directions below to complete the SACS *Roster of Instructional Staff*.

Column One: Provide the name of the faculty member and indicate full or part time status.

Column Two: List, from the ACC Catalog, the course prefix, course number, and course title of all credit courses taught. If appropriate for establishing the relationship between the course and the faculty member's qualifications, provide the course description as well. Indicate whether the courses are Transfer (T) or Non-Transfer (N).

Column Three: List each academic degree earned by the faculty member, and indicate the discipline (concentration or major) of each degree; the institution which awarded the degree; and the total number of graduate semester hours earned in each discipline in which courses have been (or will be) taught.

Column Four: Specify qualifications such as diplomas or certificates earned (with field indicated), related work experiences in the field, professional licensure and certifications, honors and awards, continuous documented excellence in teaching, and other demonstrated competencies and achievements (such as publications or papers presented) that contribute to effective teaching and student learning outcomes. Make clear the relationship between these qualifications and the content of the courses assigned to the faculty member.

1) Name	2) Courses Taught	3) Academic Degrees Earned	4) Other Qualifications
Thomas Aguirre	HUDE 0111, PSYC 1300	MS.Ed. Educational Psychology, USC, 25 hours	Completed coursework towards PhD, manages CYP Learning Lab
Denise Anding	HUDE 0111	MA, Counseling, The Catholic University of America, 39 hours plus additional 30 hours in HRD graduate work	Full-time counselor at ACC, teaching HUDE and PSYC since 1978

Willia Bailey	HUDE 0111	MA, Science Education, UT, Austin, 25 hours	Also teaches developmental math and has Adult Education graduate hours
Patricia Castaneda-English	HUDE 0111, PSYC 1300	PhD, Educational Psychology, UT Austin, 38 hours	Formerly ACC counselor under grant program
Steven Christopher	HUDE 0111	MA, Adult Education & HRD, UT, Austin,	Special Populations Manager at RVS
Frank Cronin	HUDE 0111	MA, ESL, UT Austin, 30+ hours	Full-time faculty in Dev. Writing and teaches in ESOL, NISOD award winner 2003, ESL Regional Teacher of the Year Award
Daisy Diaz-Aleman	HUDE 0111 POFT 1310 PSYC 1300	MEd, Guidance and Counseling, Univ. of Puerto Rico, 36 hours PhD, Curriculum and Instruction, UT Austin, 140 hours	Full-time ACC counselor. Licensed Prof. Counselor and Supervisor in Texas
Ann Dillon	PSYC 1300	M.Ed., Educational Psychology/Counseling, Slippery Rock Univ., 30 hours	Additional 12 graduate hours in reading at UT, Austin. Teaches in developmental education.
Dolores Douglass	PSYC 1300	PhD, Curriculum and Instruction-Higher Educ., 36 hours	New to the department, but an experienced instructor at elementary, and graduate school levels.
Yvonne Estes	PSYC 1300	PhD, Science Education, UT Austin, 24+ hours in related areas	Full-time faculty in Biology, doctoral work in learning strategies, NISOD Award winner 3 times, Piper Award Nominee, Phi Theta Kappa Teaching

			Excellence Award Winner
Gloria Foley	HUDE 0111	PhD, Educational Psychology, UT, Austin, 124 hours	Full-time ACC counselor, Licensed Psychologist in TX 30 years at ACC teaching in HUDE and PSYC since 1978.
Devorah Feldman	HUDE 0111	MA, Foreign Language Education, UT Austin, 36 hours	Full-time faculty in ESOL, New to HUDE department in '06
Joanne Keeley	HUDE 0111	MS, Educ Psych, Univ. of Wisconsin-Milwaukee, 39 hours, PhD, Educ. Admin., UT Austin,	Full-time ACC counselor, Licensed Prof. Counselor, TX, NBCC, teaching in HUDE since 1979.
Diane Kramer	HUDE 0111, PSYC 1300	MA, Psychology, SMU, 36 (plus 42 additional) hours	Full-time ACC counselor (on half-time contract), Licensed Prof. Counselor in TX, teaching in HUDE and PSYC programs since 1978
Marilyn Lee Taylor	HUDE 0111	MA, Counseling, Prairie View Univ., 30+ hours	Campus Manager, RGC, has taught in HUDE 4 years
Marshall Levett	HUDE 0111	MEd, Special Education, UT Austin, 45 hours	Full-time ACC counselor, taught in HUDE since 1995
Benda Lightfoot	HUDE 0111	MEd and PhD. Special Education, UT Austin, 68+ hours	Hourly counselor at ACC, taught in HUDE since 2002
Jose Loera	HUDE 0111	MEd, Special Education, UT Austin, 90 hours	Completed work on PhD in Special Education
Sara McMahon	HUDE 0111	MA, Counseling, Psychological Institute, 60 hours	New to the department in Spring '06
Stephanie Nehmzow	HUDE 0111	MS. Rehab Counseling, Emporia State Univ., 43 hours	Full-time counselor in ACC OSD office
John Ross Oliver	HUDE 0111, POFT 1310	MA, Psychology, Counseling and	Full-time ACC counselor, lead

		Guidance, Univ. of N. Colorado, 36 hours	instructor for Career Exploration/Planning
Ursula Parker	HUDE 0111	MA, Dev. and Adult Educ. Texas State Univ-San Marcos,	Pursuing PhD in Educ., also teaches in Dev. Reading and Study Skills, New to HUDE in '06
Sherry Prather	HUDE 0111	MEd, Curr. & Instr., UT Austin, 37 hours	Teaches in Dev. Reading
Jaimie Krause Prince	HUDE 0111	MA, Counselor Educ., UT, Austin	First semester instructor, hourly counselor at ACC
Tobin Quereau	HUDE 0111, PSYC 1300	MA, Counseling Psychology, California Institute of Integral Studies, 102 (quarter units) plus additional 6 hours at Texas State Univ.-San Marcos	Full-time faculty in HUDE, Assistant Dept. Chair, has taught at ACC since 1982, Phi Theta Kappa Teaching Excellence Award Winner in 1989
George Reyes	HUDE 0111, PSYC 1300	MEd, Education, Texas A&M Univ.,	Full-time counselor/Dean of Student Services at PIN. 12 years teaching in HUDE
Vonnys Rice-Gardner	HUDE 0111, PSYC 1300	MEd., Educ. Admin./Psych/Soc., Texas State Univ-San Marcos,	Teaches in Dev. Reading. NISOD Award winner, 2003 Developed ACC Mentor program
Merideth Ross-Chong	HUDE 0111, PSYC 1300	MS, Ed. Psych., Texas A&M Univ. 53 hours, PhD, Ed Admin, Counseling/Guidance, 62 hours	Former ACC counselor. Has taught in HUDE since 1998.
Stewart Sachers	HUDE 0111	MEd, Ed Psych. UT Austin, 54 hours	Full-time ACC counselor
Patti Singleton	HUDE 0111	PhD. Special Ed.Admin., Gallaudet Univ., 66 hours, MEd, Special Ed/Rehab, UT Austin, 42 hours	Full-time ACC counselor. Certified as Professional Counselor, Special Ed Counselor and Deaf/Hard of Hearing Teacher. New to HUDE in 2006

Carol Townsend	HUDE 0111 PSYC 1300	MEd, Ed Psych, UT Austin,	Full-time counselor in RVS and EVC Support Centers
Genna Vinson	HUDE 0111	MA, Counseling, Vermont College of Norwich Univ, 48 hours	Hourly counselor at PIN
Leah Walker	HUDE 0111	MEd, Ed Psych, UT Austin, 53 hours	LPC in Texas Also has taught in PSYC

What is the ethnic diversity of the faculty?

For the HUDE program as a whole, the percentage of faculty members who are White is 68% compared to 82% for ACC. The percentage of Hispanic faculty in HUDE is 21% compared to 8% for ACC. The percentage of Black faculty is 11% compared to 4.6% for ACC. While there is still room for improvement, these levels of diversity are at or slightly above the level of White, Hispanic and Black students at ACC.

What evidence is there that faculty are staying current in their respective disciplines and instructional methodologies?

In a survey of twenty faculty members conducted during the Fall semester this year, faculty reported participating in professional development at levels ranging from 1-5 hours per year (two faculty members) up to more than 25 hours per year (6 faculty members). The mean level of participation was approximately 20 hours of professional development and 85% of the faculty earned more than 10 hours per year. Details of the survey are available in the Appendix to this report.

What recognition has been given to faculty within the last year?

John Ross Oliver was nominated for a NISOD award, but the final decision has not yet been made.

Describe professional development activities in which program faculty participate. In a survey of twenty faculty members conducted this Fall semester, the following activities were reported:

Attending ACC faculty development workshops--17 (85%)

Attending seminars/workshops from other providers--16 (80%)

Attending professional conferences--16 (80%)

Independent reading/research--15 (75%)

Professional organizations at local or national level--11 (55%)

Online educational activities--9 (45%)

Taking courses for credit--6 (30%)

Preparation of articles or teaching-related research--6 (30%)

Presenting teaching related workshops at ACC or elsewhere--6 (30%)

What percent (and the total number) of faculty participate in formal professional development activities on a regular basis?

All of our faculty participate in formal professional development on a regular basis as indicated above.

Describe the types of discipline-related professional development activities offered.

