

Unit Planning for Instruction
Counseling/Human Development

Section I: Data Elements

1) Enrollment and Demand Data

- Student FTE by division (4-year history)
 - 2001-02: 153
 - 2002-03: 192
 - 2003-04: 154
 - 2004-05: 129
 - 2005-06: 125
- Student FTE by subject and course
 - CG: 108.73
 - HS: 5.79
- Labor market projections (state and regional):
 - We don't have degree granting programs.
- Courses required for degrees or certificates
 - Human Relationships at Work for PT programs

2) Capacity and Utilization Data

- Fill rate of course sections
 - 2003-04: 82.8%
 - 2004-05: 79.3%
 - 2005-06: 81.1%
- Student FTE/Faculty FTE ratios
 - Unavailable from IRAP due to the unique way faculty FTE is allocated in our department.

3) Student Success Data

- Course completion rates
 - 2005-06: 89.01%
- Course withdrawal rates
- Student success rates
 - 2005-06: 81.91%

4) Expenditures and Revenue

- Expenditures per unit (annual)
 - \$324,057
- Cost-per-FTE by subject
 - \$2830
- Revenue per unit
 - \$1,072,327

5) Division planning parameters

- FTE target for disciplines
- Expected budget to work within

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Section II: Program Analysis

1. What did your unit accomplish last year in relationship to your 04-05 and 05-06 planning initiatives? What were other accomplishments not related to the annual planning initiatives?

2004-05 Initiatives

- Requested that room 1/222 be made into a “Smart Classroom”. Request was approved and planning with Dennis Mills has occurred but construction has not yet started.

2005-06 Initiatives

- We requested that building #1 room 224 be made into a smart classroom.
- We requested curriculum development funds to develop a one-credit course titled “Individualized College Success”. The idea behind the course was that it would help students develop a customized opportunity to build skills that would enhance their college experience.

Other accomplishments

- Facilitated the adaptation of On-Course principles into the curriculum of several sections of College Success.
- Taught several sections of College Success as a part of the FastLane learning community.
- Taught sections of Money for College as part of a learning community.
- Coordinated and partially funded On-Course training for 60 faculty members from across the college.
- Did the preliminary planning for a collaborative retention initiative with Student Financial Services to provide a special section of College Success (Back on Course) to 100 students who lost their financial aid after spring term 2006.

2. What assessment activities did your unit undertake last year? In this section, please review and revise assessment plans submitted last year and identify the progress made on last year’s assessment plan. Attach the revised assessment plan.

- 7 part-time faculty instructors had performance evaluations
- 7 full-time faculty instructors had performance evaluations
- On-line student evaluations were conducted for every class every term by each instructor’s choice.
- In addition to online evaluations, most instructors conduct one or more informal, anonymous evaluations during the term.

3. Based on assessment results or other evidence, what program areas (new or continuing) need attention?

- There is consistently unmet demand for the scholarship class “Money for College” but we lack qualified instructors to add more sections.
- The enrollment in the Career & Life Planning course has decreased over the last several years.

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- The Career & Life Planning course and Human Relations at Work courses may benefit from the addition of a “lab” sections that would facilitate discussion and exploration of the information presented in the courses.

4. Overall, what strengths do you believe your unit demonstrated in 2005-2006?

- Human Relations at Work is an important component of professional technical program coursework. Professional technical employers are not only concerned about potential employees possessing technical skills in their area of expertise, they value the ability to communicate and effectively interact with a diversity of people internal and external to their businesses.
- Human Development instructors are skilled and developing courses that increase the retention of targeted student groups. For example, we offered 4 sections of a new course called “College Success: Back on Course” Fall term 2006 that targeted the hundreds of students who were suspended from financial aid after Spring term 2006. This is a challenge because this particular segment of the student population has complex barriers to being successful (work/home demands, financial issues, personal problems, lack of career direction, etc.)
- Counselors are dedicated to student success. Instructors are very creative and always trying to make their material more interesting and more relevant.

HD instructors:

- Possess a thorough understanding of impediments to student success.
- Are able to create holistic strategies to help students overcome barriers to their success.
- Possess a willingness to look ahead and anticipate problems that students might encounter that could interfere with their success.
- Effectively use a “psycho educational” approach to teaching HD classes that efficiently delivers retention and other services to students in a group setting.
- *Instructors meet regularly to discuss instructional issues, content, methods, and technologies.*
- *Students complete a formal instructor evaluation in every course each term. Results are consistently positive.*
- Human Development instruction enlists multiple modalities: on-line, telecourse, live studio course, and real-time live interactive courses.
- By virtue of the training and perspective of Human Development instructors, aspects of cultural differences and diversity are infused in instruction.
- Instructors use Internet resources and multimedia tools (PowerPoint, spreadsheets for computing points for classroom activities, VCR-TV).
- Several departments require Human Relations at Work CG203 for their Professional Technical programs and report satisfaction with student learning that occurs in this course.
- Classrooms and resources are used efficiently. Classrooms (Building 1, Rooms 222 and 224) are scheduled 8:30 a.m. until 8:50 p.m. on most days.
- Desired enrollment is generally exceeded for most courses.
- I can't speak for anyone other than myself but, I would say that as an HD instructor my strengths lie in improving student retention. Because so much of the content of our classes is about communication, flexibility, and respect, I feel we improve students skills in school and at work (as well as in their personal relationships). I make a great effort

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(maybe too much) to accommodate non-traditional students (or any students struggling for whatever reason) as long as they do all the work. We model respectful, fair and flexible behavior. I think we also create a learning environment that caters to many different learning styles.

5. Overall, what challenges do you believe your unit faced in 2005-2006?

- Efficient classroom time and quality student contact time could have been improved if Smart Classroom construction could have been made in a timelier manner.
- By the nature of the classes we teach, we attract people who are often struggling, so maybe they don't have a safe living situation, are barely getting by financially, are working far too many hours, are single-parenting, etc. Sometimes it seems like a race to give them enough skills so that they use those skills to stay in school. We also have a fair amount of "acting out" occurring, so it keeps us on our toes to stay grounded and not become reactive--good practice.

6. What conclusions do you draw from this analysis about needed improvements or changes in 2007-2008?

- We need classrooms 222 and 224 (Building 1) to be equipped as Smart Classrooms as soon as possible.