This past year we have held three different sessions particularly for HUDE faculty. Two were related to the Transition to College Success course and one focused on the Effective Learning course. The sessions were focused on specific course issues and general sharing of teaching strategies.

What percent of sections do full-time faculty teach?

When faculty who are counselors and those who teach mainly in another department are included, approximately 50% of sections are taught by full-time faculty.

What percent of contact hours do full-time faculty teach?

Approximately 50%.

Are student evaluations of instruction within acceptable range? Yes No

To what extent are alternative modes of instruction incorporated into classes?

As indicated above, instructors in the program utilize many different active learning methods when teaching, but we do not offer any online or distance learning courses specifically.

- **Student Satisfaction**

Do student course evaluations demonstrate satisfaction with courses?

Yes No

[f] Adequacy of program resources and efficiency of resource use

Describe the overall adequacy of resources (human, technological and capital, facilities, and fiscal) available to the program for providing effective program delivery and outcomes.

Currently the number of full-time faculty is sufficient to provide instruction since enough Student Services counselors teach as overloads and a couple of of full-time faculty from other departments teach a section or two as well. If the numbers of sections offered in this area increases very much more, however, or the number of counselors who are available to teach decreases significantly, there may be a need to add a full-time faculty position at some point in the future. Similarly, if enrollments continue to increase due to better referrals and

promotion, additional sections will need to be allocated to provide sufficient coverage across the college. We will monitor these levels annually and make those requests as needed. Budgetary support is currently adequate at the program level with the possible exception of duplication funds, but if the number of sections increases over time, additional funds for duplication will certainly be needed. Adding another full-time faculty member in the future would, of course, require significant changes in the budget allocation and office space as well.

What is the ratio of full-time to adjunct faculty (by course and for the program overall)?

Currently, considering the counselors and other full-time faculty who teach, approximately 50% of the sections are taught by full-time faculty and 50% by adjunct faculty.

How up-to-date is the equipment used by the program?

We use standard classroom settings and have access to adequate and up-to-date equipment.

Identify possibilities for improving the efficiency of the program's use of resources.

We operate very efficiently and do not find significant improvement necessary. As we increase the number of sections that fill to capacity each semester, our efficiency of classroom use will be improved.

[g] Comparison of program performance, price, and enrollment with that of alternate local suppliers

How is the program competitive with similar programs offered by other institutions or schools in the service area in terms of performance, cost to students, and enrollments?

The type of program we offer is not generally available at alternative providers. Our PSYC Effective Learning course, however, does compare favorably to similar courses offered at UT, Austin and Texas State University-San Marcos. These two institutions were models for the development of our course and faculty from those institutions have made positive comments about our curriculum and methods of teaching. Our course is somewhat less expensive to students due to our lower tuition costs.

[h] Direct and indirect program-related revenues and costs to the College

Identify the major sources of revenue for the program, including grants, partnerships, etc.

Tuition and Coordinating Board reimbursement are the revenue sources for this program.

Compare program costs to those of other ACC programs. Our costs are low compared to many other ACC programs. Our operating expenses were only \$7,034.00 in FY2004. We generated a surplus of revenue over expenses of \$88,880 or +32.5% during that academic year.

Compare the program's actual expenditures to the approved program budget for the previous two years.

For FY 05 the actual operating budget expenditures (excluding amounts for personnel related costs over which we have no control) were just \$319.98 over the approved budget amount. However, according to the budget office, there was an additional \$445.37 that was supposed to be added to the annual amount for phones that did not show up, so with that amount included, we were below the budget by \$125.39.

For FY 04 the actual operating budget expenditures (excluding amounts for personnel related costs over which we have no control) were just \$202.00 over the approved budget amount due to slightly higher duplication costs than were anticipated.

TRANSFER or WORKFORCE AREA-SPECIFIC INFORMATION

Only Workforce Programs complete the items below.

Report/status from latest external accrediting agency visit

██████████

When was the most recent program revision?

██████████

Number of declared majors intending to complete a program who complete degree/certificate requirements within 6 years

██████████

Average number of semesters it takes for students to gain degree/credential.

██████████

Number of graduates within the last three years

██████████

Demographics of graduates

██████████

Percent of graduates who are employed within one year of graduation.

██████████

What evidence exists that program completers (or near completers) are successful on the job? What, if available, are their beginning salaries?

[REDACTED]

Percent of employers indicating satisfaction with graduates.

[REDACTED]

Discuss the most recent results of Focus Group or internal survey of employers.

[REDACTED]

Number of employers indicating need for more graduates

[REDACTED]

Provide evidence of SCANS competency integration into course syllabi and programs.

[REDACTED]

How often does the program's advisory committee meet to discuss curriculum issues?

[REDACTED]

When and where are advisory committee minutes maintained and posted?

[REDACTED]

Evidence of recent review of curriculum by external advisory committee.

[REDACTED]

Advisory committee validation of entry level skills

[REDACTED]

Only Transfer Programs complete the items below.

Number and percent of graduates who transfer within one year of graduation.
Since this program does not have graduates, this section is not applicable.

Number of articulation agreements with universities and colleges
We do not have articulation agreements with other colleges or universities.

Number of courses that transfer
Our PSYC 1300 Effective Learning course does transfer to UT, Austin and Texas State University-San Marcos as an elective credit course. It is eligible for transfer to other colleges and universities under the Academic Course Guide Manual.

Number of student complaints about problems with course transfer
Not applicable.

Discuss the results of the most recent Survey/focus group of transfer institutions.

Not applicable.

Discuss data from transfer institutions if available.

Not applicable.

Number of students transferring successfully.

Not applicable.

CONCLUSIONS

Based on the information collected and analyzed during the program review process, what are the major conclusions of this review of the program?

Summarize them here and complete the *Program Status* form.

As indicated above, the Human Development program meets key elements of our college mission and values by directly supporting student retention and success. The curriculum, materials, faculty, and climate in HUDE courses appear to create positive outcomes on student motivation, retention, skill level, and achievement.

As we continue to attract and enroll students who are traditionally under-represented in college and those who are re-entering after an extended absence, this program can become an even more important way to providing them with the knowledge, skills, and behaviors that enable them to begin and to complete their educational goals.

We can continue to improve, however. Some work needs to be done in the marketing, promotion, and referral areas to ensure that we are meeting the needs of more students than we have in the past, particularly with the Effective Learning and Career Exploration/Planning courses. We could expand our support in the Transition course to additional students with particular needs such as in math, ESOL, and for students who are deaf or hard of hearing. We need to work more thoroughly to coordinate with other programs providing support to developmental students so that our interventions match well with those of the other departments. We could also increase our efforts to offer learning communities linking the Effective Learning course with faculty from core courses such as Psychology, English, Math, etc. In the area of career development, we could create more opportunities to learn through the creation of online modules in key career skills. Finally, we also can improve in the extent of the discipline-specific professional development opportunities we offer.

Overall, the program remains a relevant, effective and efficient means to meeting the needs of our students, our institution, and our community as a whole.

PROGRAM VISION STATEMENT

State the program's vision or preferred future for the next five years. The vision statement should provide direction to the program as it makes improvements to enhance its effectiveness and efficiency.

The Human Development program vision is one where an increasing number of students at all levels access our courses and enhance their abilities to learn effectively, set and achieve personal, educational, and career goals, and become more self-regulated, lifelong learners.

To this end we intend to maintain an up-to-date curriculum, high quality materials, and an exceptional corps of faculty members; to promote greater awareness among students, faculty, and staff of the courses we offer; to provide specially focused coursework where needed; to build links to other programs and courses that support student success; and to seek out additional ways to assess and document the outcomes we achieve.

RECOMMENDATIONS

What does the self-study team recommend for improving or maintaining the quality of the program? Summarize the recommendations here and complete the *Quality Improvement Plan* form.

1. Review Instructor Manuals for HUDE 0111 Transition to College Success and PSYC 1300 Effective Learning courses and revise/update as needed.

2. Create Instructor Manual for POFT 1310 Career Exploration/Planning course.

3. Publicize new HUDE 0111 "hold" to all counselors to increase the number of mandated students who complete the course.

4. Work with College Marketing office and Student Services to develop marketing, promotion, and referral strategies for the department and for the PSYC 1300 Effective Learning and POFT 1310 Career Exploration/Planning courses in particular to increase enrollment.

5. Continue to request additional evening sections of HUDE 0111 to serve students who cannot attend during regular working hours.

6. Continue to expand POFT 1310 Career Exploration/Planning course by offering sections at RGC, NRG, and RVS.

7. Explore development of online course modules for career development and determine whether to offer 1 credit hour versions of POFT 1310.

8. Explore the development of HUDE 0111 Transition to College Success course directed towards students in Basic Math course.

9. Develop and offer sections of HUDE 0111 Transition to College Success course that can address specific needs for deaf students and students taking English for Speakers of Other Languages courses.

10. Explore offering some sections of PSYC 1300 as learning communities with other departments such as Government, Psychology, Math, etc.

11. Work with Early College Start office to provide PSYC 1300 Effective Learning course at area high schools.

12. Develop closer working relationships with Developmental Studies areas of Reading, Writing, and Math to coordinate expectations for students at various levels of skill and knowledge in the HUDE 0111 Transition to College Success course.

13. Develop working relationship with new Education department and explore feasibility of offering EDUC1300 Effective Learning as part of 8-12 grade degree.

14. Continue to build relationship with Student Life office to ensure students are aware of extra-curricular opportunities for learning, leadership development and community service.

15. Develop more regular discipline specific professional development opportunities for program faculty.

16. Continue to explore methods for assessing and documenting the effectiveness of the program offerings in terms of student outcomes.

17. If the program expands to meet additional needs and levels of full-time to adjunct faculty change, monitor the need in the future for an additional full-time faculty member.

ADDITIONAL COMMENTS

APPENDIX

List all documents that you used in your report:

HUDE SWOT Analysis (Included in Appendix)

Documents from the Instructional Program Review Notebook

The ACC Fact Book, 2004-2005

Datatel Enrollment figures from Fall 2005

Human Development Program Review Survey (Included in Appendix)

Assessment Results for HUDE 0111 and PSYC 1300 (Included in Appendix)

Charts of Data on Grades, Diversity, Course Offerings, Full-time/Adjunct Ratio, etc. (Included in Appendix)

When you have completed this report, send it via e-mail to the Coordinator for Institutional Planning and Assessment (njokovic@austincc.edu) as an attachment.

2005/6 HUDE Instructional Program Review
Self-Study Team Membership

<u>Member</u>	<u>Phone</u>	<u>Email Address</u>
<u>Chair:</u>		
Tobin Quereau (Full-time faculty)	223-3391	quereau@austincc.edu
<u>Full-time faculty (in discipline):</u>		
N/A		
<u>Full-time faculty (not in discipline):</u>		
Amber Kelley-Counselor/Dean	223-8012	amberk@austincc.edu
Diane Kramer-Counselor	223-3130	dkramer@austincc.edu
John Ross Oliver-Counselor	223-3145	roliver@austincc.edu
Dolores Segura-DEVR	223-6065	dsegura@austincc.edu
Gloria Sutton-Counselor	223-6173	gjsutton@austincc.edu
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Janie Mendoza-Capitol Idea	457-8610 x 114	jmendoza@capitalidea.org
Sonia Okafor-Capital Idea	457-8610 x 119	sokafor@capitalidea.org
<u>Staff:</u>		
Cheryl Richard-Student Life	223-3115	crichard@austincc.edu
Raakhee Patel-Recruitment	223-7704	rpatel@austincc.edu
<u>Dean:</u>		
Gaye Lynn Scott	223-3770	gls@austincc.edu

SWOT Exercise
Human Development

October 28, 2005

ATTENDEES

Tobin Quereau	Faculty
Gaye Lynn Scott	Administrator
Gloria Sutton	Counselor/Faculty
Devorah Feldman	Faculty
Cheryl Richard	Student Life
Diane Kramer	Counselor/Faculty
Thomas A. Aguirre	Administrator/Faculty
Susan Dorman	ACC Student
Sonia Okafor	Capital Idea, Career counselor
P J Caporusso	Facilitator

(Dots indicate areas of particular importance or focus for attention)

Strengths

Skills

9 dots

- Students leave courses with comprehensive skills for academic success
- Opportunity to learn about involvement in co-curricular and extra-curricular opportunities
- It provides direction and orientation
- Opportunity to learn college prep skills
- Curriculum facilitates students' growth in college success skills
- Offers discovery of learning styles and skill levels
- Teaches self-management skills
- Addresses needs for students at all levels – academic workforce development

Personal Growth

8 dots

- Builds students' confidence
- Opportunity for growth of students
- Provider of comfort to first-timers
- Provides inner search, introspection
- Helps establish a sense of community....relationships develop

Needs

8 dots

- Teaches skills that many students need and that are crucial to their success
- Addresses underachieving students' needs
- Skills taught sustain students throughout college career
- Meets growing community student needs
- Meets an important student need
- Replaces or fills ACC's lack of a "bridge program"

Retention

4 dots

- Supports students' retention
- Supports student success and retention
- Directly supports student success and retention

Faculty

3 dots

- Wide diversity of faculty
- Good connection between faculty and counseling department
- Commitment and quality of faculty
- Committed, experienced faculty

Cost ***1 dot***

- Affordable
- Affordable to students
- Effective, relatively low cost intervention with students performing poorly

Student Outcomes ***1 dot***

- Students report high levels of satisfaction with course
- Student outcomes appear positive based in initial studies
- Students consistently applaud courses for skills they gained

Curriculum and materials ***1 dot***

- Some transfer credit available (PSYC 1300)
- Textbooks used
- Research based curriculum
- Supporting classroom materials – handouts, activities
- Active and interactive learning
- Focuses on learning process
- Interactive processes

Institutional Mission ***1 Dot***

- Contributes to large college goals (retention, e.s.)
- Positive effect for “Closing the Gap” initiative
- Represents institutional commitment to student success
- Addresses the College’s mission
- Mission to students

Availability ***0 dots***

- Available to all interested students
- Length of courses and convenience
- Available at all campuses and at different times
- Many sections, campuses, and times offered.
- Diverse times available

Weaknesses

Limited Number of Sections/Enrollment 7 dots

- Canceled sections
- Last minute cancelled sessions
- Limited sections available in evening time slots
- Number of sections offered, given the increase in growth recently

Marketing 7 dots

- Find ways to make students aware that this course exists
- Students' lack of awareness of what the course offers
- Lack of appeal – course title (eff. lng strat)
- Lack of awareness on part of general faculty (for referrals)
- Not well-marketed (re: the positive attributes) to students
- Lack of awareness on part of students

Referral/Requirement 4 dots

- Courses not required for all entering students
- More students should be required to take HUDE
- Should be used instead of orientation
- Limited number of “at risk” students referred to/enrolled in PSYC 1300 (less than 2%)
- More courses should be offered to high school students

Tracking 2 dots

- Not able to address needs of students who fail to attend class; drop course
- Student withdrawal/failure to successfully complete course
- Occasionally some overlap in students taking transition and study skills – courses in developmental studies
- Difficulty in tracking “DD” student enrollment/successful completion of transition

Course-related 2 dots

- HUDE 0111 course non-transferable
- Lack of clear connection to developmental education program
- Courses need to be more theory based
- Too much homework (according to some students)
- Lack of integration in degree plans. Exception: general studies.
- Minimal student life alignment
- The thought of public speaking can be intimidating

Facilities

1 dot

- Very limited Northwest availability -- CYP
- Lack of classroom availability
- Lack of proper facilities – classroom space

Faculty

1 dot

- Counseling faculty unable to teach as part of their contract
- More full-time faculty may be needed
- More stringent requirements for faculty. (Credentials PSY1300)
- Some time conflicts for counselors willing to teach, with need to cover core duties
- Limited professional development for faculty teaching in this specific area

Outcomes

0 dots

- Lack of objective data for outcomes such as “student confidence”, “sense of community”, etc.
- Outcomes analyzed by percentages not powerful statistics, such as correlations or ANOVA

Opportunities

Marketing Opportunities

6 dots

- College talks retention
- Market to high school students, GED students, education majors, pre-allied health majors
- Expand offerings through Early College Start
- Target students with specific concerns and market that way; i.e.; “test anxiety – test taking strategies
- Work with marketing department for publicity and materials
- Use the *Closing the Gap* initiative to promote department

Course-Related Improvements

5 dots

- Skills learned should increase success in either coursework
- More focus on life skills
- Incorporate student success stories....alumni....into class
- Team teaching HUDE with other discipline faculty
- Integrating mentorship program with students in these classes
- Enhancement of the critical thinking phase of the lecture
- Personal growth leads to community involvement

Partnerships

3 dots

- Opportunity for faculty/counselors to refer students to student life for co-curricular profile development
- Coordinate more closely with developmental education departments
- Coordinating with workforce programs to increase broader awareness of benefits of program/course
- Opportunity for students to align with leadership programming in Student Life
- Link program to Community College Survey of Student Engagement results
- Make closer connection to new EDUC department
- Opportunity to align with Student Life in community service/servant leadership

Expansion

2 dots

- Opportunity for institution to make HUDE/transitions orientation for everybody
- Continue to expand career exploration/planning course to all campuses
- Mandate the course for all students who are at-risk
- To require HUDE or PSYC 1300 of all new to college students

Single Category

0 dots

- More thorough analysis of student success after taking the class

Threats

Resources

7 dots

- Lack of classroom spaces for sections
- Decrease in funding?
- Not enough classrooms
- Lack of marketing
- Inadequate budget
- Lack of classrooms
- Lack of money
- Not enough clerical support
- Lack of facilities/space

Research

6 dots

- Problems in researching outcomes thoroughly
- Difficulty in collecting appropriate data
- Failures to accurately access the needs of the targeted population
- Lack of evidence to prove desired outcomes

Administration

4 dots

- Change in administration and/or philosophy
- Shift of administration focus
- SACS
- Administrative issues
- Administrative concerns (commitment)

Enrollment

3 dots

- Decreased enrollment
- Ongoing cancellation of courses

Isolation

1 dot

- Lack of “discipline” base
- Few connections to degree program requirements

Competition

1 dot

- Replication of services – counseling workshops
- If local school district offers similar classes @ K-12 level

Faculty

0 dots

- Restriction of counselor to teach
- Scattered faculty
- If section # increases, need for more full-time faculty

Single Category

0 dots

- Overloading the curriculum – too much for the students (PSYC 1300)

Section B, How do the program's five year enrollment trends compare with those of the college overall?

	Fall 2000	Fall 2001	Fall 2002	Fall 2003	Fall 2004	Fall 2005
# sections	42	49	45	43	45	50
HUDE enrollment	814	902	841	808	780	848

The general trend for enrollment for ACC is to increase each year.
HUDE has not been following that trend in the past four years.
Fall 2005 shows a significant increase in enrollment, however.

Ratio of FT to PT Faculty by Number of Sections

	FT Faculty*	# of sections	% of all sections	PT Faculty	# of sections	# of all sections	Total # of sections
Fall 2003	13	20	50%	11	20	50%	40
Fall 2004	11	23	52%	13	21	48%	44
Fall 2005	12	24	48%	16	26	52%	50

*Includes counselors and faculty from other departments

Faculty by Type, Ethnicity, and Gender
Fall 2005

Faculty Type	Ethnicity	Female	Male	Total	% of Total	ACC % (Fall 2004)
HUDE Adjunct Faculty	White	9		9	56%	82%
	Black	3		3	19%	3.60%
	Hispanic	2	2	4	25%	7.3
Total		14	2	16		
% of Total for HUDE Adjunct Faculty		88%	12%			
ACC % (Fall 2004)		45%	55%			
HUDE Full Time Faculty*	White	5	5	10	83%	81%
	Black				0%	7%
	Hispanic	1	1	2	17%	9.60%
Total		6	6	12		
% of Total for HUDE FT Faculty		50%	50%			
ACC % (Fall 2004)		52.70%	47.3			
Total for All HUDE Faculty						
	White			19	68%	82%
	Black			3	11%	4.60%
	Hispanic			6	21%	8%
Overall Total		20	8	28		
HUDE % of Total		71%	29%			
ACC% of Total		48%	52%			

*Includes teaching counselors and FT faculty from other departments

Human Development Program Review Faculty Survey Results

Twenty responses were received out of 33 sent out to faculty for a response rate of 61% on this survey during the Fall 2005 semester. The number of responses and the percentage of the whole are indicated for each item below:

1. How much formal professional development related to your teaching duties do you complete in a typical year?

#	%	
<u>0</u>	<u>0</u>	None
<u>2</u>	<u>10</u>	1-5 hours
<u>1</u>	<u>5</u>	6-10 hours
<u>4</u>	<u>20</u>	11-15 hours
<u>3</u>	<u>15</u>	16-20 hours
<u>4</u>	<u>20</u>	21-25 hours
<u>6</u>	<u>30</u>	More than 25 hours

2. What types of discipline-related professional development activities do you participate in? (indicate all that apply in a typical year)

#	%	
<u>15</u>	<u>75</u>	Independent reading/research
<u>17</u>	<u>85</u>	Attending professional development workshops at ACC
<u>16</u>	<u>80</u>	Attending seminars/workshops from other providers
<u>6</u>	<u>30</u>	Presenting teaching-related workshops at ACC or elsewhere (topics?)
<u>9</u>	<u>45</u>	Online educational activities
<u>6</u>	<u>30</u>	Taking courses for credit
<u>16</u>	<u>80</u>	Conferences
<u>11</u>	<u>55</u>	Professional organizations at local or national level
<u>6</u>	<u>30</u>	Preparation of articles or teaching-related research
<u>0</u>	<u>0</u>	Other (please specify)

3. What types of instructional resources do you use in your instruction?

#	%	
<u>18</u>	<u>90</u>	Overhead transparencies
<u>13</u>	<u>65</u>	Media such as videos/CD/DVD/film clips
<u>8</u>	<u>40</u>	PowerPoint presentations
<u>3</u>	<u>15</u>	Blackboard access for students
<u>7</u>	<u>35</u>	Internet access in the classroom
<u>15</u>	<u>75</u>	Internet projects/activities for students
<u>18</u>	<u>90</u>	Library resources/onsite and online
<u>17</u>	<u>85</u>	Guest lecturers
<u>4</u>	<u>20</u>	Other (specify) 1-Service Learning, 1-Career Specialist, 1-Student Presentations, 1-psycho-educational assessments, poetry, song lyrics, etc.

4. In what ways would you say that you engage in "active learning" strategies in teaching your course(s)?

#	%	
<u>20</u>	<u>100</u>	Use individual inventories/assessments during class
<u>19</u>	<u>95</u>	Have paired/small group activities regularly in class
<u>17</u>	<u>85</u>	Have students practice/demonstrate skills and give feedback
<u>15</u>	<u>75</u>	Use student journals or portfolios
<u>7</u>	<u>35</u>	Use Classroom Assessment Techniques (CATS)
<u>12</u>	<u>60</u>	Have students engage in collaborative/cooperative learning projects
<u>17</u>	<u>85</u>	Have students make individual or team presentations to class
<u>17</u>	<u>85</u>	Have students do some type of online search for information

Number of Sections and Demographic Trends

Section C--List the number of sections taught by location

	CYP	EVC	NRG	PIN	RGC	RVS	EXT/SIT/	OPC	TOTAL
2000-01	5	6	25	7	16	17	2	0	78
2001-02	8	5	24	10	16	18	0	0	81
2002-03	7	7	21	9	14	17	0	0	75
2003-04	6	8	20	10	15	18	2	0	79
2004-05*	5	10	22	10	15	20	0	0	82

*includes summer semester

Section C--How do each of the 5 year demographic trends for this program compare to the overall college trend?

	Fall semester		Ethnicity							Gender		Total
	year	Ave. age	White	Black	Hispanic	Asian	American	Non-resid	Other	Female	Male	
HUDE	Fall 2000	20.9	411	89	241	27	8	12	23	432	379	811
%			51%	11%	30%	3%	0.98%	1.47%	2.83%	53%	47%	
ACC	Fall 2000		63.50%	6.60%	20.60%	6%	0.70%	1.40%	1.30%	54.30%	45.70%	
HUDE	Fall 2001	21.2	466	94	260	44	13	19	6	499	403	902
%			52%	10%	27%	5%	1.44%	2.10%	0.66%	55%	45%	
ACC	Fall 2001		62.20%	6.60%	21.20%	6.20%	0.90%	3%	0%	54.70%	45.30%	
HUDE	Fall 2002	23.1	377	96	264	35	15	28	25	470	370	840
%			45%	11%	31%	4%	2%	3%	3%	56%	44%	
ACC	Fall 2002		60.70%	6.60%	21.60%	5.90%	0.90%	2.20%	2.20%	55.20%	44.80%	
HUDE	Fall 2003	21.9	369	112	263	23	8	18	10	430	373	803
%			46%	14%	33%	3%	1%	2%	1%	54%	46%	
ACC	Fall 2003		60.50%	7.00%	21.90%	5.20%	0.90%	2.50%	1.90%	56.10%	43.90%	
HUDE	Fall 2004	22.5	345	110	273	22	5	10	15	460	320	780
%			44%	14%	35%	3%	0.64%	1%	2%	59%	41%	
ACC	Fall 2004		60.50%	7.10%	22.50%	5.10%	0.80%	2.40%	1.70%	56.30%	43.70%	

Course Assessment Project for HUDE 0111 Transition to College Success

Executive Summary

For the 2004-05 academic year we designed an assessment of the HUDE 0111 Transition to College Success course that was similar to one we did on the PSYC 1300 Effective Learning course in the Fall 2003 semester. The intent was to examine key outcomes for first time in college (FTIC) students who took the Transition course during the Fall 2004 semester.

As part of the policy implementing the Texas Success Initiative (TSI), entering students at ACC who fail two or more of their assessment tests or one of them at the fundamental level are mandated to take the HUDE 0111 Transition to College Success course. (Any student with a TSI placement score of below 5 in Mathematics, Reading, or Writing is considered deficient in that area.) The course is a one credit-hour developmental level course designed for entering freshmen with priority needs. It provides an overview of key aspects, knowledge, and skills needed in the transition to college life. Students identify their educational goals, personal strengths, and areas for development; become familiar with college resources and services; and briefly explore strategies for academic success such as time management and study skills. The course is taught in 8 week sessions with two sessions scheduled back to back during the long semesters and one session in each of the standard 5.5 week sessions in the summer semester.

This assessment was designed to track FTIC HUDE 0111 students who successfully completed the course in the Fall 2004 semester with a grade of A, B, or C and compare them with similarly mandated students who did not take the course during that semester. For the purposes of this assessment, successful Transition students were placed in three cohorts, those who had two or more deficiencies, those with only 1 deficiency, and those students who took the course but had no deficiencies. The key criteria for comparison were the mean grade point average for that semester, mean number of hours attempted, mean number of hours earned, mean number of hours withdrawn from during the semester, and percentage of re-enrollment into the subsequent semester. For comparison purposes, we chose *not* to include the grade earned in the Transition course in the calculations below.

An overview of the results follows for the three areas of GPA, Course Withdrawals, and Retention into the following semester. Since there were only small numbers of students in the single and no deficiency cohorts, we are not focusing on those results in this summary section:

Grade Point Average

FTIC students who had two or more deficiencies and successfully completed the course with a “C” or better grade (N = 208) earned a mean grade point average of 2.81. Similar students who did not take the course (N = 443) earned a mean GPA of 2.92. These outcomes are slightly lower, which is worth exploring more closely in the future. The lack of a major difference is not surprising, however, given that the course is only an 8 week long intervention which came, in some cases, during the last half of the semester. Also, since the GPA results do *not* include the grade in the Transition course itself, the outcomes were probably even closer than indicated.

Course Withdrawals

FTIC students with two or more deficiencies successfully completing the course with a “C” or better grade withdrew from a mean of 3.79 hours during the semester. Similar students who did not take the course withdrew from a mean of 4.95 hours. This outcome represents a positive difference in retention during the semester of 1.16 hours for those who successfully completed the course compared to those who did not take the course.

Retention Into the Following Semester

FTIC students with two or more deficiencies who were successful in the course re-enrolled in the subsequent semester at a mean rate of 82%. Students who did not take the course re-enrolled the next semester at a rate of 62%. This represents a positive difference in retention for those who successfully completed the course of 20% when compared to those who did not take the course.

It should be kept in mind, however, that these outcomes are purely descriptive, *not* evidence of cause and effect, and there are many uncontrolled factors that have not been taken into account. At best, it can be said that these preliminary outcomes are not inconsistent with the hypothesis that this course may provide generally positive outcomes in retention for those “at risk” students who successfully complete this course when compared to similar students who did not take the course.

Since there were a small number of FTIC students who enrolled in the course even though they were not mandated in as a result of deficiencies, we also generated results for those students and compared them to all other FTIC students who also did not have deficiencies and did not take the course. Those outcomes were as follows:

Grade Point Average

Non-deficient FTIC students successfully completing the course with a “C” or better grade (N = 31) earned a mean grade point average (*excluding the grade in the HUDE 0111 course itself*) of 2.78. Similar students who did not take the course (N = 2,896) earned a mean GPA of 2.96. Thus, non-deficient students in the course earned a GPA that was slightly below, but close to the same level as similar students not taking the course.

Course Withdrawals

Non-deficient FTIC students successfully completing the course with a “C” or better grade withdrew from a mean of 4.00 hours during the semester. Similar students who did not take the course withdrew from a mean of 4.87 hours. This outcome represents an increase in retention of .87 hours for those who successfully completed the course compared to those who did not take the course.

Retention Into Following Semester

Non-deficient FTIC students successfully completing the course re-enrolled in the subsequent semester at a mean rate of 77%. Similar students who did not take the course re-enrolled in the next semester at a rate of 67%. This represents a positive difference in retention for those who successfully completed the course of approximately 10% when compared to those who did not take the course.

While these results are suggestive, they should be interpreted with care since the numbers of students involved are small and the data are simply descriptive, not a measure of cause and effect. A few implications from this study can be proposed, however. First, about 32% of the mandated students with two or more deficiencies ended up taking the course in their first semester—208 of 651—suggesting better referral procedures and course opportunities could be helpful in raising the number of students enrolled in the course. Secondly, the number of students who started the course and earned a D, F, W, or I (97 of 354 or 27%) suggests an area for further attention. Comparisons with outcomes in other developmental level courses might prove useful here. Finally, this 8 week student support course *may* have some positive effects on the retention both during a semester and the retention to the subsequent semester, but many factors could be at play here and more rigorous study would be needed to establish stronger grounds for any effects this course may have on those who take it. These cohorts will be tracked further to see what outcomes are generated by the end of the Spring semester.

Report prepared by Tobin Quereau, Assistant Department Chair, Human Development (223-3391). This project would not have been possible without the extensive and able assistance of Ziv Shafir and Connie Wall from the Office of Institutional Effectiveness and Kathy Galaviz of the Information Technology office whose efforts are greatly appreciated.

Table 1
Fall 2004 FTIC Number of Students, Mean Grade Point Average,
Mean Number of Hours Attempted, Mean Number of Hours Earned,
Mean Number of Hours Withdrawn From and Spring 2005 Enrollment
by HUDE-0111 Enrollment and Placement Level Cohort

		No Deficiencies		1 Deficiency		2 or more Deficiencies	
		HUDE-0111 (A, B, C)	No HUDE-0111	HUDE-0111 (A, B, C)	No HUDE-0111	HUDE-0111 (A, B, C)	No HUDE-0111
	Number of Students	31	2,896	18	1,433	208	443
Fall 2004	Mean Grade Point Average	2.78	2.96	2.76	2.84	2.81	2.92
	Mean # of Hours Attempted	5.72	7.01	8.00	7.01	5.89	5.85
	Mean # of Hours Earned	5.60	6.08	7.75	6.03	5.34	4.93
	Mean # of Hours Withdrawn From	4.00	4.87	5.25	4.71	3.79	4.95
	Spring 2005 Enrolled Students (%)*	24 (77)%	1,932 (67)%	14 (78)%	955 (67)%	171 (82)%	273 (62)%

Note: Any student with a placement level below 5 in Mathematics, Reading, or Writing was considered deficient in that area.

* Enrolled as of April 26, 2005

FTIC Fall 2004		
HUDE-0111 Grades	N	%
A	163	46.0%
B	67	18.9%
C	27	7.6%
D	10	2.8%
F	25	7.1%
I	8	2.3%
W	54	15.3%
Total	354	100.0%

Course Assessment Project for PSYC 1300 Effective Learning

Executive Summary

For the 2003-04 academic year we designed an assessment of the PSYC 1300 Effective Learning course that was similar to one we did in the Fall 2000 semester (when the course was designated as HDP 1603 Creative Learning). The intent was to examine key outcomes for “at risk” students who took the course during the Fall 2003 semester.

Early Alert, Probation, or Suspension students who took the Effective Learning course (N=41) were tracked and compared to similar students who did not take the course in Fall 2003 (N=2,334). The key criteria for comparison were the mean grade point average for that semester, mean number of hours attempted, mean number of hours earned, mean number of courses withdrawn from during the semester, and percentage of re-enrollment into the subsequent semester. For comparison purposes, we chose to *not* include the grade earned in the Effective Learning course in the calculations below, so the overall results would very likely be somewhat stronger with that grade included. Also, since the numbers of hours attempted and earned were affected by the fact that we did not include the hours for the Effective Learning course itself in those calculations, we are not focusing on those results in this executive summary.

Results were as follows for “at risk” students in the three areas of GPA, Course Withdrawals, and Retention:

Grade Point Average

Students successfully completing the course with a “C” or better grade (N=23) earned a mean grade point average (*excluding the grade in the PSYC 1300 course itself*) of 2.65. Students who earned a grade of “D”, “F”, or “W” (N=18), generated a mean GPA of .63. Similar “at risk” students who did not take the course (N=2,334) earned a mean GPA of 2.09. For those who successfully completed the course, there was an average positive difference in the semester GPA of .56 grade points compared to those who did not take the course. Due possibly to the small sample size, these results did not reach standard levels of significance.

Course Withdrawals

Students successfully completing the course with a “C” or better grade withdrew from a mean of .30 courses during the semester. Students who earned a grade of “D”, “F”, or “W” in the course withdrew from a mean of 1.78 courses, and students who did not take the course withdrew from a mean of .41 courses. This outcome represents a slight reduction in course withdrawals during the semester of .11 courses for those who successfully completed the course compared to those who did not take the course.

Retention Into Following Semester

Students who were successful in the course re-enrolled the subsequent semester at a mean rate of 87%. Students who were unsuccessful in the course returned at a rate of 17%. Students who did not take the course returned the next semester at a rate of 51%. This represents a positive difference in retention for those who successfully completed the course of approximately 36% when compared to those who did not take the course.

While these cohorts are small and the frequency data are subject to the effects of many uncontrolled factors, these preliminary outcomes are not inconsistent with the hypothesis that this course may provide generally positive outcomes for those “at risk” students who successfully complete this course when compared to similar students who did not take the course. Given the level of unsuccessful completion, it also suggests that this course is a challenging one for students in the “at risk” categories.

level of unsuccessful completion, it also suggests that this course is a challenging one for students in the “at risk” categories.

In order to give another perspective to our study, we also generated results for students who were *not* “at risk” but took the course to increase their effectiveness in school. Results were compared to all other ACC students who were *not* on Early Alert, Probation or Suspension. Those outcomes were as follows:

Grade Point Average

Students successfully completing the course with a “C” or better grade (N=165) earned a mean grade point average (*excluding the grade in the PSYC 1300 course itself*) of 2.82. Students who earned a grade of “D”, “F”, or “W” (N=49), generated a mean GPA of 1.52. Similar students who did not take the course (N=29,933) earned a mean GPA of 2.86. Thus, “typical” students in the course performed at generally the same level as similar students not taking the course at the end of the semester.

When the incoming GPA’s of the two groups (for the period from Fall 1999-Summer 2003) are compared, however, a difference is indicated. Not at risk students who took the PSYC 1300 course entered the semester with a GPA of 2.56 compared to an incoming G.P.A. of 3.00 for the typical student who did not take the course. While successful PSYC 1300 students improved their average, earning a GPA of 2.82 (up from 2.56) during the semester, the average for students not taking the course was lower (down from 3.00 to 2.86) during the semester. While not conclusive in any way, that difference in direction is intriguing and worthy of further study.

Course Withdrawals

Students successfully completing the course with a “C” or better grade withdrew from a mean of .28 courses during the semester. Students who earned a grade of “D”, “F”, or “W” in the course withdrew from a mean of 1.98 courses, and students who did not take the course withdrew from a mean of .48 courses. This outcome represents a reduction in course withdrawals during the semester of .20 courses for those who successfully completed the course compared to those who did not take the course.

Retention Into Following Semester

Students who were successful in the course re-enrolled the subsequent semester at a mean rate of 84%. Students who were unsuccessful in the course returned at a rate of 49%. Students who did not take the course returned the next semester at a rate of 62%. This represents a positive difference in retention for those who successfully completed the course of approximately 22% when compared to those who did not take the course.

While these results are suggestive, they should be interpreted with care since the numbers of students involved are small and the data are simply descriptive, not a measure of cause and effect. A few implications from this study can be identified, however. First, very few of our “at risk” students actually end up taking this course—only 43 of 2,344 in the Fall 2003 semester (less than 2% of that population). Secondly, taking this course seems to be a turning point for those who take it. Those who complete it successfully appear to benefit positively in comparison to similar students who didn’t take it and those who do not complete it successfully seem to do very poorly in comparison. Many factors could be at play here and more rigorous study would be needed to establish stronger grounds for the effects this course may have on those who take it.

Report prepared by Tobin Quereau, Assistant Department Chair, Human Development (223-3391). This project would not have been possible without the extensive and able assistance of Dr. Ziv Shafir from the Office of Institutional Effectiveness.

PSYC-1300 Assessment Results - Fall 2300

Table 1
Fall 2003 Mean Grade Point Average,
Mean Number of Hours Attempted, Mean Number of Hours Earned,
Mean Number of Courses Withdrawn From, Spring 2004 Enrollment, and Incoming GPA
by Cohort*

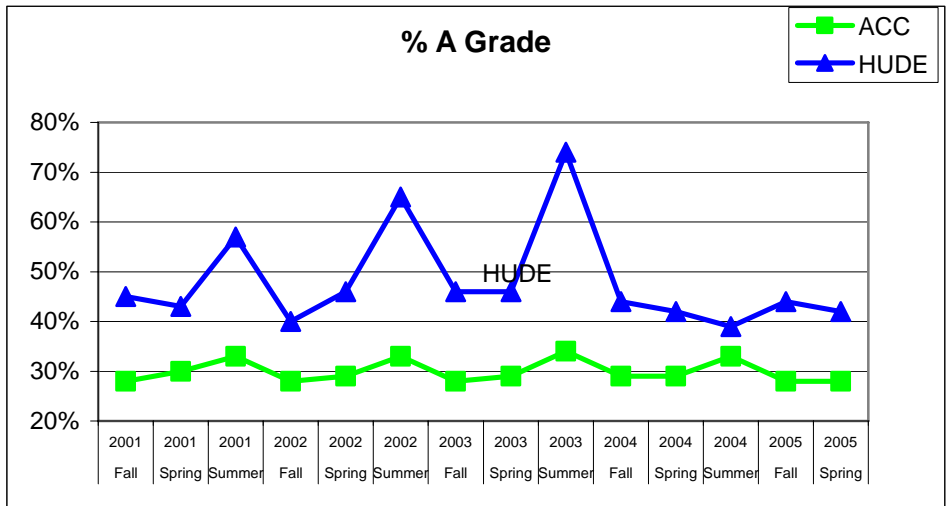
		Students on Academic Alert/Suspension/Probation			Students not on Academic Alert/Suspension/Probation		
		Took PSYC-1300 Successfully	Took PSYC-1300 Unsuccessfully	Did not take PSYC-1300	Took PSYC-1300 Successfully	Took PSYC-1300 Unsuccessfully	Did not take PSYC-1300
Fall 2003 statistics	Mean Grade Point Average	2.65	0.63	2.09	2.82	1.52	2.86
	Mean # of Hours Attempted	4.83	4.39	5.41	6.07	3.04	6.12
	Mean # of Hours Earned	4.70	2.78	4.14	5.79	2.35	5.64
	Mean # of Courses Withdrawn From	0.30	1.78	0.41	0.28	1.98	0.48
	Spring 2004 % Enrolled	87%	17%	51%	84%	49%	62%
	<i>Number of Students</i>	23	18	2,334	165	49	27,933
	<i>Incoming GPA**</i>	1.57	1.18	1.60	2.56	2.21	3.00

* Data do not include the grade from the PSYC 1300 course itself

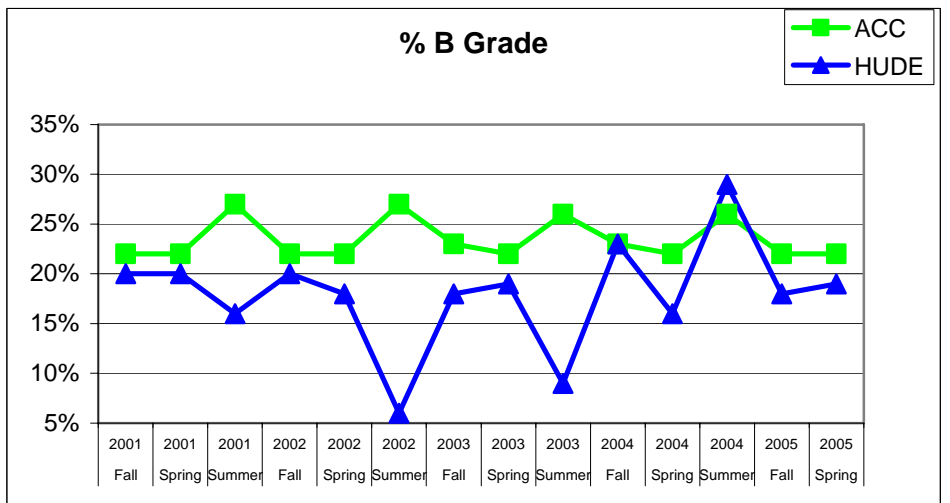
** Based on Fall 1999 - Summer 2003 Grades

Grade Distribution Comparison

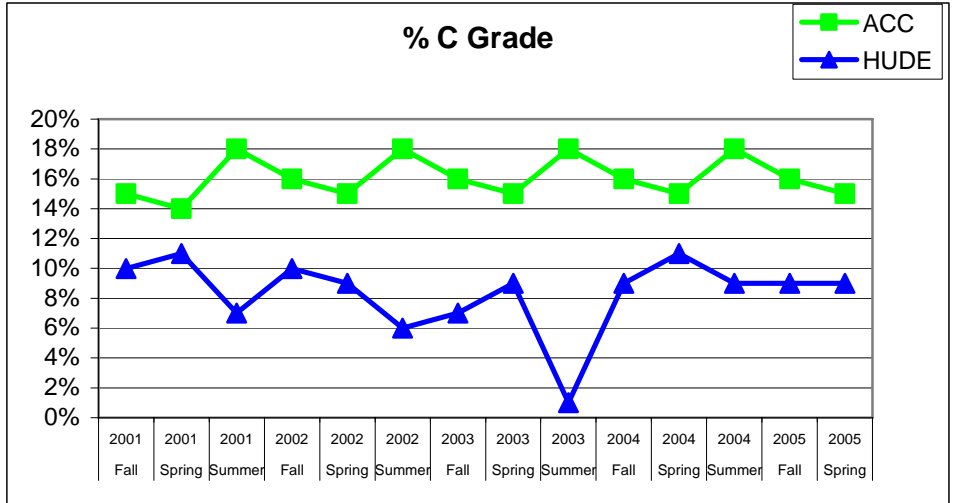
%age A	2000	ACC	HUDE
Fall	2001	0.28	0.45
Spring	2001	0.3	0.43
Summer	2001	0.33	0.57
Fall	2002	0.28	0.4
Spring	2002	0.29	0.46
Summer	2002	0.33	0.65
Fall	2003	0.28	0.46
Spring	2003	0.29	0.46
Summer	2003	0.34	0.74
Fall	2004	0.29	0.44
Spring	2004	0.29	0.42
Summer	2004	0.33	0.39
Fall	2005	0.28	0.44
Spring	2005	0.28	0.42



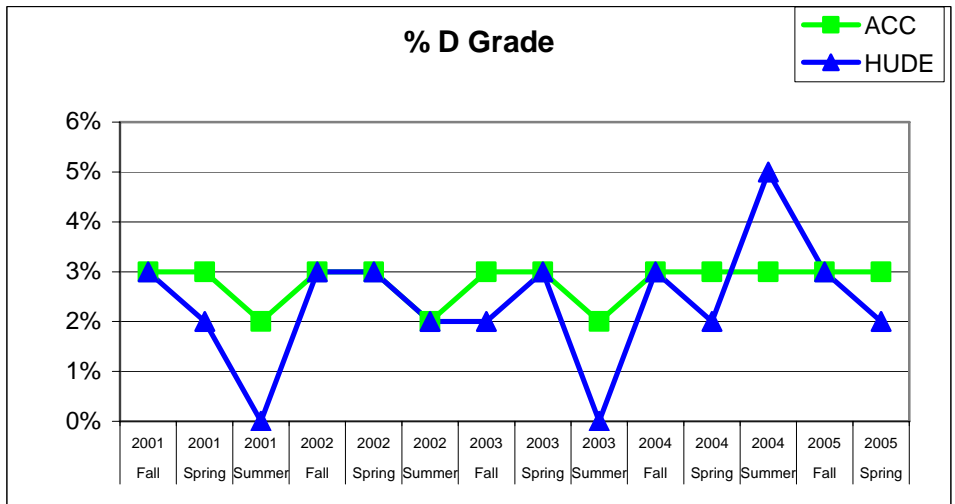
%age B	2000	ACC	HUDE
Fall	2001	0.22	0.2
Spring	2001	0.22	0.2
Summer	2001	0.27	0.16
Fall	2002	0.22	0.2
Spring	2002	0.22	0.18
Summer	2002	0.27	0.06
Fall	2003	0.23	0.18
Spring	2003	0.22	0.19
Summer	2003	0.26	0.09
Fall	2004	0.23	0.23
Spring	2004	0.22	0.16
Summer	2004	0.26	0.29
Fall	2005	0.22	0.18
Spring	2005	0.22	0.19



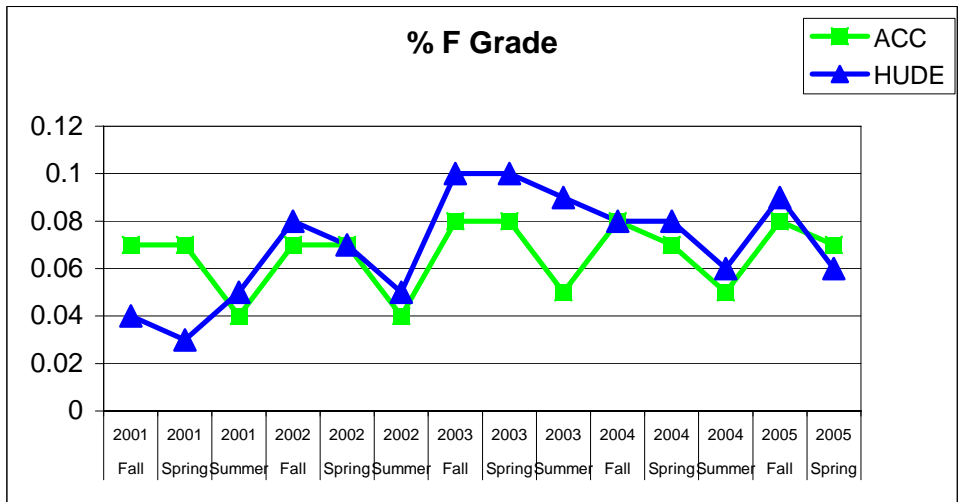
5age C	2000	ACC	HUDE
Fall	2001	0.15	0.10
Spring	2001	0.14	0.11
Summer	2001	0.18	0.07
Fall	2002	0.16	0.10
Spring	2002	0.15	0.09
Summer	2002	0.18	0.06
Fall	2003	0.16	0.07
Spring	2003	0.15	0.09
Summer	2003	0.18	0.01
Fall	2004	0.16	0.09
Spring	2004	0.15	0.11
Summer	2004	0.18	0.09
Fall	2005	0.16	0.09
Spring	2005	0.15	0.09



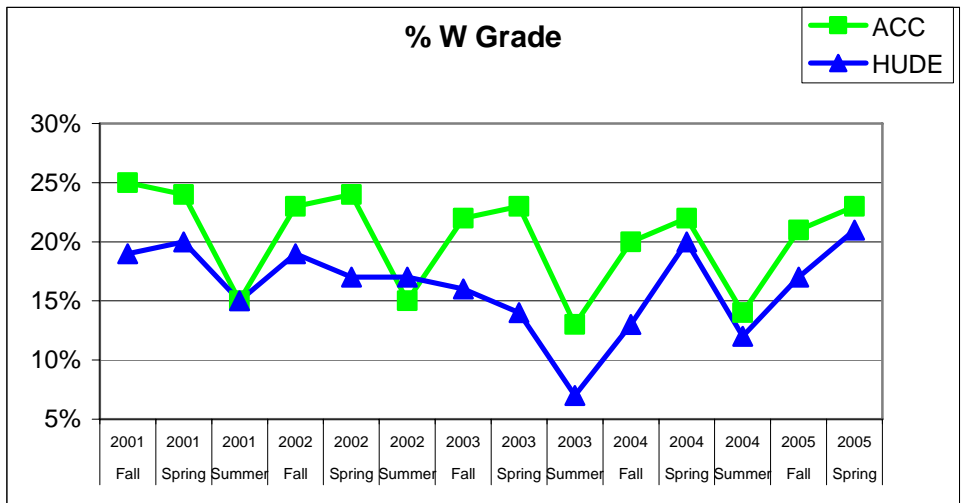
%age D	2000	ACC	HUDE
Fall	2001	0.03	0.03
Spring	2001	0.03	0.02
Summer	2001	0.02	0
Fall	2002	0.03	0.03
Spring	2002	0.03	0.03
Summer	2002	0.02	0.02
Fall	2003	0.03	0.02
Spring	2003	0.03	0.03
Summer	2003	0.02	0
Fall	2004	0.03	0.03
Spring	2004	0.03	0.02
Summer	2004	0.03	0.05
Fall	2005	0.03	0.03
Spring	2005	0.03	0.02



%age F	2000	ACC	HUDE
Fall	2001	0.07	0.04
Spring	2001	0.07	0.03
Summer	2001	0.04	0.05
Fall	2002	0.07	0.08
Spring	2002	0.07	0.07
Summer	2002	0.04	0.05
Fall	2003	0.08	0.1
Spring	2003	0.08	0.1
Summer	2003	0.05	0.09
Fall	2004	0.08	0.08
Spring	2004	0.07	0.08
Summer	2004	0.05	0.06
Fall	2005	0.08	0.09
Spring	2005	0.07	0.06



%age W	2000	ACC	HUDE
Fall	2001	0.25	0.19
Spring	2001	0.24	0.20
Summer	2001	0.15	0.15
Fall	2002	0.23	0.19
Spring	2002	0.24	0.17
Summer	2002	0.15	0.17
Fall	2003	0.22	0.16
Spring	2003	0.23	0.14
Summer	2003	0.13	0.07
Fall	2004	0.20	0.13
Spring	2004	0.22	0.20
Summer	2004	0.14	0.12
Fall	2005	0.21	0.17
Spring	2005	0.23	0.21



Quality Improvement Plan for Human Development Program

Date Completed: January 10, 2006

Please complete a table for each of the self-study team's recommendations for improving or maintaining the quality of the program. The first table provides information to assist you in determining what to put in each "cell." If you need more tables, please use the copy/paste function in word.

Field	What to include
Recommendation #	Assign a number to this recommendation for tracking purposes.
Recommendation:	Taken from the <i>IPRS</i>
Planned Implementation date:	When does the program expect to begin to implement this recommendation?
Estimated Completion date:	When does the program estimate this recommendation to be fully implemented?
Action/Task	What steps must the program do to implement the recommendation?
Measure of Success/ Desired Outcome	If the recommendation is implemented, what about the program will be improved? What difference will the implementation of this recommendation make in relation to students, the program's purpose, the College's mission? How will this recommendation improve learning and help meet targeted objectives?
Estimated Cost(s)	This field is particularly important because the information the program enters here is the information that the Instruction/credit Cluster Group will consider in its Master Plan process. Consider changes that require one-time costs (equipment, renovation, etc.) and changes that require recurring costs (typically new positions).
Consequence if not funded	If this recommendation is not funded, how will students, the program, the College, or the community be negatively impacted?

Recommendation #	1
Recommendation:	Review Instructor Manuals for HUDE 0111 Transition to College Success and PSYC 1300 Effective Learning courses and revise/update as needed
Planned Implementation date:	March '06
Estimated Completion date:	July '06
Action/Task	Appoint review team to revise/update manuals as needed
Measure of Success/ Desired Outcome	Revised manuals will be distributed to faculty in August '06. Faculty will have updated framework and materials for courses, improving consistency and quality of instruction across the college

Estimated Cost(s)	Cost of duplication is uncertain at this point. Estimated at less than \$100.00
Consequence if not funded	Should be manageable with current funds available
Who is responsible?	Tobin Quereau

Recommendation #	2
Recommendation:	Create Instructor Manual for POFT 1310 Career Exploration/Planning course.
Planned Implementation date:	March '06
Estimated Completion date:	July '06
Action/Task	Appoint a team to create an Instructor Manual for POFT 1310
Measure of Success/ Desired Outcome	Instructor Manual will be distributed to instructors in August '06 creating current framework and materials for course, improving consistency and quality of instruction across the college
Estimated Cost(s)	Small cost for duplication. Estimated at less than \$15.00
Consequence if not funded	Should be manageable with current funds available
Who is responsible?	John Ross Oliver

Recommendation #	3
Recommendation:	Publicize new HUDE 0111 "hold" to all counselors to increase the number of mandated students who complete the course. Integrate new HUDE 0111 "hold" requirements into TSI form and process
Planned Implementation date:	January '06
Estimated Completion date:	Ongoing each semester
Action/Task	Send message to counselors on status of "hold" for HUDE 0111 course and remind them of need to address the course as part of TSI process
Measure of Success/ Desired Outcome	Message sent prior to and during registration process each semester ensuring appropriate students are identified and enrolled in this mandated course as soon as possible in their college career. This can also increase the enrollment per section, improving efficiency of classroom utilization
Estimated Cost(s)	None
Consequence if not funded	N/A
Who is responsible?	Tobin Quereau

Recommendation #	4
Recommendation:	Work with College Marketing office and Student Services to develop marketing, promotion, and referral strategies for the department and for the

	PSYC 1300 Effective Learning and POFT 1310 Career Exploration/Planning courses in particular to increase enrollment
Planned Implementation date:	March, '06
Estimated Completion date:	Ongoing
Action/Task	Create marketing materials, flyer, brochure, web site in conjunction with marketing office. Continue to refine referral processes by counselors/advisors
Measure of Success/ Desired Outcome	Having materials available for distribution and referral processes in place can increase the number of students who are aware of and take advantage of the courses we offer. Benefits will accrue to the students themselves and to the program as it makes more efficient use of its resources and services. The institution will also benefit from greater student access, retention, and success in school
Estimated Cost(s)	Unknown at this time. Estimates will depend on what is recommended after consultation
Consequence if not funded	Less effective publicity for program courses
Who is responsible?	Tobin Quereau

Recommendation #	5
Recommendation:	Continue to request additional evening sections of HUDE 0111 to serve students who cannot attend during regular working hours
Planned Implementation date:	Spring '06
Estimated Completion date:	Fall '05 and beyond
Action/Task	Request additional evening time slots as needed to meet the demand for the course
Measure of Success/ Desired Outcome	Having additional evening sections scheduled as needed will enable greater access to our courses for students who work during the day
Estimated Cost(s)	None
Consequence if not funded	No change in the number of evening sections
Who is responsible?	Tobin Quereau

Recommendation #	6
Recommendation:	Continue to expand POFT 1310 Career Exploration/Planning course by offering sections at RGC, NRG, and RVS.
Planned Implementation date:	Fall '06
Estimated Completion date:	Ongoing
Action/Task	Place in schedule
Measure of Success/ Desired Outcome	Courses appear in schedule and students enroll. Additional access to the Career Exploration/Planning course will benefit students at all major campuses
Estimated Cost(s)	None
Consequence if not funded	N/A
Who is responsible?	Tobin Quereau

Recommendation #	7
Recommendation:	Explore development of online course modules for career development and determine whether to offer 1 credit hour versions of POFT 1310.
Planned Implementation date:	Fall '06
Estimated Completion date:	Spring '07
Action/Task	Create a team to research and design online career development module(s)
Measure of Success/ Desired Outcome	Having online modules available for student use can assist students in making appropriate career choices whether individually with counselor support or as part of a career development course.
Estimated Cost(s)	Unknown at this time. Might be able to fund some development time and support through innovation grant
Consequence if not funded	Modules will likely not be developed
Who is responsible?	John Ross Oliver

Recommendation #	8
Recommendation:	Explore the development of HUDE 0111 Transition to College Success course directed towards students in Basic Math course.
Planned Implementation date:	Spring '06
Estimated Completion date:	Spring '07
Action/Task	Appoint a team to design a version of HUDE 0111 to support Basic Math students
Measure of Success/ Desired Outcome	Having course materials and curriculum created and sections scheduled for students will allow for additional support to those who enter ACC with deficiencies in math
Estimated Cost(s)	Costs are uncertain at this time. After some research, if additional funds are needed an Innovation Grant could be requested. Additional sections will need to be made available as well, so there might be some "cost" in re-allocating slots from use by other programs.
Consequence if not funded	Course might not be developed at this time and status quo would remain
Who is responsible?	Tobin Quereau

Recommendation #	9
Recommendation:	Develop and offer sections of HUDE 0111 Transition to College Success course that can address specific needs for deaf students and students taking English for Speakers of Other Languages courses.
Planned Implementation date:	Fall '05

Estimated Completion date:	Spring '06
Action/Task	Schedule special focus HUDE 0111 sections for Spring semester and beyond.
Measure of Success/ Desired Outcome	Courses scheduled and students enrolled. Preliminary work on these two areas is underway and one course is likely to make for the Spring semester already. Students in these special needs areas should benefit from having qualified and experienced faculty members providing guidance and instruction
Estimated Cost(s)	No additional funds required. Initial development work completed in Fall '05 semester
Consequence if not funded	N/A
Who is responsible?	Tobin Quereau

Recommendation #	10
Recommendation:	Explore offering some sections of PSYC 1300 as learning communities with other departments such as Government, Psychology, Math, etc.
Planned Implementation date:	Spring '06
Estimated Completion date:	Spring '07 (if not before)
Action/Task	Identify instructors willing to teach in learning communities and schedule as appropriate.
Measure of Success/ Desired Outcome	Sections are scheduled and students enrolled. One learning community was created for Fall '05 and positive results were seen. Additional areas for learning communities can bring benefits to more students across the college curriculum
Estimated Cost(s)	None, assuming instructors can be found willing to teach without additional support
Consequence if not funded	N/A
Who is responsible?	Tobin Quereau

Recommendation #	11
Recommendation:	Work with Early College Start office to provide PSYC 1300 Effective Learning course at area high schools.
Planned Implementation date:	Fall '06
Estimated Completion date:	Ongoing
Action/Task	Identify high schools with interest in offering course. Coordinate through Early College Start office
Measure of Success/ Desired Outcome	Having sections scheduled and students enrolled will benefit those students and potentially increase the number of students who continue at ACC with improved outcomes
Estimated Cost(s)	No additional costs
Consequence if not funded	N/A
Who is responsible?	Tobin Quereau

Recommendation #	12
Recommendation:	Develop closer working relationships with Developmental Studies areas of Reading, Writing, and Math to coordinate expectations for students at various levels of skill and knowledge in the HUDE 0111 Transition to College Success course.
Planned Implementation date:	Spring '06
Estimated Completion date:	Ongoing
Action/Task	Meet with Department Chairs in Developmental Communications and Math to coordinate courses and instructional expectation.
Measure of Success/ Desired Outcome	Meetings held and collaboration initiated. It is anticipated that better coordination between programs will result in greater gains for students in subsequent coursework
Estimated Cost(s)	No additional cost
Consequence if not funded	N/A
Who is responsible?	Tobin Quereau

Recommendation #	13
Recommendation:	Develop working relationship with new Education department and explore feasibility of offering EDUC1300 Effective Learning as part of 8-12 grade degree.
Planned Implementation date:	Spring '06
Estimated Completion date:	Spring '07 and beyond
Action/Task	Coordinate with Education Department Chair to explore adding PSYC 1300 to 8-12 Grade degree program
Measure of Success/ Desired Outcome	Having the Effective Learning course added to degree program can benefit students by increasing their own learning skills and their ability to help their students learn when they teach in the future
Estimated Cost(s)	No additional costs
Consequence if not funded	N/A
Who is responsible?	Tobin Quereau

Recommendation #	14
Recommendation:	Continue to build relationship with Student Life office to ensure students are aware of extra-curricular opportunities for learning, leadership development and community service.
Planned Implementation date:	Spring '06
Estimated Completion date:	Ongoing
Action/Task	Stay in communication with Student Life office and ensure HUDE faculty make students aware of their services

Measure of Success/ Desired Outcome	Encouraging HUDE faculty to have Student Life staff make presentations to their classes and engaging students in extra-curricular activities as appropriate can improve student motivation and retention in college.
Estimated Cost(s)	No additional costs
Consequence if not funded	N/A
Who is responsible?	Tobin Quereau and HUDE faculty

Recommendation #	15
Recommendation:	Develop more regular discipline-specific professional development opportunities for program faculty.
Planned Implementation date:	Fall '06
Estimated Completion date:	Ongoing
Action/Task	Ensure that there is at least four hours of discipline-specific professional development offered each academic year in addition to general professional development opportunities
Measure of Success/ Desired Outcome	Offering discipline-specific professional development workshops can improve the quality of instruction in HUDE courses and lead to better student outcomes
Estimated Cost(s)	No additional costs anticipated
Consequence if not funded	N/A
Who is responsible?	Tobin Quereau

Recommendation #	16
Recommendation:	Continue to explore methods for assessing and documenting the effectiveness of the program offerings in terms of student outcomes.
Planned Implementation date:	Fall '07
Estimated Completion date:	Ongoing
Action/Task	Coordinate with Office of Institutional Effectiveness to explore other assessment options for HUDE courses and student outcomes
Measure of Success/ Desired Outcome	Having new options in place for assessment could provide even stronger support and documentation for student learning outcomes in HUDE courses
Estimated Cost(s)	No additional costs anticipated
Consequence if not funded	N/A
Who is responsible?	Tobin Quereau

Recommendation #	17
Recommendation:	If the program expands to meet additional needs and levels of full-time to adjunct faculty change, there might be a need in the future for an additional full-time faculty member.
Planned Implementation date:	FY '08 or beyond

Estimated Completion date:	Uncertain
Action/Task	Request additional full-time faculty position if and when demand for additional courses warrants
Measure of Success/ Desired Outcome	When warranted, having an additional full-time faculty position approved and filled can provide better coverage for the program, improve consistency of delivery and faculty access for students
Estimated Cost(s)	Standard costs for new faculty member, \$50,000.00 (with benefits included)?
Consequence if not funded	No new position
Who is responsible?	Tobin Quereau